The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall

III. Course Time and Place: Scheduled Fridays 4:30-6:00  TEC Room 109 and NNMC Blackboard

IV. Instructor Information: Esquibel 505-747-2242

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
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<tbody>
<tr>
<td>Christina Esquibel</td>
<td><a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></td>
<td>Tuesday: 12:30-4:30</td>
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<td></td>
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<td>Wed: 3:30-4:30</td>
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</table>


Selected Articles: The articles sites are linked via Northern New Mexico College Online.

VI. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VII. Attendance: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
Catalog Course Description:

**Approved Catalog Description:**

This course provides you with an overview of literacy and language development, and focuses on the development and implementation of an integrated curriculum approach at the elementary level. You will see how the emphasis of the integration of state standards.

**Additional Course Description:**

Emphasis will be placed on critical elements in literacy development cited in the National Reading Panel. Because the course integrates strategies for teaching reading and writing across the curriculum, the elements most emphasized will include decoding strategies, fluency, vocabulary development and comprehension. Organizational procedures for instructional delivery through a word analysis, reading, and writing framework will be explored.

**VIII. Course Objectives:**

**NEW MEXICO COMPETENCIES FOR ENTRY LEVEL TEACHERS:**

**Level J Competencies-Knowledge of Content**

1. Foundations of Reading Assessment
   - The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

2. Methods of instruction:
   - the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
     - II. oral language;
III. phonemic awareness;
IV. phonics;
V. vocabulary;
VI. comprehension;
VII. writing skills.

3. Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:

   a. the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom.

   b. evaluation of text for quality, cultural, and linguistic appropriateness;

   c. connecting identified needs of students based on data with appropriate research-based resources and material;

   d. creation of opportunities for students to consider, respond to and discuss spoken and written materials;

   e. the use of a variety of reading materials including non-fiction, technological media, stories, poems, biographies, texts from various subject areas.

**Objectives**

**Students will:**

1) Describe the basic approaches and supporting theories of teaching reading and writing in the content areas.

2) Explore various strategies to increase vocabulary and comprehension development.

3) Identify strategies that promote critical thinking and deep understanding.

4) Use varied instructional groupings to prompt effective interactions among students in order to maximize learning in the content areas.
5) State the cognitive and text-based factors that influence reading comprehension.

6) Investigate the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning.

7) Understand lesson planning and instructional strategies that incorporate language across the curriculum.

8) Know various assessment procedures that gather information about a student’s understanding or reading and writing in the content areas.

9) Understand the rationale supporting the necessity of collegial relationships and a reflective teaching practice.

IX. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

The weekly course schedule and learning modules can be found within the online learning environment. The following table illustrates the pattern for the online course requirements.

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<td>Initial Discussion Due by 11:59</td>
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<td>Final Discussion Due by 11:59 p.m.</td>
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Revised August 15, 2014
X. Assignment Descriptions/ Assessment Criteria:

**Assignments:**

You will be required to complete assignments related to each module we study. These assignments may include lesson planning for word study, reading and writing across the curriculum. Each assignment or lesson plan is worth 25 weighted points. Collectively, the assignments are worth 60% of your final grade. Lesson plan content, grading criteria, grading rubric and a lesson plan template are provided on the NNMC Online course file. Assignments are due on Sundays by 11:59 p.m.

**Class Discussions:** You are to submit six discussion board postings per module. Collectively, module discussion board postings are worth 30% of your grade. Discussion board criteria are provided on the NNMC Online course content. Each module contains initial discussion prompts and final discussion prompts. Initial discussion prompts are due on Wednesdays by 11:59 p.m. and final discussion prompts are due on Sundays.

**Class Projects:** This assignment requires the student to apply what you are studying in a simulated classroom situation. Three modules require taking the strategies studied and developing them fully (methods and materials to teach the strategy). Then you will role play teaching these strategies to your peers in our class. These assignments will be presented during our on campus course sessions.

**More on the Regarding Discussion Board Requirements**

Initial Discussions and Final Discussions

An important aspect of this class is the discussion board. The goal of the discussion board is to participate in professional and meaningful dialogue and reflection based upon the course topics.

Overview, Criteria & Maximum Points Possible:

Initial Discussion: You must post at least one response to the initial discussion prompt/question and respond to at least two other student's activating event posting each week. The initial discussion is due on Wednesdays at 11:59 p.m.
Final Discussion: You must post at least one response to the final discussion prompt/question and respond to at least two other students' posting. The Final discussion is due on Sundays @ 11:59 p.m.

During the final week of the course, you will use the discussion board grading rubric to self-assess your discussion board participation. The instructor reserves the right to add or subtract points to your self – assessment base upon her evaluation of your discussion board participation.

The value of this discussion board activity will help you to refine your understanding of the topic. Therefore your discussion board postings should reflect your thinking in the form of responding to the prompt in such a way that your response demonstrates thoughtfulness, insight and other relevant questions in regards to the unit question or prompt.

Discussion Postings: High Quality Thoughtful responses of at least 4-sentence paragraphs • Rule of thumb: Keep the response to 1-2 screens. (A screen is what pops up when you click on a posting.) Thoughtful responses include: • Responses that reflect analysis of others' postings • Responses that synthesize or summarize other’s postings • Responses that evoke academic debate • Responses that provide external references and resources • Responses that provide an opinion. (Remember to provide evidence in the form of a reference or source to back up your opinion.) • Responses that provide personal relevant experiences. • Responses that include questions to: Draw out further explanation from others in the course Engage in a professional debate Avoid in your responses: • One sentence responses that say something like “I agree with you!”, “Good job.” Etc. It is okay to start with these type of comments, but do continue with thoughtful comments.

XI. Internet sites or databases: You will be linked to online resources as we cover each online module.

XII. Late Work:
Your work is due on the date indicated on the syllabus.

XIII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In
accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVI. Grading Scale:

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XVII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.
XVIII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall

III. Course Time and Place: TEC Room 109 9:00-5:00 Aug 23, Sept 6, Sep 13, Sept 27 and Oct. 11 & Online via Blackboard

IV. Instructor Information: Esquibel 505-747-2242

<table>
<thead>
<tr>
<th>Instructor: Christina Esquibel</th>
<th>Communication Information: <a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></th>
<th>Office Hours: TBA</th>
</tr>
</thead>
</table>

V. Required Text: Teaching Reading in the Content Areas: If not me, then who? By Urquohart et.al. 3rd Edition. ISBN: 978-1-4166-1421-0

VI. Required Materials or Readings: Online readings linked via Blackboard

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
IX. Catalog Course Description: Provides an overview of literacy and language development, and focuses on the development and implementation of an integrated curriculum approach at the secondary level. You will explore and practice alternative reading assessments which focus on teaching strategies incorporating National Core Reading and Content Area Standards into your content area classroom.

X. Course Objectives:
   a. Explore research-based best practices for teaching reading in the content area.
   b. Explore intervention strategies for improving reading in all content areas.
   c. Gain an understanding of instructional planning and decision making necessary for effectively teaching reading in the content areas.
   d. Consider Common Core Content Areas Standards, the curriculum, the objectives, the nature and needs of students, and the teacher’s teaching style as they interact in the context of the content area classroom.
   e. Examine the three interactive elements of reading: what the reader brings to the situation, the learning context that defines the task, and the characteristics of the written text.
   f. Discuss the role of metacognition and reading to learn, reflective questioning, discussion, and reflective conversation practices in content area thinking and learning.
   g. Explain how text structure, text organization, text genre relate to the growth of critical literacy skills, strategies, and practices among students as the interact with content area content.
   h. Explore the role of the teaching technical and content specific vocabulary and concepts before, during and after reading the texts in content area classrooms.
   i. Explain how students’ prior knowledge with content intersects with the text.
   j. Design and implement lesson plans that integrate teaching reading in the content area learning strategies.
   k. Integrate formal and informal assessments into content area teaching.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Introductions Aug 23 9:00-10:30</td>
<td>None</td>
<td>B2</td>
<td>Course Discussion Due: Aug 23</td>
<td>K1-9 D1-3</td>
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<tr>
<td>Module 2: What is Literacy Aug 23: 11:00-12:30</td>
<td>Introduction</td>
<td>B2</td>
<td>Readings, Discussion and Debate Due: Aug 23</td>
<td>K1-9 D1-3</td>
</tr>
<tr>
<td>Module 3: Strategic Reading on Campus and online</td>
<td>Introduction</td>
<td>B2</td>
<td>Readings, Discussion, Online Initial Posting and Response to the Posting of Two Other Students Due: Aug 24</td>
<td>K1-9 D1-3</td>
</tr>
<tr>
<td>Module 4: Text Features Sept. Sept 6</td>
<td>Chapter 1</td>
<td>B2, 4, 5, 8, 9, 12, 13, 14</td>
<td>Readings, Discussion, Lesson Plan Due: Sept 6</td>
<td>K1-5 D1-3 S1-2</td>
</tr>
<tr>
<td>Module 5: Vocabulary Sept. 6</td>
<td>Chapter 1</td>
<td>B2, 4, 5, 8, 9, 12, 13, 14</td>
<td>Reading, Discussion, Lesson Plan Due: Sept 7</td>
<td>K1-5 D1-3 S1-2</td>
</tr>
<tr>
<td>Module 6: Integrating Children’s Literature Online</td>
<td>Online Readings</td>
<td>B4,5, 8, 9, 12, 13, 14</td>
<td>Readings, Children’s Literature Book List with Suggestions for Integrating that Content Into your Content Area, Discussion, Lesson Plan Due: Sept 14</td>
<td>K1-5 D1-3 S1-2</td>
</tr>
<tr>
<td>Module 7: Integrating Music Online</td>
<td>Online Readings</td>
<td>B4,5, 8, 9, 12, 13, 14</td>
<td>Readings, Discussion, Lesson Plan Due: Sept 21</td>
<td>K1-5 D1-3 S1-2</td>
</tr>
<tr>
<td>Module 8/9: Graphic</td>
<td>Chapter 2</td>
<td>B4,5, 8, 9</td>
<td>Readings, Graphic Organizer List with</td>
<td>K1-5 D1-3</td>
</tr>
<tr>
<td>Module 10/11: More Reading Strategies</td>
<td>Chapter 3</td>
<td>B4,5, 8, 9, 12, 13, 14</td>
<td>J2-14</td>
<td>Readings, Reading Strategies List with Description and Suggestions for Integrating Into your Content Area, Discussions, Lesson Plan Due: Sept 27</td>
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<tr>
<td>Module 12: Information Literacy</td>
<td>Online Readings</td>
<td>B4,5</td>
<td>J1-5</td>
<td>Readings, Discussion Due: Oct. 5</td>
</tr>
<tr>
<td>Module 13: Information Literacy_Lesson Planning</td>
<td>Online Readings</td>
<td>B4,5, 7</td>
<td>J1-5</td>
<td>Lesson Plan Due: Oct. 11</td>
</tr>
<tr>
<td>Module 14: Putting It all Together</td>
<td>Online Readings</td>
<td>B4,5</td>
<td>J1-14</td>
<td>Lesson Presentation/Reflection Posting Due Oct. 11 and Oct. 12</td>
</tr>
<tr>
<td>Module 15: Field Based Experiences Between Aug. 23 and Oct. 11</td>
<td>B2, 4, 5, 6, 7,</td>
<td>J1-14</td>
<td>Field Experience Log, Field Experience Disposition Checklist Due: Oct. 11</td>
<td>K1-5, D1-3, S1-2</td>
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</table>

XII. Assignment Descriptions/ Assessment Criteria:
Lesson Plan: Using the NNMC Lesson Planning Template, Develop Lesson Plans Integrating Strategies Reflective of Each Module’s Content. The NNMC Rubric Will be Used to Grade Your Lesson Plan Submissions.

Lesson Presentation: On the final day of class, you will have approximately 30 minutes to present a lesson of your choice. Your presentation should be summary of how you would teach the lesson with examples and how you would integrate common core
standards into that lesson along with a description of your method for assessing your students’ mastery of objectives.

Strategies List: Include 10 books for strategies, describe them and describe how you’d integrate them into your content area.

Field Experience Log: Submit the NNMC (complete) field experience log on the final days of class.

Dispositions Checklists: Submit the disposition checklist requirements on the final day of class.

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:

Field Lab Experiences:
Professional Competency-Based Collection of Artifacts*:
Seven (7) Common Core Aligned Strategies Lesson Plans (5 pts each) 35%
One (1) Half Hour Formal Lesson Plan Presentation (20 pts) 20%
Field Lab Experience Log Sheet (20 pts) 20%
Classroom Disposition Checklist (Faculty) (5pts) 5%
Field Placement Disposition Checklist (Mentor) (5pts) 5%
Self-Assessment Disposition Checklist (5pts) 5%
Additional Artifact(s): Children’s Lit. List, Graphic Organizer List and Strategies List (5 pts each) 15%

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

NNMC Lesson Plan Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIII. Internet sites or databases

XIV. Late Work:
Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

Revised August 15, 2014
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XVIII. Grading Scale:
Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

  Grading (example):
  A=90-100%
  B=80-89%
  C=70-79%
  D=60-69%
  F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.
If you are going to use that in your grading be sure the grading scale reflects that grading system.

XIX. Academic Ethics: 
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

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| Instructor: Christina Esquibel | Communication Information: Christina@nnmc.edu | Office Hours: Tuesday: 12:30-4:30 Wed: 3:30-4:30 |


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**NEW MEXICO COMPETENCIES FOR ENTRY LEVEL TEACHERS:**

**Level J Competencies-Knowledge of Content**

1. Foundations of Reading Assessment
   - The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

2. Methods of instruction:
   - the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
     - II. oral language;
III. phonemic awareness;
IV. phonics;
V. vocabulary;
VI. comprehension;
VII. writing skills.

3. Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:
   a. the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom.
   b. evaluation of text for quality, cultural, and linguistic appropriateness;
   c. connecting identified needs of students based on data with appropriate research-based resources and material;
   d. creation of opportunities for students to consider, respond to and discuss spoken and written materials;
   e. the use of a variety of reading materials including non-fiction, technological media, stories, poems, biographies, texts from various subject areas.

Objectives

Students will:

1) Describe the basic approaches and supporting theories of teaching reading and writing in the content areas.

2) Explore various strategies to increase vocabulary and comprehension development.

3) Identify strategies that promote critical thinking and deep understanding.

4) Use varied instructional groupings to prompt effective interactions among students in order to maximize learning in the content areas.
5) State the cognitive and text-based factors that influence reading comprehension.

6) Investigate the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning.

7) Understand lesson planning and instructional strategies that incorporate language across the curriculum.

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<tr>
<td>Module Initial Discussion Begins</td>
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<td>Initial Discussion Due by 11:59</td>
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<td></td>
<td>Module Final Discussions Begin</td>
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<td>Final Discussion Due by 11:59 p.m.</td>
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<td>Module Assignments</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>Module Assignments Due by 11:59 p.m.</td>
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</tbody>
</table>
X. Assignment Descriptions/ Assessment Criteria:

**Assignments:**

You will be required to complete assignments related to each module we study. These assignments may include lesson planning for word study, reading and writing across the curriculum. Each assignment or lesson plan is worth 25 weighted points. Collectively, the assignments are worth 60% of your final grade. Lesson plan content, grading criteria, grading rubric and a lesson plan template are provided on the NNMC Online course file. Assignments are due on Sundays by 11:59 p.m.

**Class Discussions:** You are to submit six discussion board postings per module. Collectively, module discussion board postings are worth 30% of your grade. Discussion board criteria are provided on the NNMC Online course content. Each module contains initial discussion prompts and final discussion prompts. Initial discussion prompts are due on Wednesdays by 11:59 p.m. and final discussion prompts are due on Sundays.

**Class Projects:** This assignment requires the student to apply what you are studying in a simulated classroom situation. Three modules require taking the strategies studied and developing them fully (methods and materials to teach the strategy). Then you will role play teaching these strategies to your peers in our class. These assignments will be presented during our on campus course sessions.

**More on the Regarding Discussion Board Requirements**

**Initial Discussions and Final Discussions**

An important aspect of this class is the discussion board. The goal of the discussion board is to participate in professional and meaningful dialogue and reflection based upon the course topics.

**Overview, Criteria & Maximum Points Possible:**

**Initial Discussion:** You must post at least one response to the initial discussion prompt/question and respond to at least two other student's activating event posting each week. The initial discussion is due on Wednesdays at 11:59 p.m.
Final Discussion: You must post at least one response to the final discussion prompt/question and respond to at least two other students' posting. The Final discussion is due on Sundays @ 11:59 p.m.

During the final week of the course, you will use the discussion board grading rubric to self-assess your discussion board participation. The instructor reserves the right to add or subtract points to your self-assessment base upon her evaluation of your discussion board participation.

The value of this discussion board activity will help you to refine your understanding of the topic. Therefore your discussion board postings should reflect your thinking in the form of responding to the prompt in such a way that your response demonstrates thoughtfulness, insight and other relevant questions in regards to the unit question or prompt.

Discussion Postings: High Quality Thoughtful responses of at least 4-sentence paragraphs • Rule of thumb: Keep the response to 1-2 screens. (A screen is what pops up when you click on a posting.) Thoughtful responses include: • Responses that reflect analysis of others' postings • Responses that synthesize or summarize other’s postings • Responses that evoke academic debate • Responses that provide external references and resources • Responses that provide an opinion. (Remember to provide evidence in the form of a reference or source to back up your opinion.) • Responses that provide personal relevant experiences. • Responses that include questions to: Draw out further explanation from others in the course Engage in a professional debate Avoid in your responses: • One sentence responses that say something like “I agree with you!”, “Good job.” Etc. It is okay to start with these type of comments, but do continue with thoughtful comments.

XI. Internet sites or databases: You will be linked to online resources as we cover each online module.

XII. Late Work:
Your work is due on the date indicated on the syllabus.

XIII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In
accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVI. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% or Below 59%</td>
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</tbody>
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XVII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.
XVIII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. **Credit Hours:** see catalog

II. **Semester:** Fall 2014

III. **Course Time and Place:** TEC 107 4:30 – 7:00

IV. **Instructor Information:**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kristy L. Pruitt (EdD)</td>
<td>Teacher Education Center, TEC 204</td>
<td>M-F 9:00 – 5:00*</td>
</tr>
<tr>
<td>Coordinator, Field Experience and Placement Assistant Professor of Education</td>
<td>505.747.5462</td>
<td>*please contact prior to visiting due to field observations</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kristy.pruitt@nnmc.edu">kristy.pruitt@nnmc.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

V. **Required Text:** None

VI. **Required Materials or Readings:** *Competency-Based Collection of Artifacts*

VII. **E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. **Attendance:**

Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Student teacher candidates are permitted no more than five absences during the student teaching experience. Failure to comply with this requirement may result in a failing grade and the need to repeat the entire student teaching experience. Student teaching candidates are required to notify the mentor teacher, the principal’s office, and the college supervisor of the absence prior to the absence.

Student teacher candidates must submit a completed time log form signed by the mentor teacher on the last meeting date of the lab course. Failure to complete the required hours will result in a failing grade.

Revised August 15, 2014
IX. **Catalog Course Description:**
This course provides an interaction with other students in the secondary field-experience setting. Guided discussions address classroom management, student learning, lesson plans, discipline, school/home communication, and professional development. Additional areas include professional issues and ethics and portfolio preparation

X. **Course Objectives:**
**Competency-Based Collection of Artifacts/Portfolio:** This course provides teacher candidates the opportunity to prepare specific artifacts that evidence understanding of the teaching profession. The portfolio artifacts will include: philosophy of education, classroom management plan, article/video reviews, lesson plans, and student study.

**Instructional Lab:** This course provides guided discussion, reflections, lesson planning, and observations revolving around the student teaching experience. As part of the lab course, students will complete a student teaching experience and student study assignment by collaborating with a mentor, principle, and the school community.

*The teacher candidate will follow the daily schedule of the assigned grade, assume regular faculty and out-of-classroom duties, and participate in faculty meetings, PTA/PTO meetings, and other appropriate school-community activities as school/mentor. The teacher candidate placement in a school is decided by the College of Education and is contingent upon the acceptance by a host school.

XI. **Class Topics, NM Teacher Competencies and Assignments:**
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Topics</th>
<th>Artifacts and Due Dates</th>
<th>NM Teacher Competency NNMC Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21</td>
<td>Syllabus</td>
<td>Due by Observation #1:</td>
<td></td>
</tr>
<tr>
<td>August 28</td>
<td>Review artifacts</td>
<td>School Orientation</td>
<td>BA – B7; G1-8; K</td>
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<tr>
<td><em>Placement begins 8/25</em></td>
<td>Course Resources</td>
<td>Checklist</td>
<td>SPED – A4 (a-d); D5,7</td>
</tr>
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<td></td>
<td>Icebreakers</td>
<td>Student Teaching Schedule</td>
<td>ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8</td>
</tr>
<tr>
<td></td>
<td>Workshop</td>
<td>Weekly Reflection</td>
<td>ALP Elem – B7; E</td>
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<td>Log Sheet check</td>
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<td><strong>Due by meeting #2:</strong></td>
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<tr>
<td></td>
<td></td>
<td>Philosophy of Education</td>
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Revised August 15, 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>September 18</td>
<td>* Artifacts due: Philosophy of Education Goal Setting #1 &amp; #2 Case Study CMP (interview)</td>
</tr>
<tr>
<td></td>
<td>Content Area Literacy – Discourse Decoding (Keene) Mentoring Matters Vertical Alignment</td>
</tr>
<tr>
<td></td>
<td><strong>Due by Observation #1:</strong> School Orientation Checklist Student Teaching Schedule Weekly Reflection Log Sheet check</td>
</tr>
<tr>
<td></td>
<td><strong>Due by meeting #3:</strong> Goal Setting #4 &amp; #5 Student Study Assignment Classroom Management Plan</td>
</tr>
<tr>
<td>October 16</td>
<td>* Artifacts due: Goal Setting #4 &amp; #5 Case Study CMP</td>
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<td></td>
<td>SMART Goals Five Forms of Teacher Power “Pause, Prompt, Praise” Lesson Plan - #1 (Mid-term)</td>
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<tr>
<td></td>
<td><strong>Due by Observation #2:</strong> Log Sheet check</td>
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<td></td>
<td><strong>Due by meeting #4:</strong> Goal setting #6 Student Study Assignment Classroom Management Plan</td>
</tr>
<tr>
<td>November 13</td>
<td>* Artifacts due: Rigor and Relevance Framework (Dr. Marzano)</td>
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<td></td>
<td><strong>Due by Observation #2:</strong> Log Sheet check</td>
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</table>

*Bring a copy of Philosophy and Classroom Management Plan to Seminar meeting #2 on August 28*
Goal setting #6 Case Study CMP

Due by meeting #5:
Goal setting #7
Classroom Management Plan
Final Exam - Class Presentation—Case Study Assignment
Final Reflection
Visitation Record
Conceptual Framework Competencies

Time Logs Due

December 4
* Artifacts due:
Goal setting #7 CMP
Class Presentation—Case Study
Final Reflection
Visitation Record
Conceptual Framework Competencies

Time Logs Due

Final Exam - Student Case Study Presentation

BA – B7; G1-8; K
SPED – A4 (a-d); D5,7
ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8
ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8
NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2

XII. Assignment Descriptions/Assessment Criteria:

<table>
<thead>
<tr>
<th>Portfolio Course</th>
<th>Points</th>
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<tbody>
<tr>
<td>Philosophy of Education</td>
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<tr>
<td>Classroom Management Plan</td>
<td>15</td>
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<tr>
<td>Video Review (2 @5pts each)</td>
<td>10</td>
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<tr>
<td>Midterm</td>
<td>10</td>
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<tr>
<td>Lesson Plans (2 @ 7.5 pts each)</td>
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<tr>
<td>Attendance (5 mtgs @ 8 pts)</td>
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<tr>
<td><strong>Total points</strong></td>
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<tr>
<th>Lab Course</th>
<th>Points</th>
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<tbody>
<tr>
<td>Checklist</td>
<td>4</td>
</tr>
<tr>
<td>Student Teaching Schedule</td>
<td>4</td>
</tr>
</tbody>
</table>
Reflection Papers (6 @4 pts each)  & 24 \\
Observations & 10 \\
Final- Presentation & 8 \\
Attendance (5 mtgs @ 8 pts) & 40 \\
Time log & 10 \\
Total points & 100 \\

XIII. Internet sites or databases:  
Public Education Department:  http://ped.state.nm.us/ped/index.html 

XIV. Late Work:  
Your work is due on the date indicated on the syllabus. 

XV. Students with Disabilities:  
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XVII. Personal Responsibility:  
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements. 

XVIII. Grading Scale: 

Revised August 15, 2014
Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
EDUCATION 495
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

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4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. **Fairness**
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised July 3, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall

III. Course Time and Place: Hybrid–online and Face-to-Face 8/19, 9/16, 10/7, 10/21, 11/18, 12/9 Rm 106 TEC

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol H. Brown</td>
<td><a href="mailto:carol.brown@nnmc.edu">carol.brown@nnmc.edu</a></td>
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<table>
<thead>
<tr>
<th>Office Hours:</th>
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<tbody>
<tr>
<td>By appointment</td>
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</table>

V. Required Text:


VI. Required Materials or Readings: On Blackboard

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description:
Explores the construction and utilization of teacher-made and standardized tests. You will learn to gather data, report, and communicate assessment results to students, parents, and administrators in a variety of ways in an effort to meet diverse student needs. You will become familiar with the local school district’s testing program and will develop valid evaluation tools to measure student outcomes. Prerequisite: passing NMTA.

X. Course Objectives:
- Expand understanding of the role of assessment and evaluation at the national, state, local and classroom level.
- Develop an understanding of the importance of assessment in standards-based education.
- Develop an understanding of how to design and use assessment and evaluation in the classroom to enhance student learning and inform instruction.
- Develop an understanding of the importance of feedback, evaluation, and reporting student progress.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NM Entry Level Teacher Competencies:

**K-8 Elementary**

**B. Instructional Planning and Implementation**
8. Plans activities to promote creativity and independent thinking.
9. Prepares and uses assessment strategies/instruments appropriate to learning outcomes being evaluated.
10. Evaluates lesson plans through observation of classroom interactions, questioning, and analysis of student work.

**D. Assessment**
1. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and aesthetic development of the learner.
2. The teacher develops valid evaluation tools to measure student outcomes.
3. The teacher selects materials and means for measuring progress.
4. The teacher assesses students' current knowledge in order to plan instruction.
5. The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.
6. The teacher interprets and uses results of standardized instruments, including an understanding of percentiles, means, stanines, grade equivalence, and item analysis.
7. The teacher uses observation skills for informal assessment.
8. The teacher is able to use effective questioning techniques to better assess the student's knowledge.
9. The teacher recognizes developmental levels of student knowledge and skills including typical and atypical patterns.
10. The teacher recognizes unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.
11. The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolios, performance-based assessment and student writing.
12. The teacher uses student responses, explanations, and demonstrations to analyze misunderstandings that led to errors (error analysis).

13. The teacher is aware that there may be a variety of methods, strategies, or procedures that will give a correct answer.

14. The teacher is skilled in communicating assessment results to students, parents, lay audiences, and other educators.

F. Diversity
1. Responds to students as individuals
5. Organizes and manages varied group learning strategies, as appropriate to diverse strengths, needs, and/or interests of students and to the goal of the lesson.
7. Helps students develop critical perspectives on biased material.

G. Family and Community
2. Understands, respects, and values central role that community and family play in learning process of child; able to utilize these experiences to enhance learning.
5. Effectively communicates to parents, student’s progress involving academic, behavioral, and social issues that influence learning.
6. Communicates to community members about important events and school activities.
7. Understands importance of including parents and community members in classroom, school curriculum development and decision making processes.

K. Motivation
1. Uses verbal, non-verbal, and other communication techniques that enhance the motivation of students.
2. Varies teaching strategies and modifies learning activities to facilitate student motivation.
7. Uses a variety of student assessment techniques to encourage student learning
8. Uses assessment strategies to involve students in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

Secondary 8-12

B. Instructional Planning and Implementation
11. Plans activities to promote creativity and independent thinking.
12. Prepares and uses assessment strategies/instruments appropriate to learning outcomes being evaluated.
13. Evaluates lesson plans through observation of classroom interactions, questioning, and analysis of student work.

D. Assessment
1. The teacher understands and uses formal and informal aptitude and interest assessment strategies to evaluate and ensure the continuous development of the learner.
2. The teacher develops valid evaluation tools to measure student outcomes.
3. The teacher selects materials and means for measuring progress.
4. The teacher determines the entry level of students in a learning continuum.
5. The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.
6. The teacher interprets and uses results of standardized instruments, including an understanding of percentiles, means, stanines, grade equivalence, and item analysis.

Revised July 3, 2014
7. The teacher is aware of transition processes including different diploma choices in New Mexico as it relates to students with special needs.
8. The teacher uses formal and informal observation skills for information gathering.
9. The teacher is able to use effective questioning techniques to better assess the student's knowledge.
10. The teacher designs assessment strategies which are specific to the developmental levels of students' knowledge and skills including typical and atypical patterns.
11. The teacher employs only ethical, legal, and otherwise appropriate assessment methods and uses of assessment information.
12. The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolios, performance-based assessment, and student writing.
13. The teacher uses student responses, explanations, and demonstrations to analyze misunderstandings that led to errors.
14. The teacher is aware and accepts that there may be a variety of methods or procedures that will give a correct answer.
15. The teacher maintains useful and meaningful records of student work and communicates results to students, parents, and other educators.
16. The teacher uses effective questioning techniques to better assess the students' knowledge.

F. Diversity
2. Responds to students as individuals
6. Organizes and manages varied group learning strategies, as appropriate to diverse strengths, needs, and/or interests of students and to the goal of the lesson.
8. Helps students develop critical perspectives on biased material.

G. Family and Community
3. Understands, respects, and values central role that community and family play in learning process of child; able to utilize these experiences to enhance learning.
8. Effectively communicates to parents, student's progress involving academic, behavioral, and social issues that influence learning.
9. Communicates to community members about important events and school activities.
10. Understands importance of including parents and community members in classroom, school curriculum development and decision making processes.

K. Motivation
3. Uses verbal, non-verbal, and other communication techniques that enhance the motivation of students.
4. Varies teaching strategies and modifies learning activities to facilitate student motivation.
9. Uses a variety of student assessment techniques to encourage student learning
10. Uses assessment strategies to involve students in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
| Week 1 8/19/14 | • Introduction to course, Blackboard, expectations, and each other  
• Pre-assessment  
• Accessing prior knowledge  
• Looking at acceptable work and those not aligned to requirements | E D-4,5 | S D-4,5 | • Response to Chpt 1 CASL (Classroom Assessment for Student Learning)  
• Discussion Board | Knowledge 1,5  
Skill 2  
Disposition 3 |
| Week 2 8/26/14 | • Standardized, NRTs and CRTs, other statistical terms  
• Common assessments and teacher-made tests | E D-2,3,6 | S D-2,3,6 | • Venn Diagram  
• Response to McTighe and Wiggins article: From Common Core Standards to Curriculum: Five Big Ideas  
• Discussion Board |
| Week 3 9/2/14 | • Assessments at different levels: national, state, district, school, classroom  
• Validity, Reliability, and Bias  
• Standards-based education and assessment | E D-2,3,10 F-1,7 | S D-2,3,11 F-1,7 | • Response to Chpt 2 CASL  
• Discussion Board  
• Summary post about validity and reliability | Knowledge 1,3,5,7,9  
Skill 2  
Dispositions 1,2,3 |
| Week 4 9/16/14 | • Types of assessments: Formative/Summative, Formal/Informal, Traditional/Alternative  
• Learning goals/targets  
• Connecting learning goals to CCSS (Common Core State Standards) | E D-1,2,3,4,5,7 F-7 K-2,7 | S D-1,2,3,4,5,8 F-7 K-2,7 | • Quiz  
• Response to Chpt 3 CASL  
• Response to Chpt 1 SSAL (Seven Strategies of Assessment for Learning)  
• Discussion Board  
• Summary of importance of clear learning goals |
| Week 5 9/23/14 | • Traditional Assessments: selected response/constructed response items | E B-9 D-1,2,3,4,5 | S B-9, D-1,2,3,4,5 | • Small group discussion on different types of traditional assessments |
| Week 6 | 9/30/14 | • Importance of pre-assessments  
• Performance/alternative assessments | F-1,7 | F-1,7 | • Post summary of comparison  
• Post on pre-assessments  
• Response to Chpt 4 CASL |
| --- | --- | --- | --- | --- | --- |
| | | • Alternative assessments: projects, portfolios, performance, presentations  
• Rubrics: different types and examples | E-B-8,9,10  
D-1,2,3,5,11  
F-1,5 | S-B-8,9,10  
D-1,2,3,5,12  
F-1,5 | • Response to Chpt 2 SSAL  
• Discussion Board  
• Response to Brookhart article: Formative Assessment that Empowers |
| | | | Knowledge 1,3,5,7,9 |
| | | | Skill 2 |
| | | | Dispositions 1,2 |
| Week 7 | 10/7/14 | • Rubrics | E-B-9,10  
D-1,2,3,5,11  
F-1,5 | S-B-9,10  
D-1,2,3,5,12  
F-1,5 | • Response to Chpt 7 CASL  
• Discussion board about Chpt 7  
• Discussion on Rubrics |
| | | | Knowledge 1,3,5,7,9 |
| | | | Skill 2 |
| | | | Dispositions 1,2,3 |
| Week 8 | 10/14/14 | • Create a general analytical rubric  
• Formative Assessment | E-B-9,10  
D-1,3,5,7,8,11  
F-1,5 | S-B-9,10  
D-1,3,5,8,9,12  
F-1,5 | • Product of group work - rubric  
• Response to Leahy article: Classroom Assessment: Day by Day, Minute by Minute  
• Discussion Board about Formative Assessment |
| | | | Knowledge 1,3,5,7,9 |
| | | | Skill 2 |
| | | | Dispositions 1,2,3 |
| Week 9 | 10/21/14 | • The power of formative assessments  
• Feedback | E-B-9,10  
D-1,3,5,7,8,12  
K-1,2 | S-B-9,10  
D-1,3,5,8,9,13  
K-1,2 | • Response to Brookhart article: Feedback that Fits  
• Discussion Board  
• Response to Chpt 3 SSAL |
| | | | Knowledge 1,3,5,7,9 |
| | | | Skill 2 |
| | | | Dispositions 1,2,3 |
| Week 10 | 10/28/14 | • Formative Assessment  
• Student Self-Assessment | E-K-7,8 | S-K-7,8 | • Response to Chpt 4 SSAL  
• Discussion Board on Chpt and articles |

Revised July 3, 2014
XII. Assignment Descriptions/Assessment Criteria:

**Participation**

Attendance and participation in the discussions in class and on line are a critical part of this course. Asking pertinent questions and making comments that connect the concepts to your personal experiences helps everyone learn better. There is a balance...
between sharing personal experiences in a way that everyone welcomes and “hogging” the discussion time. It is equally important not to be the one who thinks things but doesn’t share. Each person has valuable things to share, and you may be the one to voice the question in everyone’s mind.

**Quizzes**

All quizzes are open book/notes/etc. However, it must be your own work. Quizzes are formative assessments and the results help the instructor to identify misconceptions and gaps in knowledge, which can be addressed immediately. Quizzes also help students to know what is important to learn, and also to self-assess.

**Research Paper**

A short research paper (3-5 pages) on any of the following issues:
- Recent research on formative assessments
- Feedback
- The power of collaboration among teachers
- Student Self-Assessment
- Standards-Based Grading
- Differentiating Assessments

**Written responses to chapter readings**

A written response is required for each chapter (9 are assigned). Writing a reflection about what you read helps you to understand the information better and also focuses you on the “so what?” part of reading.

Expectations for response to chapter readings:
- Approximately two typewritten pages, double spaced
- A reflection on what the chapter meant to you as a pre-service teacher, how did it impact your thinking? Any “aha” moments? New ideas? Comparison to your own experience as a student? Any “aha” moments? Comparison to your own experience as a student? Would you have learned better if some of the new ideas were in place when you were in school? Do you disagree with any ideas? Do you think that it would be difficult to implement some of the ideas? What do you think you will definitely embrace and make part of your assessment practice? (These questions are just suggestions for you to consider)
- Be sure to cite the parts (at least 3) of the chapter that you are discussing
- Do not give a summary of the chapter
- Submit the assignment, then post a copy on the discussion board – copy and paste, do not attach a file
- Exemplars available on Blackboard

**Written responses to articles**

There will be some articles that you will read, which will be discussed online (9 articles). The responses need to summarize your reaction to the article.

Expectations for response to articles:
- Approximately two typewritten pages, double spaced
- What new insights have you discovered?
- How does it impact your ideas of what a classroom teacher needs to do?
- How might this information help you in your practice?
- Do not give a summary of the article
~ Exemplars available on Blackboard

**Posting to discussion board**

~ After you submit your written response to the chapters, copy and paste the response directly on to the discussion board dedicated to this chapter.
~ Do not attach the document
~ Read your classmates posts and respond to at least two posts
~ There will be other types of posts in response to online activities and other readings

**Grading Philosophy**

Your grading practices need to be well thought out and transparent – students and parents need to know up front how and why you grade the way you do. A grading philosophy is not a grading policy. You should develop a grading policy based on your philosophy when you are in the classroom. Exemplars available on Blackboard

Your grading philosophy should address these questions:

~ What kind of communication should grades (scores) give to: a) students on an assignment, b) students at the end of the grading period, c) parents at the end of a grading period?
~ How will you record the scores? Would you disaggregate scores to correspond to the standards that are being addressed in the assignment, test, etc.?
~ Would you have a separate grade for non-academic factors.
~ What should go into a non-academic grade if you choose to have one?
~ Should all scores be averaged for a final grade? (Should grades reflect current achievement level, or should early, formative grades count?)
~ Should you use points, proficiency levels, or percentages?
~ What about zeroes?
~ What about homework?
~ What about late work?
~ What about extra credit?

**Final**

~ Take home final – mostly short constructed responses

**ALP Students**

~ 10 hours of observations
~ Log of observations
~ Reflection on observations

**XIII. Internet sites or databases on Blackboard**

**XIV. Late Work:**

Your work is due on the date indicated on the syllabus. It is important to do your work in a timely manner so that I have time to give you feedback. Also, the class work and discussions will make more sense if you are prepared. The purpose of this class is for you to learn critical knowledge and skills in assessment and evaluation: it is not about a grade; therefore I will expect you to do all your assignments. Your commitment to learning is a reflection on your potential as a classroom teacher, and consistent failure to do your work in a timely manner may be a cause for serious concern.

Revised July 3, 2014
XV. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures

Revised July 3, 2014
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: 9:00-17:00, 08/30, 09/13, 09/27, 10/25, 11/08, 11/22, TEC 112

IV. Instructor Information:

| Instructor: Dr. Isabelle Sandoval | Communication Information: isabelle.sandoval@nnmc.edu | Office Hours: Upon request |


VI. Required Materials or Readings: See syllabus.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Revised August 15, 2014
IX. Catalog Course Description: This course will present the practical implementation of Spanish literacy skills, including reading, writing, listening and speaking. The course is taught in Spanish.

X. Course Objectives:
- Proporcionar conocimientos basados en la investigación científica sobre los programas y métodos efectivos para la enseñanza de la lecto-escritura para los maestros bilingües que trabajan en programas de doble inmersión estén capacitados para implementar en sus clases la enseñanza efectiva de la lecto-escritura en ambos idiomas.
- Ofrecer a los maestros teorías que apoyan las prácticas pedagógicas que promovemos en el curso.
- Explorar e investigar la historia de la enseñanza de la lecto-escritura a través de los siglos y su impacto en una sociedad literada.
- Comprender los procesos de adquisición de la lectura y la escritura para preparar a los estudiantes a la lectura del mundo y las palabras en un contexto significativo.
- Aplicar estrategias para la enseñanza de la escritura como un proceso en lugar de enseñarla como un producto.
- Observar clases bilingües donde los estudiantes realizan un análisis crítico sobre los procesos de la lecto-escritura bilingüe.
- Crear recursos y materiales en español para mejorar la enseñanza de la lecto-escritura en el aula bilingüe.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-30-14</td>
<td>Contexto de lectoescritura de estudiantes bilingües</td>
<td>1-a, c 1-e, f 1-b, c</td>
<td>3-1, 2 3-1, 2, 3 3-3, 4 *Leer Introducción *Leer Capítulo 1, 1-29 *Pregunta a discutir: La realidad de clases bilingües. Explique su</td>
<td>Knowledge 1,2,4,7,8 Skill 1,2 Disposition 1,2,3</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
<table>
<thead>
<tr>
<th>Período</th>
<th>Tema</th>
<th>Sección</th>
<th>Tarea</th>
<th>Observación</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-13-14</td>
<td>Reconocimiento de palabras; Concepción sociopsicolingüística</td>
<td>1-a, g</td>
<td>3-4, 6</td>
<td>opinión; presentación oral #1 *<em>Escribir una reacción en su diario de reflexión #1 (para 9-13)</em></td>
</tr>
<tr>
<td>9-27-14</td>
<td>Historia de Lectoescritura en español y en inglés</td>
<td>1-a, d-f</td>
<td>2, 3-3-6</td>
<td>*Leer Capítulo 2, 30-50, Capítulo 3, 51-85 *Pregunta a discutir: Estrategias psicológicas con estudiantes; presentación oral #2 *Escribir una reacción en su diario de reflexión #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-a,b,d</td>
<td>3-1-6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1-a,c,g</td>
<td>2, 3-7</td>
<td>Knowledge 2-4, 6-8 Skill 2 Disposition 1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-a,c-f</td>
<td>2, 3-7</td>
<td>Knowledge 1-5 Skill 1,2 Disposition 1-2</td>
</tr>
<tr>
<td>10-25-14</td>
<td>La enseñanza de la lectura</td>
<td>1-a, d</td>
<td>2, 3-1-10</td>
<td>*Leer Capítulo 4, 86-102, Capítulo 5, 103-127 *Pregunta a discutir: -El enfoque ecléctico es--; presentación oral #3 *Escribir una reacción en su diario de reflexión #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-a,b</td>
<td>2, 3-1-10</td>
<td>*Observación #1 de una clase bilingüe, kinder al 12 grado. Escribir un reporte de dos páginas de lo observado</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-a,c,g</td>
<td>2, 3-1-8</td>
<td>Knowledge 1-9 Skill 1-2 Disposition 1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-a,b,c,g</td>
<td>2, 3-1-10</td>
<td>*Leer Capítulo 6, 128-156 *Pregunta a discutir: La importancia de la letra impresa en español o inglés; presentación oral #4</td>
</tr>
<tr>
<td>Fecha</td>
<td>Tarea</td>
<td>Páginas</td>
<td>Necesidades</td>
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<tr>
<td>11-8-14</td>
<td>Enseñanza efectiva de la escritura; Niveles del desarrollo de escritura</td>
<td>1-a-g, 3-1-10</td>
<td>Skill 4-1, Disposition 1-3</td>
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<td>Knowledge 1,2, 4,5, Skill 1,2</td>
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<td>Disposition 1,2</td>
<td></td>
</tr>
<tr>
<td>11-26-14</td>
<td>La enseñanza temática en dos idiomas</td>
<td>1-a, c-f, 1-a,b,d, 1-a,c,g, 2, 3-1-10</td>
<td>Knowledge 1-9, Skill 1,2</td>
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<td></td>
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<td></td>
<td>Disposition 1-3</td>
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</tbody>
</table>
XII. Assignment Descriptions/ Assessment Criteria:

A.) Required Assignments/Descriptions

Oral Presentations, 5@4 pts. 20%
Journal Entries, 6@4 pts. 24%
Bilingual Classroom Observations 3@5 pts 15%
Power Point Bilingual Materials Project 11%
Power Point Project of Investigation 30%
Total 100%

Assessment Summary: Rubrics for proficiency levels are provided for the assignments below regarding:

Oral Presentations: See syllabus for weekly assignments of 8-30, 9-13, 9-27, 10-25, 11-8, 3-4 minutes oral, per rubric levels.
Students will demonstrate proficiency in speaking Spanish.

Journal Entries: See syllabus for weekly assignments of 9-13 (2), 9-27, 10-25, 11-8, 11-22, 1 page, per rubric levels.
Students will explore awareness of theoretical constructs/applications for teaching bilingual students.

Bilingual Classroom Observations: See syllabus for 3 observations of 9-27, 10-25, 11-8, 2 pages, per rubric levels.
Students will explore best practices for delivering differentiated instruction in the bilingual classroom.

Power Point Bilingual Materials Project: See syllabus for assignment of 3 pages, with materials, on 10-25 per rubric levels.
Students will present a power point presentation on bilingual materials for the classroom.

Power Point Bilingual Literacy Project of Investigations: See syllabus for assignment of 8-10 pages on 11-22 per rubric levels.
Students will present a power point presentation on biliteracy based on academic research.

XIII. Internet sites or databases: Dual Language of New Mexico www.dlenm.org
www.ped.state.nm.us (PED: Bilingual Multicultural Education Bureau—
Technical Assistance Manual 2013-14) (PED: Grading for report card for
Districts/Schools)

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arrange reasonable accommodations. In accordance with Section 504 of the
Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a
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promote your learning in in all classroom settings. Please contact the Coordinator of
Accessibility and Resource Center to inquire about appropriate accommodations.
Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-
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Revised August 15, 2014
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EDBE 306 Spanish for the Bilingual Classroom

I. Horas de crédito (Credit Hours): 3

II. Semestre de enseñanza (Semester Taught): Otoño 2014 / Fall 2014

III. Tiempo de enseñanza y lugar/ (Course Time and Place): Los miércoles / Wednesdays 16.00 – 18.45 TEC 106.

IV. Información sobre la profesora (Instructor Information):

<table>
<thead>
<tr>
<th>Instructor: Regina Robbins, MA</th>
<th>Communication Information: <a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a></th>
<th>Office: TEC 211 Phone: 505-747-5466</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours: Mon/Wed 3:00-4:00pm And by appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. Libros Requeridos:


Recursos complementarios:

National Association for Bilingual Education. http://www.nabe.org/BilingualEducation

NABE's mission is to advocate for our nation’s Bilingual and English Language Learners and families and to cultivate a multilingual multicultural society by supporting and promoting policy, programs, pedagogy, research and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity.

Las actitudes hacia educación bilingüe y aprendizaje del español: Un estudio de estudiantes de inmersión y estudiantes tradicionales (2008): https://scholarworks.iupui.edu/bitstream/handle/1805/1604/thesis.pdf?sequence=1
Materiales sobre cultura e idioma: http://www.aspectosculturales.com/

Idioma español en Estados Unidos: http://es.wikipedia.org/wiki/Idioma_espa%C3%B1ol_en_Estados_Unidos

El español y “el hablante de herencia” en Estados Unidos: www.csub.edu/~tfernandez_ulloa/HABLANTEDEHERENCIA.ppt

Aula Intercultural: http://www.aulaintercultural.org/

Mi primera escuela: http://primeraescuela.com/

¡Aprendo Jugando! Actividades de Español para niños y niñas de 6 a 9 años
Instituto Cervantes:
http://cvc.cervantes.es/enseñanza/biblioteca_ele/plan_curricular/introduccion.htm

AulaDiez- español online: http://www.auladiez.com/gratis.html

El Rincón de la Maestra:
http://olgacatasus.blogspot.com/

Enseñanza del español en primaria (básica) o secundaria del Sistema de Educación Pública (SEP) de México:

VII. Descripción del curso en el catálogo de NNMC (Catalog- Course Description):
This course will present the Spanish language as it is applied to school community settings in addition to the classroom setting. It will include both vernacular and formal language. Spanish will be the language of instruction inclusive of student presentations and participation. Prerequisites: EDBE 360 and 361; Co-requisite: EDBE 305. (3, 3T+0L)

VIII. Objetivos del curso (Course Objetives): Los estudiantes de esta clase podrán:

a. Adquirir/reforzar las competencias lingüísticas en español necesarias para desenvolverse exitosamente en escenarios sociales y académicos en el aula bilingüe y en otros contextos en la escuela y comunidad.
b. Expandir su conocimiento sobre la importancia del bilingüismo en el éxito académico, social y personal de los estudiantes.
c. Incrementar su conocimiento en el uso de estrategias de enseñanza para desarrollar las competencias lingüísticas (escuchar, hablar, leer y escribir) de los estudiantes y personal.
d. Integrar e integrar el español en otras áreas de contenido incluyendo los aspectos culturales de la comunidad, región, estado, nación y mundo.

e. Ofrecer a los estudiantes oportunidades de acceder a los recursos tecnológicos y cibernéticos para que expandan sus competencias lingüísticas como así mismo.

f. Desarrollar e implementar plan de lecciones en las diferentes áreas de contenido.

g. Desarrollar estrategias y ejemplos de comunicación para interactuar con los padres de familia y con la comunidad en general.

h. Reflexionar sobre los contenidos aprendidos en la clase y su aplicación en su papel como agente de cambio en la comunidad educativa.

i. Desarrollar una propuesta de investigación aplicable al aula de clase o escuela donde trabaja (estudiantes recibiendo curso de nivel graduado).

IX. Temas de la clase, competencias de los maestros de Nuevo México y tareas: (Class Topics, NM Teacher Competencies and Assignments):

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

A. Language other than English

A-1.) The teacher communicates effectively orally & in writing (where the written form exists & is allowed) in the language other than English. For Native American languages which have locally developed tribal standards for language proficiency, tribal standards may be used.

A-1 a.) The teacher demonstrates at least a minimum of an 8th grade level of proficiency in oral & written language (where the written form exists & is allowed), necessary to deliver content pre K-12 in the language other than English.

A-1b.) The teacher demonstrates a high level of accuracy & fluency in spoken language.

A-1c.) The teacher utilizes vocabulary appropriate to a broad range of functions, topics & genres in speech.

A-1d.) The teacher demonstrates competency as a participant in ordinary social situations in which the language other than English is spoken.

A-1e.) The teacher responds adequately to written material by exercising the processes of comparing, contrasting, categorizing, summarizing, inferring, analyzing, synthesizing, hypothesizing & evaluating.

A-1f.) The teacher reads w/comprehension a broad range of literacy forms (folk, technical, classic, etc.) across the content areas.

A-1g.) The teacher writes sentences, paragraphs & essays, utilizing formal language models which express original thought; communicates & accomplishes complete & well-organized ideas; & accomplishes a full set of written functions.

2. The teacher carries out instruction in content areas of the curriculum to attain the Standards & Benchmarks for the content area in the language other than English.

E. Community/Family Involvement
E-1.) The teacher values family & community involvement for the success of learners & bilingual programs.
E-2.) The teacher demonstrates a concerned & caring attitude by establishing a trusting, mutual sharing relationships w/families.
E-3.) The teacher demonstrates knowledge of the teaching& learning patterns of the student's home environment & incorporates these into the instructional areas of the program.
E-4.) The teacher demonstrates ability to involve families in teaching, curriculum development, classroom management & materials development.
E-5.) The teacher knows how to act as a catalyst in enhancing the educational skills of 2nd language speaking family members to better assist their children.
E-6.) The teacher demonstrates ability to move family members from passive observers to active change agents on behalf of their children's education.
E-7.) The teacher acquires & uses culturally relevant information & materials from the community for curriculum content & instructional materials.
E-8.) The teacher understands the importance of encouraging bilingual students as they grow & develop to become proponents & models of bilingualism in the community

X. Descripción de las tareas y criterios de evaluación para los estudiantes no graduados:

EVALUATION:

Presencia/Attendance (20%):

Su presencia es requerida en todas las sesiones de clases. Las clases de educación son basadas en competencias, lo cual significa que los estudiantes deben lograr todas las competencias del Estado de Nuevo México. All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and oral presentations.

Trabajos escritos bilingües/Bilingual Writing Assignments (10%):

Escoja dos de las siguientes opciones/Choose two of the following options:

- Escribir una carta para los padres pidiendo permiso para llevar a los estudiantes al Museo de Historia Natural. Write a letter to parents requesting their permission to take students to the Natural History Museum.
- Escribir una carta a los padres informándoles de los problemas que tiene su hijo en la clase. Write a letter to parents informing them of the problems that their child is having in class.
- Escribir una descripción del programa bilingüe en su escuela. Write a description of a bilingual program in the school.
- Escibir una carta a los padres invitándoles a un evento cultural en la escuela. Write a letter to parents inviting them to a cultural event in the school.

**ESCRIBE LA CARTA EN AMBOS IDIOMAS / WRITE THE LETTER IN BOTH LANGUAGES**
Observaciones de la clase bilingüe/Bilingual Classroom Observations (10%)  
Usted va a observar 3 horas de clases bilingües. You will observe 3 hours of bilingual classes.

Evaluación de la clase observada/Evaluation of classroom observation (10%)  
Usted va a evaluar las interacciones de la observación y escribir un reporte de evaluación. You will evaluate the classroom interactions you observed and write an evaluation report for your observation.

El examen oral Midterm/ Midterm Oral Exam (15%)  
El examen oral medio-semestre incluye planes de lección y la presentación de una lección basada en la cultura. The midterm oral exam includes the lesson plans and presentation of a culturally-based class lesson.

Composición de síntesis/Synthesis paper (10 %) Usted va a escribir una composición de 4-5 páginas explicando cómo su práctica y filosofía crecieron y lo que usted aprendió en este curso y cómo piensa aplicarlo a la educación bilingüe en el futuro. You will write a 4-5 page paper explaining how your practice and philosophy grew and what you learned in this course and how you plan to apply that to the field of bilingual education in the future.

El examen oral final/Final oral exam (15%)  
Usted va a hacer una entrevista relacionada a una de las siguientes opciones y presentar sus resultados a la clase. You will conduct and interview related to one of the following options and present your findings to the class.

- Entrevistar a un líder de la comunidad enfatizando la importancia de la cultura en la enseñanza bilingüe/multicultural y presentar los resultados a la clase. Interview a community leader about the importance of culture in bilingual/multicultural education and present your findings to the class.
- Entrevistar a un líder educativo enfatizando la importancia de la enseñanza bilingüe/multicultural y presentar los resultados a la clase. Interview an educational leader about the importance of bilingual/multicultural education and present your findings to the class.

El examen final escrito/Final written exam (10%)  
Usted va a tomar un examen final via Blackboard. You will take a final written exam on Blackboard.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Daily Attendance &amp; Participation</td>
<td>20 %</td>
<td>DAILY</td>
</tr>
<tr>
<td>Midterm Oral Exam</td>
<td>15 %</td>
<td>DUE: 10/8/2014</td>
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<tr>
<td>Bilingual Writing Assignments (2)</td>
<td>10 %</td>
<td>DUE: 10/29 &amp; 11/5 2014</td>
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<tr>
<td>Final Oral Exam</td>
<td>15 %</td>
<td>DUE: 11/12/2014</td>
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<tr>
<td>Classroom Observations</td>
<td>10 %</td>
<td>DUE: 12/3/2014</td>
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<tr>
<td>Evaluation of classroom observation</td>
<td>10 %</td>
<td>DUE: 12/3/2014</td>
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<tr>
<td>DATE</td>
<td>NM Teacher Competency</td>
<td>Assignments to Demonstrate Meeting the Competency</td>
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</tbody>
</table>
| #1 8/20 | A 1 a,b,c,d,e,f,g B 1,2,3,4,5 B 10, 11 C 1,2,4 E 1, 2 | Course and Student Introductions [http://vimeo.com/72908047](http://vimeo.com/72908047) Alphabet/vocabulary [https://www.youtube.com/watch?v=56OXP92SUBQ](https://www.youtube.com/watch?v=56OXP92SUBQ)  
  ❖ Qué difícil es hablar el español |
| #3 9/3 | A 1 a,b,c,d,e,f,g B 1,2,3,4,5 C 1,2,3,4,5 D 9 | Lección: Diptongos Leyenda: “Los novios” Diálogo: ¿Cómo se aplica a la educación bilingüe? Escritura: “Para escribir” (Actividad 7.2) Recursos de internet:  
  ❖ AulaDiez- español online: [http://www.auladiez.com/gratis.html](http://www.auladiez.com/gratis.html)  
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<th>#</th>
<th>Fecha</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>Lección</th>
<th>Otras Actividades</th>
</tr>
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<tbody>
<tr>
<td>#4</td>
<td>9/10</td>
<td>A1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>el Subjuntivo y los mandatos</td>
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<tr>
<td>#5</td>
<td>9/17</td>
<td>A1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>proverbios, dichos y refranes</td>
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<tr>
<td>#6</td>
<td>9/24</td>
<td>A1</td>
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<td>2</td>
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<td>5</td>
<td>6</td>
<td>7</td>
<td>La ll y la y / El sonido de la jota</td>
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<td>#7</td>
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<tr>
<td>#8</td>
<td>10/8</td>
<td>A2</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>Examen Oral Midterm: Presentaciones Culturales</td>
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**CLASS: Classroom Assessment Scoring System®**
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<tr>
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<th>A1</th>
<th>B1,2,3,4,5</th>
<th>C1,2,3,4</th>
<th>D1,2,3</th>
<th>Contenido</th>
</tr>
</thead>
</table>
| #9  | 10/15  | a,b,c,d,e,f,g | B1,2,3,4,5 | C1,2,3,4 | D1,2,3 | Lección: Preterito vs. Imperfecto  
Bilingual Education in New Mexico Schools.  
Dialogo: La expresión (Actividad 16.1)  
https://www.youtube.com/watch?v=gUcSO9xI6qA  
| #10 | 10/22  | a,b,c,d,e,f,g | B1,2,3,4,5 | C1,2,3,4 |        | Lección: singular vs. plural  
Leyendas: ¿Quién es sabio?  
Dialogo: ¿Cómo se aplica a las entrevistas?  
Preparación para el examen oral:  
Escritura: la entrevista (¿Qué debemos preguntarles?) |
| #11 | 10/29  | a,b,c,d,e,f,g | B1,2,3,4,5 | C1,2,3,4 |        | Lección: acentos  
Leyenda: “Atzimba la princesa”  
Discussion: How do you deal with these issues in your classroom?  
Escritura: “Para escribir” (Actividad 9.2)  
Entregar trabajo escrito #1/Written Assignment #1 Due |
| #12 | 11/5   | a,b,c,d,e,f,g | B1,2,3,4,5 | C1,2,3,4 |        | Lección: los diminutivos  
Escritura: “Para escribir” (Actividad 11.2)  
Dialogo: Actividad 13.3  
Entregar trabajo escrito #2/Written Assignment #2 Due |
| #13 | 11/12  | a,b,c,d,e,f,g | A1         | A2       |        | Examen Oral Final: Presentaciones de entrevistas |
XI. Política o regla sobre trabajo atrasado:
La tarea debe presentarse en el día estipulado en el silabo. El grado de incompleto “I” se dará cuando el trabajo no se completa durante la enseñanza del curso dado a razones que no están en el control del estudiante. El estudiante debe completar los requisitos o comunicarse con el profesor inmediatamente para desarrollar un horario para completar el trabajo perdido durante la fecha estipulada. El trabajo que se debe completar solo será aceptado cuando existen circunstancias fuera del control del estudiante (por ejemplo: enfermedad o crisis familiar o personal.) Los trabajos incompletos serán evaluados como exitosos o fracasados. Trabajos fracasados o no exitosos pueden ser presentados nuevamente para un crédito completo. Todos los trabajos incompletos deben presentarse en el último día de clase. El incumplimiento para presentar un trabajo incompleto resultará en la pérdida del grado. El computador del colegio cambiará automáticamente el grado de “I” por “F” cuando la fecha expira.
NNMC Incomplete Policy:
The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XII. Estudiantes con necesidades especiales:
El colegio del Norte de Nuevo México está comprometido en ofrecer las acomodaciones necesarias razonables para ayudar a todos los estudiantes con una discapacidad documentada para cumplir con los requisitos requeridos para ser parte de este curso. Si acomodaciones son necesarias para la modificación del curso, por favor informe al profesor del curso en la segunda sección de la clase. La persona encargada de los estudiantes con necesidades especiales en NNMC es Verna Trujillo, 505-747-2152.

Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Special Needs liaison at NNMC is Verna Trujillo, 505-747-2152.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall, 2014

III. Course Time and Place: ED 408: Approaches to Teaching English Literacy Skills NNMC College of Education, Rm 106.

IV. Instructor Information:

| Instructor: Marcia Brenden, PhD. | Communication Information: 505 426-2272 Cell: 505 690-1683 | Office Hours: Upon request |


VI. Required materials or readings: WIDA ELD Standards Common Core Standards Scholarly articles as assigned by instructor

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description: This course focuses on effective writing instruction in the Bilingual/ESL classroom. The relationships between listening, speaking, reading, and writing are explored to enhance the identification and development of effective instructional strategies and curriculum. Contextual factors that impact writing instruction across content areas, such as home environment, school environment, culture, cognition, and assessment are examined.

X. Course Objectives:

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

1. Expand knowledge of bilingual/ESL student’s culture, skills, interests, aspirations and values.
2. Expand knowledge of bilingual/ESL policies and programs.
3. Examine current concepts, methods, and strategies for teaching reading and writing in the bilingual/ESL classroom and content area classroom (e.g., Sheltered Instruction).
4. Develop an understanding of the influence of primary-language skills on the learning of a second language (e.g., the influence of the student’s first-language skills in reading and writing, etc.).
5. Examine the interrelationships of listening, speaking, reading and writing skills.
6. Identify, describe and analyze criteria for selecting or creating appropriate and bias free instructional materials for English language development in “content” areas.
7. Identify and analyze a variety of genres to promote reading and writing.
8. Identify and analyze local, national and Internet sources for selecting appropriate instructional materials for English language development in “content” areas.
9. Design, implement and assess the effectiveness of a unit lesson in a “content” area that addresses the needs of English Language Learners.
10. Develop an understanding of alternative assessment instruments (portfolios, authentic assessments).

Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competencies and NMESL Competencies addressed</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge (K), Skill(S) or Disposition (D) # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-20-14</td>
<td>Intro to course</td>
<td>NM Teacher Competencies, lvl 1: 2(a),2(d), 3(a), 3(b), 7(d)</td>
<td>Read “ELLs and the Common Core” article: write a two page reflection/academic journal entry due next week.</td>
<td>K(1,2 4, 7) D (2)</td>
</tr>
<tr>
<td>8-27-14</td>
<td>ELLs and the Common Core article</td>
<td>1(a), 1(b), 2(d), 3(a)</td>
<td>B(3), B(4), C(2)</td>
<td>K(1,2 4, 7) D (2)</td>
</tr>
<tr>
<td>9-3-14</td>
<td>Ch. 1: The Students: Who are they in the Espanola district??</td>
<td>7(a),(b), 7(c),7(g) B(5), G(1)</td>
<td>E(1), (2), (5), (8), (10)</td>
<td>K(1,2 4,7) S(2) D (2)</td>
</tr>
<tr>
<td>Date</td>
<td>Section</td>
<td>Week Assignment</td>
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<tr>
<td>9-10-14</td>
<td>Ch. 3: Teaching</td>
<td>Read text Ch 4. Choose a “Teacher’s Channel” lesson to present in class on the subject of L2 language acquisition and one or more of the 4 domains of literacy. Start compiling your <strong>strategy toolbox</strong>.</td>
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<tr>
<td>9-17-14</td>
<td>Ch. 4: Language</td>
<td>Read “Children Want to Write” article by Graves provided by instructor. Write a one page reflection on implications for ELLs. Choose a “Teacher’s Channel” lesson to present in class on the subject of ELLs and literacy development.</td>
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<tr>
<td>9-24-14</td>
<td>Intro to Writing and ELLs</td>
<td>Read text Ch. 5. Write a 1 page reflection and create a “culture web” to present in class next week.</td>
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<tr>
<td>10-1-14</td>
<td>Culturally Responsive Pedagogy and ELL Literacy Development</td>
<td>Watch webinar on culturally responsive pedagogy Read text Chpter 8 on assessment due next week. <strong>Take home mid-term due Oct. 8.</strong></td>
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<tr>
<td>10-8-14</td>
<td>Chpter 8: Assessment for ELLs ACCESS and rubrics</td>
<td>Read <strong>handouts on Writing on Demand and Using Assessments to Improve Writing Instruction</strong>. Create a rubric for a grade level informational text. <strong>Mid term exam due.</strong></td>
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<tr>
<td>10-15-14</td>
<td>Lesson Planning for ELL</td>
<td>Read Atwell articles on Writing Workshops and Student Self-Assessment</td>
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<td>Date</td>
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<td>10-22-14</td>
<td>Assessing Writing</td>
<td>K(1,2 4,5,7)</td>
<td>S(2) D (2)</td>
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<tr>
<td>10-29-14</td>
<td>Research on Literacy Resources for teaching ELLs</td>
<td>K(1,2 4,5,7)</td>
<td>S(1, 2) D (2)</td>
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<td>11-5-14</td>
<td>Academic Language Development</td>
<td>K(1,2 4,5,7)</td>
<td>S(1, 2) D (2)</td>
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<tr>
<td>11-12-14</td>
<td>Visit schools</td>
<td>K(1,2 4,5,6,7)</td>
<td>S(1, 2) D (2)</td>
<td></td>
</tr>
<tr>
<td>11-19-14</td>
<td>Visit schools</td>
<td>K(1,2 4,5,6,7)</td>
<td>S(1, 2) D (2)</td>
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<tr>
<td>11-26-14</td>
<td>No Class</td>
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<tr>
<td>12-3-14</td>
<td>Finals</td>
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<tr>
<td>12-10-14</td>
<td>Finals</td>
<td></td>
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</tbody>
</table>

XII. Assignment Descriptions/ Assessment Criteria:

A.) Field Lab Experiences:

Required Professional Competency-Based Artifact
EDTE 408: Approaches to Teaching English Literacy Skills

Professional Competency-Based Collection of Artifacts 20%
Field Lab Experience Log Sheet 50%
Classroom Disposition Checklist (Faculty) 5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s) 15%

Assessment: Required Professional Competency-Based Artifact Rubric

B.) Classroom Participation: 10 pts.
   Students will have read the assigned readings and participate in discussions that connect to the content and teaching English Language Learners

C.) Reflective/Academic journal entries (8 reflections @5pts each) 40 pts.
   Assessed by comparison to exemplars

D.) Teaching Literacy to ELLs Strategy Toolbox assessed by competency-based rubric 10 pts.

E.) Four Lesson Plans with Competency-Based Rubric 20 pts.

F.) Final Project:
   Present literacy four lesson plans 20 pts.
   Assessed by WIDA ELD standards and Exemplars 100 pts. Total

Course Assignments – all information for assignments will be in “Assignment folder” on Desir2Learn

XIII. Internet sites: Relevant internet sites will be explored as resources.

XIV. Late Work:
   Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

XV. Special Needs:
   Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Accessibility Resource liaison at NNMC is Verna Trujillo, 505-747-2152 or v.trujillo@nnmc.edu.

XVI. NNMC Incomplete Policy:
   The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
   All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:
Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment.
Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.
When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

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KNOWLEDGE PRINCIPLE
1. **Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. **Teaching:** The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. **Learning:** The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism:** The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

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9. **Collaboration:** The teacher candidate works productively with colleagues, parents and community.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: Monday 19.00 – 21.45 /Room 107/ Teacher Education Center

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah O Brien, PhD</td>
<td>Office: 505 734 2251 <a href="mailto:sarah.obrien@nnmc.edu">sarah.obrien@nnmc.edu</a></td>
<td>By appointment</td>
</tr>
</tbody>
</table>


VI. Required Materials or Readings:


Supplementary required readings from e-databases will be posted weekly on blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions. There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description:

“You will be exposed to a broad overview of the field of linguistics as it pertains to the knowledge of language and language development. There is an emphasis on the study of phonetics, phonology, morphology, syntax, semantics and pragmatics. This course is oriented primarily to the needs of present and prospective teachers.”
This course studies the ways language works and provides an introduction to the scientific study of language and linguistics. The field of linguistics might be divided into two major sub-fields according to how the student of language chooses to view the subject. Language might be viewed as a human activity, something that people do with, for, and all too often, to each other. This is the view taken by sociolinguists. Language may also be viewed as a thing unto itself, an entity having an existence somehow magically divorced from the people who use it. When someone makes a statement to the effect that, say, ‘the English language has a two tense verb system,’ or ‘the English vocabulary contains upwards of half a million words,’ he/she is speaking from this view. The thing-view of language predominates in structural studies. In this introductory course, we will consider both views, by periodically reminding ourselves that language is, in the final analysis, something that people do rather than something that simply is. If we do this, we will be able to avoid the worst effects of a distorting abstraction and keep contact with linguistic reality.

X. Course Objectives:

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

TESOL competencies as listed below.

A. Knowledge of students - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.

(1) The teacher recognizes and accepts the home language as a valid system of communication.
(2) The teacher knows the effects of cultural and socioeconomic variables on the students' general level of development and socialization.
(3) The teacher understands the factors that contribute to the lifestyles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.
(4) The teacher knows about exceptionalities in learning and, is able to access resources and facilitate inclusive learning for all students.

B. Knowledge of language and language development - New Mexico teachers of English as a second language are models of language proficiency and have knowledge of a second language. In addition, they draw on their knowledge of language and language development to understand the process by which students acquire both their first and second languages, to develop instructional strategies that promote language development, and to modify the curriculum as necessary to accommodate the needs of new language learners.

(1) The teacher demonstrates proficiency in English literacy at a level commensurate with the teacher's role as a language model.
(2) The teacher has knowledge of the process of oral and (where applicable) written language acquisition in the first and second language.
(3) The teacher demonstrates knowledge of the ESL (English as a second language) component in bilingual education.
(4) The teacher understands the integrated nature of cognitive and affective language development.
(5) The teacher understands and respects vernaculars, including social and regional varieties.
(6) The teacher has knowledge of another language and culture, i.e. a minimum of two semesters of university coursework in a language other than English.

C. Knowledge of culture and diversity - New Mexico teachers of English as a second language are knowledgeable about and sensitive to the dynamics of culture in general, and to their students' cultures in particular. This enables them to structure a successful academic experience for students.
(1) The teacher assists students in maintaining pride in and extending identification with the mother culture.
(2) The teacher recognizes and respects the culture, history and contributions of each student’s ancestry to New Mexico and to the United States.
(3) The teacher models the value of cultural diversity and validates the contemporary life styles of diverse cultural groups.

Reading competencies as listed below:
(3) Moral dimensions and values
   (a) Recognizes the importance of literacy as a mechanism for personal and social growth.
   (b) Recognizes that literacy can be a means for transmitting moral and cultural values within a community.
   (c) Recognizes values, and is sensitive to human diversity.
   (d) Recognizes and is sensitive to the needs and rights of individual learners.

(4) Perspectives about readers and reading
   (a) Understands and accepts the importance of reading as a means to learn, to access information, and to enhance the quality of life.
   (b) Understands and is sensitive to differences among learners and how these differences influence reading.
   (c) Understands and respects cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity.
   (d) Understands importance of integrated community and school efforts in meeting the needs of diverse learners.
   (e) Understands the importance of making reading relevant to the learners’ lives.
   (f) Believes that all students can learn to read and share in the communication process.
   (g) Recognizes the importance of using reading in positive ways in the classroom.
   (h) Recognizes the value and importance of creating a supportive and positive environment for literacy learning.
   (i) Recognizes the importance of providing learners opportunities in all aspects of literacy.
   (j) Recognizes the importance of implementing literacy programs designed to meet the needs of the students.
   (k) Recognizes the importance of building on the strengths of individual learners.

(5) Language development, cognition, and learning
   (a) Understands that language is a symbolic system.
   (b) Understands and uses major theories of language development, cognition, and learning and uses them in a well-planned and comprehensive reading program.
(c) Is aware of the linguistic, sociological, cultural, cognitive, and psychological bases of the reading process.
(d) Is aware of the impact of physical, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading.
(e) Recognizes dialect variations and respects linguistic differences.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
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<tbody>
<tr>
<td>08/18/2014</td>
<td>Introduction to Syllabus</td>
<td>A1 A2 B1 B4</td>
<td>C2 3a</td>
<td>Knowledge Principle – 1, 2, 4, 7, 6, 8, 9 Dispositions – 1,2,3</td>
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<td>Course Expectations</td>
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<tr>
<td>08/25/2014</td>
<td>Introduction to the Language</td>
<td>A2 B1 B2 B4 3a 5a 5c 5d</td>
<td>Reflective Academic Journal # 1</td>
<td>Knowledge Principle – 1, 9, 7, 4, Skills – 2</td>
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<tr>
<td></td>
<td>Read Ch. 1, The Origins of Language Read Ch. 2, Animals and Human Language</td>
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<tr>
<td>09/08/2014</td>
<td>Introduction to Language Acquisition and Learning</td>
<td>B1 B2 B4 5a</td>
<td>5b 5c 5d</td>
<td>Knowledge Principle – 1, 2, 4, 6, 7, 8 Dispositions - 2</td>
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<tr>
<td></td>
<td>Read Ch. 4 Yule The Sounds of Language Read Ch. 5 Yule The Sound Patterns of Language</td>
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<tr>
<td>09/15/2014</td>
<td>Introduction to language acquisition &amp; learning Words and word-formation process Morphology</td>
<td>B1 B2 B4 5a</td>
<td>5b 5c 5d</td>
<td>Knowledge Principle – 1, 2, 3, 4 Skills – 1, 2 Dispositions – 1,2,3</td>
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<td></td>
<td>Read Ch. 6- Yule Read Ch. 7- Yule</td>
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<td>09/22/2014</td>
<td>Introduction to language acquisition &amp; learning Phrases and</td>
<td>B1 B2 B4 4a</td>
<td>3d 4e 4f 5b</td>
<td>Knowledge Principle – 1, 2, 3, 4, 7, 8, 9 Skills - 1,2</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Knowledge Level</td>
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<td>09/29</td>
<td>Semantics, Pragmatics, Discourse analysis</td>
<td>Reflective Academic Journal # 5</td>
<td>Knowledge Principle -4,1 Skills – 2 Disposition – 2, 1</td>
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<tr>
<td></td>
<td>Read Ch. 10- Yule, Read Ch. 11- Yule, Read Ch. 12- Yule</td>
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<td>10/6/2014</td>
<td>Differing approaches in language teaching</td>
<td>Mid Term Exam</td>
<td>Knowledge Principle – 1,4 Skills – 1, 2 Disposition - 1,3</td>
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<td>Language and the brain Read Ch. 13- Yule</td>
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<td>10/13/2014</td>
<td>Differing approaches in language teaching</td>
<td>Reflective Academic Journal # 6</td>
<td>Knowledge Principle - 1, 2, 3, 4,7,8 Skills – 1, Disposition - 1,2,3</td>
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<td></td>
<td>First language acquisition, Second language acquisition/learning</td>
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<td>Read Ch. 14 - Yule, Read Ch. 15- Yule</td>
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<td>10/20/2014</td>
<td>The development of writing</td>
<td>Reflective Academic Journal # 7</td>
<td>Knowledge Principle -1, 5, 4,7 Skills – 1,2 Disposition - 2</td>
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<td></td>
<td>Gestures and signs Read Ch. 3- Yule, Read Ch. 16- Yule</td>
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<td>10/27/2014</td>
<td>Language history and change Read Ch. 17- Yule</td>
<td>Reflective Academic Journal # 8</td>
<td>Knowledge Principle - 1, 2, 3, 4,5,6,7,8,9 Skills – 2 Disposition - 1,2,3.</td>
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<td>Read Yule, Ch. 18, 19</td>
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<td>11/03/2014</td>
<td>Identity and Linguistics Language and Regional Variation Language and Social Variation Read Yule, Ch. 18, 19</td>
<td>Reflective Academic Journal # 9</td>
<td>Knowledge Principle - 7,6, 1, 4 Skills – 1 Disposition - 1, 2, 3</td>
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</table>
| 11/10 /2014 | **Language and Culture**  
Read Yule Ch. 20 | A1  
A2  
A3 | B4  
B5  
5c  
C2  
C3  
3b  
4c | Reflective Academic Journal # 10 | Knowledge Principle -1, 9, 7, 8, 4  
Skills – 2  
Dispositions – 1, 2, 3 |
| 11/17 /2014 | **Planning and implementing successful language instruction**  
*Pulling it all together* | A1  
A2  
A3  
C1  
C2  
C3 | 3c  
4g  
4h  
4i  
5c | Submit Reflective Academic Journal (1 – 10) in one doc. file | Knowledge Principle – 1, 2, 3  
Skills – 1,2  
Disposition - 1, 2, 3 |
| 12/1/ 2014 | **Planning and implementing successful language instruction**  
*Pulling it all together* | A1  
A2  
A3  
A4  
C1  
C2 | 3a  
3c  
4d  
4f  
4g  
4i | | Knowledge Principle -5, 6, 7  
Skills –1,2  
Disposition - 1, 2, 3 |
| 12/08 /2014 | **Planning and implementing successful language instruction**  
*Pulling it all together* | A1  
A2  
A3  
A4  
C1  
C2 | 3a  
3c  
4g  
4h  
4i | Power Point Presentations. | Knowledge Principle -8, 9  
Skills – 1,2  
Disposition - 1,2,3 |

XII. Assignment Descriptions/ Assessment Criteria:

1. Mid-term exam.......................................................... 15%
2. Journal........................................................................ 30%
3. Class participation....................................................... 15%
4. Assignments (2)......................................................... 30%
5. Power Point presentation............................................ 10%

Assessment summary: Assessments and samples of expected outcomes provided for the course will include:

1. Delivering a **Power Point presentation** that explores one of the topics covered in the course, e.g., socially-diagnostic features in language variation or language acquisition, by using Power Point or other suitable alternative,
2. **Written assignments (2), Students will complete a suitable mini- lesson plan and field observation report.**
3. **Mid term Exam,** where students demonstrate knowledge of, for example, allophonic variation in languages and pertinent classroom applications, or the notion that language is rule-governed and can apply the same to describing regularities or irregularities in a given language,
4. **Journal,** in which students explore course content through completion of a series of activities and ensuing reflections which demonstrate they understand and can explain universal features of language, e.g. grammatical categories, linguistic rules, relationship between language and culture, social variation in language, language change, or an aspect of the language learning processes, as well as viable implications/ applications of these theoretical constructs,
5. **Class participation**, including responses to questions posted online, by which students demonstrate knowledge, skill, ability to elaborate on relevant content (e.g., to explain fundamentals of the sound system of language, the nature of language errors, or the relationship between form and meaning); ability and willingness to engage others in discussion of posted topics.

XIII. Internet sites or databases: As assigned in weekly assignments . guidelines.

XIV. Late Work:
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XV. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

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4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
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**ED 403 Foundations of Bilingual/ESL Multicultural Education**

Credit Hours: 3

1. **Semester Taught:** Fall 2014

2. **Course Time and Place:** Blackboard/On-line

3. **Instructor Information:** Sandra Rodriguez, PhD

4. **Required Text:**

5. **Attendance**
   Attendance is required for all class sessions.

   There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure. On-line course attendance is measured by Threaded Discussion participation.

   Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

6. **Course Description:**
   This course focuses on the historical, legal, philosophical, theoretical paradigms of bilingual/ESL education. An emphasis on developing a deeper understanding of the culturally diverse student, their families and communities as it relates to learning is explored.

   **Course Outcomes:**
   1. Expand understanding of the culturally and linguistically diverse (CDL) student, family and community
   2. Develop an understanding of the factors that contribute to the lifestyles of diverse populations
   3. Develop an understanding of the social, political, and philosophical attributes of cultural competency.
   4. Develop an understanding of appropriate alternative assessment instruments (portfolios, authentic assessments) in the bilingual/ESL classroom.
   5. Expand understanding of reflective practice as a means to improve student achievement and professional growth.
7. Class Topics, NM Teacher Competencies
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern New Mexico College of Education Conceptual Framework. Assignments in this course correspond:

**TESOL competencies as listed below.**

A. Knowledge of students - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.
(1) The teacher recognizes and accepts the home language as a valid system of communication.
(2) The teacher knows the effects of cultural and socioeconomic variables on the students’ general level of development and socialization.
(3) The teacher understands the factors that contribute to the lifestyles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.
(4) The teacher knows about exceptionalities in learning and, is able to access resources and facilitate inclusive learning for all students.

C. Knowledge of culture and diversity - New Mexico teachers of English as a second language are knowledgeable about and sensitive to the dynamics of culture in general, and to their students' cultures in particular. This enables them to structure a successful academic experience for students.
(1) The teacher assists students in maintaining pride in and extending identification with the mother culture.
(2) The teacher recognizes and respects the culture, history and contributions of each student’s ancestry to New Mexico and to the United States.
(3) The teacher models the value of cultural diversity and validates the contemporary life styles of diverse cultural groups.

F. Assessment - New Mexico teachers of English as a second language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.
(1) The teacher understands the principles and theories of second language assessment.
(2) The teacher shall be able to administer language assessments, interpret results, and incorporate them into instruction.
(3) The teacher recognizes potential linguistic and cultural biases in assessment instruments including standardized tests.
(4) The teacher utilizes alternative assessment measures including portfolio and authentic assessments.

H. Linkages with families and communities - New Mexico teachers of English as a second language create linkages with families that enhance the education experience of their students.
(1) The teacher demonstrates the ability to guide families from passive observers to active change agents on behalf of their children's education.
(2) The teacher develops the ability to identify and utilize available community resources.
(3) The teacher demonstrates the ability to involve families within the school environment.

I. Professional leadership - New Mexico teachers of English as a second language contribute to the growth and development of their colleagues, their school, and the advancement of knowledge in their field.
(1) The teacher demonstrates knowledge of the legal issues concerning the education of language-minority children in New Mexico and in the United States.
The teacher demonstrates knowledge of the different theories and philosophies related to alternative language programs.

The teacher demonstrates knowledge of the history of alternative language programs.

The teacher demonstrates knowledge of the importance of advocating knowledge of English as a second language among peers, family and community.

The teacher demonstrates knowledge of current trends related to the education of culturally and linguistically diverse students.

The teacher demonstrates knowledge of the ability to collaborate with all other education professionals.

**Bilingual competencies as listed below.**

**B. Culture:** Bilingual teachers shall increase and diffuse their knowledge of the internal and external forces of change and how they relate to culture.

The teacher understands and accepts the diversity of behavior involved in multicultural settings.

The teacher develops an ability to demonstrate to the learner the value of cultural diversity.

The teacher prepares and assists students to interact successfully in pluralistic cultural settings.

The teacher recognizes and accepts different patterns of child rearing within and between cultures in order to formulate realistic instructional strategies.

The teacher assists students to maintain and extend identification with and pride in one’s cultural heritage and awareness of being part of a larger global coalescence.

The teacher demonstrates knowledge of the monumental (art, literature, architecture, history, civilization and literary history) and fundamental (food, folklore, customs, and traditions) elements of traditional and modern cultural influences affecting learners.

The teacher recognizes and respects the similarities and differences among many cultures within a pluralistic society.

The teacher demonstrates knowledge of the effects of cultural and socio-economic variables on the student’s learning styles.

The teacher accesses, analyzes, evaluates and applies current research to educate students from linguistically and culturally diverse backgrounds.

The teacher recognizes the culture and history of each student’s ancestry.

The teacher recognizes the contributions of the diverse cultural groups to New Mexico and to the United States.

**E. Community/family involvement**

The teacher values family and community involvement for the success of learners and bilingual programs.

The teacher demonstrates a concerned and caring attitude by establishing a trusting, mutual sharing relationships with families.

The teacher demonstrates knowledge of the teaching and learning patterns of the student’s home environment and incorporates these into the instructional areas of the program.

The teacher demonstrates ability to involve families in teaching, curriculum development, classroom management and materials development.

The teacher knows how to act as a catalyst in enhancing the educational skills of second language speaking family members to better assist their children.

The teacher demonstrates ability to move family members from passive observers to active change agents on behalf of their children’s education.
(7) The teacher acquires and uses culturally relevant information and materials from the community for curriculum content and instructional materials.

(8) The teacher understands the importance of encouraging bilingual students as they grow and develop to become proponents and models of bilingualism in the community.

G. Professional leadership

(1) The teacher demonstrates knowledge of the legal issues concerning the education of language-minority children in New Mexico and in the United States.

(2) The teacher demonstrates knowledge of the different theories and philosophies related to bilingual education programs.

(3) The teacher demonstrates knowledge of the history of bilingual education programs.

(4) The teacher demonstrates knowledge of the importance of advocating knowledge of bilingual education among peers, family and community.

(5) The teacher demonstrates knowledge of current trends related to the education of culturally and linguistically diverse students.

(6) The teacher demonstrates knowledge of the ability to collaborate with all other education professionals.

8. Assignment Descriptions/ Assessment Criteria:

1. Class participation/Threaded discussions 10@ 2pts. 20 pts.

2. Reflective journal entry 3@ 5pts. 15 pts.

3. Student projects
   1) Cultural Competency 15 pts.
   2) Academic journal outline 15 pts.
   3) Teaching in a multicultural environment 15 pts.

4. Final Project:
   1) Reflective practice/self-assessment 20 pts.

1) Week #1 August 18th
   Introduction
   Class expectations, Bb

2) Week #2 –August 25th
   Classroom participation/Threaded discussion
   Bennet/Chapter 1

3) Week #3 –September 1st
   Classroom participation/Threaded discussion
   Bennet/Chapter 2: Culture, Race, and the Contexts for Multicultural Teaching
   1st Reflective journal entry

4) Week #4-September 8th
   Classroom participation/Threaded discussion
   Bennet/Chapter 3: Race Relations and the Nature of Prejudice
   Student Project #1: Cultural Competency
5) **Week #5-September 15th**
   Classroom participation/Threaded discussion
   Bennet/Chapter 4: Immigration and the American Dream: European American and Jewish American Perspectives
   Bennet/Chapter 7: Contemporary Immigration and the American Dream: Asian, Muslin, and Arab American Perspectives
   2nd Reflective journal entry

6) **Week #6-September 22nd**
   Classroom participation/Threaded discussion
   Bennet/Chapter 5: Colonialism, Involuntary Immigration, and the American Dream: American Indian and African American Perspectives
   Bennet/Chapter 6: Colonialism, Immigration, and the American Dream: Latino Perspectives
   Student Project #2: Academic journal outline

7) **Week #7 September 29th**
   Classroom participation/Threaded discussion
   Bennet/Chapter 8: Learning Styles and Culturally Competent Teaching
   Bennet/Chapter 9: Reaching All Learners: Perspectives on Gender, Class, and Special Needs
   3rd Reflective journal entry

8) **Week #8 October 6th**
   Classroom participation/Threaded discussion
   Bennet/Chapter 10: Teaching in Linguistically Diverse Classrooms
   Bennet/Chapter 11: Multicultural Curriculum Development: A decision-Making Model and Lesson Plans

9) **Week #9 October 13th**
   Student Project #3: Teaching in a multicultural environment

10) **Week #10 October 20th**
    Classroom participation/Threaded discussion
    Final paper: Reflective practice/self-assessment

9. **Late Work:**
   Your work is due on the date indicated on the syllabus.

10. **Special Needs:**
    Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Special Needs liaison at NNMC is Kim Dickman, 505-747-2152.

11. **NNMC Incomplete Policy:**
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development, and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents, and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place:
This is a hybrid course, and we will have three face-to-face meetings. THE FACE TO FACE MEETINGS ARE MANDATORY. IF THE STUDENT MISSES A FULL FACE TO FACE MEETING, THE INSTRUCTION CAN HAVE THE DISCRETION TO DISENROLL THE STUDENT FROM THE CLASS OR FAIL THE STUDENT.

IV. Instructor Information:
Instructor: Dr. Rose Chiovitti-Cavalcante
Communication Information: rcavalcante@nnmc.edu or blackboard email
Office Hours: Tu – 3-5
We - 3-4
Th- 2:30-4:30

V. Required Texts:

VI. Attendance:
Attendance is required for all face-to-face class sessions. There is no deviation from this rule for weekend or hybrid classes; one full day of missing a weekend class can result in failure in the course.

VII. Course Description:
This course provides an overview of the history of Special Education in the United States and looks at the development of models currently being used to deliver services to students identified as having special needs. The course also reviews some of the ways in which curriculum can be modified to facilitate the education of culturally and linguistically diverse and exceptional students and also presents the clinical and educational characteristics of children with specific disabilities such as Learning Disabilities, ADHD, Mental Retardation, and Emotional and Behavioral Disorders. Federal mandates regarding special education practice as described by the individuals with disabilities education improvement Act (IDEA 2004) will be addressed, as will some of the legal issues inherent in overall program development, providing the entry-level teacher with a basis for making defensible choices throughout his/her apprenticeship and professional practice. Issues related to student discipline, classroom management and the development of Behavior Intervention Plans will also be discussed.

***In addition to the theoretical content, this course will also include a field experience component in Special Education (SPED). The student will spend a minimum of 10 hours in a school observing the Special Education services provided for students in that particular setting. THE STUDENT WILL KEEP AND SUBMIT AT THE END OF THE COURSE, A LOG OF THE HOURS SPENT OBSERVING THE CLASSROOM AND ALSO SUBMIT TWO FIELD EXPERIENCE OBSERVATION SUMMARIES/REFLECTIONS OF THEIR FIELD EXPERIENCE and Dispositions checklists.

VIII. Course Objectives:
## Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Ed Conceptual Framework</th>
<th>NM Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will understand diversity in the learning process.</td>
<td>K: 2, 3, 4, 7, 8</td>
<td>A2e, Aa3b, A3c, A3d, A4d, B1a, B1b, D6a, D6c</td>
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<td></td>
<td>S: 2</td>
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<td></td>
<td>D: 1, 2</td>
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<tr>
<td>The student will compare and evaluate the merits of the different models,</td>
<td>K: 7, 8, 9</td>
<td>A1a, A1b, A1c, A3c, D7a1</td>
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<tr>
<td>theories, philosophies and history that provide the basis for Special</td>
<td>D: 2, 3</td>
<td></td>
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<td>Education.</td>
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<td>The student will know the current and historical laws, rules, and</td>
<td>K: 7, 8, 9</td>
<td>A1a, A1b, A1c, A2b, A3c, A4a, D2f, D4a, D7a1</td>
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<tr>
<td>regulations pertaining to Special Education and procedural safeguards</td>
<td>D: 2, 3</td>
<td></td>
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<td>relating to educational services.</td>
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<tr>
<td>The student will understand the concepts of Least restricted</td>
<td>K: 2, 3, 4, 6, 7, 8, 9</td>
<td>A1b, A1c, A1d, A2b, A2e, A3b, A3c, A3e, A4a, A4c, A4d</td>
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<tr>
<td>environment, Inclusion and collaboration.</td>
<td>D: 1, 2, 3</td>
<td>D2f, D4a, D6a, D7a3, D7a4, D7b1</td>
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<tr>
<td></td>
<td>S: 2</td>
<td></td>
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<tr>
<td>The student will describe the characteristics of the different disabilities</td>
<td>K: 2, 4, 7, 8</td>
<td>A3a, A3b, A3c, A3d, b1a, D6a</td>
</tr>
<tr>
<td>served under Special Education and their educational implications.</td>
<td>D: 2, 3</td>
<td></td>
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<tr>
<td>The student will design both an appropriate Functional Behavior Assessment</td>
<td>K: 3, 6, 7, 8</td>
<td>D7a1, D7a2, D7a3, D7a4, D7b1</td>
</tr>
<tr>
<td>(FBA) and a Behavior Intervention Plan (BIP) for a student with disability.</td>
<td>S: 2</td>
<td></td>
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<td></td>
<td>D: 2, 3</td>
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List of the NM entry-level teacher competencies addressed by this course:

- A1a Explains and Discusses models, theories, and history that provide the basis for special education practice.
- A1b Explains and discusses current and historical state and national rules and regulations relating to SPED practices.
- A1c Explains and discusses the procedural safeguards relating to educational services.
- A1d Explains and discusses state and federal mandates for students with disabilities.
- A2b Provides information about community and state resources available to parents and staff.
- A2e Demonstrates knowledge and sensitivity to cultural, social, environmental, and ethnic dynamics in interpersonal and group interactions with students, parents and professionals.
- A3a Define each exceptionality
- A3b Identify the cognitive, physical, cultural, social, emotional and sensory needs of each exceptionality.
- A3c Discusses general characteristics, etiologies, and learning styles of each exceptionality
- A3d Describes current theories and research for education of exceptional students.
- A3e Demonstrates skills needed for effective advocacy on behalf of students and their parents.
- A4a Describes rationale necessary to determine a child’s least restrictive environment.
- A4c Demonstrates knowledge in facilitating least restrictive environments.
- A4d Considers the pros and cons of various inclusive models.
• B1a Describes the developmental stages/milestones of normal motor, language, socio-emotional, sensory, and cognitive environment.
• B1b Discusses the impact of socio-economic, cultural, and physiological aspects on human development.
• D2f Collaborates with regular education teacher and related services personnel for support of students with special needs in inclusive environments.
• D4a Describes models for enabling exceptional learners to make transitions from SPED to regular education, early intervention to school, level to level, and post-secondary options.
• D6a Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
• D6c Is aware of and can apply current research findings regarding individuals such as linguistic background, developmental levels, exceptionalities, and gender.
• D7a1 Implements disciplinary procedures consistent with state and federal rules and regulations.
• D7a2 Conducts functional behavior assessments.
• D7a3 Collaborates, develops, implements, and subsequently evaluates implemented behavior management programs.
• D7a4 Demonstrates appropriate group and individual interventions
• D7b1 Demonstrate skill in establishing a safe and appropriate environment.

List of the areas of the Conceptual Framework Addressed in this course:

Knowledge:
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment

7. Diversity: The teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

Skills
2. Utilization of Planning and Assessment tools: Skills in designing, implementing and adjusting lesson, unit, and integrated plans to develop effective learning experiences. Skills in designing and implementing multiple assessment instruments.

Dispositions
1. Fairness: Teacher Candidates learn to use formal and informal assessments to determine the course of instruction and the best ways to engage all students to learn and succeed.

2. A belief that all students can learn: Teacher Candidates learn child and adolescent development and educational psychology to ensure their understanding that all students can learn. Teacher Candidates learn sensitivity to community and cultural norms while learning to work collaboratively with students, colleagues, parents and the community to ensure success for all students.

3. Ethical behavior: Teacher Candidates will accept responsibility for adhering to the high ethical standards inherent in teaching and necessary for earning the respect of students, colleagues, parents, and community members. Ethical behavior is defined in the New Mexico Code of Ethics.

IX. DISTRIBUTION OF GRADES:
- Weekly Discussions 40%
- Field Reflections I and II plus log + dispositions checklist - 15%
- Research Paper/Presentation – 20%
- Schools websites – 10%
- Student discipline – 10%
- Social Story – 5%

*IMPORTANT – Refer to rubrics (posted online) to see how the research paper will be graded

For this class you can obtain a maximum of 100 points. Each assignment will be graded from 0 to 10 and will be weighted according to their grade percentages. For example, if you received 8 points (max of 10) in your Paper, you should multiply it by 2, since this assignment is worth 20% towards your total number of points (max 100). Thus, for this assignment you received a total of 8x2 = 16 points towards your final grade.

A+ = 100 points; A = 93-99 points; A- = 90-92 points; B+ = 86-89 points; B = 83-85 points; B- = 80-82 points; C+ = 77-79 points; C = 73-76 points; C- = 70-72 points; D+ = 67-69 points; D = 63-66 points; D- = 60-62 points; F = below 60 points

A grade of B or higher is required for passing this class (83% or higher)

X. Internet sites or databases
The NNMC library offers several databases that you should consult to find articles and books to write your research paper. You should consult at least two of those databases and provide evidence of that when you submit your paper.
PED NM Special Education site:  http://sde.state.nm.us/seo/index.htm
http://www.ped.state.nm.us/rti/rule.html
http://owl.english.purdue.edu/owl/
http://www.ped.state.nm.us/RtI/dl10/Addressing%20Student%20Behavior%20Guide%202010.pdf
http://www.ped.state.nm.us/RtI/dl10/Addressing%20Student%20Behavior%20Guide%202010.pdf

XI. Field experience:
The SPED 401 course includes also 10 hours of Field Experience. Students will be required to observe in a special education classroom and keep a journal with their observation notes. They will submit 2 observation descriptions/filed experience reflections to the instructor (directions are online in the blackboard assignment section). Students will have to keep a log with the hours of observations and signatures from their mentor teachers. The log must be returned to the instructor in the class last face to face meeting. The field placements are done by the COE Field Placement Director.. If you have any questions about your placement or have any placement issues contact the Field Placement office.

XII. Late Work:
Your work is due on the date indicated on the blackboard calendar. If you feel that, for reasons beyond your control, you cannot complete an assignment by the due date, contact the instructor immediately. Work posted or turned in later than the due date will be penalized with deduction of points to the discretion of the instructor. Also, if the instructor is not contacted and the assignment is not turned in on the posted date, the instructor will have the right of not accepting it in a later date.

*Note that discussions posted after the due dates will receive a grade of Zero (0). Power point presentations are due on their due date and will not be accepted late.

XIII. Students with Disabilities:

Students with Disabilities:
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability,
you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is YOUR responsibility to complete the work within the given deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Complaints Policy:
The COE follows a chain of command process regarding complaints. In other words, if you have a complaint your should go first to the person you have the complaint against. If that does not work, go to the person immediately above him/her. For example, concerns about the course should be dealt first with your instructor. If after that the problem is not resolved, then you would go to the COE dean, and so on. If you have a complaint against another student, go first to that student and if that is not resolved, contact your instructor. PLEASE DO NOT USE THE DISCUSSION BOARD FOR DISCUSSING ISSUES WITH ANOTHER STUDENT OR WITH THE TEACHER. You may send, however, messages to the specific person through the blackboard e mail if you wish.

XVI. Cell phone policy
* IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING). It reflects lack of respect with your instructor and classmates to use your cell phone during class.
After entering the classroom put your cell phone in a vibrating mode or turn it off. If you absolutely need to take a call, step out of the classroom to do so. Texting is forbidden in any circumstances.

XVII. Online discussions guidelines
The online discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content.
Online discussions should be a learning experience for all students. Postings and replies should be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard e mail and not posted on the discussion board.

XVIII. Online communications – NNMC has determined that all student–faculty communication must by conducted through NNMC’s e mail. Thus, you are required to activate you NNMC e mail account and conduct all your class communications with your professor through it. Online communication through other e mail addresses will not be answered by the instructor.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 2
II. Semester Taught: Spring 2015
III. Course Time and Place: 4:00 pm to 5:45 pm. Education Building Room 112
IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deirdra Montoya</td>
<td><a href="mailto:Deirdra.montoya@nnmc.edu">Deirdra.montoya@nnmc.edu</a></td>
<td>Upon Request</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: The NM CYFD Licensing Regulations for Child Care Centers

VII. E-Mail Requirement: all Students attending NMMC must use their NNMC e-mail account when communicating electronically about NNMC relates business. If you are having trouble please contact IR at 505-747-2259.

VIII. Attendance: Regular class attendance is important and expected. Active participation is also required and is 10% of your final grade. Students absent from class for any reason is still responsible for all work missed. Instructor has the right to determine what work may be made up or assign alternate requirements. Points will be deducted from your final grade for leaving early or arriving late.

IX. New Mexico Initial Licensure Requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
- Provide evidence of the initial teacher assessment required by the State of New Mexico: Essential Academic skill/teacher Skill Assessment **within the first semester of enrollment in the program.** Failure to take/pass the exam will prevent enrollment in future ALP classes.
• Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent any application form consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary Education (subtests I and II)
   b. Essential components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Description: This course provides information related to standards and practices that promote children’s physical and mental well-being sound nutritional practices and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children’s total development, healthy nutrition, physical activity, and rest.

XI. Course Objectives:
Upon completion of this course, students will be able to demonstrate the following competencies, as provided by the NM PED Common core Competencies for early childhood professionals;

XII. NM Teacher Competencies and Assignments:
NNMC college of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern college of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

1. B1. Recognize and respond to each child’s physical health, intellectual, and emotional well-being, and nutritional and safety needs.
   a. Identify and discuss individual physical, intellectual, mental health, nutritional, and safety needs of infants, toddlers, preschoolers, and school-age children, such as allergies, special diets, medications, differing abilities, and specific medical conditions.
b. Identify and develop strategies and activities with children that promote physical, intellectual and emotional well-being.

c. Identify and develop strategies that foster caring relationships between children and others to promote well-being.

d. Conduct health, and safety assessments of children and the environment.

e. Identify and develop strategies that foster caring relationships between children and others to promote well-being.

2. B2. Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially, and emotionally).

   a. Describe the major health and safety requirement of the New Mexico Child Care Licensing regulations.
   
   b. Identify potential indoor/outdoor environments' hazards and risks, and take corrective measures to ensure children’s safety.
   
   c. Identify effective ways to establish and maintain expectations for behavior which creates safe environments.
   
   d. Describe, design indoor/outdoor learning environments that are free of hazards/risks.
   
   e. Identify strategies for effective supervision of children in indoor/outdoor learning environments.

3. B3 Use appropriate health appraisal and management procedures, and make referrals when necessary.

   a. Identify activities and strategies that facilitate individual growth and development
   
   b. Describe appropriate responses to young children’s individual health needs by conducting regular health screenings and recordings growth and development on checklists.
   
   c. Identify appropriate resources for referral for a variety of conditions and situations.

4. B4 Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and in case of suspected abuse or neglect, reporting to designated authorities.

   a. Discuss signs of emotional distress, child abuse, and neglect in children.
   
   b. Describe all state, local, and program reporting procedures
   
   c. Describe the importance of recognizing and reporting signs of emotional distress, child abuse and neglect to families, administrators, and colleagues.
   
   d. Identify resources that address problems of emotional distress, child abuse, and neglect in young children.
5. B5 Establish an environment that provides opportunities and reinforcement for children’s practice of healthy behaviors that promote appropriate nutrient, and physical and psychological well-being.
   a. Design practices that lead to healthy behaviors through daily routines that include hand washing, toileting procedures, nose-wiping, rest/sleep time, active movement, and healthy snacks/meals.
   b. Model practices that promote healthy behaviors.

6. B6 Provide and assure a consistent daily schedule for meals, rest, and sleep, as developmentally appropriate.
   a. Identify requirements for sleep and rest.
   b. Describe the requirements of the Child & Adult Food Care Program.
   c. Identify ways to encourage young children to rest/sleep and to awaken gently.

7. B7 Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.
   a. Design health care and nutrition activities that are developmentally appropriate and that are relevant to the diverse cultures in New Mexico.
   b. Identify strategies to collaborate with families in promoting culturally appropriate health and nutrition practices for young children.

8. B8 Assist young children and their families, as individually appropriate, in developing decision making and interpersonal skills that enable them to make healthy choices and establish health promoting behaviors.

XIII. Assignment Descriptions/ Assessment Criteria:

1. **Analysis of Situations:** Weekly during the quarter you will be given situations to analyze. For each situation you need to write up a summary of what was done wrong and what you would have done differently if you had been in the situation. Your response should be at least one paragraph, but no longer than one page. These assignments should be typed. There will be 7 situations worth 10 points each. Total 70 points.

2. **Procedures Notebook:** You will need to write procedures for how the following issues can be dealt with in a child care center environment;
   a. Precautions to take in preventing the spread of communicable diseases (to include, recognition of early symptoms, hand washing requirements for children and staff, universal precautions, & exclusion policy)
b. Maintaining health and immunizations records (to include information required for centers to keep on record and procedures for keeping the records up-to-date)

c. Administering prescribed medications (to include procedure for parent permission, storage, administering, and record keeping)

d. Indoor and outdoor safety checks (to include indoor and outdoor safety checks, ratio information, and play ground safety and supervision issues)

e. Emergency drills (to include fire and tornado drill procedures, how do you prepare the children, how often are drills, supplies recommended, procedure for contacting parents in the case of an actually emergency, and preparation of classrooms for an emergency)

f. Transportation safety (to include safety restraint requirements when transporting a child or children and arrival/departure/loading/unloading procedures)

g. Reporting accidents, injuries, and illnesses (to include non-life threatening and life-threatening, parent contact procedures, and record keeping)

h. Reporting abuse and neglect (to include reporting requirements, record keeping, and techniques for working with abused and neglected children)

i. Serving meals and snacks (to include the responsibilities of the children and teachers during meals, procedures for serving, and one week menu example)

j. Introducing health and safety activities to children (how can teacher incorporate developmentally appropriate health and safety activities into their classrooms)

To develop your procedures, you need to review the child care center rules and regulations to find out what is required by law and review the recommendations from the text, notes, and class discussions. Each section will be discussed in detail when relevant to the class discussion. To complete this assignment, you can take the perspective of being an advisor for a child care center and trying to inform the center of what is best practices in each of the specified areas. This assignment should be typed. This assignment is worth 200 points. Each section is worth 20 points. Please refer to the schedule for the due date of this assignment.

3. NM CYFD Licensing Regulations for Centers Exam: The NM CYFD Licensing Regulations for Child Care Centers is required reading for this class. These regulations may be found online. Toward the end of the class you will be tested over your reading and understanding of these rules and regulations. The rules and regulations will also be referred to several times in the class notes. This exam is worth 100 points. There will be a review for this exam. The review will be student-directed and guided. The quality of the review sessions depend on your questions and
concerns. The exam will consist of a mixture of multiple choice, true/false, matching, and short answer.

4. **Current Events (Due each week):** You will need to bring in a current event about child health, safety, and nutrition and attach the article to an 8 x 11 inch piece of paper and write a few comments of your own about the article (what did you learn from the article, what ideas did it give you, what safety issues did it address? We will share these articles in class each week orally. Articles are due each class period for a total of 7 articles, worth 10 points each. You may not turn the articles in late. Total of 70 points.

5. **Healthy Snack Lesson plan and Presentation:** Each student is responsible for creating a lesson plan that will include planning for a healthy snack with young children. The lesson must involve child participation written in detail on the plan. The presentation of the lesson will include enough food for each student to taste, along with copies of the lesson plan (to be provided to the instructor the session prior to the assignment’s due date). Assignment is worth 25 points.

6. **Weekly Menu Plan:** Each student will plan the lunch and snack menu for children ages 3-5 for one month. Students must follow the Child and Adult Care Food Program requirements. Each snack/lunch item must include the amount to be served. The assignment is worth 50 points.

7. **Playground Analysis:** Each student will be responsible for visiting a playground at a neighborhood park, preschool, or day care center, and analyze the environment for safety. What ages of children does this playground serve? Is the environment safe for young children? Does the playground meet CYFD Licensing Standards for outdoor environments? What is the fall height of equipment and depth of absorbing materials beneath them? Are there any pieces of equipment that are designed and safe enough for the very young? Are their swings constructed appropriately for safety? Are there fences surrounding the area? Is all of the equipment in working order or is it “run down and out of commission”? Are there any small slides? Is there a sandbox area? Sketch the layout and include a 2 page write-up of your findings and recommendations. You may include a re-sketch as extra credit. This assignment is worth 25 points.
### Point Distribution of Exams and Assignments:

<table>
<thead>
<tr>
<th>CLASSROOM ACTIVITY</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Situations</td>
<td>70 points</td>
<td>A = 540-600</td>
</tr>
<tr>
<td>Procedures Notebook</td>
<td>200 points</td>
<td>B = 480-540</td>
</tr>
<tr>
<td>NM CYFD Licensing Regulations for Centers Exam</td>
<td>100 points</td>
<td>C = 420-480</td>
</tr>
<tr>
<td>Current Events (Due each week)</td>
<td>70 points</td>
<td>D = 360-420</td>
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<tr>
<td>Healthy Snack Lesson plan and Presentation</td>
<td>25 points</td>
<td>F = less than 360</td>
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<tr>
<td>Weekly Menu Plan</td>
<td>50 points</td>
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</tr>
<tr>
<td>Playground Analysis</td>
<td>25 points</td>
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</table>

**ASSIGNMENTS**

Formative evaluation measures will be used to determine the most beneficial assignments for students. A total of 6000 points will be awarded.

**QUIZZES**

If students are not prepared for class by reading the assigned chapters, a pop quiz will be given at the discretion of the instructor. The overall point system will be modified and adjusted accordingly.

**XIV. Internet sites or databases:**

**XV. Late Work must have prior authorization from the instructor. Points will be deducted for all late assignments.**

**XVI. Students with Disabilities:**

Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.
XVII. NNMC Incomplete Policy:

The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale: Total Points 540, Attendance and Participation 60 = 600 Points

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<thead>
<tr>
<th>GRADING SCALE</th>
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<tbody>
<tr>
<td>A = 90-100%</td>
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<tr>
<td>B = 80-89%</td>
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<tr>
<td>C = 70-79%</td>
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<tr>
<td>D = 60-69%</td>
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<tr>
<td>F = less than 60%</td>
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XX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
CLASS REQUIREMENTS
All students will be required to conform to the following policies:

1. Attend class and be an active participant in all class sessions.

2. Collaboratively work with other students in group activities.

3. Turn in assignments on time. Late assignments, if accepted, will receive a lower grade.

4. Assignments will be professionally presented. They will be clearly written, typed and free of mechanical errors (e.g., grammar, punctuation, spelling, etc.)

CLASSROOM POLICY NOTES

1. An attendance sign-in sheet will be provided at the beginning of each class. If you arrive late it is your responsibility to ensure your signature is on it. Successful completion of this course is contingent upon your presence. If you are absent, it is your responsibility to get lecture notes from another student.

2. If for any reason you need to leave class early, let the instructor know. Write your time of departure on the attendance sheet next to your signature when you sign in.

3. Inform the instructor if an emergency or family crisis arises prior to class.

4. The instructor is available to respond to your questions about assignments. Please try to ask days in advance before the assignment is due.

5. Treat your instructor and peers with respect. Avoid behavior that is distracting or rude. Refrain from holding personal conversations during lectures and classroom activities.

6. Turn off all cell phones. If you are expecting an emergency phone call, inform the instructor before class. Place your phone on vibrate, and step out of the classroom to answer the call.

7. Texting in class will not be tolerated. This behavior is rude towards your instructor as well as your classmates.

8. Use the syllabus as a reference and refer to it on a weekly basis to ensure you do not forget an assignment. It provides you with information which will help you be successful.
<table>
<thead>
<tr>
<th>SESSION DATE</th>
<th>TOPIC</th>
<th>NM Teacher Competency</th>
<th>ASSIGNMENTS</th>
<th>Knowledge Skill or Disposition# in The Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 22 &amp; Feb. 5</td>
<td>Overview of class /Overview Introductions, Interrelationship of health safety and nutrition, Confidentiality Policies and Procedures of the Childcare Facility, Infant Care: A Growing Need/SIDS</td>
<td>B1</td>
<td>Homework/Lab: SIDS online training, Current Event, Analysis of Situation</td>
<td>B1</td>
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<tr>
<td>March 12</td>
<td>Culturally Sensitive Menu Planning, Planning for Food Allergies, Meal Service Roles, Snack Presentations</td>
<td>B7</td>
<td>Current Event, Analysis of Situation, Weekly Menu Plan Due Readings for next week: pgs. 177-188</td>
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<tr>
<td>March 16-22</td>
<td>Spring Break</td>
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<td>Date</td>
<td>Topics</td>
<td>Room</td>
<td>Details</td>
<td>Room</td>
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<tr>
<td>April 23 &amp; April 30</td>
<td>Community Resources</td>
<td>B4</td>
<td>Current Event, Analysis of Situation. Readings for next week: Policies and Procedures Due</td>
<td>B4</td>
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<tr>
<td>May 7</td>
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<td></td>
<td>Current Event, Analysis of Situation. Final Exam</td>
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</table>
ECE 222: Class Assignments

1) **Chapter reflection guidelines:** Each chapter reflection is due the week after the chapter is assigned. Your 1-2 page Ch. Reflection should be typed and be guided by the following questions:

*What stood out for you in this chapter or article? In what ways does the content of this chapter connect to your current or future work with young children or your own upbringing? What further questions do you have?*

2) Bring a multicultural book to class often to share with the class.

3) Assignments are in addition to your chapter reflection.

**Assignment 1:** Review one of the Helpful Websites listed on page 68 and present it to the class via the Smartboard. Due 2/11/15

**Assignment 2:** Bring a multicultural book to class and demonstrate how you can use the book to engage students in speaking and listening activities. Due 2/25/15

**Assignment 3 - Midterm project:** Choose a New Mexico author of children’s literature. Write a 4-5 page essay about the author highlighting their background, the books they have written, and how you can use one or more of the author’s books in an early childhood classroom. Be sure and include for each book at least five “spin off” literacy development activities. Present your books or books and an example of the related activities in class. Use ideas from Chapter 8! The presentations and essay are due on 3/11/15

**Assignment 4:** Create a plan for partnering with family and community members to promote early literacy. 2-3 pages. Choose your format. Due on

**Assignment 5- Final Project:** Objective: Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level by:

1> Writing a five page paper (outlined below)

   a) Identify the multiple factors impacting language development.(one page)
   b) Describe the sequence of language development and how it is assessed.(one page)
   c) Develop an understanding of the relationship between communication and emergent literacy. (one page)
   d) Identify and discuss emergent reading and writing skills for all children.(one page)
   c) Chart the continuum of emergent literacy.(one page or poster)

2) Planning and demonstrating two activities that facilitate the development of emergent literacy skills.
DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Northern New Mexico College of Education
ECE 222

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

SKILLS
Utilization of technology-based tools to support student learning
Utilization of Planning and Assessment tools
KNOWLEDGE PRINCIPLE

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. **Credit Hours**: 3  
II. **Semester**: Spring, 2015  
III. **Course**: ECE 222: Intro to Language, Literacy, and Reading  
IV. **Course Time and Place**: TEC 208, Wednesdays, 5:00 – 7:30 pm, January 21 – May 15th  
V. **Instructor Information**:

| Instructor: Marcia Brenden, PhD | Communication Information: mbrenden@nnmc.edu  
wk:505426-2272/cell 690-1683- |
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<td><strong>Office Hours</strong>: By appointment</td>
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VI. **Required Texts**:

*Early Literacy in Preschool and Kindergarten: A Multicultural Approach*  
(Beaty & Pratt, 2011)

Scholarly Articles as assigned

VII. **Course Description**

This course is designed to prepare early childhood professionals for promoting children’s emergent literacy and reading development in preschool and kindergarten. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children’s oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children using multicultural children’s literature to engage all children. Also instructional approaches and research-based strategies that support the emergent literacy and reading skills of native speakers and English learners will be presented.

VIII. **Competencies and Course Goals/Objectives**

This course is part of the articulated Universal Catalog of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico Public Education Department’s Common Core Competencies for early childhood professionals.  
Upon completion of this course, students will be able to demonstrate the following competencies, at the established levels of proficiency:
A7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
   a. Describe the relationship between children’s language development and cognitive, social, and emotional development.
   b. Use observations of language expressed by infants, toddlers, preschoolers, and school-age children to plan cognitive, social, and emotional development activities.
   c. Identify and develop language-based activities that support cognitive, social, and emotional growth and development.

A8. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.
   a) Use observations and describe the language of infants, toddlers, preschoolers, and school-age children in the context of family and culture.
   b) Describe the relationship between language development and cognitive development.
   c) Demonstrate knowledge of language and literacy development.
   d) Develop activities that promote development of language and literacy in the context of the family and culture.

A9. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.
   a) Observe and identify how children develop and use communication strategies to meet their needs.
   b) Describe how adults support the child’s use of verbal, non-verbal, and alternative means of communication.
   c) Describe the theoretical foundations related to the acquisition and use of verbal, non-verbal, and alternative means of communication.
   d) Identify appropriate strategies to respond to children’s communication cues.

C8. Develop partnerships with family members to promote early literacy in the home.
   a) Identify ways to communicate with families about the importance of emergent literacy activities in the home.
   b) Identify a variety of literacy materials suitable for use in the home.
   c) Identify ways to support families’ use of literacy materials with their children.
   d) Share community resources with families to promote literacy.

C10. Establish partnerships with community members in promoting literacy.
   a) Identify ways to develop partnerships with community members in promoting child and family literacy.
   b) Identify community-based literacy activities and events that may be integrated into the curriculum.

D4. Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level.
   a) Identify and Discuss the multiple factors impacting language development.
   b) Describe the sequence of language development.
   c) Develop an understanding of the relationship between communication and emergent literacy.
   d) Identify and discuss emergent reading and writing skills for all children.
   e) Describe the continuum of emergent literacy.
   f) Plan and implement activities that facilitate the development of emergent literacy skills.

D7. Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum.
a) Identify a variety of anti-bias materials, literature, and experiences appropriate for young children.
b) Evaluate various early childhood materials, literature, and experiences that perpetuate bias or foster anti-bias.
c) Plan a curriculum that reflects and celebrates each child’s diversity.
d) Discuss the impact of bias on self-concept/esteem, educational success, aspirations and school/community participation.

E9. Create and manage a literacy-rich environment that is responsive to each child’s unique path of development.
   a) Observe and identify typical stages of oral language development of children and identify characteristics of language difference.
b) Describe individual children’s use of language in various settings.
c) Describe forms of symbolic representation.
d) Plan and implement a literacy-rich environment that encourages children’s use of language and other forms of symbolic representation.

E10. Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.
   a) Identify ways to interact with young children to facilitate the development of expressive language and thought.
b) Support young children’s expressive language development by interacting with them in ways that facilitate language development.
c) Implement a variety of learning strategies to facilitate expressive language and thought in young children.

E11. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills.
   a) Describe the developmental stages of reading and writing.
b) Describe strategies to support children’s reading and writing skills at each developmental level.
c) Plan and implement developmentally appropriate strategies to support children’s reading and writing skills.

IX. Attendance (measured by class sign-in sheets) and class participation: Regular attendance and participation are necessary. Students are responsible for the content of each class. Unexcused absences may result in lower grade;

X. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed: 1/21/15</td>
<td>Intro to course</td>
<td>A7, A8</td>
<td>Read Ch 1 in text. Chapter reflection: due next week.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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<tr>
<td>Wed: 1/28/15</td>
<td>Ch. 1: Foundations of Early Literacy</td>
<td>Read Chapter 2&lt;br&gt;Chapter Reflection due next week</td>
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<td>Wed: 2/4/15</td>
<td>Ch 2: A Multicultural Perspective</td>
<td>Read Ch. 3: Chapter reflection and Assignment 1 due next week&lt;br&gt;Read Chapter 4: Chapter reflection due next week</td>
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<tr>
<td>Wed: 2/11/15</td>
<td>Ch 3: Language Emergence</td>
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<td>Wed: 2/18/15</td>
<td>Ch. 4: Music as a Natural Language</td>
<td>Read Ch. 5: Chapter reflection due next week and Assignment 2.</td>
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<tr>
<td>Wed: 2/25/15</td>
<td>Ch. 5: Speaking and Listening</td>
<td>Present plan for midterm essays and presentation&lt;br&gt;Assignment 3: Mid term essays and presentations due next week.&lt;br&gt;Assignment 4: Develop and present a plan to partner with family and community members to promote early literacy at home and the community. Due 3/25 NO CLASS</td>
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<tr>
<td>Wed: 3/4/15</td>
<td>Discuss midterm essay and presentation requirements</td>
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<tr>
<td>Wed: 3/11/15</td>
<td>Mid Term essays and presentations</td>
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<td>Wed: 3/18/15</td>
<td>Mid term Break</td>
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<td>Wed: 3/25/15</td>
<td>Partnering with Families and Communities</td>
<td>Read Chapter 6 and Article Chapter Reflection due</td>
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<td>Wed: 4/1/15</td>
<td>Ch. 6: Art as a Natural Language</td>
<td>Read Chapter 7&lt;br&gt;Chapter Reflection due</td>
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<td>Wed: 4/8/15</td>
<td>Becoming a Writer</td>
<td>Read Chapter 8&lt;br&gt;Chapter Reflection</td>
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<tr>
<td>Wed: 4/15/15</td>
<td>Ch. 8: How Reading Emerges</td>
<td>Read Chapter 9 and 10&lt;br&gt;Chapter Reflections</td>
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<tr>
<td>Wed: 4/22/15</td>
<td>Ch. 9: Home Book Experience Ch. 10 Becoming a Reader</td>
<td>Assignment 5: Final project – work on five page essay.</td>
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<tr>
<td>Wed: 4/29/15</td>
<td>Literacy partnerships with families and community.</td>
<td>Final paper due next week</td>
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</tbody>
</table>
XI. Assessment Criteria:
This course is competency based. Student competency will be evaluated through a variety of assignments. The assignments are listed on the attached Assignment Sheet.

- Attendance 20%
- Reflection Question responses due for each chapter 10%
- Mid-Term Exam/Project: 20%
- Final Project Essay 30%
- Final Project Activities presentation 10%

A+ 97-100%; A= 93-96%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D= 60-62%; F = below 60%

XII. Late Work: Will only be accepted with permission of the instructor.

XIII. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Special Needs liaison at NNMC is Ms. Rebecca Cabildo.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
Guiding Young Children

 Semester: Spring 2015

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3 credits

II. Semester Taught: Spring 2015

III. Course Time and Place: Hybrid Course. Face to face meetings Jan 31st; Feb 28th; March 28th; April 18th; May 2nd.

IV. Instructor Information:

| Instructor: Dr. Rose Cavalcante | Communication Information: 505-7475463; rcavalcante@nnmc.edu | Office Hours: TU 2-4; WED 3-4; TH 2-4 |

V. Required Text:

VI. Required Materials or Readings: NM Early Leaning Guidelines

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
   Attendance is required for all class sessions. Missing one weekend face to face class may result in course failure to the discretion of the instructor.

   Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description:

This course explores various theories of child guidance and the practical applications of each.
Guiding Young Children provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach.

X. Course Objectives and Competencies

A.6 – Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political context for development and learning and recognize that children are best understood in the contexts of family, culture and society.
A.7 – Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
A.10 – Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.
A.11 - Use appropriate guidance to support the development of self-regulatory capacities in young children.
B.1 – Recognize and respond to each child’s physical health, intellectual and emotional well-being, and nutritional and safety needs.
C.1 - Demonstrate knowledge and skills in building positive, reciprocal relationships.
C.4 – Demonstrates knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child rearing practices.
C.7 – Demonstrate the ability to incorporate the families’ desires and goals for their children into classroom or intervention strategies.
E.3 – Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.
E7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these perspectives to promote children’s development and learning.
F9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning.

NNMC College Wide Goals

1) Communication
NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.
NNMC 1.b - Speak coherently and appropriately for various audiences and situations.
NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.

2) Critical Thinking
NNMC 2.a – Analyze and synthesize information
NNMC 2.d – Function as independent thinkers and as members of collaborative groups.

3) Cultural Competence
NNMC 3.a - Understand and appreciate cultural diversity

Revised August 15, 2014
4) Information Competency and Research

**NNMC 4.b** - Locate relevant information in printed and electronic from and credit it properly

**NNMC 4.e** – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

**NNMC 4.f** - Use the internet to communicate effectively through e-mail and other communication tools.

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**XI. Class Topics, NM Teacher Competencies and Assignments:**

NNMC College of Education program requirements are aligned to the New Mexico State Department of Education's Common Core Competencies for early childhood professionals and Northern's College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Common Core Competencies for early childhood professionals</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
<th>NNMC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to guidance</td>
<td>A7,A10, E3</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d; 4.f</td>
<td></td>
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<tr>
<td>01/31/15</td>
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<tr>
<td>Week 2</td>
<td>Understanding challenging behaviors; family stressors that impact children’s behaviors</td>
<td>A7,A10, E3</td>
<td>Online discussion</td>
<td>2.a; 2.d; 4.f</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Family Collaboration</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d; 4.f</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Family Collaboration</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d; 4.f</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Family Collaboration</td>
<td>C4,C7, A6</td>
<td>Parenting Training/ Workshop</td>
<td>1.a; 1.b; 2.a; 3.a; 4.b; 4.e</td>
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<tr>
<td>02/28/15</td>
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<tr>
<td>Week 6</td>
<td>Attachment, bonding and bonding relationships</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d; 4.f</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Relationships with families; cultural and linguistic responsiveness in</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d; 4.f</td>
<td></td>
</tr>
</tbody>
</table>
XII. Assignment Descriptions/ Assessment Criteria:

1) **CASE STUDY** – Observe a child/interacting playing with other children. Take detailed notes describing the environment, what the child (in objective terms) is doing; how others (peers and teachers) respond to his/her behavior, etc. Does the child exhibit any inappropriate behaviors? If so, focus on that particular behavior, such as, for example, did the child hit another child? Did the child refused to comply with teacher’s requests? Once you identified the “problem behavior” that needs to be changed, , use the observation sheet provided to identify: 1) What happened just before the problem behavior/what triggered it? 2) What were the consequences of the behavior/what happened just after the behavior? After determining those factors, develop a plan, making recommendations for addressing the behavior. For example, do changes need to be made in the classroom environment? Do the adults need to change their responses to the behavior? Does the child lack socio-emotional skills to be successful? Make plan outlining how to help this child develop the needed skills.
and improve her behavior.

2) PAPER AND POWER POINT PRESENTATION
You should choose a topic and write a 5 to 7 page paper on a TOPIC RELATED TO Early Childhood Guidance(suggestions are listed below). You should do the citations in the paper and write your reference page using APA style (go to Northern website, click on Library, click on find a journal article, click on APA Style). You should use at least two printed academic references (journal articles and book chapters).
You should also prepare a power point presentation of your paper. The presentation should be 20 minutes long. Before submitting the final version of the paper you should visit NNMC Writing center. After reviewing their feedback you should then write the final draft of the paper. You should also submit the rough draft copy of the paper with the writing center stamp on it.

Topics’ Suggestion:
- Attachment
- Discipline in early childhood
- Parenting Training
- Inclusive classroom environments in early childhood
- Social-emotional learning
- Behavior modification Principles

3) Emotional-Learning lesson plan – Write a lesson plan addressing social-emotional learning goals. You will present your lesson to the class as you were teaching a pre-K class. Bring all the materials you will need to teach your lesson (books, puppets, etc.). A list of resources online is provided for you online.

4) Parent Presentation on positive discipline – Research books and the internet for best parenting practices and resources. After that, prepare a 20 minute power point presentation for parents on how to deal with children’s inappropriate behaviors and discipline in a positive way.

5) Weekly online discussions based on textbook readings and Early Learning Guidelines

XIII. Late Work:
Your work is due on the date indicated on the syllabus.

XIV. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-
2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVI. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:
Weekly discussions- 30%
Paper and presentation – 20%
Case study – 20%
Emotional Learning Lesson plan – 15%
Parent Presentation – 15%

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XVIII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XIX. Online discussions guidelines
The on line discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content. Online discussions should be a learning experience for all students. Postings and replies should
be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard e-mail and not posted on the discussion board.

XX. Cell phone policy

Use of cell phones is forbidden during face to face classes. Please turn it off when entering the classroom. Texting is also forbidden during class.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3
II. Semester Taught: Spring 2015
III. Course Time and Place: 4:00 pm to 6:30 pm. Education Building Room 201
IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Communication Information:</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deirdra Montoya</td>
<td>Deirdra.m <a href="mailto:ontoya@nnmc.edu">ontoya@nnmc.edu</a></td>
<td>Upon Request</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings:
New Mexico Early Learning Outcomes Birth through Kindergarten, July 2014

VII. E-Mail Requirement: all Students attending NMMC must use their NNMC e-mail account when communicating electronically about NNMC relates business. If you are having trouble please contact IR at 505-747-2259.

VIII. Attendance: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure Requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic skill/teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent any application form consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (subtests I and II)
   c. Essential components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Description:

XI. Course Objectives:

This course is designed to familiarize students with a variety of culturally appropriate assessment methods and instruments, including systematic observation. The course addresses the development and use of formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals, and families in the process.

XII. Class Topics. NM Teacher Competencies and Assignments:

NNMC college of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern college of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

1. Demonstrate knowledge of assessment and evaluation practices that are valid and appropriate.

2. Demonstrate knowledge of maintaining appropriate records of children’s development and behavior that safeguard confidentiality and privacy.

3. Demonstrate knowledge of the educator’s role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual Family Service Plans (IFSP), and Individual Education Plans (IEP).

4. Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning assessment outcomes.

5. Involve the family and as appropriate other team members in assessing the child’s development, strengths, and needs in order to set goals for the child.

6. Share assessment results as appropriate with families in clear supportive ways.

7. Involve all stakeholders in program evaluations.
8. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.

9. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

10. Use both self and collaborative evaluations as part of on-going program evaluation.

11. Using portfolio assessments
12. Linking assessment to curriculum and learning goals and objectives

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicted below. Every course in a candidates program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

College wide Student Learning Outcomes
1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means.
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.
4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
XIII. Assignment Descriptions/ Assessment Criteria:

ECED 295 ASSIGNMENTS

Point Distribution of Exams and Assignments:

<table>
<thead>
<tr>
<th>CLASSROOM ACTIVITY</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (25 questions 2 points each)</td>
<td>50 points</td>
<td>A = 315 – 350</td>
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<tr>
<td></td>
<td></td>
<td>B = 280 – 314</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C = 245 – 279</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = 210 – 244</td>
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<tr>
<td></td>
<td></td>
<td>F = less than 210</td>
</tr>
<tr>
<td>Exam 2 (25 questions 2 points each)</td>
<td>50 points</td>
<td></td>
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<tr>
<td>Exam 3 (25 questions 2 points each)</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Consent Letter for Anecdotal Observation (assignment)</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Anecdotal Observation (assignment)</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Group Portfolio/Report (assignment)</td>
<td>75 points</td>
<td></td>
</tr>
<tr>
<td>Personal Portfolio / Presentation (assignment)</td>
<td>75 points</td>
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</tbody>
</table>

ASSIGNMENTS
Formative evaluation measures will be used to determine the most beneficial assignments for students. A total of 350 points will be awarded.

QUIZZES
If students are not prepared for class by reading the assigned chapters, a pop quiz will be given at the discretion of the instructor. The overall point system will be modified and adjusted accordingly.

EXAMS
Three exams will be given. The exams will be based on chapter readings, lecture content, and classroom activities. Formative evaluation measures will be used to determine the length and difficulty level of the exams.

ALL ASSIGNMENTS WILL BE TYPE WRITTEN AND WHEN POSSIBLE, IN APA STYLE

Anecdotal Observation
Choose a child between the ages of three and four. Observe the child for the given domain you will be assigned. The observation should be a minimum of 30 minutes. Document the date of the observation, the start time and end time. Refer to the child in your anecdotal recording in terms of the letter “p” (preschooler). Do not use the child’s name. Write down the child’s factual behavior recounting the event. Record the event in terms of where, who, and what is happening. A picture of the event will be attached. This assignment does not try to answer why a particular situation is happening. Have the child’s parent sign and date the consent letter prior to the observation. This assignment is worth 25 points.
Consent Letter for Anecdotal Recording
Each student will write a consent letter to the guardian or parent(s) of the preschool child chosen for the anecdotal recording. This assignment will be graded for the following content:  
1) formal letter format,  
2) your name somewhere in the body of the letter,  
3) describe the purpose of the portfolio assignment,  
4) inform the parent or guardian that all info will be kept confidential,  
5) let parent or guardian know that it may be used as part of your exit portfolio,  
6) the child’s name will not be used,  
7) request permission to observe, document data, and take photographs,  
8) your signature appears on letter,  
9) parent’s or guardian’s signature appears on the letter. This assignment is worth 25 points.

Group Portfolio
All the anecdotal recordings will be compiled and copied. Each group consisting of two students will receive a copy/packet. As a group you will use the assigned pages from Gronlund & Engel’s text and develop a Focused Portfolio using the information from the anecdotal recordings/packet. The encasement of your portfolio will be personal preference, and creativity is encouraged. You will choose a child’s picture (yours or your partner’s preschooler) to use in your portfolio. A report will be attached and will include the following information:  
1) child’s pseudo name which will begin with the letter “p”…the picture will help determine the sex and name of the child,  
2) family background history, medical and educational history,  
3) child’s strengths and weaknesses,  
4) learning strategies,  
5) thinking and learning processes,  
6) learning modalities,  
7) analysis of error patterns, qualitative and quantitative differences in development,  
8) milestones accomplished,  
9) progress made,  
10) summary of findings,  
11) recommendations to help the child in the future. The report will be a minimum of three complete pages. The final grade will be awarded as a team based on the content of the portfolio and the report. This assignment is worth 75 points.

Personal Portfolio / Presentation
Each student will develop a portfolio system for systematic assessment and present it to the class. The portfolio should be developed for an early childhood program of your choice (birth to third grade). Only blank forms will be included in this activity. Failure to cite your sources will result in a grade of 0 points. You may only use one page from Gronlund’s text, and one page from the handouts you may receive. The rest of the pages will be developed by the student using the information learned in class. A detailed explanation of this assignment will be provided. This assignment is worth 75 points.

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

A. Required Professional Competency-Based Artifact Rubric

B. Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases:

XV. Late Work: Your work is due on the date indicated on the syllabus.

XIV. Students with Disabilities:

Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

V. NNMC Incomplete Policy:

The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

VI. Personal Responsibility:

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

VII. Grading Scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>315 – 350</td>
</tr>
<tr>
<td>B</td>
<td>280 – 314</td>
</tr>
<tr>
<td>C</td>
<td>245 – 279</td>
</tr>
<tr>
<td>D</td>
<td>210 – 244</td>
</tr>
<tr>
<td>F</td>
<td>less than 210</td>
</tr>
</tbody>
</table>

XX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not
resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.

CLASS REQUIREMENTS
All students will be required to conform to the following policies:

1. Attend class and be an active participant in all class sessions.
2. Collaboratively work with other students in group activities.
3. Turn in assignments on time. Late assignments, if accepted, will receive a lower grade.
4. Assignments will be professionally presented. They will be clearly written, typed and free of mechanical errors (e.g., grammar, punctuation, spelling, etc.)

CLASSROOM POLICY NOTES

1. An attendance sign-in sheet will be provided at the beginning of each class. If you arrive late it is your responsibility to ensure your signature is on it. Successful completion of this course is contingent upon your presence. If you are absent, it is your responsibility to get lecture notes from another student.
2. If for any reason you need to leave class early, let the instructor know. Write your time of departure on the attendance sheet next to your signature when you sign in.
3. Inform the instructor if an emergency or family crisis arises prior to class.
4. The instructor is available to respond to your questions about assignments. Please try to ask days in advance before the assignment is due.
5. Treat your instructor and peers with respect. Avoid behavior that is distracting or rude. Refrain from holding personal conversations during lectures and classroom activities.
6. Turn off all cell phones. If you are expecting an emergency phone call, inform the instructor before class. Place your phone on vibrate, and step out of the classroom to answer the call.
7. Texting in class will not be tolerated. This behavior is rude towards your instructor as well as your classmates.
8. Use the syllabus as a reference and refer to it on a weekly basis to ensure you do not forget an assignment. It provides you with information which will help you be successful.
<table>
<thead>
<tr>
<th>SESSION DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 23</td>
<td>Overview of class /Overview of assignments / Assessment models / Professional Responsibility/ Assessment Vocabulary</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>Feb. 6</td>
<td>An overview of Assessment in Early Childhood The Focused Portfolios Process Class List Logs</td>
<td>Wortham Chapter 1 Gronlund Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Systematic Observation Using Work Samples / The Documentation Process Reviewing for Exam 1 / Anecdotal domains assigned</td>
<td>Wortham Chapter 3 Gronlund Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Exam 1: Wortham &amp; Gronlund / Lecture Notes .................................. Multiple Windows / Sources of Information Fitting Documentation Checklists / Work</td>
<td>Wortham Chapter 4 Gronlund Chapter 4</td>
<td>Anecdotal Observation Due</td>
</tr>
<tr>
<td>March 6</td>
<td>Recording Procedures Refining Anecdotal Observations Rating Scales</td>
<td>Wortham Chapter 5 Gronlund Chapter 5</td>
<td></td>
</tr>
<tr>
<td>March 13</td>
<td>Compiling and Summarizing Information Curriculum Planning Portfolios</td>
<td>Wortham Chapter 6 Gronlund Chapter 6</td>
<td></td>
</tr>
<tr>
<td>March 16-22</td>
<td>Spring Break .........................................................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 27</td>
<td>Exam 2: Wortham/Gronlund / Lecture Notes 4:00 to 5:00</td>
<td>5:00 to 7:00 / Plan on working on your group or individual portfolio. Come prepared with necessary materials / items.</td>
<td></td>
</tr>
<tr>
<td>April 3</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 10</td>
<td>Assessment Interpretation Cultural and Linguistic Factors Frequency Counts</td>
<td>Wortham Chapter 7 Gronlund Chapter 7</td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>Using Assessment Information Writing Behavioral Objectives IEP / IFSP</td>
<td>Wortham Chapter 8 Gronlund Chapter 8</td>
<td></td>
</tr>
<tr>
<td>April 24</td>
<td>Standardized Tests Brain Hemisphere Dominance Time Samples</td>
<td>Wortham Chapter 9 Gronlund Chapter 9</td>
<td>Group Portfolio Due</td>
</tr>
<tr>
<td>May 1</td>
<td>Reporting Assessment Results Preparing for Family Conferences Environmental Rating Scales</td>
<td>Wortham Chapter 10 Gronlund Chapter 10</td>
<td></td>
</tr>
<tr>
<td>May 8</td>
<td>Personal Portfolio Presentations</td>
<td>None</td>
<td>Individual Personal Portfolio Due</td>
</tr>
<tr>
<td>May 15</td>
<td>Final Exam: Wortham &amp; Gronlund / Lecture Notes.................................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours for ED201: 3; Credits for ED213: 1 credit

II. Semester Taught: Spring 2015

III. Course Time and Place: Tuesdays 4:00 to 6:30; TEC 112

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rose Chiovitti-Cavalcante</td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> (preferred) /and 7475463</td>
<td>TU 2 -4 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W 3-4 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TH 2-4 pm</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: Additional materials, such as the Marzano Rubric, etc. may be found online on Blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Instructor will not communicate with students through their personal emails.

VIII. Attendance:
Attendance is required for all class sessions. Attendance and active participation in classes will be expected since this class will be mostly discussion-based. Your participation in class is a positive disposition and it will be a demonstration of professional commitment. Also, research indicates that exposure to and active responding and processing of information during classes leads to a better long-term retention and application. Late arrivals and early departures to and from class will be considered as a missed class.

IX. Catalog Course Description:

ED201
This course introduces you to the basics of the teaching profession. It includes societal expectations of teachers, social problems which impact students, essential knowledge needed for teaching, recent reforms in education, historical
perspectives on education, the role of schools in today’s society, school governance, and the legal and ethical issues in education. Further, you will be expected to begin to articulate your philosophy of education.

Co-requisite: ED213

ED213
You will do initial observations of classroom environments and determinations of what classroom teachers do. You will participate in seminars and observe 37.5 hours of classroom instruction in the field.

Co-requisite: ED 201

X. Course Objectives:

Upon completion of the course, the students will:

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>CONCEPTUAL FRAMEWORK</th>
<th>NM COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be aware of and reflect upon their choice of education as their future profession</td>
<td>K 8 S 1 D 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>2. Become familiar with the knowledge and competencies teachers need to have.</td>
<td>K 3, 9 D 1, 3</td>
<td>K 2, 9, 12, 14</td>
</tr>
<tr>
<td>3. Understand the nature and significance of effective management and organizational skills in the classroom.</td>
<td>K 6, 7 S 2 D 1, 3</td>
<td>C 4, 7</td>
</tr>
<tr>
<td>4. Understand the nature of pluralistic classrooms and the impact of culture and society on school and education.</td>
<td>K 2, 5, 7 D 1, 2, 3</td>
<td>F 1, 3, 5</td>
</tr>
<tr>
<td>5. Understand professional ethics, legal rights and responsibilities within the educational community.</td>
<td>3, 7, 9 D 1, 2, 3</td>
<td>A 5, 6, 7 G 1, 2, 3, 4, 5, 7 H1</td>
</tr>
<tr>
<td>6. Develop self awareness and recognize own motivations to choose teaching as a profession and establish personal/professional goals as a future teacher.</td>
<td>K 8 S 1 D 3</td>
<td>A 1, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>7. Begin to articulate their own philosophy of teaching based on sound educational principles.</td>
<td>K 8 S 1 D 3</td>
<td>A 1, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>8. Integrates technology into planned activities including software, applications, and other tools.</td>
<td>S 1</td>
<td>B 7 E1a, E1d, E2a</td>
</tr>
</tbody>
</table>
NNMC College Wide Goals

1. Communication

NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.

NNMC 1.b - Speak coherently and appropriately for various audiences and situations.

NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.

2. Critical Thought

NNMC 2.a – Analyze and synthesize information

NNMC 2.d – Function as independent thinkers and as members of collaborative groups.

3. Cultural Competence

NNMC 3.a - Understand and appreciate cultural diversity

4. Information Competency and Research

NNMC 4.b - Locate relevant information in printed and electronic from and credit it properly

NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

NNMC 4.f - Use the internet to communicate effectively through e-mail and other communication tools.

XI. Class Topics, Schedule, Assignments, and NM Competencies

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and the College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>Assignment to Demonstrate Meeting the Competency/Due Date</th>
<th>Knowledge, Skill or Disposition in the Conceptual Framework</th>
<th>NM teacher Competencies</th>
<th>NNMC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/21/15</td>
<td>Course Introduction Syllabus Presentation Field Placement Information</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>01/27</td>
<td>The teaching profession Chapter 1 Worksheet chapter 1 Knowledge 8 Skill 1 Disposition 3 A 1, 2, 3, 4, 5, 6, 7</td>
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<td></td>
<td></td>
<td>NNMC 1.a; NNMC 1.c</td>
</tr>
<tr>
<td>02/03</td>
<td>Today’s teachers Chapter 2 Worksheet chapter 2 Knowledge 8 Skill 1 Disposition 3 A 1, 2, 3, 4, 5, 6, 7 C 4, 7 K2, 9, 12 14</td>
<td></td>
<td></td>
<td></td>
<td>NNMC 1.a; NNMC 1.c; NNMC 2.a; NNMC 4.b</td>
</tr>
<tr>
<td>02/10</td>
<td>Today’s Schools Chapter 3 Worksheet chapter 3 Knowledge 8 Skill 1 Disposition 3 A 1, 2, 3, 4, 5, 6, 7 F 1, 3, 5</td>
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<td></td>
<td>NNMC 1.a; NNMC 1.c; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td>02/17</td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/24</td>
<td>Philosophical foundations of education Chapter 4 Worksheet chapter 4 Knowledge 8 Skill 1 Disposition 3 A 1, 2, 3, 4, 5, 6, 7</td>
<td></td>
<td></td>
<td></td>
<td>NNMC 1.a; NNMC 1.c</td>
</tr>
<tr>
<td>03/03</td>
<td>Historical Foundations of Education Chapter 5 Worksheet chapter 5 Knowledge 8 Skill 1 Disposition 3 A 1, 2, 3, 4, 5, 6, 7 B 7 E1a, E1d, E2a K2</td>
<td></td>
<td></td>
<td></td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td>Date</td>
<td>Subject</td>
<td>Activity Details</td>
<td>Knowledge/ Skill/ Disposition</td>
<td>Related Standards</td>
<td></td>
</tr>
<tr>
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<tr>
<td>03/10</td>
<td>School governance Chapter 6</td>
<td>Worksheet chapter 6 • Paper Presentation: Indian Education in NM</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7 B7 E1a, E1d, E2a G 1, 2, 3, 4, 5, 7 H1 K2 NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
<td></td>
</tr>
<tr>
<td>03/17</td>
<td>SPRING BREAK</td>
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</tr>
<tr>
<td>03/24</td>
<td>Ethical and Legal Issues Chapter 7</td>
<td>Worksheet on chapter 7 • Paper Presentation: Problem and project-based education • DUE: Teacher’s Code of ethics</td>
<td>Knowledge 2, 5, 7, 8, 9 Skill 1 Disposition 1, 2, 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7 B7 E1a, E1d, E2a K 2, 9, 12, 14 and G 1, 2, 3, 4, 5, 7 K2 NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
<td></td>
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<tr>
<td>03/31</td>
<td>Today’s students Chapter 8</td>
<td>Worksheet on chapter 8 • Paper Presentation</td>
<td>Knowledge 2, 5, 7 Skill 1, 2</td>
<td>B 7, E 1a, 1d E2a F 1, 3, 5 NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
<td>Disposition</td>
<td>Additional Notes</td>
<td></td>
</tr>
<tr>
<td>------</td>
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<td>-------------</td>
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</tr>
</tbody>
</table>
| 04/07 | Today’s Students/Individual needs (special needs) Chapter 9 | - Field Reflection #2 DUE  
- Worksheets chapter 9  
- Paper presentation: Inclusion of students with special needs in the regular classroom  
- DUE: PED website report | Disposition 1, 2, 3 | Knowledge 2, 5, 7  
Skill 1, 2  
Disposition 1, 2, 3  
K2 | B 7  
E 1a, 1d, 1e  
E2a  
F 1, 3, 5  
K2 | NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e |
| 04/14 | The classroom as a community Chapter 10 | - Worksheets on Chapter 10  
- Paper presentation: Cooperative Learning | Knowledge 2, 5, 7  
Skill 1, 2  
Dispositions 1, 2, 3 | B 7  
E 1a, 1d, 1e  
E2a  
F 1, 3, 5  
K2 | NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e |
| 04/21 | NO CLASS | | | | |
| 04/28 | Integrating technology into teaching Chapter 12 | - Paper | Knowledge 8  
Skill 1  
Disposition 3 | A 1, 2, 3, 4, 5, 6, 7  
B7  
E 1a, 1d | NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Description</th>
<th>Project Details</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/05</td>
<td>Curriculum, Standards and Learning Chapter 11</td>
<td>Worksheet chapter 11</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Paper Standards -based education</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Common Core</td>
<td></td>
</tr>
<tr>
<td>05/12</td>
<td>Becoming a professional teacher Chapter 13</td>
<td>Worksheet on chapter 13</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DUE: Field Reflection # 3</td>
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<td></td>
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<td>- DUE: Field Experience Journal</td>
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<tr>
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<td>- DUE: Research paper</td>
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<tr>
<td></td>
<td></td>
<td>- DUE: Teacher interview</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- DUE: Log sheet</td>
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</tr>
</tbody>
</table>

**XII. Assignment Descriptions and Assessment Criteria for ED201:**

**A. Research Paper and Power Point Presentation** – You should choose a topic and write a 5 to 8 page paper on the subject. You need to use at least two
printed academic references (academic journal articles and/or books) and no
more than 2 internet site references. The paper should be written using APA
style (an APA guide will be provided to students online on Blackboard).
You should also prepare a power point presentation of your paper. The presentation
should be 15-20 minutes long. A good presentation do not consist of only reading the
transparencies. You should demonstrate knowledge of the topic, answering
classmates questions and commenting on the slides. Guidelines on how to prepare
a good power point presentation will also be provided to students online on
Blackboard.
The final product will consist of (and you should turn in):
1) A 5 to 8 pages written paper (APA style).
2) The draft of your paper with a Writing Center stamp on it.
3) A power point presentation to the class with hand-outs to your classmates
   (include among other useful things your references in the hand-out so your
   classmates can further read on the topic if they wish to do so).
The paper and the presentation will be graded using a rubric provided online on
Blackboard.

* Since the grammar, the spelling, and the presentation parts of your paper are
very important, you should make at least one visit to the Writing center. When
you go there, take the rubric with you so they will know what the paper should
look like and will be able to better help you. When you turn in your paper, you
should submit to the instructor also your paper draft with a stamp and
signature from the writing center tutor.

B.LIBRARY VISIT REPORT – You will visit the NNMC library at a time of your choice
(call the library first to schedule your visit). When you get there, you should ask a
librarian to show you all the resources available for you to conduct an appropriate
research to write an academic paper in EDUCATION. The library, in addition to books,
has several education and psychology databases where you can find academic articles
for your papers. Ask the librarian to show you how to use the databases. After the visit
you will write a 1 to 2 page report (typed – 1.5 spaced) reflecting on what you have
learned. List the resources that are available to you at the library and discuss how they
can increase your knowledge and depth of education topics and also how you intend to
use those resources as a student and afterwards as a life-long learner. Your report will
be graded based on the following:
- Demonstrates knowledge of the resources available.
- Demonstrates knowledge of how to use the research databases.
- Reflects on how those resources can help as a student and future
teacher.
* If you have taken the “library” class already, please talk with the instructor to see if
the visit can be waived.

C.EDUCATIONAL AUTOBIOGRAPHY - You will write an autobiography reflecting on
the facts, people, situations, etc. that have influenced you in the direction of becoming a
teacher. Some of the questions that should guide our thinking as you write it are:
- Why do I want to become a teacher?
- What teacher(s) had the greatest impact on me?
- What were some of my experiences at school?
- How were my emotional reactions to teachers that either ridiculed,
motivated, or elevated me?
- What kind of teacher I want to be?

Your educational autobiography should be at least 3 to 4 pages long (1.5 space, size 12) and it will be graded according to the rubric provided online on Blackboard.

D. NM PED site visit report - You will visit the New Mexico Public Education Department Webpage (www.ped.state.nm.us) and browse the different sections of the page, the links, etc. Go to directory A to Z and look at the different topics addressed. Choose one topic to read and learn in more depth. Write a report of your visit. The report should be 2 to 3 pages long (1.5 space and size 12) and demonstrate:
- Knowledge of the main contents of the PED Home Page.
- What have you learned about the specific topic you chose to read more about (be prepared to share this good information with the class!).
- How this site can be helpful to you as you seek your licensure and as a future teacher (be specific and give examples).

The paper will be graded according to a rubric provided online on Blackboard.

E. CHAPTER’S WORKSHEETS - As you read the text book you will be required to complete a Reflection Worksheet on the chapter you read during that week. Each Reflection worksheet is divided in 3 parts: 1) Summary - consists of a short summary of the chapter’s content (2 or 3 paragraphs). 2) Comments - You should include some personal and relevant comments and reflections about the chapter (which you will share with the class in our discussions) and 3) Questions: At least 2 questions about the content of the chapter, for example, things that you did not understand or things you would like to discuss further in class. The main purpose of this reflection worksheet is to provide content for our weekly discussions. So come ready to share your insights and questions. Come ready to talk! Since you will use the worksheets as a reference for your participation in the class, those will only be collected by the instructor at the end of each class, and will not be accepted after the due date, unless you were absent that day.

F. CODE OF ETHICS – You will visit the NM PED website and get familiar with the Teacher code of ethics (www.nmcpr.state.nm.us/NMAC/parts/title06/06.060.0009.htm). Based on it, you will develop your own set of ethical principles. You should not only list the most important principles for you but give the reasons of why they are important (your own values) and for your future practice as a teacher. Your personal Code of Ethics should be 2 to 3 pages long (1.5 spaced and 12 size) and reflect sound knowledge of the State’s Code of Ethics and be strongly value-based. The Code of Ethics will be graded according to a rubric provided online on Blackboard. You will review this code of ethics when you do your student teaching at the end of the program.

G. TEACHER INTERVIEW : While you are in the schools doing your field experience, you should schedule a time with your mentor teacher for an interview. Your interview should be semi-structured, that is, you will have some questions given to you to start (see the questions below) but you can expand and add your own questions if you wish to do so. Your goal is to learn:
- What are the reasons that led him/her to choose teaching as a profession?
- What are the biggest challenges of being a teacher?
- What are the best rewards for being a teacher?
- What advice she/he would give to a beginner teacher?
- What does he/she recommends to someone who wants to be a very good teacher?

You should **transcribe the interview in full** (do not forget to have the mentor teacher sign a permission form to be interviewed. In that form you should state that the information will only be used in and for this class).

You should also **write a one page reflection** on what you have learned in the interview and how you can use that information to help you as an education student and as a future teacher.

H. **Field Reflections #1,2 and 3** – You will write 3 reflections about your field experience using the “Marzano” rubric provided online.

I. **PHILOSOPHY OF EDUCATION** – Based on the readings and class discussions, you will write a 2 page personal philosophy of education stating what you believe is education, teaching, and learning and what you think your role will be as a teacher. You will review this philosophy of education when you do your student teaching at the end of the program.

* As you have noticed, this course will demand a significant amount of writing. Each writing piece will be graded considering also your neatness, presentation, spelling and grammar. So, use and abuse of the Writing Center! Every time you feel that your writing needs improvement, go there and get some help!

**ED201**
1. Code of Ethics (15%)
2. Educational autobiography (10%)
3. Library Visit Report (5%)
4. Chapters’ Worksheets (25%)
5. Philosophy of education (10%)
6. Research Paper/presentation (25%)
7. NM PED site visit report (10%)

**ED213**
1. Teacher Interview = 25%
2. Field reflections (1, 2 and 3) = 30%
3. Log sheet, Journal, and dispositions’ checklist = 45%

* Assignments turned in after the due date listed above will suffer deduction of points to the discretion of the instructor

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%
A.) Required Professional Competency-Based Artifact Rubric

Teacher Code of Ethics

<table>
<thead>
<tr>
<th>Organization</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence of ideas is very hard to follow</td>
<td>Reader has difficulty following because writer jumps around.</td>
<td>Writer presents information in logical sequence which reader can follow.</td>
<td>Ideas are presented in logical, and interesting way.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Content and knowledge | Candidate does not demonstrate sound knowledge of NM Teacher code of Ethics and is not clear about his/her own personal values. | Candidate has some knowledge of NM Teacher Code of Ethics but has difficulty articulating his/her own personal values. | Candidate has good knowledge of NM Teacher Code of Ethics but has some difficulty articulating it with his/her own personal values. Some discussion on how he/she intends to apply it in their future practice is present. | Candidate demonstrates sound knowledge of NM Teacher Code of Ethics and articulates it well with his/her own values, reflecting on how those are important for his/her future practice as a teacher. |

| Grammar & Spelling | Work has many spelling and grammatical errors. | Paper has 3 or 4 misspellings and grammatical errors. | Paper has no more than 2 misspellings and grammatical errors. | Paper has no misspellings or grammatical errors. |

| Total | | | | |

XIII. Internet sites or databases/Resources

http://www.sde.state.nm.us
Other resources for the class can be found online on Blackboard.

XIV. Late Work:
Your work is due on the date indicated on the syllabus. If you need to turn in your work a little later, please contact the instructor before the due date to explain your situation. The instructor will have the discretion to accept or not the late work. Be aware, however, that all work turned in late will have a deduction of points to the discretion of the instructor. Late work will not be accepted after two weeks of the due date.
Also, you will not be able to present the power point of your paper on a different date than that established in the syllabus. You will receive a grade of ZERO for the presentation if you do not present at the pre-determined date.

XV. Students with Disabilities
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60

XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XV. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XX. Cell phone policy

**IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS** (INCLUDING TEXTING). Using cell phones during class reflects lack of respect with your instructor and classmates. After entering the classroom put your cell phone in a vibrating mode or turn it off. If you absolutely need to take a call, step out of the classroom to do so. **Texting in class is forbidden in any circumstances.**

XXI. Complaints policy

The COE follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain and so on. Trying to handle complaints by going straight to the highest authority is not usually well accepted in the COE. To a more complete description of the process, see NNMC and COE student handbooks.

XXII. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam
will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
KNOWLEDGE PRINCIPLE 1. *Curriculum*: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE 2. *Instruction*: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE 3. *Teaching*: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE 4. *Learning*: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE 5. *Assessment*: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE 6. *Professionalism*: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE 7. *Diversity*: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE 8. *Professionalism*: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE 9. *Collaboration*: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS 1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS 1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

ED 220

Whenever education takes place, formally or informally, psychology is involved. The science of psychology examines human cognition, emotion, and development. Educational psychology, in particular is concerned with:

- Understanding the process of teaching and learning;
- Helping teachers understand that learning takes place as an interaction of social, emotional, developmental, and cognitive forces.
- Helping teachers to develop ways to improve the effectiveness of teaching, learning, and assessment procedures through consistent reflections on classroom behavior/activities.

I. Credit Hours: 3

II. Semester Taught: SPRING 2015

III. Course Time and Place: TEC 208 – TH 4:00-6:30

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: ROSE CHIOVITTI-CAVALCANTE</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a></td>
<td>TU 2-4 PM</td>
</tr>
<tr>
<td></td>
<td>747-5463</td>
<td>TH 2:00-4:00 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W 3:00-4:00</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: If needed, additional material may be posted online on blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. Your instructor is only allowed to communicate with you through your NNMC email. If you are having trouble please contact IT at 505-747-2259. You are encouraged to log in to your NNMC email frequently, since this will be the main vehicle of communication for this class.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Revised July 3, 2014
IX. **Catalog Course Description:**

This class introduces you to psychological principles as they apply to teaching and learning. You will examine the relationships between theory, research, and practice in learning, memory, child development, motivation, and educational assessment for the school setting. You will address cognitive, linguistic, affective, and social development, with particular attention to the K-8 learner. Emphasis is on the integration of theory and practice, with numerous classroom applications of psychological theories and principles.

As seen in our conceptual framework represented by the Vallero Star, it’s not our intent to form technicians who depend on various “bags of teaching tricks”. Rather, we intend to develop professionals who possess a foundation of knowledge in the area of human learning, motivation, development, and assessment. This foundation will prepare professionals who will make more sophisticated decisions in the field. This course will help you to develop that foundation. Application of what is learned in this course can only help you to transition into the teacher you wish to become.

In addition, the goals of this course are to help future teachers to learn, understand, and use the information generated by educational psychology researchers in their professional lives.

X. **Course Objectives:**

Upon completing this course, the student will:

- Define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theories believe influence the learning process, giving specific examples of how these principles could be used in the classroom.
- Apply psychological principles and theories within actual or simulated educational contexts.
- Use major concepts of child and adolescent development, human learning, and social and cultural influences in planning and implementing classroom instruction, strategies, and management.
- Identify and analyze the implications of the various developmental and learning theories for models of instruction, decisions about teaching strategies and the selection of materials, and the role of the teacher in the learning process.

**NM Entry Level Teacher goals**

A. Professionalism – A1, A2, A3, and A8
B. Instructional Planning and Implementation – B1, B2, B3, B4, and B8
C. Classroom Management – C3, C4, C5, C7, C10, and C11
D. Assessment – D6, and D9
E. Technology – E1a, E1d, E2a, and E3e
F. Diversity – F1, F2, F3, and F6
G. Family and Community – G2, G3, and G5
H. Inclusion – H2, H8, H9, and H11
I. Development of Student – I1, I2, and I3
K. Communication – K2, K3

**NNMC College Wide Goals**

1) Communication

**NNMC 1.a** – Express ideas coherently and persuasively through oral and written communication.
### NNMC 1.b - Speak coherently and appropriately for various audiences and situations.

### NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.

#### 2) Critical Thinking
**NNMC 2.a –** Analyze and synthesize information

**NNMC 2.d –** Function as independent thinkers and as members of collaborative groups.

#### 3) Cultural Competence
**NNMC 3.a -** Understand and appreciate cultural diversity

#### 4) Information Competency and Research
**NNMC 4.b -** Locate relevant information in printed and electronic from and credit it properly

**NNMC 4.e –** Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

**NNMC 4.f -** Use the internet to communicate effectively through e-mail and other communication tools.

### XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Cluster and Modules</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
<th>NNMC goals</th>
</tr>
</thead>
</table>
| 01/29 | Course/Syllabus Presentation  
Understanding how to use the case-study approach | | | | NNMC 3.a ; NNMC 4.f |
| 02/05 | INTRODUCTION to Ed Psych  
The importance of Ed Psych - Module 1 | A-1,2,3,8  
B-1,2,3,4,8  
C-3, 4, 5, 7, 10,11  
D9  
E – 1d  
F-1,2,3  
G-2,3,5  
H-  
I- 2,8,9,11  
J- 1,2,3  
K- 2 | Module 1 – Summary  
K 1,  
2,3,4,7,8,9  
S 1,2  
D 1,2,3 | | NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; |
| 02/12 | Contexts of development and Social Development Cluster One/modules 2 | A 8A, 8B;  
B1,2; F1; I 1,2,3 | Module 2 and 3 Summaries  
K 4,7,8  
D1,2,3 | | NNMC 1.a; NNMC 1.b; NNMC 1.c; |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Modules/Summaries</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/19</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/26</td>
<td>Emotional and Moral Development Cluster 1/modules 4 and 5</td>
<td>Modules 4 and 5 summary, Case Study – Middle School Quizz#1</td>
<td>NNMC 2.a; NNMC 3.a</td>
</tr>
<tr>
<td>03/05</td>
<td>Brain Development and Cognitive Development Cluster 2/Module 6 e 7</td>
<td>Module 6 and 7 Summaries, Case Study – Elementary Quizz #2</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a</td>
</tr>
<tr>
<td>03/12</td>
<td>MID TERM EXAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/26</td>
<td>Behavioral Learning Theory Cluster 3/module 9</td>
<td>Module 9 summary, Case Study – Elementary Hot Topic Presentation – Transfer of Knowledge (Mod 13)</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e; NNMC 4.f</td>
</tr>
<tr>
<td>04/02</td>
<td>Social Cognitive Theory Cluster 3/ Module 10</td>
<td>Module 10 Summary, Case study middle school Hot Topic Presentation – Critical Thinking and Problem Solving (Mod 14)</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e; NNMC 4.f</td>
</tr>
<tr>
<td>04/09</td>
<td>Cognitive Processing Theory Cluster 3/Module 11</td>
<td>Summary Module 11 Hot Topic Presentation – Grouping Practices (Mod 21) Quizz #3</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e; NNMC 4.f</td>
</tr>
<tr>
<td>04/16</td>
<td>Motivation -Learning and Cognitive Theories</td>
<td>Module 15 and 16 Summary</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c;</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Module/Course</td>
<td>Assignment</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>04/23</td>
<td>Intelligence/Giftedness Case Study – Elementary Case Study – Middle School Quizz #4</td>
<td>Cluster 5/ Module 15 and 16</td>
<td>Case Study Elementary Case Study – Middle School Quizz #4 D 1,2,3 NNMC 2.a; NNMC 2.d</td>
</tr>
<tr>
<td>04/30</td>
<td>Cognitive Disabilities Module 24 Summary Hot Topic: Performance Assessment Assessment (module 28)</td>
<td>Cluster 7/Module 22 and 23</td>
<td>Module 22 and 23 Summary Hot Topic: Performance Assessment Assessment (mod 26)</td>
</tr>
<tr>
<td>05/07</td>
<td>Emotional and Behavioral Disabilities and FBA/BIP Module 25 Summary</td>
<td>Cluster 7/ Module 25</td>
<td>Module 25 Summary</td>
</tr>
<tr>
<td>05/14</td>
<td>Student presentations *ALL PAPERS – DUE CLASSROOM SCENARIOS-Presentations</td>
<td></td>
<td>*ALL PAPERS – DUE CLASSROOM SCENARIOS-Presentations</td>
</tr>
</tbody>
</table>

**XII. Assignment Descriptions/ Assessment Criteria:**

1) **Research Paper/Hot Topic Presentation**
You should prepare a research paper and a presentation about a given topic. The topics are listed above and correspond to chapters in your textbook. Your paper should be 7 pages long. The main reference for the paper is the textbook, however, you should also do some research and complement the textbook material with other sources such as academic journals, other books and internet materials (PS: be careful with the sites you use for finding the information. Give preference for sites of recognized professional associations such as NASP, AERA,, ASCD, etc. You will be required to make a presentation of your paper. For that, you will develop a power point presentation. The presentation should NOT be shorter than 20 minutes nor longer than 30 minutes. Think more of this presentation as a lesson you will be teaching the class about the topic. Become an “expert” on the topic and teach it to your classmates. Online, in Blackboard, you will find guidelines on how to prepare and give a good presentation to the class.

2) Classroom Scenarios and Lesson Plans- You will develop two classroom scenarios: one that illustrates a constructivist classroom and one that illustrates a behaviorist classroom.
A) You will begin by delineating the major components that would be required to illustrate these two classroom scenarios from the different theoretical viewpoints. Start first with the behaviorist classroom and describe it with a lot of detail. Then, describe a constructivist classroom. For example, how would be the best physical arrangement for the behaviorist classroom? And for the constructivist classroom? What kinds of materials will be available for students in each classroom? How would you manage students’ behaviors in the two different classrooms (how would you use different discipline / classroom management methods)? What kind of instructional methods would you use in each classroom?

B) Next, you will develop two lesson plans using content/common core standard of your choice. You will write two lesson plans using the same content for both lessons, but different instructional approaches (one lesson will be planned and taught based on behaviorist principles of learning and the other on constructivist principles of learning). Write each one of your lessons using the College of Education Lesson Plan Template provided online on blackboard.

C) On a separate page, you should write an analysis of each lesson and scenario. The analysis should include a justification of why you chose to design your classrooms the way you did and why you chose the different instructional strategies for each lesson. The justification should be based on the main components of the behaviorist and constructivist theories. Do the same for both lessons.

D) You will choose one of the lessons and teach it to the class (It’s NOT a power point presentation on the topic! You should actually teach the lesson).

This assignment will be graded using the following criteria:
- Accuracy of major components for each classroom scenario
- Accurate justification/support of choices based on theory
- Connections between lesson plan and theory (this activity is included in the lesson because…)

Revised July 3, 2014
### Classroom Scenarios - Rubric

**Task Description:** The student will develop two classroom scenarios: one that illustrate a constructivist and another a behaviorist approach to education. The student will delineate the major components of the two classrooms. The student will also develop two lesson plans and write a theoretical analysis of the scenarios and lesson plans. The student will teach one of the lessons to the class.

**NM Competencies addressed:** A 1,2,3,8; B 1,2,3,4,8; C 3,4,5,10; D 1,5,9,13; F 1,2; G 2,8,11; and I 1,2,3.

This project also addresses the following course objectives:
- The student will define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theories believe influence the learning process, giving specific examples of how these principles could be used in the classroom.
- The student will apply psychological principles and theories within actual or simulated educational contexts.
- The student will use major concepts of child and adolescent development, human learning, and social and cultural influences in planning and implementing classroom instruction, strategies, and management.
- The student identify and analyze the implications of the various developmental and learning theories for models of instruction, decisions about teaching strategies, and the selection of materials, and the role of the teacher in the learning process.

<table>
<thead>
<tr>
<th>Classroom Scenarios</th>
<th>Excellent – 2 points</th>
<th>Competent - 1 point</th>
<th>Needs Improvement - 0 point</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Arrangement</strong></td>
<td>The seating arrangement and the furniture and materials present in the classroom are consistent with the educational approach of the classroom.</td>
<td>The seating arrangement and most of the furniture and materials present in the classroom are consistent with the educational approach of the classroom.</td>
<td>The seating arrangement and the furniture and materials present in the classroom are NOT consistent with the educational approach of the classroom.</td>
<td><strong>POINTS</strong></td>
</tr>
<tr>
<td><strong>Classroom/Behavior Management</strong></td>
<td>The teacher’s behavior and classroom management plan is consistent with the educational approach of the classroom.</td>
<td>Most of the teacher’s behavior and classroom management plan is consistent with the educational approach of the classroom.</td>
<td>The teacher’s behavior and classroom management plan is NOT consistent with the educational approach of the classroom.</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
<tr>
<td><strong>Lesson Presentation</strong></td>
<td>Excellent – 2 points</td>
<td>Competent – 1 point</td>
<td>Needs improvement – 0 point</td>
<td><strong>POINTS</strong></td>
</tr>
<tr>
<td><strong>Instructi</strong></td>
<td>The instructional techniques used are consistent with the theoretical approach of the classroom.</td>
<td>Most of the instructional techniques used are consistent with the theoretical approach of the classroom.</td>
<td>The instructional techniques used are NOT consistent with the theoretical approach of the classroom.</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
<tr>
<td><strong>Material</strong></td>
<td>The materials used by the teacher for the lesson are consistent with the theoretical approach of the classroom.</td>
<td>The majority of the materials used by the teacher for the lesson are consistent with the theoretical approach of the classroom.</td>
<td>The materials used by the teacher for the lesson are NOT consistent with the theoretical approach of the classroom.</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Excellent – 2 points</td>
<td>Competent – 1 point</td>
<td>Needs Improvement – 0 point</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
<tr>
<td><strong>Justification/Support of Choices</strong></td>
<td>The student present coherent and research supported (with references) justification for their choices of arrangement, management, instruction and materials used.</td>
<td>The student present partial justification for their choices of arrangement, management, instruction and materials used.</td>
<td>The student DOES NOT present or present INCORRECT justification for their choices of arrangement, management, instruction and materials used.</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
<tr>
<td><strong>Clarity/Organization of Writing</strong></td>
<td>The paper is well written, with NO spelling and grammar errors. Ideas are presented in a</td>
<td>The paper is well written, but presents some spelling and grammar errors. Ideas are presented in a</td>
<td>The paper is NOT well written. There are several spelling and grammar errors and ideas presented are</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
</tbody>
</table>

Revised July 3, 2014
3) **Modules Summaries** -  
As listed in the calendar, you will be required to complete summaries of the modules you read during that week. The summary should be 1 page long (typed or hand written), and should contain the main concepts and ideas discussed in the module.

4) **Case Studies** - As listed in the class schedule, you are required to complete several “case studies”. These case studies are presented at the beginning of each cluster of modules. For each case study you should address the questions: WHO, WHAT, WHERE, and WHEN. You should also respond to the ASSESS questions presented at the end of each case study (see instructions in your book in the insert “HOW TO READ A CASE STUDY”).

XIII. Internet sites or databases - Extra readings and materials needed for this class can be found online on blackboard.

XIV. Late Work:  
Your work is due on the date indicated on the syllabus. Work submitted late will suffer a deduction in points to the discretion of the instructor. Power point presentations should be done on the date scheduled and will NOT be accepted at a later date.

XV. Students with Disabilities  
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XV. NNMC Incomplete Policy:  
The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

Revised July 3, 2014
XVI. Personal Responsibility:

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:

- Quizzes – 20%
- Summaries – 10%
- Case Studies – 10%
- Research Paper – 15%
- Classroom Scenarios – 25%
- Mid term exam – 20%

A+ =100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING)- Using your cell phone during class is a sign of disrespect with your instructor and classmates. When entering the classroom, please turn off or put in vibrate mode your cell phone. If you need to take a call, please step outside the classroom to take it and return to class as soon as you can.

XXII. Complaints policy

The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted at the COE. The same process applies in case on harassment issues (see NNMC student handbook for how to handle harassment situations).

XXIII. ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above)* before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: Daily Online

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Esquibel</td>
<td>747-2242</td>
<td>Monday 4:30-7:00 Wednesday 2:00-4:30</td>
</tr>
<tr>
<td></td>
<td>Room 110 TEC Bldg.</td>
<td></td>
</tr>
</tbody>
</table>


VI. Required Materials or Readings: Blackboard for Students

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

*ALP requirements:*

Revised January 15, 2015
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

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   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. **Catalog Course Description:**

This course introduces you to the basics of the teaching profession. It includes societal expectations of teachers, social problems which impact students, essential knowledge needed for teaching, recent reforms in education, historical perspectives on education, the role of schools in today’s society, school governance, and the legal and ethical issues in education. You will be expected to participate in online activities and submit working using technology. Further, you will be expected to begin to articulate your philosophy of education.

XI. **Course Objectives:**

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

**NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS:**

Revised January 15, 2015
- Reflects on, analyzes, evaluates effects of choices/actions on others - students, parents, and other professionals in learning community, and will be able to use knowledge to improve learning process. (A-1)
- Is aware of need to actively seek out opportunities to grow professionally, including participation in professional organizations and development such as conferences, workshops, classes and research, and uses information to improve practices to become life-long learner. (A-2)
- Participates in process of researching educational issues and practices, applying them in classroom, and monitoring effects. (A-3)
- Understands educational decision-making process as advocate for children, school, district, and self. (A-4)
- Is aware of, and adheres to, state Professional Code of Ethics for Educators. (A-5)
- Demonstrates awareness of relevant legal requirements of teachers and schools. (A-6)
- Demonstrates awareness of local, state, and federal agencies and educational systems. (A-7)
- Provides a safe classroom environment where individual differences are respected. (C-4)
- Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (F-1)
- Is aware of the culture, history, and values of the community in which she/he teaches. (G-1)
- Understands, respects, and values central role that community and family play in learning process. (G-2)
- Understands that there must be reciprocal relationship between school and community. (G-3)
- Values and utilizes knowledge that all community members have something to contribute to classroom to assist educational process. (G-4)
- Recognizes that family and community can be used as teaching resources to enhance learning and children’s self value. (G-5)
- Communicates to parents and community members student progress, important events, and school activities. (G-6)
- Understands importance of inviting parents and community members to participate in the classroom. (G-7)
- Conveys and demonstrates to students the importance of being an active part of the community. (G-8)

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of
these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively  
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means  
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities  
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation  
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1; Week 1</td>
<td>Introductions</td>
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<td>SLO: 4</td>
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<tr>
<td>Module 2; Week 2</td>
<td>The Teaching Profession</td>
<td>A-2, A-3, A-4; G-1</td>
<td>Discussion Entry and Reflection &amp; Classroom Bill of Rights</td>
<td>D: 1, 2, 3 SLO 2, 3</td>
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<tr>
<td>Module</td>
<td>Week</td>
<td>Module Title</td>
<td>A-B; C-D</td>
<td>Discussion Entry and Reflection</td>
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<tr>
<td>3; Week 3</td>
<td>Learning to Teach</td>
<td>C-4</td>
<td>D: 1, 2, 3</td>
<td>SLO: 1</td>
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<tr>
<td>4; Week 4</td>
<td>Ideas &amp; Events Shaping Education</td>
<td>A-1; A-7</td>
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<td>5; Week 5</td>
<td>Social Realities</td>
<td>A-7; G-4, G-5; G-6, G-7; G-8</td>
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<tr>
<td>6; Week 6</td>
<td>Ethical &amp; Legal Issues</td>
<td>A-5; A-6</td>
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<td>7; Week 7</td>
<td>Diverse Learners</td>
<td>A-1; C-4; F-1; G-1; G-2; G-3</td>
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<tr>
<td>8; Week 8</td>
<td>Addressing Learners’ Needs</td>
<td>C-4; F-1; G-2; G-3</td>
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<tr>
<td>9; Week 9</td>
<td>Authentic Instruction</td>
<td>C-41; G-4, G-5; G-6, G-7; G-8</td>
<td></td>
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<tr>
<td>10; Week 10</td>
<td>Curriculum Standards, Assessment &amp; Student Learning</td>
<td>C-4; G-2; G-3</td>
<td></td>
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<tr>
<td>11; Week 11</td>
<td>Teachers as Education Leaders</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
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<tr>
<td>12; Week 12</td>
<td>Your Induction into Teaching</td>
<td>A-1; A-2; A-3; A-4</td>
<td></td>
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<tr>
<td>13; Week 13</td>
<td>Integration Project</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
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<tr>
<td>Integration</td>
<td></td>
<td>A-1; A-2; A-3; A-4;</td>
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</table>

Revised January 15, 2015
XIII. Assignment Descriptions/Accessment Criteria:

For each type of assignment listed in X, write a description of the expectations for that assignment. Each assignment should have criteria for assessment, e.g., a rubric, a checklist, a general writing rubric, requirements for length and content.

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:

**Field Lab Experiences:**
- Professional Competency-Based Assignments 50%
- Field Lab Experience Log Sheet 10%
- Classroom Disposition Checklist (Faculty) 5%
- Field Placement Disposition Checklist (Mentor) 5%
- Self-Assessment Disposition Checklist 5%
- Discussion Board 25%

**Scrapbook of Assignments/Presentation**

One of the goals of Foundations of Education is to have students reflect upon and explore the meaning of learning and education. To this end, students are being asked to compile a “Scrapbook” of structured thoughts, ideas, opinions, and feelings related to the class topics. Two forms of course assignments meet this requirement:
- Journal Entries/Activating Events online
- Assignments

**Discussion Entries/Activating Event:**

For this portion of the requirement, students are asked to reflect on and answer questions from the Becoming a Teacher text (for specific assignments, see the Foundation of Education Schedule). Students may reflect and answer these questions using a learning style that works for that individual student – narratives, poetry, collages, mind maps, paintings, photo essays, etc. The criteria for this assignment include:
- Answering the full question using the *Becoming the Teacher* text as a reference.
- Professionally presented.

A one-week grace period for submissions will be allowed, but after that, assignments will be considered late and late penalties (20% deduction per week) will be applied. Assignments will not be accepted after the 2nd week of the assignment due date.

**Module Assignments (Labeled Class Project in the online course environment):**

In order to honor various learning styles, students can select one of two assignments for the modules when these assignments are due. A detailed description of the assignments can be found in the Class Projects section of the course. Assignments are due on the dates specified in the Foundations of Education Schedule online. A one-
week grace period will be allowed, but after that, assignments will be considered late and late penalties will be applied.

The scrapbook is designed to honor the students’ learning styles and creativity. The major criteria are that it is professional presented and that covers the content specified in the individual assignment descriptions.

Each scrapbook entry (Journal entries and Structured Exercises are graded separately) is worth up to 5% of the final grade. Note: Students can make corrections and revisions based on the instructor feedback for their final presentation of the scrapbook.

Final Scrapbook Presentation and Course Reflection
Students will present the final version of their Scrapbook online during the last module of class. Assessment will occur both by (a) ongoing feedback by the instructor, and (b) the students’ peers in a discussion board fashion using the following criteria (a rubric will be distributed for the assessment):

The grading criteria for this project include:
- **Neatness & Professionalism** - clean, professionally presented in a labeled scrapbook that includes a title page, table of contents, and highlighted/labeled individual sections; easy to view and understand for the uninformed reader; and free of grammatical and spelling errors
- **Quality of Content** - the content demonstrates mastery and insights into the subject matter.
- **Creativity and Insight** - Materials demonstrate creativity and insight about self and course material.

Course Reflection & Grade Proposal
At the end of the semester you will submit a final paper that will include:
- **Learning**: a description of no more than 2 pages single spaced of key areas of learning and the process by which your thinking shifted (or didn’t!) during the semester. The learning description will align to entry level competencies.

Required Courses for Competency Based Collection of Artifacts:

- BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric
The final paper required for the final module’s class project, your field experience log sheet and disposition sheets are artifacts collected from this course and placed in your file. The rubric for this and all assignments can be found in Blackboard’s learning environment.

Revised January 15, 2015
C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases

XV. Late Work:
The course is calendar-paced. Your work is due on the date indicated on the syllabus and within Blackboard.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

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XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:
Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that...

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them...

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

Northern New Mexico College
College of Education
EDUCATION 410
Semester: Spring

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring

III. Course Time and Place: Mondays 7:00 pm TEC107 & NNMC Blackboard

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Esquibel</th>
<th>Communication Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>747-2242 <a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></td>
</tr>
<tr>
<td></td>
<td>Office Hours: M: 4:30-7:30</td>
</tr>
<tr>
<td></td>
<td>W: 2:00-4:30</td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings:
*I will provide you with a copy of this text for use in the course:*


NNMC Online Free Online Readings

**REQUIRED COURSE MATERIALS:**

1 copy of the New Mexico Content Standards and Benchmarks
1 copy of common core ELA Standards
Regular Access on NNMC Online
Placement at an NNMC Approved Field Experience Site
Purchase and complete the State Reading Test: Preparation Test Only if this is your final reading course at NNMC:

Revised January 15, 2015
VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance: 
Attendance is required for all class sessions. You are also expected to complete each module discussion and assignments. More than 2 absences from our weekly class sessions will result in a one-letter reduction of your final class grade. Four absences will result in a two-letter reduction of your final class grade. More than four absences will result in a failing grade.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Course Description:
This course provides a conceptual framework for understanding the growth of language development throughout the elementary years. You will be introduced to instructional strategies to build reading, writing, and speaking abilities. The course will address literacy differences through a literature-based approach to instruction, focusing on cognitive, affective, social, and cultural factors that created differences in literacy abilities. State standards and benchmarks are incorporated into this course. You will be required to do field work. Pre-requisite: ENG 112 and ED 201 with grades of C or better. (3, 3T+0S) Co-requisite: ED 411.

XI. Course Objectives:
NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS

b.1 Understands learning theory, subject, and curriculum development; uses this knowledge in planning instruction to met curriculum goals
b.9 Plans/uses assessment strategies/instruments appropriate to learning outcomes evaluated.
d.1 Understands/uses formal/informal assessment strategies to evaluate/ensure continuous intellectual, social, physical, aesthetic dev. of learner.
d.11 Demonstrates familiarity with variety of assessment tools, including portfolios, performance-based assessment, student writing.
f. 1 Understands how students differ in their approaches to learning.
j-a a. Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:
i. research on reading;
ii. how children learn to speak, read, write, and listen;
iii. cultural, linguistic, environmental, and physiological factors in reading and language arts development;
iv. children’s developmental processes;
v. characteristics of proficient and non-proficient readers;
vi. relationship between oral and written language;
vii. language structure including graphophonics, semantics, syntax, and pragmatics systems.
vii. writing instruction, including: different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;

j.b b. Assessment:
i. The teacher understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately.

ii. The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

j.c

Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:

i. oral language development;

ii. phonemic awareness and phoneme manipulations, such as blending, segmentation, and substitution;

iii. phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;

iv. vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences;

v. comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency; the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

XII. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.
College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth, empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topic/Text Chapter (See hybrid online course for calendar based topics)</th>
<th>Competency</th>
<th>Tentative Assignment (Course Learning Modules for specific assignments aligned to each of the modules)</th>
<th>Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Week of 1/25</td>
<td>Introduction, Syllabus, Reading Theories, Historical Perspectives, Language Acquisition, and Reading Models</td>
<td>b-1, b-9</td>
<td>On campus:</td>
<td>K-6- 9, D1-3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1. Introductions</td>
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<td>2. Complete field experience requests</td>
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<td></td>
<td>3. Syllabus Review and Course Requirements</td>
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<td></td>
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<td></td>
<td>4. Organize for Meeting dates for ED411</td>
<td></td>
</tr>
</tbody>
</table>
| Module 2 Week of 1/25 | State and National Reading Standards | b-1, b-9 | Online:  
1. Online discussion: Post your initial and final posts by Sunday  
2. Complete the assignment and submit to the assignment link. |
| --- | --- | --- | --- |
| Module 3 Week of 2/2 | Essential Components of Reading Instruction, Becoming an Effective Teacher of Reading: Characteristics of Effective Teachers | j- a I, ii, iii, iv, iv, j-c, l, ii, iii, iv, v | On-Campus  
1. Come to class having read Chapter 1.  
2. Chapter quiz.  
3. Lecture and Discussion  
4. Quiz retake  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment  
3. Module 1-3 Online Journal Entry due by Sunday of this week. |
| Module 4 Week of 2/9 | Teaching the Reading & Writing Process | j- a I, ii, iii, iv, iv, j-c, l, ii, iii, iv, v | On-Campus  
1. Come to class having read Chapter 2.  
2. Lecture and Discussion  
3. Quiz  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. |

K-1-4, K-7, D1-3
| Module 5  | Early Literacy Three Stages of Reading and Writing Brief Overview of Early Literacy Screening Indicators: Concepts of Print and DIBELS | j-a i, ii, iii, iv, v | On-Campus  
1. Come to class having read Chapter 4.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment  
3. Module 5 Journal Entry due by Sunday | K 1-7, D1-3, SLO1 |
| Module 6 | Cracking the Alphabetic Code: Phonemic Awareness | j c: i, ii, iii | On-Campus  
1. Come to class having read Chapter 5.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment | K1-4 |
| Module 7 | Phonemic Awareness: Instructional Strategies |  | On-Campus  
1. Come to class having read the chapter.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment | K1-4 |
| Module 8 | Cracking the Alphabetic Code: Phonics & Word Analysis Instructional Strategies | j c: i, ii, iii | On-Campus  
1. Come to class having read Chapter 6.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment | K1-4 |
| Module 9 Week of 3/23 | Developing Fluent Readers and Writers: Instructional Strategies to teach word identification and fluency | j-a l, ii, iii, iv, v | On-Campus  
1. Come to class having read Chapter 6.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment  
3. Module 9 Journal Entry Due | K1-4, SLO1 |
|---|---|---|---|---|
| Module 10 Week of 3/30 | Vocabulary: Expanding Students’ Knowledge of Words | j, iv | On-Campus  
1. Come to class having read Chapter 7.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment  
3. Module 10 Journal Entry Due | K1-4, SLO1 |
| Module 11 Week of 4/6 | Facilitating Student’s Comprehension: Reader Factors | j-5 | On-Campus  
1. Come to class having read Chapter 8.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment  
3. Module 11 Journal Entry Due | K1-4, SLO1 |
| Module 12 Week of | Comprehension: Text Factors | j-5 | On-Campus  
1. Come to class having read Chapter 9.  
2. Chapter quiz. | K1-4 |

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<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Week of</th>
<th>Topic</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/13</td>
<td>Module 13</td>
<td>Week of 4/20</td>
<td>Assessing Students' Literacy Development: Formal assessments: DIBELS Screener and qualities of the NMSBA</td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment</td>
<td>K5, S2, D1-3</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>On-Campus</td>
<td>1. Come to class having read Chapter 3. 2. Chapter quiz. 3. Final Projects: Group 1</td>
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<tr>
<td></td>
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<td></td>
<td>Online:</td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment</td>
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</tr>
<tr>
<td></td>
<td>Module 14</td>
<td>Week of 4/27</td>
<td>Assessing Students' Literacy Development: Informal assessments: The QRI, Running Records and Miscue Analysis</td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment</td>
<td>K5, S2, D1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>On-Campus</td>
<td>1. Come to class having read the Chapter 3. 2. Chapter quiz. 3. Final Projects: Group 2</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online:</td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment</td>
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<tr>
<td></td>
<td>Module 15</td>
<td>Week of 5/4</td>
<td>Organizing for Instruction</td>
<td>1. Come to class having read Chapter 10. 2. Chapter quiz. 3. Lecture and Discussion 4. Final Projects: Group 3</td>
<td>K1-5, S2 D1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>On-Campus</td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module</td>
<td></td>
<td>Differentiating Reading and Writing</td>
<td>1. Come to class having read Chapter 11.</td>
<td>K1-9, S2, D1-3, SLO1</td>
</tr>
<tr>
<td></td>
<td>Differentiating Reading and Writing</td>
<td></td>
<td>Online:</td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment</td>
<td></td>
</tr>
</tbody>
</table>
XIII. Assignment Descriptions/Assessment Criteria:
For each type of assignment listed in X, write a description of the expectations for that assignment. Each assignment should have criteria for assessment, e.g., a rubric, a checklist, a general writing rubric, requirements for length and content.

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:
- Professional Competency-Based Collection of Artifacts* 20%
- Field Lab Experience Log Sheet 50%
- Classroom Disposition Checklist (Faculty) 5%
- Field Placement Disposition Checklist (Mentor) 5%
- Self-Assessment Disposition Checklist 5%
- Additional Artifact(s) 15%

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

Grading will be based on class attendance and acceptable completion of class assignments. Rubrics for your structured assignments, lesson plans and discussion board participation can be found online on the homepage. Be sure to review the online rubrics, to the homepage along with a copy of the syllabus.

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes, and Assignments</td>
<td>Weekly by the end of our face-to-face session</td>
<td>Quizzes 20%</td>
</tr>
<tr>
<td>(a.) Quizzes are multiple choice and/or essay questions and based on the chapter(s) assigned. Assignments demonstrate your understanding of the content covered in the module.</td>
<td>Weekly by the end of our face-to-face session</td>
<td>Assignments 20%</td>
</tr>
<tr>
<td>(b.) Each module contains either a quiz or an assignment as part of the final project for that module.</td>
<td>Weekly by the end of our face-to-face session</td>
<td>Assignments 20%</td>
</tr>
<tr>
<td>Reflection Journaling</td>
<td>Weekly by Sunday @11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(a.) Grading Based on Journal Rubric</td>
<td>Weekly by Sunday @11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(b.) A Journal Response is required per online module.</td>
<td>Weekly by Sunday @11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>Weekly by Sunday @11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(a.) Working with a classmate(s), you will be assigned a grade level and prepare a thorough National Standards-based 90 Minute Reading Block and will present that to the rest of the class</td>
<td>Weekly by Sunday @11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(b.) a rubric is provided for this project</td>
<td>Weekly by Sunday @11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>Online Course Discussions</td>
<td>Wednesday by 11:59 and Sundays by 11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(a.) Rubric Based Discussion Board Participation Required.</td>
<td>Wednesday by 11:59 and Sundays by 11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(b.) For each module, students are required to respond to the instructor’s prompt and respond to the response of at least two other students.</td>
<td>Wednesday by 11:59 and Sundays by 11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>By April 27</td>
<td>20%</td>
</tr>
<tr>
<td>Submit your test preparation score to your instruction.</td>
<td>By April 27</td>
<td>20%</td>
</tr>
</tbody>
</table>
With at least a one page reflection of the content you still feel you need to understand in order to pass the State reading assessment.


<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% to 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% to 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% to 79%</td>
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<tr>
<td>D</td>
<td>60 to 69%</td>
</tr>
<tr>
<td>F</td>
<td>Under 60%</td>
</tr>
</tbody>
</table>

XIV. Internet sites or databases

XV. Late Work:
Your work is due on the date indicated on the syllabus.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:

Revised January 15, 2015
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
I. CREDIT HOURS: 1

II. SEMESTER TAUGHT: Spring

III. COURSE TIME: Students will meet online or in person weekly. The co-requisite ED410. Meeting Dates: TBA

IV. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

· Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.

· Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

V.

VI. COURSE DESCRIPTION:

The students will participate in supervised observation and practice in teaching reading strategies and developing reading materials for reading students at the elementary level. Thirty-two hours are required in this placement. The students will be placed in a scheduled reading instructional time in one of the following types of program: Title I, Reading Intervention, and/or in a regular classroom setting during the scheduled reading block. Co-requisite: ED410 Teaching and Diagnosis of Reading.
VII. NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS:

b.1 Understands learning theory, subject, and curriculum development; uses this knowledge in planning instruction to meet curriculum goals.

b.4 Creates short- and long-term plans that are linked to student needs, performance, and learning styles.

b.9 Plans/uses assessment strategies/instruments appropriate to learning outcomes evaluated.

d.1 Understands/uses formal/informal assessment strategies to evaluate/ensure intellectual, social, physical, aesthetic development of the learner.

d.11 Demonstrates familiarity with a variety of assessment tools, including portfolios, performance-based assessment, and student writing.

f.1 Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

h.9 Understands the social, emotional, physical, and academic needs of students with exceptionalities.

h.11 Assists students with exceptionalities to have positive experiences in the regular classroom.

J-a a. Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:
   i. research on reading;
   ii. how children learn to speak, read, write, and listen;
   iii. cultural, linguistic, environmental, and physiological factors in reading and language arts development;
   iv. children’s developmental processes;
   v. characteristics of proficient and non-proficient readers;
   vi. relationship between oral and written language;
   vii. language structure including graphophonics, semantics, syntax, and pragmatics systems.
   viii. writing instruction, including different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;

j.b b. Assessment:
   i. The teacher understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately.
   ii. The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks, and performance standards.

j.c Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
   i. oral language development;
   ii. phonemic awareness and phoneme manipulations, such as blending,
segmentation, and substitution;
iii. phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;
iv. vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences;
v. comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.
4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

IX. REQUIRED TEXT:


X. INSTRUCTOR INFORMATION

| INSTRUCTOR: | COMMUNICATIONS: | OFFICE HOURS: |
XI. ATTENDANCE:

Class Session Attendance:

Attendance at all field experience class meetings is required. One missed unexcused class session will result in a failed grade.

Field Experience Attendance:

Follow the NNMC field experience attendance policy when in the field. If you must miss a schedule observation, please inform me, and your cooperating teacher on or before the absence.

XII. CLASS TOPICS AND ASSIGNMENTS

College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and NNMC’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topic/Text Chapter (See hybrid online course for calendar based topics)</th>
<th>Competency</th>
<th>Assignment (Course Learning Modules for specific assignments aligned to each of the modules)</th>
<th>Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Week of Jan. 26</td>
<td>Introduction, Syllabus, Reading Theories, Historical Perspectives, Language Acquisition, and Reading Models</td>
<td>b-1, b-9</td>
<td>(1) In-class orientation and field requests</td>
<td>K-1-4, K- 7, D1-3</td>
</tr>
<tr>
<td>Module 2 Week of Feb. 9</td>
<td>State and National Reading Standards</td>
<td>b-1, b-9</td>
<td>(1) In-class orientation and field requests</td>
<td>K-6- 9, D1-3</td>
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<td></td>
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<td>(2) One observation of a 90 minute reading block</td>
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<td>(3) Phonics and Linguistic Analysis Self-assessments must be completed by this week. Bring your self-assessments to class on this day.</td>
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</tr>
<tr>
<td>Module 3 Week of Feb. 9</td>
<td>Essential Components of Reading Instruction, Becoming an Effective Teacher of</td>
<td>j- a, i, ii, iii, iv, iv, j-c, i, ii, iii, iv, v</td>
<td>(1) Three hours field observation of a 90-minute reading block.</td>
<td>K 1-7, D1-3</td>
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<td></td>
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<td>(2) Focused Observation 1</td>
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<tr>
<td>Module</td>
<td>Week of</td>
<td>Topic</td>
<td>Focus Areas</td>
<td>Activities</td>
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<tr>
<td>4</td>
<td>Feb. 16</td>
<td>Teaching the Reading &amp; Writing Process</td>
<td>j- a i, ii, iii, iv, iv, j-c, i, ii, iii, iv, v</td>
<td>Three hours field observations of two 90-minute reading blocks. Focused Observation 1</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 23</td>
<td>Assessing Students' Literacy Development: Formal assessments: DIBELS Screener and qualities of the NMSBA</td>
<td>j-a i, ii, iii, iv, v</td>
<td>Three hours field observations of two 90-minute reading block.</td>
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<tr>
<td>6</td>
<td>March 2</td>
<td>Early Literacy Three Stages of Reading and Writing Brief Overview of Early Literacy Screening Indicators: Concepts of Print and DIBELS</td>
<td>j c: i, ii, iii</td>
<td>Three hours field observations of two 90-minute reading blocks. Focused Observation 3 Complete the Consonant Section of the Phonics Text (page 27-85)</td>
</tr>
<tr>
<td>7</td>
<td>March 9</td>
<td>Cracking the Alphabetic Code: Phonemic Awareness</td>
<td></td>
<td>Three hours field observations of two 90-minute reading blocks.</td>
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<tr>
<td>8</td>
<td>March 23</td>
<td>Phonemic Awareness: Instructional Strategies</td>
<td>j c: i, ii, iii</td>
<td>Three hours field observations of two 90-minute reading blocks. Focused Observation 4 and Focused Observation 5 (Complete the Vowel Section of your text—page 87-132)</td>
</tr>
<tr>
<td>9</td>
<td>March 30</td>
<td>Cracking the Alphabetic Code: Phonics &amp; Word Analysis Instructional Strategies</td>
<td>j-a i, ii, iii, iv, v</td>
<td>Three hours field observations of two 90-minute reading blocks.</td>
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<tr>
<td>10</td>
<td></td>
<td>Developing Fluent Readers and</td>
<td>j, iv</td>
<td>Three hours field observations of two 90-minute reading blocks. (Twenty-four (24) hours should</td>
</tr>
<tr>
<td>Week of April 6</td>
<td><strong>Writers:</strong> Instructional Strategies to teach word identification and fluency</td>
<td>have been observed thus far.</td>
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<tr>
<td>Module 11 Week of April 13</td>
<td><strong>Vocabulary:</strong> <em>Expanding Students’ Knowledge of Words</em></td>
<td>j-5</td>
<td>One observation of a 90 minute reading block. Focused Observation 6. Complete Section IV and V of your Phonics Text (Page 135-157)</td>
<td></td>
</tr>
<tr>
<td>Module 12 Week of April 20</td>
<td><strong>Facilitating Student’s Comprehension: Reader Factors</strong></td>
<td>j-5</td>
<td>One observation of a 90 minute reading block.</td>
<td></td>
</tr>
<tr>
<td>Module 13 Week of April 27</td>
<td><strong>Comprehension: Text Factors</strong></td>
<td>b-9, d-1, d-11, j-b: i, ii, h-9, h-11</td>
<td>One observation of a 90 minute reading block.</td>
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<tr>
<td>Module 14 Week of May 4</td>
<td><strong>Assessing Students’ Literacy Development:</strong> Informal assessments: The QRI, Running Records and Miscue Analysis</td>
<td>b-9, d-1, d-11, j, b, i, ii, h-9, h-11</td>
<td>One observation of a 90 minute reading block. Complete the Structural Analysis of your Text (page 185-209 of your text)</td>
<td></td>
</tr>
<tr>
<td>Module 15 Week of May 4</td>
<td><strong>Organizing for Instruction</strong></td>
<td>b1, b4, b9,</td>
<td>One observation of a 90 minute reading block. Focused Observation 7</td>
<td></td>
</tr>
<tr>
<td>Module 16 Week of May 4</td>
<td><strong>Differentiating Reading and Writing Instruction- Final Projects (Putting It All Together)</strong></td>
<td>j-a, b, c</td>
<td>One observation of a 90 minute reading block. Complete the Self Assessment by the Final Week of Class</td>
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</tbody>
</table>

### XIII. COURSE REQUIREMENTS/ GRADING CRITERIA

Utilize the required 37.5 hours with the following activities (Three hours (3) will be completed during in-class meetings. I will sign your logs reflecting these hours. Thirty-four and a half (34.5) hours will be competed in the field. Your field experience cooperating teacher will sign your field observation logs reflecting these 37.5 hours.)
(a) **Standard Observation:**

Students are required to complete weekly *unstructured* observations & reflections of reading instruction in the classroom or in special reading programs using the NNMC College of Education Lesson Plan Observation and reflection Sheet. Students are required to spend between 1 and ½ hours-3 hours at the field site per week during the scheduled reading block. During standard observation weeks, students are expected to actively observe the classroom teacher as the reading lesson is presented to students. Students are expected to actively observe the elementary pupils’ response to the lesson and their participation in activities related to the reading block. If the cooperating teacher allows, you may support students in one-to-one or small group reading assistance setting.

After each standard observation, you are required to: (I.) complete a journal entry for each standard weekly field observations, and (II.) complete a lesson reflection form using NNMC’s observation form.

(b) **Focused Observations:**

Some modules require *focused observations* that are aligned to module content. These focused observations may include designing and presenting reading lessons one-on-one or with small groups during the reading block and assisting the cooperating teacher with small reading groups or with individual students, and/or interviewing teachers. After each focused observation, you are required to: (1) complete a journal entry for each standard weekly field observations, and (2) if applicable, complete a lesson reflection form using NNMC’s observation form.

(c) **Field Experience Log and Disposition Checklist:**

Students will be required to submit a field experience time log reflecting at least 33 hours of field experience and a disposition checklist. The disposition checklist and field experience log will be completed and signed by the cooperating teacher.

(d) **Completion of Phonics and Linguistic Analysis for the Teacher of Reading Workbook**

Students are required to complete the self-assessments and final assessments and all pages in between in the text: Phonics and Linguistic Analysis for the Teacher of Reading following the pace outlined in the syllabus. Submit the workbook with your field observation binders to your instructor the final week of class.

**Focused Observation #1:**

This observation should focus on the whole classroom. What kind of learning environment has the teacher created for learners? What are the qualities of the environment? How does this environment support literacy development (i.e. classroom
library, literacy independent learning centers, literacy-based display, etc)? How does the classroom environment demonstrate what the teacher values in terms of literacy development? How does the classroom environment demonstrate what the students value in terms of their literacy development? How would you adjust the environment in order to integrate elements you deem missing based on your reflections thus far? How has the observation changed your thinking about the kind of learning environment you’ll create for your students?

**Focused Observation #2:**

What is the role of language in the classroom? To what extend is the setting rich in language? How are students encouraged to use literacy, language and language to learn? How has this observation informed your thinking about the role of language in learning to read and write?

**Focused Observation #3:**

What is the role of phonemic awareness in the classroom? How do students demonstrate their level of linguistic analysis in the classroom? After obtaining the classroom teacher’s permission by having him/her sign your lesson plan, teach your phonemic awareness lessons to 1-3 students. Reflect on your teaching and the students learning. What worked? What didn’t work? How do you know? How would you adjust your teaching to ensure that all students learn the stated objectives?

**Focused Observation #4:**

Think about the reading instruction you observe in your field placement classroom. Which stage of the reading process does your cooperating teacher engage in most often? Which is used the least? Why do you think this is? How is phonics instruction taught in the classroom? How do you think teachers decide which type of reading to do with his/her students? Develop at least 5-8 questions do better understand how reading in general is taught and how the teachers ensures that phonic instruction is included in the lesson. Interview your cooperating teacher to gain additional insight into these questions. Include your questions and interview responses in your field journal. How has this observation informed your thinking about the role of phonics instruction?

**Focused Observation #5:**

After reading about the four ideas for word identification (see page 197-206), ask your cooperating teacher how s/he makes sure that all students have equal access and opportunity to learn new words. Does s/he have experiences that support the strategies described? Contemplate how a new teacher might learn from these experiences. Informally listen to and evaluate at least three students read in your field experience classroom. Use the four components of reading fluency from page 209 to help you evaluate each student as a reader. How has this observation informed your thinking about the role of vocabulary instruction?

**Focused Observation #6:**
Observe in one or more elementary classrooms during reading instruction. Try to determine what the classroom teacher is doing to facilitate comprehension in her/his students. Keep a list within your notes to share with your classmates.

Select a more capable reader and a less capable reader from your field placement classroom (you might want to ask your cooperating teacher for suggestions on whom to select). Interview each of them, asking them about their reading habits and attitudes. Listen to each read. Write a comparative analysis to describe your findings. (Analyze the students ability to comprehend what they read & compare the students' comprehension abilities.) How has this observation informed your thinking about the role of comprehension instruction?

**Focused Observation #7:**

Borrow a basal reading teacher's guide from your cooperating teacher or another teacher in the school. If you feel that you can't borrow a basal teacher's guide, let me and you may borrow one of mine. Compare and contrast the basal with the five components listed on page 326 of the 2010 text edition and the essential components found in Putting Reading First. Describe how this particular basal measures up to the five essential components of literacy instruction.

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**Journal Format**

First page - Include your name, the name of the school you visited, the name of the teacher you visited, and all the dates and times of your visits.

Second page - Log sheet (Use NNMC’s College of Education Field Experience Log)

Third, fourth, etc., pages - This is where you record your observations for each day. Use one page per day.

The format for your observations pages should be as follows:

a) Date of visit

b) Name of teacher observed

c) Kind of class observed

d) Activities the class is engaging in; any pertinent observations or events; any events or activities that relate to topics discussed in class or in your readings

e) Reflections on your experiences. Reflect on your experiences, relating them to
what you expect from teaching, your own experiences in school, and what you have studied in class. THIS IS VERY IMPORTANT. Your reflections must be separate from your observations, but on the same page.

Therefore, each day of your observation should contain the information in a - d, in the upper part, and your reflections on the day on the lower half.

Appendix to your Journal:

In this Appendix, the student will describe his/her experiences if participating in activities 1 – 4. See below. Include artifacts in this section of your binder including QRI-4 completed assessment forms and observation artifacts.

In addition to classroom observations, and if the field site approves, teacher candidates in this class may:

1. Attend a faculty, department, instructional team, or School Improvement Team meeting, or interview a member of any of the above.

2. Collect data on student learning, analyze the data, reflect on prior teaching, and develop strategies for improving learning/behavior.
   OR
   Discuss with the Cooperating Teacher how this process is done.

3. Describe or use instructional strategies that engage all students in the learning process.

4. Identify the multiple literacy assessment tools (both formal and informal) used by the Cooperating Teacher to (a) determine areas that need improvement and (b) to develop a plan of improvement for students.

5. Identify teacher behaviors, rules, teaching materials, or other items you would use in your teaching of reading.

XIV. GRADING SCALE:
Grading will be based on class attendance and acceptable completion of class assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard and Focused Field Observations</td>
<td>Final Week of Class</td>
<td>50%</td>
</tr>
<tr>
<td>Grading: Field Experience Requirement Rubric Included Below</td>
<td>Final</td>
<td>NNMC SLO 1</td>
</tr>
<tr>
<td>Completion of entire Phonics and</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Criteria</td>
<td>Format of Journal (Journal Style, Format, and Appendix)</td>
<td>Organization (well organized, easy to read and clearly outlined)</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td></td>
<td>The student followed few, if any, of the instructions – 0-15 points</td>
<td>The journal is unorganized - 0-15 points</td>
</tr>
<tr>
<td></td>
<td>The student followed some of the instructions – 16-20 points</td>
<td>The journal is not easy to read, and is poorly organized -16-20 points</td>
</tr>
<tr>
<td></td>
<td>The student followed most of the instructions points 21-25</td>
<td>The journal is moderately easy to read, and is somewhat organized -21-25 points</td>
</tr>
<tr>
<td></td>
<td>The student followed the format instructions exactly 26-30 points</td>
<td>The journal is easy to read, and well organized 26-30 points</td>
</tr>
</tbody>
</table>
Log & Dispositions Checklist

<table>
<thead>
<tr>
<th>Dispositions Checklist are not included</th>
<th>0-10 field experience hours &amp; Dispositions Checklist is Completed</th>
<th>11-23 hours &amp; Dispositions Checklist is Completed</th>
<th>24-32 hours &amp; Dispositions Checklist is Completed</th>
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</thead>
<tbody>
<tr>
<td>0 pts</td>
<td>1-6 pts</td>
<td>7-9 pts</td>
<td>10 pts</td>
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</tbody>
</table>

XVI. LATE WORK
Your work is due on the date indicated on the syllabus. I will deduct 1 point for each day that your paper is late. If you are absent when an assignment is due, it is your responsibility to turn in the work the following business day. Do not wait until the next class to turn in your work, as this will substantially decrease your grade. In case of an emergency, you can e-mail me your assignment. Each student is responsible for maintaining copies of all completed assignments. Because humans and computers are not error-proof, I advise that you save often when writing papers, and once completed, save one copy to disk and one as a hard copy.

XVII. SPECIAL NEEDS:
NNMCC is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second class meeting. The Special Needs liaison’s phone number is 505-747-2152.

XVIII. INFORMED CONSENT:
Some students may choose to disclose personal information during class. Therefore, it is important that all classmates agree to keep the information discussed in class confidential.

XIV. INCOMPLETE POLICY:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is your responsibility to complete the work according to the parameters of the deadline. The college’s computer automatically changes an “I” to a “F” when the deadline passes.