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: 3 (3T + 0L)

II. Semester Taught: Spring 2015

III. Course Time and Place: Thursdays, 6:30 pm – 9:05 pm, at TEC-109

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raul R. Peralta</td>
<td>Northern New Mexico College, High Tech Bldg., Office 121. Telephone: (505) 747-5497 Email: <a href="mailto:rperalta@nnmc.edu">rperalta@nnmc.edu</a></td>
<td>Fridays from 3:00 to 6:00 PM</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings:
Papers presented in section VII--Internet sites and databases.

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 January 15, 2015
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 applications from being considered. In addition, failure to take/pass the exam will prevent applicants 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 Course Description:

This course is designed to prepare you to teach the National Council of Teachers of Mathematics Standard 3, K-8, Geometry, and Standard 4, K-8, Measurement. You will also address NCTM Standard 5, K-8, Data Analysis and Probability, integrated with NM Standards 6, 7, 8, 9, and 10. Problem Solving, Reasoning and Proof, Communications, Connections and Representations. You will be assessed based on performance measures designed to demonstrate mastery of mathematical concepts. You will participate in seminars and observe 10 hours of classroom instruction in the field. Prerequisite: ED 201, 213, 322. (3, 3T+0L)
XI. Course Objectives:

This course provides to prospective teachers a direction and assistance for implementing math instruction for their students that allow them to develop mathematical confidence and competence. Specifically, the class is designed to help prospective teachers to:

- Deepen their knowledge and appreciation of mathematics, and presents an extensive collection of explorations for the content areas of the mathematics curriculum, such as, measurement, probability and statistics, geometry and spatial sense, logical reasoning, patterns, functions and algebra, and number and its operations.
- Understand how children learn mathematics for organizing an instructional math program and structuring lessons for cooperative and independent learning.
- Integrate assessment into classroom instruction to measure, accurately, the level of attainment of the students in the math topics they learn.
- Establish a classroom environment that supports children’s learning of mathematics, and develop children’s ability to think and reason mathematically, and help them learn the concepts and skills they need to do so.

Common Core Standards for Mathematical Practices

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1. CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway
rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. **CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to **decontextualize**—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to **contextualize**, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. **CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that
which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. **CCSS.Math.Practice.MP4 Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. **CCSS.Math.Practice.MP5 Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external
mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6. **CCSS.Math.Practice.MP6 Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. **CCSS.Math.Practice.MP7 Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

8. **CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity
in the way terms cancel when expanding \((x - 1)(x + 1), (x - 1)(x^2 + x + 1),\) and \((x - 1)(x^3 + x^2 + x + 1)\) might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

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).

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</th>
</tr>
</thead>
</table>
| 1-22-15 | • A perspective on arithmetic
• Common arithmetic errors
• Number Sense
• Math Vocabulary
• Class Discussion | 1-I: a-d
2-I: a-e
3-I: a-f
4-I: a, b
5-I: a-d | Quiz 1, due date: 1-28-15 (Blackboard) | Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9
Skill 1, 2
Disposition 1, 2 & NNMC SLO #4 |
| 1-29-15 | • Children’s Literature
• Linking assessment and instruction
• Managing classroom instruction | 1: I: a-d
2-I: a-e
3-I: a-f
4-I: a, b
5-I: a-d | Quiz 2, due date:2-4-15 (Blackboard)
Paper discussion 1 | Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9
Skill 1, 2
Disposition 1, 2 & NNMC SLO #1 |
| 2-5-15  | • Measurement
• Probability and Statistics
• Geometry and Spatial Sense | 1-I: a-d
2-I: a-e
3-I: a-f
4-I: a, b
5-I: a-d | Homework 1, due date: 2-12-15
Paper discussion 2 | Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9
Skill 1, 2
Disposition 1, 2 & NNMC SLO #4 |
| 2-12-15 | • Logical Reasoning
• Patterns, Functions, and Algebra | 1-I: a-d
2-I: a-e
3-I: a-f
4-I: a, b
5-I: a-d | Homework 2, due date: 2-19-15
Quiz 3, due date: 2-19-15
(Blackboard) | Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9
Skill 1, 2
Disposition 1, 2 & NNMC SLO #4 |
| 2-19-15 | • Numbers and Operations | 1-I: a-d
2-I: a-e
3-I: a-f
4-I: a, b
5-I: a-d | Homework 3, due date: 2-26-15
Reflection 1 | Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9
Skill 1, 2
Disposition 1, 2 & NNMC SLO #4 |
| 2-26-15 | • Teaching arithmetic--introduction
• Beginning Number Concepts | 1-I: a-d
2-I: a-e
3-I: a-f
4-I: a, b
5-I: a-d | Homework 4, due date: 3-5-15
Quiz 4, due date: 3-5-15
(Blackboard)
Paper discussion 3 | Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9
Skill 1, 2
Disposition 1, 2 & NNMC SLO #1 |
| 3-5-15  | • Place value
• Addition and Subtraction | 1-I: a-d
2-I: a-e
3-I: a-f
4-I: a, b
5-I: a-d | Homework 5, , due date: 3-12-15
Paper discussion 4 | Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9
Skill 1, 2
Disposition 1, 2 & NNMC SLO #4 |
| 3-12-15 | Mid-term | 1-I: a-d
2-I: a-e
3-I: a-f
4-I: a, b
5-I: a-d | Mid-term exam, 3-12-15
Reflection 2 | Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9
Skill 1, 2
Disposition 1, 2 & NNMC SLO #2 |
| 3-19-15 | Spring Break | - | - | - |
| 3-26-15 | • Multiplication
• Division | 1-I: a-d
2-I: a-e
3-I: a-f
4-I: a, b
5-I: a-d | Homework 6, due date:4-2-15
Quiz 5, due date: 4-1-15
(Blackboard) | Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9
Skill 1, 2
Disposition 1, 2 & NNMC SLO #4 |
| 4-2-15  | • Extending Multiplication and Division | 1-I: a-d
2-I: a-e
3-I: a-f
4-I: a, b | Homework 7, due date: 4-9-15
Paper discussion 5 | Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9
Skill 1, 2
Disposition 1, 2 & |
**Assignment Descriptions/Assessment Criteria:**

- **Quizzes.** They consisting of multiple option questions, and each question has four available answers (a, b, c, or d,) and quizzes will be posted online on the Blackboard. Students have a week to submit their answers, and quizzes are open-book/open-notes evaluations.

- **Homework.** Evaluations composed of open-ended questions that will measure the level of attainment of the students in solving math problems. After the due date, the instructor will posted the homework solutions, and discuss with the students the results.

- **Paper discussions.** The instructor will assign one paper to every student enrolled in the class. The student will study, analyze, and present the paper to the class. The instructor will use the rubric presented in appendix A of the syllabus. The list of papers is presented in the next section—“Internet sites or databases.”

- **Reflections.** Students will observe 10 hours in a Math class and will elaborate a meaningful reflection about the different techniques used by their mentor teachers, and how the impact in the learning process. The instructor will posted on Blackboard guidelines for each reflection. The week before final exams, students will submit the "Field Lab Experience Log Sheet" and the
"Field Placement–Teacher Candidate Dispositions Checklist." In order to grade the reflections, the instructor will use the rubric presented in appendix B of this document.

**Grading Policy**

Field Lab Experience (10 hours of observation)
- Field Lab Experience Log Sheet 5%
- Field Placement – Teacher Candidate Dispositions Checklist 5%
- Reflections 25%

Homework and quizzes 20%
Paper discussions 5%
Midterm 20%
Final exam 20%

XIV. **Internet sites or databases**

- Standards for Mathematical Practice, available at: [http://www.corestandards.org/Math/Practice/](http://www.corestandards.org/Math/Practice/)
- Papers:
  - Why Isn't the Mathematics We Learned Good Enough for Today’s Students?
  - Improving Student Achievement in Mathematics
  - Teaching and Learning 21st Century Skills - Asia Society
  - Effective Pedagogy in Mathematics
  - Learning Effectiveness Online: What the Research Tell Us
  - Mathematics Teaching for Understanding:Reasoning, Reading, and Formative Assessment

XV. **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.
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:

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>99-100</td>
<td>A+</td>
</tr>
<tr>
<td>93-98</td>
<td>A</td>
</tr>
<tr>
<td>91-92</td>
<td>A-</td>
</tr>
<tr>
<td>89-90</td>
<td>B+</td>
</tr>
</tbody>
</table>

Revised January 15, 2015
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.

**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.**
Appendix A: Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Objective</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Constantly looks at someone or some groups at all times.</td>
<td>Occasionally looks at someone or some groups during presentation.</td>
<td>Only focuses attention to one particular part of the class does not scan audience.</td>
<td>Does not attempt to look at audience at all, reads notes the entire time.</td>
<td></td>
</tr>
<tr>
<td>(Non-verbal skills)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Posture</strong></td>
<td>Stands up straight with both feet on the ground.</td>
<td>Occasionally slums during presentation.</td>
<td>N/A</td>
<td>Sits during presentation or slumps.</td>
<td></td>
</tr>
<tr>
<td>(Non-verbal skills)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual presentation</strong></td>
<td>Slides clear and lettering large enough for the entire classroom.</td>
<td>Slide lettering is large enough for entire classroom, but some slides are unclear.</td>
<td>Slide lettering approaching acceptable size and some slides are unclear.</td>
<td>Slides are too busy or lettering too small. Too many slides.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completeness of Content</strong></td>
<td>Thoroughly explains all points.</td>
<td>Majority of points covered in depth, some points glossed over.</td>
<td>Majority of points glossed over.</td>
<td>One or more points left out</td>
<td></td>
</tr>
<tr>
<td><strong>Time frame</strong></td>
<td>Presentation falls within required time frame.</td>
<td>N/A</td>
<td>Presentation is more than maximum time.</td>
<td>Presentation is less than minimum time.</td>
<td></td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Demonstrates a strong positive feeling about topic during entire presentation.</td>
<td>Occasionally shows positive feelings about topic.</td>
<td>Shows some negativity toward topic presented.</td>
<td>Shows absolutely no interest in topic presented.</td>
<td></td>
</tr>
<tr>
<td>(Vocal Skill)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism of Presentation</strong></td>
<td>Presentation is organized and the interest level of the audience is maintained.</td>
<td>Thoughts articulated clearly, though does not engage audience.</td>
<td>Thoughts don't flow, not clear, does not engage audience.</td>
<td>Mumbles, audience has difficulty hearing, confusing.</td>
<td></td>
</tr>
</tbody>
</table>

Course: __________________________________________________________ Student: __________________________________________
Date: __________________________________________________________ Overall Score: ____

Revised January 15, 2015
## Appendix B: Reflection Rubric

Course:__________________________________________________  Student:_________________________________________

Date:___________________________________________________  Overall Score: ____

<table>
<thead>
<tr>
<th>Objective</th>
<th>5: High Proficiency</th>
<th>4: Proficiency</th>
<th>3: Some Proficiency</th>
<th>2: No/Limited Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>Reflection and its purpose are clear to the reader; closely matches the writing task.</td>
<td>Reflection is fairly clear and matches the writing task.</td>
<td>Reflections is somewhat vague OR only loosely related to the writing task.</td>
<td>Reader cannot determine the purpose of the reflection OR it has no relation to the writing task.</td>
</tr>
<tr>
<td>Organization</td>
<td>Fully &amp; imaginatively supports reflection &amp; purpose. Sequence of ideas is effective. Transitions are effective.</td>
<td>Organization supports reflection &amp; purpose. Transitions are mostly appropriate. Sequence of ideas could be improved.</td>
<td>Some signs of logical organization. May have abrupt or illogical shifts &amp; ineffective flow of ideas.</td>
<td>Unclear organization OR organizational plan is inappropriate to the reflection. No transitions.</td>
</tr>
<tr>
<td>Support/Reasoning</td>
<td>Uses sources to support, extend, and inform, but not substitute writer’s own development of idea. Combines material from a variety of sources, including personal observation, scientific data, and authoritative testimony. Doesn’t overuse quotes.</td>
<td>Uses sources to support, extend, and inform, but not substitute writer’s own development of idea. Doesn’t overuse quotes, but may not always conform to required style manual.</td>
<td>Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations &amp; paraphrases may be too long and/or inconsistently referenced.</td>
<td>Neglects important sources. Overuse of quotations or paraphrase to substitute writer’s own ideas. (Possibly uses source material without acknowledgment.)</td>
</tr>
<tr>
<td>Writing conventions/grammar/spelling/usage/punctuation</td>
<td>Essentially error free. Evidence of superior control of diction.</td>
<td>Mechanical and usage errors that do not interfere with meaning.</td>
<td>Repeated weaknesses in mechanics and usage. Pattern of flaws.</td>
<td>Mechanical &amp; usage errors so severe that writer’s ideas are hidden.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Essay looks neat, crisp, and professional. Use of tables, graphics, pictures to enhance presentation.</td>
<td>Essay looks neat but violates one or two formatting rules. Some use of tables, graphs but marginally enhance presentation.</td>
<td>Essay looks fairly neat but violates some formatting rules. No use of visual aids to enhance presentation.</td>
<td>Essay looks untidy and does not follow basic formatting rules (e.g. margins, headers &amp; footers).</td>
</tr>
</tbody>
</table>
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: TEC 106, 6:00pm-8:30pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Robbins, Ph.D.</td>
<td><a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a></td>
<td>Wed 2:00-6:00pm</td>
</tr>
<tr>
<td></td>
<td>Office: TEC 211</td>
<td>And by appointment</td>
</tr>
<tr>
<td></td>
<td>Phone: 505-747-5466</td>
<td></td>
</tr>
</tbody>
</table>

V. Required Text: No Text Required

Assignments for this course will require students to use the internet and the library to seek out supportive sources. No one text or website will provide students with all of the information that they will need. The course instructor will provide supplemental readings.

VI. Required Materials or Readings: All students are required to keep a lab manual and will be expected to read materials shared by the instructor and come to classes prepared to discuss content.

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.

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 with 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 is part of a two-semester series (EDU 313 and EDU 423) that prepares teacher credential candidates to use best practices in science and math teaching for K-8 students. Pre-requisite: EDU 201 with a grade of C or better.

XI. Course Objectives:
All Education classes at NNM College are competency-based, meaning that students complete assignments that align to the New Mexico State Competencies for Entry-Level Teachers. With this in mind, upon completion of the course we expect that you will:
1. Understand the nature and purpose of teaching constructivist, inquiry-based science and math in the elementary school curriculum, especially FOSS and STC lessons used in northern NM school districts.
2. Be able to understand the importance of visual literacy and how they relate to process thinking skills in science.
3. Make connections between the teaching of science and math in the classroom and why science and math should matter to people in northern New Mexico.

Revised January 15, 2015
4. Explore best methods in teaching science and math to children of diverse ethnic, cultural and linguistic backgrounds.

5. Become knowledgeable of the current National Science Education Standards and Benchmarks (Next Generation Science Standards).

6. Develop or extend an area of science expertise in two of the three content areas of science (Earth/Space and Physical).

7. Increase your confidence as a teacher and learner of math and science.

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.

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment Due</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td>Introductions</td>
<td>Knowledge 3, 4, 6, 7, 8, 9 Dispositions 1, 2, 3 Skills 2</td>
<td>DUE: Reflection #1</td>
<td>A-1, 4 F 1, 2, 4, 5, 6, 7 G 1, 2, 3, 5, 8 J 3 J Science b, c, d, e</td>
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<td></td>
<td>Contemplative Pedagogy</td>
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<td>Critical Pedagogy</td>
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<td>Course Overview</td>
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<td>Syllabus</td>
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<td>Activity: <em>The Nature of Science</em></td>
<td>Knowledge 3, 4, 6, 7, 8, 9 Dispositions 1, 2, 3 Skills 2</td>
<td>DUE: Reflection #1</td>
<td>A-1, 4 F 1, 2, 4, 5, 6, 7 G 1, 2, 3, 5, 8 J 3 J Science b, c, d, e</td>
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<td></td>
<td>Video: <em>What is Science</em></td>
<td>Knowledge 3, 4, 6, 7, 8, 9 Dispositions 1, 2, 3 Skills 2</td>
<td>DUE: Reflection #1</td>
<td>A-1, 4 F 1, 2, 4, 5, 6, 7 G 1, 2, 3, 5, 8 J 3 J Science b, c, d, e</td>
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<td>1/28</td>
<td>Lab Scavenger Hunt</td>
<td>Knowledge 3, 4, 6, 7, 8, 9 Dispositions 1, 2, 3 Skills 2</td>
<td>DUE: Reflection #2</td>
<td>A, 2, 5, 6 F 1, 2, 4, 5, 6, 7 G 1, 2, 3, 5, 8 J 3 J Science b, c, d, e</td>
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<tr>
<td></td>
<td>Rewrite Lab Etiquette &amp; Safety</td>
<td>Knowledge 3, 4, 6, 7, 8, 9 Dispositions 1, 2, 3 Skills 2</td>
<td>DUE: Reflection #2</td>
<td>A, 2, 5, 6 F 1, 2, 4, 5, 6, 7 G 1, 2, 3, 5, 8 J 3 J Science b, c, d, e</td>
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<td>Schedule Labs</td>
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<td></td>
<td>Lab Manual/Report Organization</td>
<td>Knowledge 3, 4, 6, 7, 8, 9 Dispositions 1, 2, 3 Skills 2</td>
<td>DUE: Reflection #2</td>
<td>A, 2, 5, 6 F 1, 2, 4, 5, 6, 7 G 1, 2, 3, 5, 8 J 3 J Science b, c, d, e</td>
</tr>
<tr>
<td></td>
<td>Practice Lab, Manual Use and Lab Report</td>
<td>Knowledge 3, 4, 6, 7, 8, 9 Dispositions 1, 2, 3 Skills 2</td>
<td>DUE: Reflection #2</td>
<td>A, 2, 5, 6 F 1, 2, 4, 5, 6, 7 G 1, 2, 3, 5, 8 J 3 J Science b, c, d, e</td>
</tr>
<tr>
<td>2/4</td>
<td>FIELD DAY-SCIENCE FAIR</td>
<td>Knowledge 3, 4, 6, 7, 8, 9 Dispositions 1, 2, 3 Skills 2</td>
<td>DUE: Reflection #3</td>
<td>A 1, 2, 4, 5, 6 A7: A, B, C, F B 7, 8, 9, 10, 11 C1, 2, 3, 4, 7, 10, 11 E 1a, 1b, 1c, 1d E 3b, 3c, 3d, 3e F 1, 2, 4, 5, 6, 7 G 1, 2, 3, 5, 8 J 3 J Science b, c, d, e</td>
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<td>2/11</td>
<td>Lesson Planning for Labs</td>
<td>Knowledge 3, 4, 6, 7, 8, 9 Dispositions 1, 2, 3</td>
<td>DUE: Reflection #4</td>
<td>A 1, 4, A7: A, B, C, F B 9, 10, 11 D 1, 2, 3, 4, 6, 7, 8,</td>
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<td>Lesson Plan for Lab#1</td>
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<td>Date</td>
<td>Activity</td>
<td>Skills</td>
<td>Due</td>
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<tr>
<td>2/18</td>
<td>Lab Manual Instruction</td>
<td>D</td>
<td>Reflection #5 Research Paper Proposal</td>
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<td>Conduct Lab #1: Crystal Formation</td>
<td>E, F, G, I</td>
<td>A 1, 4,</td>
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<td>Lab #1 Manual Report</td>
<td>E</td>
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<tr>
<td></td>
<td>CLASS Observations</td>
<td>F</td>
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<td>Library Scavenger Hunt</td>
<td>G</td>
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<td>I</td>
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<td>J</td>
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<tr>
<td>2/25</td>
<td>FIELD DAY- MESA PRIETA</td>
<td>Knowledge</td>
<td>Reflection #6 VISIT TO MESA PRIETA</td>
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<td>Dispositions</td>
<td>PETROGLYPHS 12-2p.m. 2/21/2015</td>
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<td>Skills</td>
<td></td>
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<td>3/4</td>
<td>Lesson Plan for Lab #2</td>
<td>Knowledge</td>
<td>Reflection #7 Lesson Plan 3</td>
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<td>Conduct Lab #2: Discovering Minerals</td>
<td>Dispositions</td>
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<td>Skills</td>
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<td>3/11</td>
<td>Lesson Plan for Lab #3</td>
<td>Knowledge</td>
<td>Reflection #8 Lesson Plan 4</td>
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<td>Conduct Lab #3: Will it sink or float?</td>
<td>Dispositions</td>
<td></td>
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<td></td>
<td></td>
<td>Skills</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tr>
<td>3/18</td>
<td>NO CLASS</td>
<td>SPRING BREAK</td>
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</table>
| 3/25 | FIELD DAY | CLASS OBSERVATIONS ONLINE  
SCIENCE SEMINAR |
| 3/25 |  | Knowledge  
3,4,5,6,7,8,9  
Dispositions 1,2,3  
Skills 2 |
|  | DUE: Reflection #9  
Lesson Plan 5 |
| 4/1 | Lesson Plan for Lab #4  
Conduct Lab #4: Force & Motion  
Test your dominant side  
Lab #4 Manual Report |
| 4/1 |  | Knowledge  
3,4,6,7,8,9  
Dispositions 1,2,3  
Skills 2 |
|  | DUE: Reflection #10  
Lesson Plan 6 |
| 4/8 | Lesson Plan for Lab #5  
Conduct Lab #5: Plant Biology  
Leafy Secrets  
Lab #5 Manual Report |
|  | DUE: Outline of Research Paper |
| 4/15 | RESEARCH-  
Library Visit |
| 4/15 |  | Knowledge  
3,4,6,7,8,9  
Dispositions 1,2,3  
Skills 2 |
|  | DUE: Reflection Synthesis Paper |
|  |  | G 1,2,3,5,8  
I 3  
J Science b,c,d,e |

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<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Details</th>
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<tr>
<td>4/22</td>
<td>RESEARCH- Library Visit</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
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<td></td>
<td></td>
<td><strong>DUE:</strong> Lab Manual</td>
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<tr>
<td>4/29</td>
<td>RESEARCH GRAND ROUNDS Lesson Plan for Friday Academy</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
</tr>
<tr>
<td></td>
<td>PREPARE LAB FOR FRIDAY ACADEMY</td>
<td><strong>DUE:</strong> Classroom Observation Log &amp; Report Prepare Science Lab Lesson for Friday Academy</td>
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<tr>
<td>5/6</td>
<td>FIELD DAY- FRIDAY ACADEMY</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
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<td><strong>DUE:</strong> FRIDAY 5/8/15 ASSIST FRIDAY ACADEMY SCIENCE LAB</td>
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<td>5/13</td>
<td>FINAL EXAMS...</td>
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<td></td>
<td></td>
<td><strong>DUE:</strong> Research Paper</td>
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</table>

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

**Requirements and Evaluation:**

1. **Attendance and participation (20%):** All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Students will sign in to each class in order to document attendance; attendance is worth a total of 10% of the overall grade (each class signed into is worth 1%). Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and present a final project. Student participation is worth 10% of the overall grade.
2. **Reflection Journal & Paper (10%)**: Each student will keep a reflection journal for the course of the semester. Each week students will make at least one entry based on reflections on course readings and activities. Near the end of the semester, each student will analyze his or her entries and submit a 2-3 page summary of their journal. This is worth 20% of the final grade.

3. **Math & Science Lesson Plans (5%)**: Students will collaborate to develop lesson plans for each lab lesson on math and science topics chosen collectively. Each lesson plan is worth 1% of the final grade; in total, the five lessons amount to 5% of the final grade.

4. **Science Fair Judging (10%)**: Each student will have the opportunity to participate in a local school science fair. Students will observe science fair projects, help judge and tally scores. This is worth 10% of the final grade. Students that cannot attend the scheduled local school science fair will need to develop and submit science fair assignment details and event guidelines.

5. **Lab Manual Reports (20%)**: Students will use lab manuals to record data during labs. Students will complete a lab report within their manuals for each lab. A total of 5 labs will be conducted; thus, a total of 5 lab reports are required.

6. **Classroom Observations (5%)**: All students will complete ten hours of classroom observation evidenced by a Field Lab Experience/Practicum Log Sheet. This is worth 5% of the final grade.

7. **Classroom Observation Report (5%)**: All students will write a one page, single spaced, evaluation report on a one hour classroom observation. This is worth 5% of the final grade.

8. **Research Paper Proposal (5%)**: Students will submit a proposed research topic via email to the professor by 2/18/2015. This is worth 5% of the overall grade.

9. **Research Paper (20%)**: All students will contribute toward an 8-10pg. research paper summarizing their investigations into published sources of information on the topic of teaching science to ELL learners and adapting the lesson on Mexican Jumping Beans for an ELL class. The paper will include evidence from 8-10 cited studies/publications addressing the topic of interest, analysis of this evidence and a conclusion. More information can be found in the Guidelines for the Research Paper document.

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

- Professional Competency-Based Collection of Artifacts* 20%

Revised January 15, 2015
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.

XIV. Internet sites or databases: TBD

XV. Late Work:
Your work is due on the date indicated on the syllabus. Your work is due on the date indicated on the syllabus. All assignments are expected to be completed and submitted on time (by 6:00 p.m. on the due date unless noted otherwise). If you believe you will not be able to turn in an assignment on time please contact me as soon as possible. Five percentage points will be taken off the assignment’s final grade for every day the assignment is late.

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:

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.
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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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: Spring 2015

III. Course Time and Place: TEC 106, 6:00pm-8:30pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Robbins, Ph.D.</td>
<td><a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a> Office: TEC 211 Phone: 505-747-5466</td>
<td>Wed 2:00-6:00pm And by appointment</td>
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</table>

V. Required Text: No Text Required

Assignments for this course will require students to use the internet and the library to seek out supportive sources. No one text or website will provide students with all of the information that they will need. The course instructor will provide supplemental readings.

VI. Required Materials or Readings: All students are required to keep a lab manual and will be expected to read materials shared by the instructor and come to classes prepared to discuss content.

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.

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.

Revised January 15, 2015
· 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 is part of a two-semester series (EDU 313 and EDU 423) that prepares teacher credential candidates to use best practices in science and math teaching for K-8 students. Pre-requisite: EDU 201 with a grade of C or better.

**XI. Course Objectives:**
All Education classes at NNM College are competency-based, meaning that students complete assignments that align to the New Mexico State Competencies for Entry-Level Teachers. With this in mind, upon completion of the course we expect that you will:
1. Understand the nature and purpose of teaching constructivist, inquiry-based science and math in the elementary school curriculum, especially FOSS and STC lessons used in northern NM school districts.
2. Be able to understand the importance of visual literacy and how they relate to process thinking skills in science.
3. Make connections between the teaching of science and math in the classroom and why science and math should matter to people in northern New Mexico.
4. Explore best methods in teaching science and math to children of diverse ethnic, cultural and linguistic backgrounds.

5. Become knowledgeable of the current National Science Education Standards and Benchmarks (Next Generation Science Standards).

6. Develop or extend an area of science expertise in two of the three content areas of science (Earth/Space and Physical).

7. Increase your confidence as a teacher and learner of math and science.

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.

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment Due</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
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<td>1/21</td>
<td>Introductions&lt;br&gt;Contemplative Pedagogy&lt;br&gt;Critical Pedagogy&lt;br&gt;Course Overview&lt;br&gt;Syllabus&lt;br&gt;Activity: <em>The Nature of Science</em>&lt;br&gt;Video: <em>What is Science</em> <a href="https://www.youtube.com/watch?v=YwYEy5AXwlQ">https://www.youtube.com/watch?v=YwYEy5AXwlQ</a></td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td><strong>DUE:</strong> Reflection #1</td>
<td>A-1,4&lt;br&gt;F 1,2,4,5,6,7&lt;br&gt;G 1,2,3,5,8&lt;br&gt;I 3&lt;br&gt;J Science b,c,d,e</td>
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<td>1/28</td>
<td>Lab Scavenger Hunt&lt;br&gt;Rewrite Lab Etiquette &amp; Safety&lt;br&gt;Schedule Labs&lt;br&gt;Lab Manual/Report Organization&lt;br&gt;Practice Lab, Manual Use and Lab Report</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td><strong>DUE:</strong> Reflection #2&lt;br&gt;List of 3 choice labs to conduct, directions&lt;br&gt;<strong>READ:</strong> From Activity to Inquiry</td>
<td>A,2,5,6&lt;br&gt;F 1,2,4,5,6,7&lt;br&gt;G 1,2,3,5,8&lt;br&gt;I 3&lt;br&gt;J Science b,c,d,e</td>
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<td>2/4</td>
<td>FIELD DAY-SCIENCE FAIR</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td><strong>DUE:</strong> Reflection #3&lt;br&gt;Judging HOLY CROSS Science Fair on 2/5 8am-12pm</td>
<td>A 1,2,4,5,6&lt;br&gt;A7: A,B,C,F B 7,8,9,10,11&lt;br&gt;C1,2,3,4,7,10,11&lt;br&gt;E 1a,1b,1c,1d&lt;br&gt;E 3b,3c,3d,3e&lt;br&gt;F 1,2,4,5,6,7&lt;br&gt;G 1,2,3,5,8&lt;br&gt;I 3&lt;br&gt;J Science b,c,d,e</td>
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<td>2/11</td>
<td>Lesson Planning for Labs&lt;br&gt;Lesson Plan for Lab#1</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3</td>
<td><strong>DUE:</strong> Reflection #4&lt;br&gt;Lesson Plan 1&lt;br&gt;Lesson Plan 2</td>
<td>A 1, 4,&lt;br&gt;A7: A,B,C,F&lt;br&gt;B 9,10,11&lt;br&gt;D 1,2,3,4,6,7,8,</td>
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<td>Lab Manual Instruction</td>
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<td>Knowledge: 3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>DUE: Reflection #7 Lesson Plan 3 A 1, 4, A7: A,B,C,F B 1,2,3,4 E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
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<td>Conduct Lab #2: Discovering Minerals</td>
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<td>Lab #2 Manual Report</td>
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<td>Lesson Plan for Lab #3</td>
<td>Knowledge: 3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>DUE: Reflection #8 Lesson Plan 4 A 1, 4, A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7</td>
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<td>Conduct Lab #3: Will it sink or float?</td>
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<td>Lab #3 Manual Report</td>
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G 1,2,3,5,8
I 3
J Science b,c,d,e

A 1, 4,
A7: A,B,C,F
B 7,8,9,10,11
C1,2,3,4,7,10,11
D 1,2,3,4
E 1a,1b,1c,1d
E 3b,3c,3d,3e
F 1,2,4,5,6,7
G 1,2,3,5,8
I 3
J Science b,c,d,e

A 1, 4,
A7: A,B,C,F
B 7,8,9,10,11
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E 3b,3c,3d,3e
F 1,2,4,5,6,7
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H 4,5,8
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J Science b,c,d,e

A 1, 4,
A7: A,B,C,F
B 1,2,3,4
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J Science b,c,d,e

A 1, 4,
A7: A,B,C,F
B 7,8,9,10,11
C1,2,3,4,7,10,11
D 1,2,3,4
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E 3b,3c,3d,3e
F 1,2,4,5,6,7

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<td>Research Paper</td>
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XIII. Assignment Descriptions/Assessment Criteria:

Requirements and Evaluation:

1. **Attendance and participation (20%)**: All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Students will sign in to each class in order to document attendance; attendance is worth a total of 10% of the overall grade (each class signed into is worth 1%). Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and present a final project. Student participation is worth 10% of the overall grade.
2. **Reflection Journal & Paper (10%)**: Each student will keep a reflection journal for the course of the semester. Each week students will make at least one entry based on reflections on course readings and activities. Near the end of the semester, each student will analyze his or her entries and submit a 2-3 page summary of their journal. This is worth 20% of the final grade.

3. **Math & Science Lesson Plans (5%)**: Students will collaborate to develop lesson plans for each lab lesson on math and science topics chosen collectively. Each lesson plan is worth 1% of the final grade; in total, the five lessons amount to 5% of the final grade.

4. **Science Fair Judging (10%)**: Each student will have the opportunity to participate in a local school science fair. Students will observe science fair projects, help judge and tally scores. This is worth 10% of the final grade. Students that cannot attend the scheduled local school science fair will need to develop and submit science fair assignment details and event guidelines.

5. **Lab Manual Reports (20%)**: Students will use lab manuals to record data during labs. Students will complete a lab report within their manuals for each lab. A total of 5 labs will be conducted; thus, a total of 5 lab reports are required.

6. **Classroom Observations (5%)**: All students will complete ten hours of classroom observation evidenced by a Field Lab Experience/Practicum Log Sheet. This is worth 5% of the final grade.

7. **Classroom Observation Report (5%)**: All students will write a one page, single spaced, evaluation report on a one hour classroom observation. This is worth 5% of the final grade.

8. **Research Paper Proposal (5%)**: Students will submit a proposed research topic via email to the professor by 2/18/2015. This is worth 5% of the overall grade.

9. **Research Paper (20%)**: All students will contribute toward an 8-10pg. research paper summarizing their investigations into published sources of information on the topic of teaching science to ELL learners and adapting the lesson on Mexican Jumping Beans for an ELL class. The paper will include evidence from 8-10 cited studies/publications addressing the topic of interest, analysis of this evidence and a conclusion. More information can be found in the *Guidelines for the Research Paper* document.

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.

XIV. Internet sites or databases: TBD

XV. Late Work:
Your work is due on the date indicated on the syllabus. Your work is due on the date indicated on the syllabus. All assignments are expected to be completed and submitted on time (by 6:00 p.m. on the due date unless noted otherwise). If you believe you will not be able to turn in an assignment on time please contact me as soon as possible. Five percentage points will be taken off the assignment’s final grade for every day the assignment is late.

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:**
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 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
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.

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: Spring 2015

III. Course Time and Place: Hybrid online and face to face. Face to face meetings: January 24th, March 7th (BA only); April 11th; and May 9th

IV. Instructor Information:

| Instructor: Rose Chiovitti-Cavalcante | Communication Information: rcavalcante@nnmc.edu 747-5463 | Office Hours: TU: 2-4 pm We 3-4 TH: 2-4 pm |

V. Required Text:


And


VI. Required Materials or Readings: Supplemental materials are provided online in 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. Note that faculty will not communicate with you through your personal email.

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. Course Description:

Revised July 3, 2014
NNMC COE envisions to educate professionals who possess a solid theoretical foundation in education. This foundation will allow future professionals in education to make sophisticated and informed decisions in the field. This course will help you, as a COE student, to develop this needed theoretical foundation and a critical view of various educational practices. In this course you will learn about or review some aspects related to the social, emotional, physical, and cognitive development of students and critically examine theories that enable teachers to become effective practitioners.

In addition, you will learn, understand, and start to use the foundation of different theories of education and learning to plan for instruction in the classroom. In addition, you will understand the role of regular education teachers in teaching students with special needs in the classroom, the main characteristics of the 13 disabilities covered under IDEA and strategies you can use to address those students needs in the classroom. This course is designed to develop:

- Inquiry-oriented teachers
- Life-long learners and teachers
- Self-reflective teachers
- Teachers who are familiar with theoretical knowledge
- Critical thinkers
- A community of learners who share thoughts and ideas both orally and in writing.

* BA Students! 
The ED 450 class is a NNMC Writing Intensive Course where BA students will develop and improve their writing skills to communicate within the fields of education. That means that BA students will have more writing assignments embedded into the course and additional face to face meetings as compared to their ALP peers.

X. Course Objectives:

The New Mexico Teacher Competencies for entry-level teachers addressed by this course are:
A: 2, 3, 8A, 8B, 8D, 8H; B: 1, 2, 3, 4, 6, 7; C: 3, 5; 7 E: 2d; F: 1, 2; G: 2; H: 2, 3, 4, 8, 9, 11; I: 1, 2, 3; K: 2, 3, 9, 14
Areas of the COE Conceptual Framework addressed in this course are:
Knowledge Principles: 1, 2, 4, 7, and 8
Skills: 1
Dispositions: 1, 2, and 3

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.

Revised July 3, 2014
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 form 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 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>
<th>NNMC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/11/15</td>
<td>IDEA disabilities and Inclusion</td>
<td>A 3, 8B, 8D B 2,3,4,6 C5 E 2d</td>
<td>F 1 H 2,3,9 I 2 K 9 Research Paper and Power Point Presentation</td>
<td>K 2,4,6,7,8,9 S 1 D 1,2,3</td>
<td>NNMC 1, 2,3 and 4</td>
</tr>
<tr>
<td>05/09/15</td>
<td>Diversity in the classroom</td>
<td>A, 2, 8A, 8B, 8D, 8H B1,2,3,4,6,7 C 3,5,7</td>
<td>F 1,2 H 9 I 1,2,3 K 3,9 Lesson Plan addressing one of Gardner's Multiple Intelligences</td>
<td>K 1,2,3,4,6,7,8 S 1.2 D 1,2,3</td>
<td>NNMC 1,2,3,4</td>
</tr>
</tbody>
</table>

XII. Assignment Descriptions/ Assessment Criteria:

1) Research paper
Directions
The context:
You are a special education expert that have been invited to teach a professional development seminar for regular education teachers in a public school district. The
district is planning to implement the full inclusion of students with special needs next year and this professional development is intended to provide regular education teachers with information about the different disability categories under IDEA (The Individual with Disabilities Act) and the instructional strategies (accommodations and modifications) that teachers can use to address the needs of these students in the classroom.

- You will write a 12 page research paper, using APA style on one of the disabilities covered under the IDEA (Individuals’ with Disability Education Act).

To learn more about APA go Purdue University’s writing center website. There you will find, not only the guidelines to use APA style correctly in your paper, but also other materials and resources to help you with your writing. The site is [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/). The paper should include at least a cover page, a references page, and an abstract. The references should also be cited in the body of the paper following APA style.

In your paper you should address the following questions (do not write your paper in a question/answer format. Only use those questions to help you think critically about the topic as you write your paper).

1) What is this disability all about (its characteristics, signs, symptoms and associated behaviors)?
2) How is this disability expressed in the classroom (in terms of learning and social behaviors)?
3) What are the advantages and disadvantages of including these students in the regular classroom?
4) What can a regular education teacher (alone or in collaboration with a SPED teacher) do to address the needs of her students with this disability in the classroom/school?

- You will also prepare a power presentation of your paper and present it as it was a professional development workshop to teachers in a particular school district. In addition to the power point, you will bring relevant resources (in the form of handouts) that you have found on the topic and that will be useful for “the teachers” (your classmates) in the district. Among the resources/handouts, you should include a copy of your annotated bibliography and list of sites that you used to write your paper.

- Note that one section of your final paper will be a discussion of the pros and cons of inclusion. This section should have been worked already through your first assignment. For the paper you will only need to modify it to fit the narrative flow of your paper.

A power point with guidelines on how to prepare an effective power point

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presentation has been provided within the online course as a resource for you. Consult it to ensure that you will have a successful presentation. Also, consult the rubric provided to endure you are meeting the grading expectations.

You will submit to the instructor:

a) An APA style paper on the topic chosen (you can submit a hard copy or you can submit it online. If you choose to submit it online, please attach your paper rather than cutting and pasting it on blackboard. This will prevent your paper from losing its formatting.

b) BA students will be required to submit a rough draft of their papers stamped by the Writing Center (writing center tutors should check your paper for both APA style problems as well as grammar problems).

c) Power point presentation with useful handouts for classmates (in addition to other materials, the hand out should include the citations on your paper).

The paper and the presentation will be graded according to a rubric provided in your online course.

2) Assignment 1- Pros and Cons of Inclusion

This first assignment is designed to help you to reflect on the different positions held by researchers on the topic of inclusion. You will conduct a literature review establishing a controversy.

Directions:

- Context: You are a special education director in a district trying to decide if you will recommend to the district’s superintendent the full inclusion of students with special needs next school year. With that in mind, you are trying to address the following: “What does research say about the pros and cons of inclusion?” I have posted on our course website a list of articles in favor of inclusion and a list of articles against inclusion. Read at least two articles from each list and then write a 3 page paper (which will later be slightly modified to be used as a section of your final research paper) establishing this controversy through a summary of the opposing views (Note: You are not being asked to have or develop your own thesis – just summarize the controversy and write a conclusion based on what you have read).

3) Assignment 2 (for BA students only)– Annotated Bibliography

Using NNMC research databases and research engines, conduct a literature review on the topic of your disability. Find at least 6 academic sources (journal articles and books) for your annotated bibliography. Remember that it takes some time for the NNMC library to acquire journal articles and books through interlibrary loan, so start this assignment preferably in your first week of class.

For each article or book chapter you use, you should provide the title and the authors, a summary of the content and main points. You should also discuss how do you think the information provided by the article will contribute to your paper and in what section of the paper you are planning to use it (when
discussion the characteristics of the disability, when discussion interventions, etc.). Each summary should have about 200 to 250 words.

4) Assignment 3 – MI Reflection I (for BA students only)
Write a 3 to 4 pages reflection addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)
- What was my first reaction to the assignment of writing a lesson plan and presenting a lesson based on one of Garner’s Multiple Intelligence?
- What am I excited about it? What are the difficulties I expect to have with this assignment?
- As I read chapters 1 and 2 of the Armstrong book, what were the results of my MI inventory? Was it a surprise?
- How did this activity started me thinking about the MI lesson and lesson plan?

5) Assignment 4 – MI Reflection II
Write a 3 to 4 pages reflection addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)
- As I read chapters 3, 5 and 6 of the Armstrong book and deepened my knowledge about how to adapt curriculum and teaching strategies to students based on different MIs, what ideas are coming to my mind about how I can use the (fill in the blank with the intelligence you chose for your MI lesson) intelligence in my lesson?
- What will the topic of my lesson be? Why did I choose this topic?
- What has been my thought process (describe the steps) to arrive at the final format for my lesson?
- What’s my rational/explanation for using the materials and strategies I chose? Why do I think those materials and strategies will be appropriate for the students in my class who have the (fill in the blank with the intelligence you chose for your MI lesson) intelligence?
- How and why do I expect my lesson to be able to teach and motivate a student with a developed (fill in the blank with the intelligence you chose for your MI lesson) intelligence? How do I expect my lesson to affect a student who does NOT have this intelligence developed?

6) Multiple Intelligence” Lesson
Individually or in groups of 2 students you will write a lesson Plan in any topic and for any age group (5 to 18) you choose. The lesson will be written having in mind one particular kind of Gardner's Intelligences. So, you may choose, for example, to write and teach a lesson on geometric shapes, for first grade students and emphasizing the musical intelligence. In your lesson plan you should specify the activities you will use, the materials you will need, etc. and the type of intelligence you are addressing (use lesson plan template provided in the online course). You will teach this lesson to the class. So you should bring the
appropriate materials to teach it. Your lesson should not be longer than 20 minutes and you should teach it as you would teach the grade for which the lesson is for. * You will not talk ABOUT your lesson but will actually teach the lesson.

7) **Weekly On-Line Discussions**

Each week you will read a certain number of assigned chapters in your textbooks and will answer the "questions of the week". You will post our answers on the online discussion board using a minimum of 150 words for each question. You must then read and respond to at least 2 other students’ postings, offering evidence that either supports or challenges the other students’ interpretations/positions. Your answers should contain at least 80 words each. In your postings and answers, you should follow the “online discussion guidelines” provided.

**A.) Required Professional Competency-Based Artifact**

*Research Paper and Multiple Intelligence Lesson*

**Field Lab Experiences:** Not Applicable

**B.) Required Professional Competency-Based Artifact Rubric**

**Multiple Intelligence Lesson - Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No Credit (0)</th>
<th>Meets Standards (1)</th>
<th>Exceeds Standards (2)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Standards</strong></td>
<td>Content standards are not addressed or do not align to the activities of the lesson</td>
<td>Lesson plan demonstrates knowledge of state standards.</td>
<td>Lesson plan shows knowledge of state standards and aligns those standards to teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Goals are not included or do not align with the objectives and content of the lesson.</td>
<td>Lesson plan describes and aligns goals to state standards, objectives or content of the lesson.</td>
<td>Lesson plan describes and aligns goals to the state standards, objectives and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Objectives are not included or do not align with the goals or content of the lesson.</td>
<td>Lesson plan lists objectives and aligns objectives to the state standards, goals or content of the lesson.</td>
<td>Lesson plan lists objectives. Objectives are aligned to the teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Materials necessary to teach the lesson are not included.</td>
<td>Most of the materials required to teach the lesson are included in the lesson plan.</td>
<td>All materials required to teach the lesson are included in the lesson plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Strategies</strong></td>
<td>Teaching strategies are not described or included in the lesson plan or are not coherent with the type of intelligences it is</td>
<td>Teaching strategies are described in sufficient detail and are somewhat coherent with the target intelligences.</td>
<td>Teaching strategies are described in sufficient detail and include question prompts and/or teaching resources such as graphic organizers,</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessments are omitted or are not aligned to the goals, objectives, and target intelligence.</th>
<th>Lesson plan includes appropriate assessments of student learning and are somewhat coherent with the target intelligences.</th>
<th>Lesson plan includes multiple assessments of student learning that are coherent to the target intelligences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Content of the lesson demonstrates a lack of understanding of the content area.</td>
<td>Content of the lesson indicates understanding of the content area.</td>
<td>Content of the lesson indicates that the candidate understands instructional goals and strategies and the content area.</td>
</tr>
<tr>
<td>Diversity</td>
<td>Lesson lacks consideration for students’ diversity.</td>
<td>Lesson connects instruction with students’ lives, interests and instructional needs.</td>
<td>Lesson plan clearly and explicitly connects to students’ lives, interests and instructional needs.</td>
</tr>
</tbody>
</table>

**LESSON PRESENTATION**

<table>
<thead>
<tr>
<th>Instruction</th>
<th>The instructional techniques used are not consistent with the type of intelligence it attempts to address.</th>
<th>Most of the instructional techniques used are consistent with the target intelligence.</th>
<th>The instructional techniques used are consistent with the target intelligence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>The materials used by the teacher for the lesson are neither interesting nor consistent with the target intelligence.</td>
<td>The majority of the materials used by the teacher for the lesson are interesting/motivating and consistent with the target intelligence.</td>
<td>The materials used by the teacher for the lesson are interesting and motivating for the students and consistent with the target intelligence.</td>
</tr>
</tbody>
</table>

**Research Paper and Power Point Presentation – Rubric**

<table>
<thead>
<tr>
<th>PAPER</th>
<th>Excellent – 3 points</th>
<th>Competent -2 points</th>
<th>Needs Improvement-1 point</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE/CONTENT</td>
<td>Student demonstrates depth and sound knowledge of content. Strategies presented are relevant and applicable to regular classrooms. The student has researched relevant sources of information.</td>
<td>Student demonstrates reasonable knowledge of content. Strategies presented are somewhat useful and relevant to be applied in regular classrooms. The sources of information are somewhat reliable.</td>
<td>Student does not demonstrate much knowledge about the topic. Strategies presented are not relevant or appropriate for use in regular classrooms. The information sources are not reliable.</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION/Writing</td>
<td>The paper is well written and organized. It contains appropriate citations and references to academic sources (using APA style). It has a bibliography page. It is typed in double space. The sentences are coherent and grammatically correct.</td>
<td>The paper is reasonably written and organized. It contains some appropriate citations and references. It has a bibliography page (APA style). Most sentences are coherent and grammatically correct.</td>
<td>The paper is not well written or organized. It does not contain appropriate citations and references. It either does not have a bibliography page or has an incomplete one. It presents many grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>

Revised July 3, 2014
**ENGLISH**

<table>
<thead>
<tr>
<th>No spelling errors.</th>
<th>A few spelling errors.</th>
<th>Several/many spelling errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent – 3 points</td>
<td>Competent – 2 points</td>
<td>Needs improvement – 1 point</td>
</tr>
</tbody>
</table>

**PRESENTATION**

<table>
<thead>
<tr>
<th>Excellent – 3 points</th>
<th>Competent – 2 points</th>
<th>Needs improvement – 1 point</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrated sound knowledge of content being presented.</td>
<td>The student demonstrated reasonable knowledge of content being presented.</td>
<td>Students does not demonstrate knowledge/or little knowledge of content being presented.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE/CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation is well organized, presented in a coherent sequence. The student brings hand-outs with relevant/helpful information for his/her classmates.</td>
</tr>
<tr>
<td>The presentation is reasonably organized. The sequence/flow of the presentation is coherent. The student brings handouts to his/her classmates and the content is somewhat helpful or relevant.</td>
</tr>
<tr>
<td>The presentation is not well organized. It is hard to follow. The student does not bring handouts to classmates or brings handouts with non relevant/not helpful content.</td>
</tr>
</tbody>
</table>

**ORGANIZATION**

| The student use visual aids to his/her presentation which are well done and suited that what is being presented. The student is articulate and does not rush through the presentation. | The student uses visual aids that are reasonably done and somewhat suited to the purpose of the presentation. The student is articulate most of the time but rushes a little. | The student does not use visual aids or use inappropriate ones. The student is not articulate and tends either to rush through the presentation or talk too much, focusing on irrelevant issues |

**PRESENTATION**

| The student use visual aids to his/her presentation which are well done and suited that what is being presented. The student is articulate and does not rush through the presentation. | The student uses visual aids that are reasonably done and somewhat suited to the purpose of the presentation. The student is articulate most of the time but rushes a little. | The student does not use visual aids or use inappropriate ones. The student is not articulate and tends either to rush through the presentation or talk too much, focusing on irrelevant issues |

Total =

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**XIII. Internet sites or databases**

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

- a) Discussions posted after the due dates will receive a grade of ZERO. No make up discussions will be accepted.

- b) Late assignments can be either accepted or rejected on a case by case basis to the discretion of the instructor. In case the assignment is accepted, it will suffer a grade reduction also to the discretion of the instructor.

**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

Revised July 3, 2014
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:

Grades will be distributed as follows:

BA students:

1) Weekly on line discussions - 20%
2) Final Research paper and power point presentation – 20%
3) MI Lesson and presentation – 20%
4) Assignment 1 – pros and cons of inclusion – 10%
5) Assignment 2- Annotated bibliography- 10%
6) Assignment 3- MI lesson reflection I – 10%
7) Assignment 4- MI lesson reflection II – 10%

ALP students:

1) Weekly on line discussions - 30%
2) Final Research paper and power point presentation – 25%
3) MI Lesson and presentation – 25%
4) Assignment 1 – pros and cons of inclusion – 10%
5) Assignment 4- MI lesson reflection II – 10%

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;

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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 (COE Committee) or program chairperson for follow-up action.

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

XXI. 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.

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 cases on harassment issues (see 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 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.
ED 474 Methods and Materials for Secondary Teachers

Northern New Mexico University (formerly College)
College of Education
EDUCATION 474
Spring 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.

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: Spring 2014
   * Hybrid (class meetings and Blackboard component)
   * 10 hours of Field Placement observations

III. Course Time and Place:
   TEC 106
   Saturday Meeting dates: 2/7, 3/14, & 4/25
   Blackboard requirements (supplemental)

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Contact Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kristy Pruitt</td>
<td>505.747.5462&lt;br&gt;<a href="mailto:kristy.pruitt@nnmc.edu">kristy.pruitt@nnmc.edu</a></td>
<td>As needed by appointment due to field observations</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: Blackboard participation and online access needed

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.

VIII. Course Description: This course is designed to give teacher candidates an overview of effective strategies for engaging and efficiently managing adolescent learners.

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:**
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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. Course Objectives:
Classroom Management: Knowledge Principle 6, Knowledge Principle 8 Characteristics of Adolescent Learners: Knowledge Principle 2, Knowledge Principle 4, Knowledge Principle 3 Strategies for working with English Language Learners: Knowledge Principle 2, Skills: Utilization of Technology Student Engagement: Knowledge Principle 2, Dispositions 1, 2, and 3, Knowledge Principles 3 and 4.

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. 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).

**College wide Student Learning Outcomes (SLOs):**

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(s)/ Text Chapter(s)</th>
<th>Measureable Artifacts</th>
<th>NM Teacher Competency Knowledge, Skill, or Disposition # in the Conceptual Framework; SLOs</th>
</tr>
</thead>
</table>
| February 7   | Chapter 1: Techniques 1-5
✓ Ice Breakers  
✓ Learning Targets/NNMU Lesson Plan Template  
✓ Inquiry-based Learning/Problem-based Learning  
✓ Designing Assessments: Obtrusive, Unobtrusive, and Student-Generated Assessments  
✓ Tracking Student Progress  
✓ Marzano’s 4-point Grading Scale | • Icebreaker Activity  
• Learning Targets – model  
• Labs (Artifact #1):  
  ➢ ‘Roller Coaster’ Lab (inquiry-based learning/problem-based learning & formative assessments)  
  ➢ “The Challenge” Lab | 1-12  
(1-3, 5-10, 12)  
NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2  
SLOs 1-4 |
| February 21  | Read Chapters 2 & 3                                                                      | Discussion Thread:  
1. Review the article, Conferring Notes by C. Tovani and review the strategy, Thick and Think Partner.  
2. Discuss your thoughts (via discussion thread) regarding the strategy, Thick and Thin (suggested prompts: Does the strategy promote facilitation from the teacher? How will the teacher keep track of discourse?) | 1-12  
(1-3, 5-10, 12)  
NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2  
SLOs 1-4 |
| Blackboard   |                                                                                         | Module Assignment:  
1. Review all PowerPoint slides  
2. PowerPoint Slides 6 – 15 are examples of activities for Student-Generated Assessments.  
3. (Artifact #2) - Review all of the | |
| Hybrid Module #1 |                                                                                   |                                                                                       | |
| *Mid-Term March 9-13 – Artifact #2 is due by 3/13 |                                                                                     |                                                                                       | |


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity/Assignment</th>
</tr>
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<tbody>
<tr>
<td>March 14</td>
<td>Chapters 4, 5, &amp; 7</td>
<td>- Rigor and Relevance Framework – complete modified NNMC Lesson Plan to include R&amp;R implementation (Artifact #3)</td>
</tr>
<tr>
<td></td>
<td>✓ Student Engagement</td>
<td></td>
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<tr>
<td></td>
<td>✓ Rigor and Relevance Framework or Data Driven Instruction</td>
<td></td>
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<tr>
<td></td>
<td>✓ Climate and Culture</td>
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<td>1-12</td>
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<tr>
<td></td>
<td></td>
<td>(1-3, 5-10, 12)</td>
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<tr>
<td></td>
<td></td>
<td>NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
</tr>
<tr>
<td>March 21</td>
<td>Sociology Awareness:</td>
<td>Discussion Thread:</td>
</tr>
<tr>
<td></td>
<td>Blackboard Hybrid Module #2</td>
<td>1. Read Ruby Payne's &quot;Working with Parents&quot; article</td>
</tr>
<tr>
<td></td>
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<td>2. Read and respond to the article (via discussion thread) specifically pointing out ways in which you plan on applying one or more of Payne's suggestions for involving parent(s)/guardian(s) (examples: museum format, having food, newsletter, phone system, etc...). Respond and reflect using the discussion board forum.</td>
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<td>Module #2 Assignment:</td>
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<tr>
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<td></td>
<td>1. Read Ruby Payne's description of Definitions and Resources (handout)</td>
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<td>2. Read and reflect to Scenario #4 (Maria and Noemi) and Scenario #6 (Juan and Ramon). Write a reflection (Artifact #4) regarding the two scenarios. Please discuss both articles in your reflection (label scenarios #4 and #6). You may discuss similarities and differences, but you do not have to organize your discussion in this manner; instead, you may discuss each scenario independently.</td>
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<tr>
<td>April 4</td>
<td>Teacher Leadership using the following website:</td>
<td>Discussion Thread:</td>
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<tr>
<td></td>
<td>Blackboard Hybrid Module #3</td>
<td>1. The discussion thread will part of the module (see below)...</td>
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<tr>
<td></td>
<td></td>
<td>Module #3 Assignment:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Review the following website (Professional Development: Instructional Leadership and the Common Core for Grades K-12): <a href="http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-and-the-common-core">http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-and-the-common-core</a></td>
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<td>1-12</td>
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<td>NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SLOs 1-4</td>
</tr>
</tbody>
</table>
2. What's in this Module?
   1. User's Guide
   2. PowerPoint Presentation
   3. Activity: Reflecting on Actions
   4. Activity: Getting to Measurable, Meaningful Metrics
   5. Activity: Building Capacity for the Work
   6. Discussion: Staying Engaged

3. Pick one of the activities from the module (#’s 3 – 5) and complete the assignment (Artifact # 5)

| April 25 | Chapters 6 & 8
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>✓ Establish Environment</td>
<td></td>
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<tr>
<td>✓ Disciplinary Interventions</td>
<td></td>
</tr>
</tbody>
</table>

- Withitness
- Student Types, Characteristics, and Behavior Actions
- SHARE CLASSROOM MANAGEMENT PLAN (CMP) (Final Exam Project)

1-12
(1-3, 5-10, 12)
NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2
SLOs 1-4

XII. Assignment Descriptions/ Assessment Criteria:

XIII. Assignment Descriptions/ Assessment Criteria:

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%-20%
Classroom Disposition Checklist (Faculty) 5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s) 15%-70%:
- CBA – Classroom Management Plan 25%
- Artifacts 1-5 (@ 5 each) 25%
- Field Observation Reflections 10%
- Discussion Threads 10%

*For courses that require 10 hours or fewer of 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, ED 474, 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.

XIV. Internet sites or databases

- [http://www.ascd/publications/educational-leadership/may12/vol69/num08/New-Teachers-Face-Three-Common-Challenges.aspx](http://www.ascd/publications/educational-leadership/may12/vol69/num08/New-Teachers-Face-Three-Common-Challenges.aspx)
- [http://712educators.about.com/od/discipline/Classroom_Discipline_Resources.htm](http://712educators.about.com/od/discipline/Classroom_Discipline_Resources.htm)
- [http://ped.state nm.us/ped/CCDocuments/5ThingsCCSS Davis.pdf](http://ped.state nm.us/ped/CCDocuments/5ThingsCCSS Davis.pdf)
- [http://newmexicocommoncore.org/](http://newmexicocommoncore.org/)
- [http://www.youtube.com/watch?v=zt9rj76AsLE](http://www.youtube.com/watch?v=zt9rj76AsLE)
- [http://www.youtube.com/watch?v=jC3D7O-ByLE](http://www.youtube.com/watch?v=jC3D7O-ByLE)
- [http://www.youtube.com/watch?v=jC3D7O-ByLE](http://www.youtube.com/watch?v=jC3D7O-ByLE)
- [http://www.youtube.com/watch?v=j1CF1Rg_Pmo](http://www.youtube.com/watch?v=j1CF1Rg_Pmo)

XV. Late Work:
Your work is due on the date indicated on the syllabus. Significant points may be deducted for late work (see rubric for details.

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

XVII. 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.

XVIII. 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.
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: 9:00 a.m. to 5:00 p.m. scheduled Sundays. TEC 109

This is a day long course, please be advised that one unexcused absence will result in a failing grade.

This is a blended course consisting of face-to-face meetings and instructional modules accessed at blackboard.nnmc.edu

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Katherine M. Duran</th>
<th>Communication Information: <a href="mailto:Katherine.duran@nnmc.edu">Katherine.duran@nnmc.edu</a></th>
<th>Office Hours: Online and by appointment</th>
</tr>
</thead>
</table>

V. Required Text:


VI. Required Materials or Readings:
NM-RTI Manual-Framework
Ruby Payne- *A Framework for Understanding Poverty*
*readings and materials will also be shared on blackboard.nnmc.edu

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.

Revised January 15, 2015
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 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.
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   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:
475 CURRICULUM METHODS AND MATERIALS FOR SPECIAL EDUCATION you will focus on teacher knowledge and application skills in teaching curricula aligned with Common Core State Standards. You will explore areas of individualized modifications and/or accommodations when the general education curriculum is not appropriate. You will address instructional strategies in meeting the needs of the special learner with transitions a major component, with emphasis on the application of technology to support teaching and learning. You will address and integrate the Individual Education Plan (IEP) throughout the learning process.
Prerequisite: ED 201, 213, and passing NMTA Basic Skills. Cross-listed with SPED 475 (3, 3T+0S).

480 STUDENT TEACHING SEMINAR
This course provides you interaction with guided discussion on reflections of the student teaching experience. Supplemental requirements include outside readings based upon educational research and corresponding reflective papers.
Prerequisite: Student Teaching Interview. Co-requisite: ED 479. (1, 1T+0L)

XI. Course Objectives:
The candidate for licensure in special education:

CEC Content Standard 1: Foundations
a. Can explore the models, theories, and philosophies that form the basis for special education practice. (CC1K1)
b. Knows the laws, policies and ethical principles regarding behavior management, planning and implementation. (CC1K2)
c. Understands the relationship of special education to the organization and function of educational agencies. (CC1K3)
d. Understands the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs.

CEC Content Standard 2: Development and Characteristics of Learners
a. Understands the educational implications of characteristics of various exceptionalities.
b. Understands the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
c. Knows the similarities and differences of individuals with and without exceptional learning needs.
d. Understand the similarities and differences among individuals with exceptional learning needs.

CEC Content Standard 3: Individual Learning Differences

Revised January 15, 2015
a. Understands the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
b. Appreciates the differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

**CEC Content Standard 4: Instructional Strategies**

a. Is able to use strategies to facilitate integration into various settings.
b. Is able to teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
c. Is able to select, adapt and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
d. Is able to use strategies to facilitate maintenance and generalization of skills across learning environments.
e. Is able to use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.

**CEC Content Standard 5: Learning Environments and Social interactions**

a. Understands the demands of learning environments.
b. Knows basic classroom management theories and strategies
c. Knows effective management of teaching and learning.
d. Knows the teacher attitudes and behaviors that influence behavior
e. Is able to create safe, equitable, positive and supportive learning environments in which diversities are valued.
f. Is able to identify realistic expectations for personal and social behavior in various settings.
g. Is able to identify needed supports for inclusion.
h. Is able to design environments that encourage active participation in individual and group activities.
i. Is able to modify learning environments to modify behavior.

**CEC Content Standard 6: Communication**

a. Knows about augmentative and assistive communication strategies.
b. Is able to use strategies to support and enhance communication skills of individuals with exceptional learning needs.
c. Is able to use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

CEC Content Standard 7: Instructional Planning
a. Knows the scope and sequences of general and special curricula.
b. Knows the State standards of New Mexico.
c. Knows about technology for planning and managing the teaching and learning environment.
d. Is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
e. Is able to involve the individual and family in setting instructional goals and monitoring progress.
f. Is able to use functional assessment to develop intervention plans.
g. Is able to use task analysis.
h. Is able to sequence, implement, and evaluate individualized learning objectives.
i. Is able to use instructional time effectively.
j. Is able to make responsive adjustments to instruction based on continual observations.

**CEC Content Standard 8: Assessment**

a. Knows basic terminology used in assessment.
b. Understands screening, pre-referral, referral, and classification procedures.
c. Is able to gather relevant background information
d. Can interpret information from formal and informal assessments.
e. Can evaluate instruction and monitor progress of individuals with exceptional learning needs.

**CEC Content Standard 9: Professional Ethical Practice**

a. Understands personal cultural biases and differences that affect one’s teaching.
b. Knows that the teacher serves as a model for individuals with exceptional needs.
c. Knows current methods regarding research-validated practice.
d. Can practice within the CEC Code of Ethics and other standards of the profession.
e. Can uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
f. Can demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
g. Can practice within one’s skill limit and obtain assistance as needed.
h. Can use verbal, nonverbal, and written language effectively.
i. Can reflect on one’s practice to improve instruction and guide professional growth.
CEC Content Standard 10: Collaboration

a. Knows models and strategies of consultation and collaboration.
b. Knows the roles of individuals with exceptional learning needs, families, and school and community personal in planning of in individualized program.
c. Can maintain confidential communication about individuals with exceptional learning needs.
d. Can collaborate with families and others in assessment of individuals with exceptional learning needs.
e. Can foster respectful and beneficial relationships between families and professionals.
f. Can assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
g. Can plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
h. Can model techniques and coach others in the use of instructional methods and accommodations.
i. Can observe, evaluate, and provide feedback to Para educators.

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.
NEW!
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>Jan 25, 15</td>
<td><strong>Introductions</strong>&lt;br&gt;<strong>NNMC Field Experience</strong>&lt;br&gt;Course/Syllabus&lt;br&gt;<em>A time in your life when you overcame an obstacle!</em>&lt;br&gt;Chapter 1-Creating Active learning for all Students</td>
<td>CS- 1 c 3 a,b</td>
<td>1. Introductions 2. Dr. Kristy Pruitt 10 a.m. 3. Syllabus review and course requirements. 4. Lunch (1hr) 5. Personal Reflection* 1pg+ 6. Interest Inventory, Say Hello... 7. RTI-Framework&lt;br&gt;Online: Online Discussion/assignment Sousa, D (2007) Chapter 1 The Brain and Learning</td>
<td>Knowledge 1,2,3,7, Skill 1,2 Disposition 2,3&lt;br&gt;<strong>NNMC SLO #4</strong> 1. a, 2. a</td>
</tr>
<tr>
<td>Feb 8, 15</td>
<td><strong>Chapter 2- Understanding Learning Difficulties and Intervening effectively</strong>&lt;br&gt;<strong>Chapter 3- Using Students (Modalities) to Facilitate Learning Success</strong>&lt;br&gt;<strong>Chapter 11- Helping Parents Become Partners in Their Children’s Learning</strong></td>
<td>CS-2, 3, 4</td>
<td>1.Daily Task Checklist 2. Summary of Understanding 3. What Kind of Learner Are You? 4. Lunch (1hr) 5. Letter to Parents communicating student’s needs and establish roles.&lt;br&gt;Online: Online Discussion/assignment Sousa, D (2007) Chapter 2 When Learning Difficulties Arise</td>
<td>Knowledge 1-9, Skill 1,2 Disposition 1,2,3&lt;br&gt;<strong>NNMC SLO #4</strong> 2.a</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Assignments</td>
<td>Knowledge</td>
<td>Skill</td>
</tr>
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<tr>
<td>Mar 8, 15</td>
<td>Chapter 4-Ensuring That All Students Make at Least One Years Academic Growth During Each School Year</td>
<td>CS-1.d, 2a.b.c.d, 3.a.b, 4q.b.c.d, e, 5a.g.h, 8a.b.c.d.e</td>
<td>Knowledge 1-9</td>
<td></td>
</tr>
<tr>
<td>Mar 15, 15</td>
<td>Chapter 5-Teaching Integrated language Arts, Including Literature, Sounds, and Writing</td>
<td>CS-4 a,b,c,d,e, 5a.e.g.h, 7a.b.c.d, e.f.g.h.i.j</td>
<td>Knowledge 1-9</td>
<td>Skill 1,2</td>
</tr>
<tr>
<td></td>
<td>Chapter 6-Reading and Learning with Informational Text</td>
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<tr>
<td></td>
<td>Mid Term</td>
<td></td>
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<tr>
<td></td>
<td>Chapter 8- Using Assessments to Support Student Learning</td>
<td>1. Developing Project Goal Charts/logs</td>
<td>NNMC SLO #4 1.a 2.a 4 a.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 9-Improving Students Executive Function Skills</td>
<td>2. Achievement data reporting charts/goal setting</td>
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<td></td>
<td></td>
<td>3. Lunch (1hr)</td>
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<td>4. Develop grading rubric/assignment chart.</td>
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<tr>
<td></td>
<td></td>
<td>Online: Online Discussion/assignment Sousa, D (2007) TBA/including Chapter 3 Autism</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1. Interactive assignment/Question starts, predictions, KWPL, Story Maps...</td>
<td></td>
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<td></td>
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<td>2. Interactive assignment/Learning how to Learn, graphic organizers, Work plans</td>
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<td></td>
<td></td>
<td>3. Lunch (1hr)</td>
<td></td>
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<td></td>
<td>4. Mid term</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Online: Online Discussion/assignment Sousa, D – Chapter 4 Speech Disabilities Chapter 5 Reading Disabilities and Chapter 6 Writing Disabilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>CS / SLO / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 12, 15</td>
<td>Chapter 7-All Students Can be Successful in Math</td>
<td>CS 7a.b.c.d.e.f.g.h.i.j</td>
</tr>
<tr>
<td></td>
<td>Chapter 10-Helping Students Choose Appropriate Behaviors</td>
<td></td>
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<tr>
<td></td>
<td>Blooms Taxonomy, Understanding Poverty – Ruby Payne</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final review/in class collaboration</td>
<td></td>
</tr>
<tr>
<td>Apr 19, 15</td>
<td>Final Project Presentation</td>
<td>CS- 1, 2,3,4,5,6, 7,8,9,10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Interactive assignment/Problem Solving Box</td>
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<td></td>
<td></td>
<td>2. Interactive assignment/Behavior intervention strategies/Change plans, FBA, Contract</td>
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<tr>
<td></td>
<td></td>
<td>3. Lunch (1hr)</td>
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<tr>
<td></td>
<td></td>
<td>4. Share Classroom management styles, behavior management, and tried and true effective strategies. Interactive activity. Peer reviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online: Online Discussion/assignment Sousa, D Chapter 7 Math Disability, Emotional Disturbance and Behavioral Disorders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class- Lesson plan and implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online: Online Discussion/assignment Sousa, D Chapter 10 Putting it All Together</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge 1-9 Skill 1,2 Disposition 1,2,3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>NNMC SLO #4 1.a 2.a 3.a 4 a.</strong></td>
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</tbody>
</table>

XIII. Assignment Descriptions/ Assessment Criteria:

- In class participation 20%
- Online Participation 20%
- Midterm 25%
- Final 25%
- Observation logs/self reflection 5%
- Self-Assessment Disposition Checklist 5%

Revised January 15, 2015
A.) Required Professional Competency-Based Artifact Rubric

Rubric
Class participation is worth 20% of students total class grade

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent-A</th>
<th>Good-B</th>
<th>Satisfactory C-D</th>
<th>Needs Improvement D-F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>Student is always respectful of his or her self, others, and instructor, has a positive attitude, and does not criticize anyone else’s ideas or work.</td>
<td>Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.</td>
<td>Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.</td>
<td>Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.</td>
</tr>
<tr>
<td>Focus on Class Work</td>
<td>Consistently stays focused on in-class work and what needs to be done. Very self-directed.</td>
<td>Focuses on in-class work and what needs to be done most of the time.</td>
<td>Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.</td>
<td>Rarely focuses on class work and what needs to be done.</td>
</tr>
<tr>
<td>Contributions</td>
<td>Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.</td>
<td>Sometimes provides useful ideas when participating in classroom discussion. A satisfactory student who does what is required.</td>
<td>Rarely provides useful ideas when participating in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td>Working with Others</td>
<td>Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student’s presence.</td>
<td>Usually listens to, shares with, and supports the efforts of others.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others’ attempts to participate.</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Brings needed materials to class and is always ready to work.</td>
<td>Almost always brings needed material to class and is ready to work.</td>
<td>Often brings materials but sometimes needs to borrow.</td>
<td>Seldom brings materials and/or is rarely ready to get to work.</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Provides work of the highest quality that reflects the student’s best efforts.</td>
<td>Provides quality work that reflects an effort from the student.</td>
<td>Work occasionally needs to be redone or does not reflect any time or effort.</td>
<td>Provides illegible work that reflects very little effort or does not turn in any work.</td>
</tr>
</tbody>
</table>

A. Contribute to discussions. 10% of entire grade
   • Ask relevant, clarifying questions.
   • Respond with relevant information or opinions to questions asked.
   • Listen to and acknowledge the contributions of others.
   • Adjust tone and involvement to encourage equitable participation.
   • Facilitate total group participation.
   • Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
   • Paraphrase and summarize as needed.

B. Participate in small and large group discussions and presentations.

Revised January 15, 2015
Online Discussion Participation Rubric/ Attached
Total Possible Points: 20 points

XIV. Refer to blackboard.nnmc.edu

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

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.
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

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Northern New Mexico University
College of Education
EDUCATION 493
Semester: Spring 2015

Revised 2/5/15:T.T.
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: Blackboard with one face to face meeting on 2/7/15 from 900-1300.

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Tamara Trujillo</th>
<th>Communication Information: <a href="mailto:tamara@nnmc.edu">tamara@nnmc.edu</a> or by appointment. The date and time need to be agreed upon by both parties. You can call 505-747-2224 to make an appointment.</th>
<th>Office Hours: I recommend by appointment only. I am usually in my office Monday – Friday, 9 am – 4pm, however, I may be out of the office occasionally.</th>
</tr>
</thead>
</table>

V. Required Text: None.

VI. Required Materials or Readings:

Access to: internet, scanner, computer, word processing software. If you do not have access to a scanner, you can come to the college of education to use a scanner. You will need to make an appointment with the instructor or administrative assistant to use this hardware. You are welcome to use the computer laboratories located on campus i.e. library 505-747-2243 and the student success center 505-747-2164.

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.

Revised 2/5/15: T.T.
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.

If the teacher candidate suffers sickness, suffers a serious personal injury, or has a death in the family the student must contact the instructor by email as soon as possible. The student must provide evidence to the instructor as to why a class discussion or assignment was missed. It is up to the instructor to evaluate the excuse and decide if the non-participation or missed assignment is excusable or if the student must withdraw from the class. If the absence is excusable the student will have to make up work and points may be deducted from the total number of participation points or total assignment points for late submission.

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.

X. Catalog Course Description:

Explores the historical and theoretical perspectives underlying and supporting the integrated curriculum approach to teaching and learning. You will explore practical approaches to thematic instruction and integration through content areas through incorporating Common Core State Standards. Components include assessment methods, lesson plans, curriculum planning, and classroom management. You will participate in seminars and observe 10 hours of classroom instruction in the field.

Prerequisite: Passing NES- Essential Academic Skills Assessment. (2, 2T+0L)
XI. Course Objectives:

The teacher candidate will:

✔ participate in one face to face meeting and in 3 online discussions.

Teacher candidates will respond to the instructor’s discussion prompt and then respond to the instructor and at least 3 of their colleagues posts (all within the discussion thread). Discussions will take place within blackboard. A rubric will be provided as a guide for the discussion responses. Discussions will be initiated and due within the specified time allotted. Teacher candidates are required not to post their responses all on one single day but to respond through-out the time-frame in order to keep the discussion going.

✔ complete the classroom culture assignment (mid-term) as part of the 10 hours of observation.

A template regarding the classroom culture assignment will be provided to the teacher candidates within blackboard in the assignments section. The classroom culture assignment will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

✔ complete 10 hours of observation with a level II or III in-service teacher, utilizing the required time log form.

A time log will be provided to the teacher candidates within blackboard in the assignments section. The time log will need to be scanned and uploaded to blackboard in the assignments section before or on the day that it is due because the log requires signatures.

If candidates need assistance they can contact Dr. Kristy Pruitt, Field Placement Coordinator, kristy.pruitt@nnmc.edu /505-747-5462.

✔ complete a self-field dispositions checklist, as part of the 10 hours of observation.

A field experience dispositions checklist will be provided to the teacher candidates within the blackboard in the assignments section. The dispositions checklist will need to be scanned and uploaded to blackboard in the assignments section before or on the day that it is due.
✓ complete a reflection regarding the 10 hours of observation.

A reflection template will be provided to the teacher candidates within blackboard in the assignments link. A rubric will be provided. The reflection will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

✓ create a classroom management plan (final).

A classroom management example will be provided to the teacher candidates within blackboard in the assignments section. A rubric will be provided. The classroom management plan will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

University 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.
All assignments must be presented in a professional manner:

- Free of grammatical and spelling errors.
- Clearly labeled with name, date due, course number, and assignment name.
- Uploaded assignments **(electronically using rich text format)** to blackboard in the assignments section. The assignments will be date sensitive and will not be accepted after the due date (see policy on late work).
- Neatness & Professionalism- clean, professionally presented electronically.
- 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.

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.

<table>
<thead>
<tr>
<th>Assignment to Demonstrate Meeting the Competency</th>
<th>NM Teacher Competencies</th>
<th>Knowledge Principals, Skills, and Dispositions # in the Conceptual Framework. NNMU SLO’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Culture Assignment &amp; Classroom Observation (10 hrs) &amp; Classroom Management Plan</td>
<td>C:1-11, H:1-8</td>
<td>Knowledge Principals: 2,3,4,7,9 Skills:1,2 Dispositions: 1,2,3 SLO: 1,2,3,4</td>
</tr>
</tbody>
</table>

Revised 2/5/15:T.T.
XIII. Assignment Descriptions/ Assessment Criteria/ Due Date(s):

Grading will be based on class participation (discussions) and acceptable completion of class assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face Meeting 2/7/15</td>
<td>5 pts</td>
<td>2/7/15, 900-1300, TEC:TBD</td>
</tr>
<tr>
<td>Discussion #1: Classroom Culture</td>
<td>5 pts</td>
<td>Begins 2/15/15 &amp; Ends 2/22/15</td>
</tr>
<tr>
<td>Midterm: Classroom Culture Questionnaire due</td>
<td>20 pts</td>
<td>3/13/15, 9 pm</td>
</tr>
<tr>
<td>Discussion #2: Classroom Management Plan</td>
<td>5 pts</td>
<td>Begins 3/22/15 &amp; Ends 4/12/15</td>
</tr>
<tr>
<td>Discussion #3: Classroom Management Plan</td>
<td>5 pts</td>
<td>Begins 4/19/15 &amp; Ends 4/26/15</td>
</tr>
<tr>
<td>10 hours of classroom obs./Time log due</td>
<td>10 pts</td>
<td>4/30/15, 9 pm</td>
</tr>
<tr>
<td>Self - Field Dispositions Checklist</td>
<td>5 pts</td>
<td>4/30/15, 9pm,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Teacher Candidate will complete as part of observations)</td>
</tr>
<tr>
<td>Instructor - Classroom Dispositions Checklist</td>
<td>5 pts</td>
<td>5/15/15,</td>
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<tr>
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<td></td>
<td>(Instructor will complete at end of course)</td>
</tr>
<tr>
<td>Reflection regarding observations due</td>
<td>10 pts</td>
<td>5/06/15, 9 pm</td>
</tr>
<tr>
<td>Final: Classroom Management Plan due</td>
<td>30 pts</td>
<td>5/13/15, 9 pm</td>
</tr>
</tbody>
</table>

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

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

Required Courses for Competency Based Collection of Artifacts:

ALP (ELEM) 401, ED 493, ED412, ED496/L

XIV. Internet sites or databases: Provided via blackboard.

Revised 2/5/15:T.T.
XV. Late Work:

Attendance and participation is mandatory. If students suffer sickness, suffer a serious personal injury, or have a death in the family the student must contact the instructor by email as soon as possible. The student must provide evidence to the instructor as to why a class discussion or assignment was missed. It is up to the instructor to evaluate the excuse and decide if the non-participation or missed assignment is excusable or if the student must withdraw from the class. If the absence is excusable the student will have to make up work and points may be deducted from the total number of participation points or total assignment points for late submission.

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

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.
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.

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

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 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) Coordinator, Field Experience and Placement Assistant Professor of Education</td>
<td>Teacher Education Center, TEC 204 505.747.5462 <a href="mailto:kristy.pruitt@nnmc.edu">kristy.pruitt@nnmc.edu</a></td>
<td>M-F 9:00 – 5:00*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*please contact prior to visiting due to field observations</td>
</tr>
</tbody>
</table>

V. **Required Text:** None

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

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. **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” – SL0 #4.

College wide Student Learning Outcomes (SLOs):

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

Revised August 15, 2014
increased productivity and efficiency; Innovation or the application of creativity or original thought.

XI. 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.

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.

<table>
<thead>
<tr>
<th>Meeting Date:</th>
<th>Topics</th>
<th>Artifacts and Due Dates</th>
<th>NM Teacher Competency NNMC Conceptual Framework &amp; SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 22</td>
<td></td>
<td><strong>Due by Observation #1:</strong> School Orientation Checklist Student Teaching Schedule Weekly Reflection Log Sheet check</td>
<td>BA – B7; G1-8; K</td>
</tr>
<tr>
<td>*Placement begins 1/26</td>
<td></td>
<td><strong>Due by meeting #2:</strong> Philosophy of Education Goal Setting #1 &amp; #2 Case Study Assignment Classroom Management Plan (interview)</td>
<td>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 SLOs 1-4</td>
</tr>
<tr>
<td></td>
<td>Syllabus Review artifacts Course Resources Icebreakers</td>
<td>Balanced Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop Model Thinking Maps Assessments – Dr. Robert Marzano</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due by Observation #1: School Orientation Checklist Student Teaching Schedule Weekly Reflection Log Sheet check</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Date</td>
<td>Notes</td>
<td>Artifacts Due</td>
<td>Due by Observation #1:</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>February 12</strong></td>
<td></td>
<td>* Artifacts due: Philosophy of Education, Goal Setting #1 &amp; #2, Case Study CMP (interview)</td>
<td>Content Area Literacy – Discourse Decoding (Keene)</td>
</tr>
<tr>
<td><strong>March 12</strong></td>
<td></td>
<td>* Artifacts due: Goal Setting #4 &amp; #5 Case Study CMP (interview)</td>
<td>SMART Goals Five Forms of Teacher Power “Pause, Prompt, Praise” Lesson Plan - #1 (Mid-term)</td>
</tr>
<tr>
<td><strong>April 9</strong></td>
<td></td>
<td>* Artifacts due: Goal setting #6 Case Study CMP (interview)</td>
<td>Rigor and Relevance Framework (Dr. Bill Daggett) School Climate</td>
</tr>
</tbody>
</table>
Time Logs Due

Observation #2—To Be Scheduled

| May 7       | 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
|            |                                           | SLOs 1-4

XIII. Assignment Descriptions/Assessment Criteria:

<table>
<thead>
<tr>
<th>Portfolio Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Education</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>15</td>
</tr>
<tr>
<td>Video Review (2 @5pts each)</td>
<td>10</td>
</tr>
<tr>
<td>Midterm</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Plans (2 @ 7.5 pts each)</td>
<td>15</td>
</tr>
<tr>
<td>Attendance (5 mtgs @ 8 pts)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist</td>
<td>4</td>
</tr>
<tr>
<td>Student Teaching Schedule</td>
<td>4</td>
</tr>
<tr>
<td>Reflection Papers (6 @4 pts each)</td>
<td>24</td>
</tr>
<tr>
<td>Observations</td>
<td>10</td>
</tr>
<tr>
<td><strong>Final- Presentation</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>
XIV. Internet sites or databases:
   Public Education Department: http://ped.state.nm.us/ped/index.html

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

XVI. Students with Disabilities:
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learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that
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   Grading:
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<table>
<thead>
<tr>
<th>Attendance (5 mtgs @ 8 pts)</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time log</td>
<td>10</td>
</tr>
<tr>
<td>Total points</td>
<td>100</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

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.

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**KNOWLEDGE PRINCIPLE**

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.

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

**KNOWLEDGE PRINCIPLE**

**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
**NNMC EDUCATION 305L Integrating Technology in the K-8 Classroom**

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:
- Online through Blackboard
- Orientation Meeting: Jan. 27th, 4-6pm, Room 208 in the Education Building
- Additional Face to Face Class Meetings: TBD

### IV. Instructor Information

<table>
<thead>
<tr>
<th>Instructor: Felicia Maestas</th>
<th>Communication Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cell: 310-963-5822</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:felicia.maestas@nnmc.edu">felicia.maestas@nnmc.edu</a></td>
</tr>
<tr>
<td></td>
<td>Office Hours: By Appointment</td>
</tr>
</tbody>
</table>

### V. Required Text: Delivered through Blackboard Course Modules

### VI. Required Materials or Readings: Delivered through Blackboard Course Modules

### 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:**
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:
   - Assessment of Professional Knowledge: Elementary
   - Elementary Education (Subtests I and II)
   - 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 an overview of technology as a way of enhancing instruction. You will use the Microsoft Office Suite and a variety of educational websites to become efficient in the classroom. You will create a portfolio that will include, but not be limited to, an e-lesson, presentation, newsletter, webpage, and grade book.

XI. Course Objectives:
Students will be familiar with NETS standards, NMPED Teacher Competencies, and 21st Century Education. Students will use a variety of technology tools and resources to develop skills that support student learning and engagement through integrated technology. Upon completion of the course, students will submit an e-portfolio that will include all submitted coursework and demonstrate understanding of course content and competency.

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).

**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.

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   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

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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:
Education classes are competency-based, meaning that students must meet New Mexico State Competencies.
Assessment of Student Competencies will be measured by:

- **Attendance and Participation**: On-line course attendance is measured by Threaded Discussion participation. It is expected that students have completed the assigned reading and/or viewed the assigned video related to the weekly discussion topic.

- **Assessment Rubrics for Assignments**: There will be a competency-based rubric for all assignments. The rubric will have a section for self-assessment. Students will be required to turn in the self-assessment, in addition to the assignment due. Work is due on the date indicated on the syllabus.

XIV. Internet sites or databases: Delivered through Blackboard Course Modules

XV. Late Work:
Your work is due on the date indicated on the syllabus. In case of an emergency or if students suffer sickness, suffer a serious personal injury, or have a death in the family, the student must contact the instructor by email and phone as soon as possible.

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

<table>
<thead>
<tr>
<th>Course Grading Criteria</th>
<th>Point Value</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCUSSION BOARD PARTICIPATION:</td>
<td>10 @ 2 pts. each</td>
<td>Total: 20</td>
</tr>
<tr>
<td>• Introductions</td>
<td></td>
<td>98-100 A+</td>
</tr>
<tr>
<td>• Shared Ideas, Shared Web</td>
<td></td>
<td>93-97 A</td>
</tr>
<tr>
<td>Resources, and Discussion Feedback</td>
<td></td>
<td>90-92 A-</td>
</tr>
<tr>
<td>• Reflections on Assigned</td>
<td></td>
<td>87-89 B+</td>
</tr>
<tr>
<td>Readings and Videos</td>
<td></td>
<td>83-86 B</td>
</tr>
<tr>
<td>ASSIGNMENTS:</td>
<td></td>
<td>80-82 B-</td>
</tr>
<tr>
<td>• Media Literacy</td>
<td></td>
<td>77-79 C+</td>
</tr>
<tr>
<td>• Classroom Environment</td>
<td></td>
<td>73-76 C</td>
</tr>
<tr>
<td>• Communication</td>
<td></td>
<td>70-72 C-</td>
</tr>
<tr>
<td>• Lesson Planning</td>
<td></td>
<td>67-69 D+</td>
</tr>
<tr>
<td>• Lesson Presentation</td>
<td></td>
<td>63-66 D</td>
</tr>
<tr>
<td>• Assessment</td>
<td></td>
<td>60-62 D-</td>
</tr>
<tr>
<td>MID TERM ASSIGNMENT:</td>
<td></td>
<td>Below 60 F</td>
</tr>
<tr>
<td>• E-Portfolio</td>
<td>1 @ 10 pts.</td>
<td>Total: 10</td>
</tr>
<tr>
<td>FINAL ASSIGNMENT:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• E-Portfolio</td>
<td>1 @ 10 pts.</td>
<td>Total: 10</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td></td>
<td>100</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 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.
<table>
<thead>
<tr>
<th>ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>NETS-T © 2008 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education</td>
</tr>
</tbody>
</table>

1. **FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY**

   Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

   Teachers:
   - A. Promote, support, and model creative and innovative thinking and inventiveness
   - B. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
   - C. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes
   - D. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. **DESIGN AND DEVELOP DIGITAL AGE LEARNING EXPERIENCES AND ASSESSMENTS**

   Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.

   Teachers:
   - A. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
   - B. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
   - C. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources
   - D. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. **MODEL DIGITAL AGE WORK AND LEARNING**

   Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

   Teachers:
   - A. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
   - B. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
   - C. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
   - D. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. **PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY**

   Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

   Teachers:
   - A. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
   - B. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
   - C. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
   - D. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. **ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP**

   Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

   Teachers:
   - A. Participate in local and global learning communities to explore creative applications of technology to improve student learning
   - B. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
   - C. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
   - D. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community
# New Mexico Public Education Department Teacher Competencies and Indicators

## NMPED Competency: INSTRUCTIONAL PLANNING AND IMPLEMENTATION

### STRAND A INSTRUCTION

<table>
<thead>
<tr>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.</td>
</tr>
<tr>
<td>A. Utilizes and enhances approved curriculum.</td>
</tr>
<tr>
<td>B. Gives clear explanations relating to lesson content and procedures.</td>
</tr>
<tr>
<td>C. Communicates accurately in the content area.</td>
</tr>
<tr>
<td>D. Shows interrelatedness of one content area to another.</td>
</tr>
</tbody>
</table>

### STRAND A INSTRUCTION

<table>
<thead>
<tr>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.</td>
</tr>
<tr>
<td>A. Provides opportunities for students to work independently, in small groups, and in large groups.</td>
</tr>
<tr>
<td>B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice.</td>
</tr>
<tr>
<td>C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.</td>
</tr>
<tr>
<td>D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.</td>
</tr>
<tr>
<td>E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.</td>
</tr>
</tbody>
</table>

## NMPED Competency: TECHNOLOGY; INSTRUCTIONAL PLANNING AND IMPLEMENTATION

### STRAND A INSTRUCTION

<table>
<thead>
<tr>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.</td>
</tr>
<tr>
<td>A. Provides opportunities for students to work independently, in small groups, and in large groups.</td>
</tr>
<tr>
<td>B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice.</td>
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</tr>
<tr>
<td>E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.</td>
</tr>
</tbody>
</table>

## NMPED Competency: ASSESSMENT

### STRAND A INSTRUCTION

<table>
<thead>
<tr>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The teacher effectively utilizes student assessment techniques and procedures.</td>
</tr>
<tr>
<td>A. Uses a variety of assessment tools and strategies.</td>
</tr>
<tr>
<td>B. Uses information gained from ongoing assessment for remediation and instructional planning.</td>
</tr>
<tr>
<td>C. Maintains documentation of student progress.</td>
</tr>
<tr>
<td>D. Communicates student progress to students and families in a timely manner.</td>
</tr>
</tbody>
</table>

## NMPED Competency: COMMUNICATION

### STRAND B STUDENT LEARNING

<table>
<thead>
<tr>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.</td>
</tr>
<tr>
<td>A. Explains and/or demonstrates the relevance of topics and activities.</td>
</tr>
<tr>
<td>B. Communicates to students the instructional intent, directions, or plan.</td>
</tr>
<tr>
<td>C. Establishes and states expectations for student performance.</td>
</tr>
<tr>
<td>D. Clarifies actions, directions, and explanations when students do not understand.</td>
</tr>
<tr>
<td>E. Actively solicits communication from students about their learning.</td>
</tr>
<tr>
<td>F. Communicates regularly with students about their progress.</td>
</tr>
</tbody>
</table>

## NMPED Competency: DEVELOPMENT OF STUDENT

### STRAND B STUDENT LEARNING

<table>
<thead>
<tr>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.</td>
</tr>
<tr>
<td>A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem solving, divergent thinking, inquiry, and decision-making.</td>
</tr>
<tr>
<td>B. Uses teaching techniques that address student learning levels, rates, and styles.</td>
</tr>
<tr>
<td>C. Uses materials and media that address student learning levels, rates, and styles.</td>
</tr>
<tr>
<td>D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles.</td>
</tr>
</tbody>
</table>
### NMPED Competency: CLASSROOM MANAGEMENT

**STRAND B STUDENT LEARNING**

<table>
<thead>
<tr>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.</td>
</tr>
<tr>
<td>A. Serves as a model for constructive behavior patterns.</td>
</tr>
<tr>
<td>B. Executes routine tasks effectively and efficiently.</td>
</tr>
<tr>
<td>C. Establishes and states expectations for student behavior.</td>
</tr>
<tr>
<td>D. Handles transitions effectively.</td>
</tr>
<tr>
<td>E. Has materials and media ready for student use.</td>
</tr>
<tr>
<td>F. Minimizes distractions and interruptions.</td>
</tr>
<tr>
<td>G. Manages student behavior effectively and appropriately.</td>
</tr>
<tr>
<td>H. Identifies hazards, assesses risks, and takes appropriate action.</td>
</tr>
</tbody>
</table>

### NMPED Competency: DIVERSITY; INCLUSION

**STRAND B STUDENT LEARNING**

<table>
<thead>
<tr>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.</td>
</tr>
<tr>
<td>A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).</td>
</tr>
<tr>
<td>B. Acknowledges student performance and achievement.</td>
</tr>
<tr>
<td>C. Acknowledges that every student can learn.</td>
</tr>
<tr>
<td>D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.</td>
</tr>
<tr>
<td>E. Provides students with opportunities for active involvement and creativity.</td>
</tr>
<tr>
<td>F. Provides opportunities for students to be responsible for their behavior and learning.</td>
</tr>
<tr>
<td>G. Promotes positive student/teacher relationships.</td>
</tr>
<tr>
<td>H. Encourages high student expectations.</td>
</tr>
<tr>
<td>I. Demonstrates an awareness and respect for each student’s background, experience, learning ability, language, and culture.</td>
</tr>
</tbody>
</table>

### NMPED Competency: PROFESSIONALISM

**STRAND C PROFESSIONAL LEARNING**

<table>
<thead>
<tr>
<th>INDICATORS (Level 1)</th>
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</thead>
<tbody>
<tr>
<td>8. The teacher demonstrates a willingness to examine and implement change, as appropriate.</td>
</tr>
<tr>
<td>A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.</td>
</tr>
<tr>
<td>B. Implements a variety of strategies to enhance learning.</td>
</tr>
<tr>
<td>C. Recognizes that change entails risk and modifications may be needed.</td>
</tr>
</tbody>
</table>

### NMPED Competency: FAMILY AND COMMUNITY

**STRAND C PROFESSIONAL LEARNING**

<table>
<thead>
<tr>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. The teacher works productively with colleagues, parents and community members.</td>
</tr>
<tr>
<td>A. Collaborates with colleagues.</td>
</tr>
<tr>
<td>B. Communicates with parents on a regular basis.</td>
</tr>
<tr>
<td>C. Uses conflict resolution strategies when necessary.</td>
</tr>
<tr>
<td>D. Involves parents and community in the learning environment.</td>
</tr>
<tr>
<td>E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.</td>
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<tr>
<td>Week Dates</td>
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<tr>
<td>------------</td>
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<tr>
<td>01/20 – 01/25</td>
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<td>02/02 – 02/08</td>
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<tr>
<td>Module</td>
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</tbody>
</table>
- Reflection on Videos  
- Reflection on Reading  
- Respond to 2 classmates’ reflections  
(See Blackboard Module 4)  
**ASSIGNMENT 1:** **DUE: 02/15**  
- Create: PowerPoint or Google Slide Presentation  
(See Blackboard Module 4) |  |  | 6, 7 | 1 | 3 |
| 5      | Classroom Environment | ISTE NETS 2. B, NMPED 7. G,H | **DUE: 02/19**  
- Reflection on Videos  
- Reflection on Reading  
- Find and Share: 3 Images  
(See Blackboard Module 5)  
**ASSIGNMENT 2:** **DUE: 02/22**  
- Create: Classroom Poster  
- Create: Wordle  
(See Blackboard Module 5) |  |  | 7 | 1 | 1, 3 |
- Parents / Community  
- Students | **DUE: 02/26**  
- Reflection on Videos  
- Reflection on Reading  
(See Blackboard Module 6)  
**ASSIGNMENT 3:** **DUE: 03/01**  
- Create: Newsletter/Parent Handout  
(See Blackboard Module 6) |  |  | 9 | 1 | 1, 2, 3 |
- Using the Template  
- Effective Resources  
- CCSS / 21st Century Skills  
- Integrating Technology  
- Learner Created Content-Introduction | **DUE: 03/05**  
- Reflection on Reading  
- Reflection on Videos  
(See Blackboard Module 7)  
**ASSIGNMENT 4:** **DUE: 03/08**  
- Create: Lesson Plan using NNMC Template that integrates 21st Century Learning Skills  
(See Blackboard Module 7) |  |  | 1, 2, 6 | 1, 2 | 1, 2 | 4 |
<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Description</th>
<th>ISTE NETS</th>
<th>MID TERM ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 8</td>
<td>03/09 - 03/15</td>
<td>Introduction to Google Resources and Google Apps for Education</td>
<td>3, A, D</td>
<td>For our mid-term, we will focus on creating an e-Portfolio that will include and</td>
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<td></td>
<td>showcase the work that has been done to date in this course. Tutorial video,</td>
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<td>resources, and readings will be posted. You will be responsible for reading,</td>
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<td>reviewing, and understanding the material, but we will not have a required discussion</td>
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<td>board. (See Blackboard Module 8)</td>
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<tr>
<td>Module 9</td>
<td>03/16 – 03/20</td>
<td>Lesson Design and Presentation</td>
<td>2, A</td>
<td>DISCUSSION BOARD TOPICS</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Reflection on Videos</td>
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<td></td>
<td></td>
<td>- Reflection on Reading</td>
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<td>(See Blackboard Module 9)</td>
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<td>1, B, D</td>
<td>ASSIGNMENT 5: DUE: 03/29</td>
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<td></td>
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<td></td>
<td>2, D</td>
<td>- Create: Presentation of Lesson from Module 7 integrating Multimedia. (See Blackboard Module 9)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3, A</td>
<td></td>
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<td></td>
<td></td>
<td>6, E</td>
<td></td>
</tr>
<tr>
<td>Module 10</td>
<td>03/30 - 04/05</td>
<td>Assessment</td>
<td>1, C</td>
<td>DISCUSSION BOARD TOPICS</td>
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<td></td>
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<td></td>
<td>2, D</td>
<td>- Reflection on Videos</td>
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<td>5, A, C</td>
<td>- Reflection on Reading</td>
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<td>- Reflection on Course</td>
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<td></td>
<td>- Completion of Self-Assessment</td>
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<td>- Respond to 2 Classmates (See Blackboard Module 10)</td>
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<td>ASSIGNMENT 6: DUE: 04/05</td>
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<td></td>
<td></td>
<td>- Create: Rubric for Lesson from Module 7 (See Blackboard Module 10)</td>
</tr>
<tr>
<td>Module 11</td>
<td>04/06 - 04/10</td>
<td>Putting it all Together: Final Assignment e-Portfolio</td>
<td>3, A, D</td>
<td>FINAL ASSIGNMENT: DUE: TBD</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>2, C, D</td>
<td>For the final week of class, you will focus on developing and refining your e-</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>8, B</td>
<td>Portfolio. Include all work that was done during the class and links to resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>that you found valuable. (See Bb Module 11)</td>
</tr>
</tbody>
</table>
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.

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


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.


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: Spring

III. Course Time and Place: By Appointment and Online via NNMC Email

IV. Instructor Information: Esquibel 505-747-2242

| Instructor: Christina Esquibel | Communication Information: Christina@nnmc.edu | Office Hours: M: 4:30-7:00 W: 2:00-4:30 |


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 following table illustrates the pattern for the class.

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<td>Begin Chapter</td>
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<td>Email Instructor if</td>
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<td>Readings</td>
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<td>Chapter Assignment</td>
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<td>via NNMC Email</td>
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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 100% 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.

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 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.

XVIII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
EDBE 482 Spanish Language and Folklore for the Bilingual Teacher

Northern New Mexico College
College of Education
EDUCATION 406
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 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: TEC 106 Tuesdays/los martes, 4:30-6:35pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Robbins, Ph.D.</td>
<td><a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a></td>
<td>Wed 2:00-6:00pm</td>
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<td></td>
<td>Office: TEC 211 Phone: 505-747-5466</td>
<td>And by appointment</td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings:


Revised January 15, 2015
• Weigle, Marta and White, Peter (2003). The Lore of New Mexico. University of New Mexico Press: Albuquerque (select pages)

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you need assistance with NNMC e-mail 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.

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/Spring Semester or the end of October/Fall Semester.

Revised January 15, 2015
X. Catalog Course Description:
Este curso va a cubrir aspectos del español tradicional de Nuevo Méjico y del folclor de Nuevo Méjico: la estructura lingüística, la variación regional y social, el bilingüismo, el mantenimiento y cambio, influjo del inglés e influjo del español mexicano moderno, etcétera. Este curso también va a cubrir las costumbres tradicionales de la gente de Nuevo Méjico.

XI. Objetivos del curso:
1. Tener un conocimiento del español tradicional de Nuevo México.
2. Estar informado en cuanto a las influencias en el español de Nuevo Méjico.
3. Comprender el desarrollo histórico del desarrollo del folclor hispano en el Suroeste y en Nuevo México.
4. Comprender factores sociolingüísticos que apoyan el mantenimiento y la revitalización del idioma.
5. Investigar y utilizar una variedad de materiales de recurso para desarrollar materiales instructivos bilingües que sean significantes y relevantes.
6. Reconocer y observar contextos particulares para el aprendizaje del español en las comunidades y en eventos.
7. Utilizar géneros verbales folclóricos para desarrollar entendimiento y creatividad.
8. Crear escenarios y contextos para que los estudiantes usen el folclor y el idioma de herencia.
9. Trabajar con estudiantes, padres y la comunidad para desarrollar actividades de investigación folclórica y eventos comunitarios en las escuelas.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the NM 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).
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</th>
<th>NM Teacher Competency</th>
<th>Assignment Due</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semana 1</td>
<td>Field Placement Overview</td>
<td>A 1 a,b,c,d,e,f,g</td>
<td>DUE 1/20/15:</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2 SLO 1,2</td>
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<tr>
<td>Week 1</td>
<td>Introductions</td>
<td>B 1,2,3,4,5 C 1,2,3,4</td>
<td>Journal Reflection #1</td>
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<td>B 6,7,8 E 1,2,3,5,7,8</td>
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<td></td>
<td>ONLINE</td>
<td>Introductions</td>
<td>DUE 1/25/15:</td>
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<td>Discussion Board Assignment</td>
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<tr>
<td>Semana 2</td>
<td>Anecdotes/Anécdota Riddles</td>
<td>A 1 a,b,c,d,e,f,g</td>
<td>DUE 1/27/15:</td>
<td>Knowledge 1,3,4,6,7,8,9 Dispositions 1,2,3 Skills</td>
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<tr>
<td>Week 2</td>
<td>Adivinanzas Proverbs/Refranes</td>
<td>B 1,2,3,4,5 C 1,2,3,4</td>
<td>Read Intro &amp; Ch 1 in Garcia Read Ch 10 in Espinosa</td>
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<td></td>
<td>Sayings/Dichos</td>
<td>D 3,4,5</td>
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Revised January 15, 2015
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<th>Week</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Resources</th>
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<tr>
<td>3</td>
<td>Online</td>
<td>2/1/15</td>
<td>Read Ch 11 &amp; Ch 12 in Espinosa</td>
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<td><strong>DUE 2/1/15</strong> Discussion Board Assignment</td>
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<td>Week 3</td>
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<td>Folktales Ch 3 in Garcia Pueblo-Indian Folktales NM Spanish: Myths &amp; Realities/El español de NM: mitos y realidades Aurelio M. Espinosa Watch: <em>Mapa del Corazon</em> <a href="https://www.youtube.com/watch?v=hw2v15-01CM">https://www.youtube.com/watch?v=hw2v15-01CM</a> <a href="https://www.youtube.com/watch?v=4LjD4esLER0">https://www.youtube.com/watch?v=4LjD4esLER0</a></td>
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<td><strong>DUE 2/3/15</strong> Read Ch 3 &amp; Ch 4 in Espinosa Journal Reflection #3 Knowledge 2,3,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2 SLO 1,2,3</td>
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<td>4</td>
<td>Online</td>
<td>2/8/15</td>
<td>Fieldwork: Visit the rotunda at NNMU</td>
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<td><strong>DUE 2/8/15</strong> Discussion Board Assignment</td>
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<td>Week 4</td>
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<td>Watch: Surviving Columbus Religious Folklore Ch 16 of Bills &amp; Vigil</td>
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<td><strong>DUE 2/10/15</strong> Read Ch 7 in Espinosa Read Ch 9 in Garcia Journal Reflection #4 Knowledge 1,2,3,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2 SLO 1,2,3</td>
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<tr>
<td>5</td>
<td>Online</td>
<td>2/15/15</td>
<td>Read Teacher’s Guide to Religion in the Classroom</td>
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<td><strong>DUE 2/15/15</strong> Discussion Board Assignment</td>
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<td>Knowledge</td>
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<td>Semana 5</td>
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<td>Music A 1</td>
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<td><strong>DUE 2/17/15</strong> Knowledge</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Assignments</td>
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<td>5</td>
<td>Ballads Dance</td>
<td>a,b,c,d,e,f,g B 1,2,3,4,5 C 1,2,3,4 B 6,7,8 E 1,2,3,5,7,8 Read Ch 6 in Espinosa Read Ch 8 &amp; Ch 4 in Garcia Journal Reflection #5 1,2,3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 1,2 SLO 1,2,3,4</td>
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<tr>
<td>ONLINE</td>
<td>Watch <em>Burning Wagon Productions</em></td>
<td>DUE 2/22/15 Discussion Board Assignment</td>
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<td>6</td>
<td>Oral Presentations</td>
<td>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 DUE 2/24/15 Children’s Book Midterm Oral Journal Reflection #6 Knowledge 1,2,3,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2 SLO 1,2,3,4</td>
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<tr>
<td>ONLINE</td>
<td>Fieldwork: Visit a public Library, find and read 3 Children’s folktales to Children</td>
<td>DUE 3/1/15 Discussion Board Assignment</td>
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<td>7</td>
<td>Cinema Drama Theatre <em>Bless Me Ultima</em></td>
<td>A 2 B 9 C 5 D 1,2,3,4,5, D 6,7,8,9 E 1,2, 3, 4,5,6, F 4 DUE 3/3/15 Journal Reflection #7 Book/Film Review Knowledge 1,2,3,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2 SLO 1,2,3,4</td>
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<tr>
<td>ONLINE</td>
<td>Fieldwork: Watch <em>La leyenda de la llorona</em> or another approved folklore film Optional: <strong>Visit The Museum of International Folk Art in Santa Fe <a href="http://www.internationalfolkart.org/">http://www.internationalfolkart.org/</a></strong></td>
<td>DUE 3/8/15 Discussion Board Assignment</td>
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<td>8</td>
<td>Festivals/ Las Ferias</td>
<td>A 1 a,b,c,d,e,f,g B 1,2,3,4,5 DUE 3/10/15 Read Ch 5 in Espinosa Knowledge 1,2,3,4,6,7,8,9 Dispositions</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>4/7/15</td>
<td>Bilingual Lecture Series #1</td>
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<td>4/14/15</td>
<td>Bilingual Lecture Series #2</td>
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<td>4/21/15</td>
<td>Bilingual Lecture Series #3</td>
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<tr>
<td>4/28/15</td>
<td>Bilingual Lecture Series #4</td>
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<tr>
<td>5/5/15</td>
<td>Cinco de Mayo!</td>
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<td></td>
<td><strong>All FINAL PROJECTS &amp; ASSIGNMENTS DUE!!!!</strong></td>
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</table>

XIII. Assignment Descriptions/Assessment Criteria:

**Presencia/Attendance (20%):**
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 and facilitate discussions and present a final project.

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. Una falta de asistencia durante las clases de tiempo completo requerirá trabajo de recuperación comparable al perdido y está sujeto al criterio o juicio del profesor.

Students are required to sign in to document attendance in each class.
Attendance will account for a total of 10% of the overall grade.
Any absence beyond one
Students are required to come prepared and participate in class discussions/activities.
Participation will account for a total of 10% of the overall grade.

**Panel de Discusión/Disscussion Board Assignments (24%):**

**Week One (3%):** During the introductory week, students will begin by telling the instructors, and one another, about their jobs/studies, their interests and what they hope to learn from this course. Students will be asked to share what folklore means to them and how it is alive in their lives. Students will quote their favorite Spanish saying, proverb, riddle or anecdote and explain their appreciation for what they chose to share.

**Extra Credit:**

1. You may include an image of something that represents Spanish Folklore to you and earn 1% extra credit for your overall grade.
2. You may include an image of something that represents New Mexican Folklore to you and earn 1% extra credit for your overall grade.

**The following weeks will have major subject areas, yet weekly activities will be modified to reflect student needs and interests and maximize the experience of students while introducing and challenging them with new material.**

**Week Two (3%):** Consider the types and classes of Spanish folktales preserved in New Mexican Spanish Folktales (i.e., as described at the bottom of pg. 177 in Espinosa: riddle tales, moral tales, religious tales, human tales of adventure, romantic tales, demon and ogre tales, etc.) and explain how you would categorize each of the 5 tales from Ch 12 of Espinosa (e.g., The Three Manofashicos (Dunces); The Three Counsels; The Three Brothers; The Enchanted Prince; The Twelve Truths of the World).

**Week Three (3%):** If you were to add a fifth panel to the NNMU rotunda exhibit, what would it be and why?

**Week Four (3%):** Consider your readings from Ch 7 in Espinosa and Ch 9 in Garcia. Discuss where you see these themes alive in Northern New Mexico daily life today?

**Week Five (3%):** Choose a ballad or song from your readings in Garcia (Ch 4 or Ch 8) or Espinosa (Ch 6) and discuss at least three parallels that you see between this piece and the dances/animation pieces you viewed in *Burning Wagon Productions?*

**Week Six (3%):** Recommend three great bilingual children’s folktale books and explain why you feel they are worth recommending.

**Week Seven (3%):** Choose a character from *Bless Me Ultima* or another folktale film you watched. Make a list of objects and images associated with this character. Using the posted poem *Abuelito Who* as a model, write a poem about this character that conveys their most essential traits. Your poem should be 23 lines long and follow the format of *Abuelito Who* by keeping all of the *who* and *is* words in place.

Revised January 15, 2015
Week Eight (3%): Describe a New Mexican custom, superstition or belief that you have experienced or learned about. Briefly explain the history and significance of this custom, superstition or belief and give an example of a similar custom, superstition or belief found in Spain.

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

***RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
</tr>
<tr>
<td>Completeness</td>
<td>The material posted lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
<td>The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well presented.</td>
</tr>
<tr>
<td>Evidence of Collaboration</td>
<td>Content of the posting provides no evidence of collaboration with peers. No</td>
<td>Content of the posting provides limited evidence of collaboration with peers. Less than 1</td>
<td>Content of the posting provides good evidence of collaboration with peers; 2 supporting</td>
<td>Content of the posting provides good evidence of collaboration with peers; 3 supporting</td>
</tr>
</tbody>
</table>
Libros Infantiles Midterm/ Children’s Book Midterm (10%)  
Los estudiantes van a leer un libro infantil elegido, crear un plan de lección usando ese libro y facilitar un discurso sobre el libro y la lección.  
*La calificación será a base de terminación y sobre 10: 5 por la lección escrito y 5 por la el cuento oral y la facilitación de un discurso.

Students will read a selected children’s book, create a lesson plan using that book, and facilitate a discussion about the book and the lesson.  
*Grading will be based on completion and out of 10 total points: 5 for the written lesson plan and 5 for the oral reading and discussion facilitation.

Observaciones de la clase bilingüe/Bilingual Classroom Observations (6%)  
Los estudiantes van a observar 3 horas de clases bilingües.  
*Cada hora de observación documentada cuenta por 3.33% de la nota final.  
Students will observe 3 hours of bilingual classes.  
*Each hour of logged observation time accounts for 3.33% of the overall grade.

Written Assignment #1: Resumen del libro/Book Report or Film Review/Resumen de una película or Resumen del museo/Museum Review (10%)  
Los estudiantes van a escoger un libro/una película folclórico/un museo folclórico (aprobado por la profesora), leerlo/verlo/visitarlo y escribir un resumen, conectándolo a los temas de clase.  
*Este reporte debe ser 2-3 páginas y será calificada con base a la rúbrica debajo.  
Students will select a folklore book/film/museum (approved by the professor), read it/view it/visit it and write a review, connecting it to class themes.  
*This report must be 2-3 pages and will be graded according to the rubric below.

Written Assignment #2: Composición de síntesis/Synthesis paper (10 %)  
Los estudiantes van a escribir una composición de 4-5 páginas explicando cómo su práctica y filosofía crecieron y lo que aprendieron en este curso y cómo piensan aplicarlo a la educación bilingüe en el futuro.  
*Este reporte debe ser 4-5 páginas y será calificada con base a la rúbrica debajo.  
Students will write a 4-5 page paper explaining how your knowledge, practice and philosophy grew, citing what they learned in this course and explaining how they plan to apply this to a career in bilingual education.  
*This paper must be 4-5 pages and will be graded according to the rubric below.
WRITTEN ASSIGNMENT #1 & #2 WILL BE GRADED ACCORDING TO THE RUBRIC BELOW:

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior coverage of subject, topic and/or thesis</td>
<td>Solid coverage</td>
<td>Adequate coverage or subject, topic and/or thesis</td>
<td>Little coverage or subject, topic and/or thesis</td>
<td>Does not cover subject/topic</td>
<td></td>
</tr>
<tr>
<td>Meets or exceeds the required length.</td>
<td>Meets required length</td>
<td>Appropriate length to cover topic and/or thesis</td>
<td>Less than the required length to cover topic and/or thesis</td>
<td>Not adequate in length</td>
<td></td>
</tr>
<tr>
<td>Assertions exceptionally well supported and/or illustrated</td>
<td>Assertions well supported</td>
<td>Assertions generally supported and/or illustrated</td>
<td>Assertions minimally supported and/or illustrated</td>
<td>Assertions inadequately supported and/or illustrated</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughts exceptionally well organized and presented.</td>
<td>Thoughts mostly organized and presented</td>
<td>Thoughts generally well organized and presented</td>
<td>Thoughts minimally organized and presented</td>
<td>Thoughts not clearly organized</td>
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<table>
<thead>
<tr>
<th>Creativity &amp; Style</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
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<tbody>
<tr>
<td>There is much evidence of imagination</td>
<td>There is some evidence of imagination</td>
<td>There is some evidence of imagination</td>
<td>There is minimal evidence of imagination</td>
<td>Details are a listing of facts with no concern for creativity or imagination</td>
<td></td>
</tr>
<tr>
<td>Ideas are unique and enhance arguments</td>
<td>Many ideas are unique and well thought out</td>
<td>Some ideas are unique</td>
<td>Ideas are cliché or over simplistic</td>
<td></td>
<td></td>
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<tr>
<td>Creativity flows with multiple facts</td>
<td>Creativity flows with some facts</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Mechanics</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
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<tr>
<td>Minimal errors to</td>
<td>Few errors to</td>
<td>Consistent errors to</td>
<td>Excessive errors to</td>
<td>Serious and persistent errors to</td>
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<tr>
<td>Sentence structure</td>
<td>Sentence structure</td>
<td>Sentence structure</td>
<td>Sentence structure</td>
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<tr>
<td>Spelling</td>
<td>Spelling</td>
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<tr>
<td>Punctuation</td>
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<tr>
<td>Capitalization</td>
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<td>Word Usage</td>
<td>Word Usage</td>
<td>Word Usage</td>
<td>Word Usage</td>
<td>Word Usage</td>
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</tbody>
</table>

Revised January 15, 2015
Final Project: El proyecto final /Final project (20%)
Students will contribute toward a class performance project and share not only in the
creation of a class festival, reflecting one or more class themes, but also in the creation of a grading rubric for the performance project. Students will each individually assess the final project, according to the rubric developed.

Daily Attendance & Participation 20 % DUE: Weekly
Discussion Board Assignments 24 % DUE: Weekly
Children’s Book Midterm/Oral 10 % DUE: 2/24/2015
Book Report/Film Review 10 % DUE: 3/3/2015
Classroom Observations 6 % DUE: 3/10/2015
Final Project 20 % DUE: 3/10/2015
Synthesis paper 10 % DUE: 3/15/2015

** EXTRA CREDIT can be earned by attending lecture series presentations. Students that sign in attendance at an April lecture series at NNMC will earn 1% toward their overall grade/event. A total of 4 lectures will be presented and a total of 4% extra credit can be earned.

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.

XIV. Internet sites or databases

Revised January 15, 2015
XV. Late Work:
All discussion board assignments and class readings must be completed by the due date on the syllabus. All other projects and assignments must be submitted by 5/5/2015.

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

XIX. Grading Scale:

A=90-100%
B=80-89%
C=70-79%

Revised January 15, 2015
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 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 engagement.

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: Mondays, 16.00-18.35 and BLACKBOARD

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR. SARAH O BRIEN</td>
<td>505 747 2251 <a href="mailto:sarah.obrien@nnmc.edu">sarah.obrien@nnmc.edu</a></td>
<td>Monday, 2-4 p.m. (Please make a/p)</td>
</tr>
</tbody>
</table>

REQUIRED TEXTS:


  *Available for check out from AVANCE office, Teacher Ed. Center. Books must be returned on the last day of class.


- Proctor, P. (2014) *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*, OELA and WhatWorks Review


- World Class Instructional Design and Assessment (WIDA) English Proficiency Standards and Resource Guide

Revised January 15, 2015
V. 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.

VI. Attendance:
Attendance is required for all class AND ONLINE 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.

VII. 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.

Revised January 15, 2015
VIII. Catalog Course Description:

*This course explores theories of both first and second language acquisition. It will also examine the relationship between language use and language development in the home, school, and community. An emphasis will be placed on developing an understanding of language acquisition and bilingualism in a classroom environment.*
7. Course Outcomes:
   1. Expand understanding of the culturally and linguistically diverse (CDL) student, family and community.
   2. Expand understanding of the relationship between first and second language development.
   3. Develop an understanding of the relationship between academic language development and the process by which students acquire language as mediated in the home environment, the community at large, and the school environment.
   4. Develop an understanding of English language development assessment for the state of New Mexico and score interpretation and placement.
   5. Develop an understanding of appropriate strategies, curriculum and assessment to promote English language development.

8. 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.

**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.

Revised January 15, 2015
(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.

**Bilingual competencies as listed below**

C. English language development

(1) The teacher recognizes and accepts the standard and dialectal language variety as valid systems of communication, each with its own legitimate functions.
(2) The teacher demonstrates knowledge of the basic nature of language, language acquisition, language variation, language change, and the relations of language to society and culture.
(3) The teacher demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.
(4) The teacher identifies structural and semantic differences between the student’s first and second language, recognizing areas of potential influences of the first language and utilizes this information for instructional purposes.
(5) The teacher uses methods for teaching English as a second language for the English language development of students in all content areas, including the language arts.

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.

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).

**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>Course Topic</th>
<th>Readings</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>CLASS 1</td>
<td>WHO ARE OUR ENGLISH LANGUAGE LEARNERS? What Impacts their Academic Performance?</td>
<td>Introductions Syllabus Review Chapter 1, Freeman.</td>
<td>C1 C2 C3 C4 B4 A2</td>
<td></td>
<td>Knowledge 2, 7, 4, 5 Skills 1,2 Disposition 1,2 &amp; 3 NNMC SLO #1, 2, 3.4</td>
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<tr>
<td>01-26</td>
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<tr>
<td>ONLINE</td>
<td>2nd Language Acquisition in NEW MEXICO What languages are being learned? Who and where are our Language Learners?</td>
<td>State of New Mexico Bilingual and Multicultural Report 2013-2014</td>
<td>C1 C2 C3 C4 B1 B2 B3 A2</td>
<td>Blackboard Discussion Due 02/04 Reflective Journal # 1</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
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Revised January 15, 2015
<table>
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<tr>
<th>CLASS 2 02/05</th>
<th>FACTORS IMPACTING 2nd LANGUAGE ACQUISITION</th>
<th>Ch. 12, Second Language Acquisition, pp 329-370</th>
<th>C1 C2 C3 C4 B1 B2 B3 A2 A4</th>
<th>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLINE</td>
<td>FACTORS IMPACTING 2nd LANGUAGE ACQUISITION</td>
<td>Proctor, P. Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, OELA <a href="http://edstream.ed.gov/webcast/Play/7f9570b95f594e388fdcfdb0af473a41d">http://edstream.ed.gov/webcast/Play/7f9570b95f594e388fdcfdb0af473a41d</a></td>
<td>C1 C2 C3 C4 C5 B1 B2 B3</td>
<td>Blackboard Discussion Due 02/08 Reflective Journal #2</td>
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<table>
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<tr>
<th>CLASS 4 02/16</th>
<th>THEORIES OF 1st and 2nd LANGUAGE ACQUISITION</th>
<th>Freeman Read Chapter 5 – What are the principal theories of first and second language acquisition</th>
<th>C1 C2 C3 C4 B1 B2 B3 A3</th>
<th>Mid-Term Exam</th>
<th>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</th>
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<tbody>
<tr>
<td>ONLINE 02/16</td>
<td>THEORIES OF 1st and 2nd LANGUAGE ACQUISITION</td>
<td>EXPLORATION OF WEB RESOURCES</td>
<td>C1 C2 C3 C4 C5 B1 B2 B3 A1 A4</td>
<td>Reflective Journal #4 Blackboard Discussion Due 02/22</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
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<tr>
<td>CLASS 5 02/23</td>
<td>KEY CONCEPTS IN BILINGUAL EDUCATION</td>
<td>The Role of the Native Language</td>
<td>C1 C2 C3 A1 A3 C4 B1 B2 B3</td>
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<td></td>
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<tr>
<td>ONLINE</td>
<td>INVOLVING PARENTS AND DEVELOPING AN INTERCULTURAL ORIENTATION</td>
<td>Freeman, Chapter 7, How can schools develop an intercultural orientation? Ncela.us/webinars Meeting the Needs of Dual Language Learners.</td>
<td>C1 C2 C3 C4 C5 B1 B2 B3 A1</td>
<td>Reflective Journal #5 Blackboard Discussion Due 03/01</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
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<tr>
<td>CLASS 6 03/02</td>
<td>MEASURING LANGUAGE DEVELOPMENT</td>
<td>WIDA English Language Development Standards</td>
<td>C1 C2 C3 C4 B1 B2 B3 A1</td>
<td>Powerpoint Presentation</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 5, 4, 7, 9, 1 Skills 1,2</td>
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<tr>
<td>ONLINE</td>
<td>MEASURING LANGUAGE DEVELOPMENT</td>
<td>Review of WhatWorks website.</td>
<td>C1 C2 C3 C4 B1 B2 B3</td>
<td>Threaded Discussion Blackboard Discussion Due 03/08</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 5, 4, 7, 9, 1 Skills 1,2</td>
</tr>
</tbody>
</table>
### Assignment Descriptions/Assessment Criteria:

1. **Course Participation**
   - Candidates are expected to fully engage in class and online discussions and read all required texts and articles thoroughly and deeply prior to class sessions. Please see the Course Participation rubric on Blackboard and NNMC’s Classroom Dispositions for standards.

2. **Written Exams**
   - Mid Term Exam: 10%
   - Final Exam: 10%
   - The mid-term and final exam will test your understanding of how language is acquired, major theories of language acquisition, and any other materials, readings, and discussion covered during class. Sample questions and answers will be provided before an exam and serve as a base for review of materials and to familiarize students with exam type.

3. **Teacher Interview**
   - For this course and the assessment course, candidates will contact a public school ESL/Bilingual Ed. teacher. They will conduct an interview in which inquiry is made into the type of dual language or English language program used in the school, the assessment processes in his or her school, as well as the instructional model and approaches used by the teacher. A list of sample questions is appended to the syllabus.

4. **Reflective Journal**

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*Raised January 15, 2015*
Candidates will submit 5 journal entries as one typed, final document at the end of the course. Through the journal, students explore course content through completion of a series of activities and ensuing reflections that demonstrate their understanding of and engagement with course content. For example, journals will be used to explain universal features of language, major theories of language acquisition, relationship between language and culture, and measurements and assessment of second language development. Length, about 1 page, 12 font, 1.5 spacing.

5. Powerpoint Presentation ................................................................. 20%
Candidates will share a power-point presentation based on one of the theories of language acquisition covered during the course. Presentations will overview the main characteristics of the theory, outline its strengths and short-comings, and how knowledge of this theory might improve our teaching style and strategies. Powerpoints will be graded by a rubric that aligns with the TESOL 2012 Standards, which will be posted on BlackBoard.

RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

*** RUBRIC FOR GRADING DISCUSSION BOARD POSTINGS ***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
</tr>
<tr>
<td>Completeness</td>
<td>The material posted lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
<td>The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well presented.</td>
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<tr>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Evidence of Collaboration</td>
<td>Content of the posting provides no evidence of collaboration with peers. No supporting references were used and no comments on peer posts were made.</td>
<td>Content of the posting provides limited evidence of collaboration with peers. Less than 1 supporting reference or comment on peer posts was made.</td>
<td>Content of the posting provides good evidence of collaboration with peers; 2 supporting references or comments on peer posts were made.</td>
<td>Content of the posting provides good evidence of collaboration with peers; 3 supporting references or comments on peer posts were made.</td>
</tr>
</tbody>
</table>

**RUBRIC FOR GRADING OF REFLECTIVE JOURNALS**

**Journal Rubric**

The Reflective Journal is included as part of the course modules. It requires students to comment on some of the assigned readings from texts and/or review online information and apply or reflect on what you have been reading about. Then students will write their responses or reactions as an entry into the journal. Your reflective journal will be submitted via Blackboard email system to the professor by the dates indicated in the syllabus. Length, about two thirds of a page each entry.

***Los estudiantes de EDBE 416, o sea, el programa bilingüe, pueden presentar sus reflexiones en español***

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and style</td>
<td>Need Improvement</td>
</tr>
<tr>
<td></td>
<td>(1 points)</td>
</tr>
<tr>
<td></td>
<td>The report barely conforms to expectations of quality in content and style. The writing fulfills given task parameters in only some respects; it contains a number of factual errors or misuse of sources, and constitutes a weak attempt to create a mature, well-prepared professional report. It shows an emerging level of awareness and sophistication, which</td>
</tr>
<tr>
<td>Objective/Criteria</td>
<td>Performance Indicators</td>
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<tr>
<td>------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Need Improvement</strong></td>
</tr>
<tr>
<td>Understanding of subject and professional standards</td>
<td>comes close to meeting the assignment’s expectations; it suggests a basic level of relevant knowledge and some desirable skills and professional dispositions.</td>
</tr>
<tr>
<td></td>
<td>(1 points) Journal exhibits mostly vague or unsuitable content. Narrative is mostly irrelevant to assigned topic or shows inadequate development of topic, non-substantive development of pertinent issues and experiences/questions. Uninformed treatment of subject with little substance, few or unsuitable reviewed sources or other supporting data or information. It suggests very limited awareness of professional standards/subject area issues. Fails to indicate suitable applications. It demonstrates little awareness of issues and limited skill in addressing content. It does not meet minimum task parameters as identified in course syllabus.</td>
</tr>
<tr>
<td>Level of reflection and insight</td>
<td>(1 points) The report presents a succinct and rather basic narrative; it is at times supported by mostly relevant evidence that is somewhat suggestive of pertinent best practices; it demonstrates emerging</td>
</tr>
</tbody>
</table>

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
<th>Meet Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Need Improvement</td>
<td>ability to provide valid criticism and occasionally identify effective v. not-so effective applications. Narrative demonstrates some basic awareness and sensitivity towards culturally diverse situations/ context and a rather basic level of ability to provide principled responses.</td>
<td>growing ability to provide valid criticism and often identify effective v. not-so effective applications. Narrative demonstrates good awareness and strong sensitivity towards culturally diverse contexts and the ability to often provide sound principled responses.</td>
<td>demonstrates honest criticism and sophistication that successfully identifies effective v. not-so effective applications. Narrative demonstrates high awareness and significant sensitivity towards culturally diverse contexts and a clear ability to provide principled and insightful responses.</td>
</tr>
<tr>
<td>Organizational structure</td>
<td>(1 points) The organizational structure is scarcely smooth, logical, and coherent; it offers poor choice in transition making it seem somewhat choppy; it complies with few of the required items. A significant number of required items are either missing or not fully addressed as required. It fails to meet submission deadline.</td>
<td>(2 points) The organizational structure is somewhat smooth, logical, and coherent; it offers mostly well-chosen transitions; it complies with most items in required report format. Most required items were fully addressed and approaches submission due date.</td>
<td>(3 points) The organizational structure is smooth, logical, coherent and complete, with well-chosen transitions to present a cohesive narrative. The summary and reaction sections are clearly labeled and show desirable dispositions towards diverse learners and the school. All required items were fully addressed and submitted in a timely fashion.</td>
</tr>
<tr>
<td>Clarity of writing</td>
<td>(1 points) The prose is somewhat clear and apt with a limited degree of awareness, precision and pertinent details/ examples; it is suggestive of an emerging ability to monitor and adjust instruction. The rationale/ reflection is vague at times and with little support, showing an emerging proficiency in utilizing best practices that are responsive to diverse learners’ needs. The report shows some mechanical errors in punctuation, grammar, spelling, and sentence</td>
<td>(2 points) The prose is mostly clear, apt, and occasionally insightful; the report demonstrates a good degree of awareness, precision and pertinent details/ examples suggestive of a mostly reliable ability to monitor and adjust instruction. The rationale/ reflection is mostly clear and with good support, showing proficiency in utilizing best practices that are well-tuned to diverse learners’ needs. The report is virtually free of major mechanical errors in punctuation, grammar,</td>
<td>(3 points) The prose is clear, apt, and consistently insightful; the report demonstrates a high degree of pedagogical awareness, precision and pertinent details/ examples suggestive of significant ability to successfully monitor and adjust instruction. The rationale/ reflection is clear and well-supported, showing high proficiency in utilizing best practices that are finely tuned to diverse learners’ needs. The report is free of mechanical errors in punctuation, grammar,</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Objective/Criteria | Performance Indicators
---|---
Need Improvement | Meet Expectations | Exceptional
structure. Submission was late (more than a day). | spelling, and sentence structure. Submission was delayed (less than a day) due to mitigating circumstances. | spelling, and sentence structure. A timely submission.

out of 15

XI. Late Work:
Your work is due on the date indicated on the syllabus. Course work will not be accepted past the due date.

XII. 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.

XIII. 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.

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

XV. 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.

XVI. 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.

XVII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
EDBE/TE 406
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.

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: BLACKBOARD

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</td>
<td>505 747 2251</td>
<td>Mon-Friday</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:sarah.obrien@nnmc.edu">sarah.obrien@nnmc.edu</a></td>
<td>09.00-16.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Please make a/p)</td>
</tr>
</tbody>
</table>

v. Required Text:

**The required Textbooks can be borrowed from the AVANCE office, which is located upstairs in the Teacher Education Center. Please contact delmeria.martinez@nnmc.edu to check out your book. Books must be returned in acceptable condition by May 7 2015.**


O Malley J. and L. Valdez (1996) Authentic Assessment for English Language Learners, Practical Approaches for Teachers Longman (Available for check out from Teacher Ed. Center)

Readings on Blackboard:

- Castaneda, M. Rodriguez-Gonzalez, Enhancing Reading Proficiency in English Language Learners (ELLs): The Importance of Knowing Your ELL in Mainstream Classrooms.
- World Class Instructional Design and Assessment (WIDA) English Proficiency Standards and Resource Guide
- Hellman, Andrea (2011) Assessment with P-12 English Language Learners, (TESOL, 2011)
Courses

- State of New Mexico Bilingual Multicultural Education Annual Report for School Year 2013-2014

Culturally Relevant Literature

Candidates will read and plan lesson activities around a culturally relevant literature chapter book (see examples below). Each group will make a powerpoint presentation of the book and lesson activities to the class.


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.

viii. 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.

Revised January 15, 2015
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.

Catalog Course Description:
This course focuses on the understanding of teaching methodologies in the bilingual/ESL classroom. A variety of instructional strategies, techniques, and alternative assessments will be explored with an emphasis on critical reflective practice.

Course Objectives:

a. Expand understanding of the culturally and linguistically diverse (CDL) student
b. Expand understanding of effective program models for CDL students; CALLA Method of Instruction and Sheltered Method of Instruction (SDIE & SIOP).
c. Develop an understanding of cognitive academic language learning in the bilingual/ESL classroom.
d. Expand understanding of learning strategies.
e. Expand understanding of teaching strategies.
f. Expand knowledge on the use of technology in the bilingual/ESL classroom.
g. Identify, describe and analyze criteria for selecting or creating appropriate and bias free instructional materials for English language development in “content” areas.
h. Develop an understanding of appropriate alternative assessment instruments (portfolios, authentic assessments) in the bilingual/ESL classroom.
i. Expand understanding of reflective practice as a means to improve student achievement and professional growth.

College wide Learning Outcomes
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.

Revised January 15, 2015
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.

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.

**TESOL and Bilingual Education Competencies as listed below**

E. **Meaningful learning through multiple paths to knowledge - New Mexico teachers  
   of English as a second language use a variety of approaches that allow students to  
   confront, explore, and understand important and challenging concepts, topics, and  
   issues in meaningful ways. They provide multiple paths to help students develop  
   language proficiency and strengthen understanding of the pertinent disciplines.  
   They effectively use the English language to enhance subject-matter learning.**

   (1) The teacher develops a large repertoire of active teaching and learning  
       strategies appropriate to distinct learning styles and developmental levels of  
       students.
   (2) The teacher develops a knowledge base and teaching strategies related to the  
       basic elements and methodologies appropriate to the development of literacy and  
       content area knowledge.
   (3) The teacher demonstrates an ability to utilize innovative, communicative-  
       based teaching techniques to enhance the language acquisition process.

Revised January 15, 2015
(4) Instructional resources - New Mexico teachers of English as a second language select, adapt, create, and use rich and varied resources.
(5) The teacher knows procedures for identifying biases and deficiencies in existing curriculum and strategies to modify it to address student linguistic, cultural, and developmental needs.
(6) The teacher knows strategies to develop, acquire, adapt and evaluate materials appropriate to the alternative language/multicultural classroom.
(7) The teacher explores, evaluates, and uses technology including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students.
(8) Learning environment - New Mexico teachers of English as a second language establish a caring, inclusive, safe, and linguistically and culturally rich community of learners where students take intellectual risks and work both independently and collaboratively.
(9) The teacher demonstrates knowledge of and applies management techniques appropriate to classrooms.
(10) The teacher creates a climate of high expectations for all students.
(11) The teacher creates a secure learning atmosphere in order to facilitate a risk-taking environment.
(12) The teacher creates meaningful curricula with materials and activities that foster critical thinking skills.

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.

G. Reflective practice - New Mexico teachers of English as a second language regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.
   (1) The teacher develops the ability to self-monitor and self-reflect on teaching strategies, value systems, and beliefs as they relate to students.
   (2) The teacher continuously assesses and adjusts his/her own language usage in the classroom in order to maximize student comprehension and verbal participation.

D. Instructional methodology
   (1) The teacher demonstrates knowledge of the philosophical, historical, legal, theoretical, and sociological foundations of bilingual education programs, including a knowledge of national, state and local curriculum requirements and

Revised January 15, 2015
standards.
(2) The teacher demonstrates knowledge of major models and prototype of bilingual and English as a second language programs and components of such programs.
(3) The teacher demonstrate knowledge of theories of first and second language acquisition by utilizing teaching methods appropriate to various language groups, distinct learning styles, different developmental levels.
(4) The teacher demonstrates knowledge of and use theories, approaches, methods, and techniques for teaching listening, speaking, reading and writing in two or more languages in the development of literacy, mathematics, social studies, science, art, music and physical education.
(5) The teacher demonstrates curriculum planning and classroom management skills, including procedures for identifying biases and deficiencies in existing curricula and strategies to modify the curriculum to better address student linguistic, cultural and developmental needs in English and the language other than English.
(6) The teacher applies strategies to develop, acquire, adapt and evaluate materials appropriate to the bilingual/multicultural classroom.
(7) The teacher demonstrates abilities to organize, plan and teach specific lessons in required curriculum areas using the appropriate terminology in English and the language other than English.
(8) The teacher demonstrates the ability to collaborate with other education professionals in promoting the participation of second language learners in all aspects of schooling.
(9) The teacher explores, evaluates and uses technology including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students.
(10) The teacher knows about exceptionalities in learning, and is able to access resources and facilitate inclusive learning for all students.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic</th>
<th>Sub Topics and Activities</th>
<th>Readings</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>CLASS 1 01-22</td>
<td>INTRODUCTION</td>
<td>1. ELLs in U.S. schools 2. Syllabus &amp; Course Overview</td>
<td>Collier &amp; Thomas (1999) Making U.S. Schools Effective for English Language Learners TESOL</td>
<td>E7 G2 E2 E1 E8 D9</td>
<td>Blackboard Threaded Discussion Video Submission #1</td>
<td>Knowledge 2, 7, 4, 5 Skills 1,2 Disposition 1,2 &amp; 3</td>
</tr>
</tbody>
</table>

Revised January 15, 2015
<p>| CLASS 2 01-29 | Educational Outcomes for English Learners in Different Instructional Programs <a href="http://edstream.ed.gov/webcast/Play/38bac1645673417e942314224b5dc1011d">link</a> | Moughamian, A. C., Rivera, M. O., &amp; Francis, D. J. (2009). Instructional models and strategies for teaching English Language learners. | E1 E6 D9 | Reflective Journal #1 Threaded Discussion Due 02/04 | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 3 02/05 | LANGUAGE 1. Language Acquisition 2. Language Development <a href="https://www.youtube.com/watch?v=Vt4Dfa4fOEY">link</a> | Herrera/Chapte r 3: Linguistic Dimensions of Methods for CLD Students <a href="https://www.youtube.com/watch?v=Vt4Dfa4fOEY">link</a> | E8 D10 D9 | Reflective Video Submission #2 Due 02/11 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 4 02/12 | TEACHING ELL’s Connecting Research, Practice and Policy Implementation for English Learners <a href="http://edstream.ed.gov/webcast/Play/7f9570b95f594e388f">link</a> | Proctor, P. Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, OELA <a href="http://edstream.ed.gov/webcast/Play/7f9570b95f594e388f">link</a> | E1 E6 | Reflective Journal #2 Due 02/18 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 5 02/19 | SHELTERED MODEL OF INSTRUCTION 1. SIOP 2. Lesson Planning | Herrera/Chapter 8: The Sheltered Method of Instruction Goldberg, C Teaching English Language Learners | E1 E6 D2 D6 | Video Submission #3 Due 02/25 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 6 02/26 | CALLA Method of Instruction 1. Crosslinguistics 2. CALLA STUDENTS &amp; INSTRUCTIONAL MODELS 1. WIDA and Common Core Standards 2. TESOL Standards 2012 | Herrera, Ch. 9 CALLA Method of Instruction | E1 E6 D2 D6 | Reflective Journal #3 Due 03/04 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 7 03/05 | Mathematics 1. Language in Mathematics 2. Scaffolding Mathematics Learning | Muschkovich, J Bilingual Mathematics Learners WhatWorks Clearinghouse Review of RtI Instruction in Math for ELLs (link provided on BB) | E1 E6 D2 D6 | Video Submission #4 Due 03/11 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |</p>
<table>
<thead>
<tr>
<th>CLASS 8</th>
<th>Language Arts &amp; Literacy</th>
<th>Castaneda, M. Rodriguez-Gonzalez, <em>Enhancing Reading Proficiency in English Language Learners (ELLs)</em>: E1 E6 D2 D6</th>
<th>Reflective Journal #4 Due 03/18 Threaded Discussion</th>
<th>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</th>
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<td>03/12</td>
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<td>Teacher Interview Case Study Due 03/25</td>
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<td>CLASS 9</td>
<td>SPRING BREAK NO CLASS</td>
<td>Teacher Interview Case Study Due 03/25</td>
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<td>03/19</td>
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<td>CLASS 10</td>
<td>SCIENCE</td>
<td>Stoddart J. Solis S.and Bravo M., <em>A Framework for Effective Science Teaching of English Language Learners in Elementary Schools</em> Hooper, P., <em>STEM and EL’s; A Collaborative Effort</em>, Webinar, ncela.ed.gov/webinars/2011 E1 E6 D2 D6</td>
<td>Video Submission #5 Due 04/01 Threaded Discussion</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
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<td>03/26</td>
<td>1. Language in Science</td>
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<td>2. Scaffolding Science</td>
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<td>3. Learning</td>
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<tr>
<td>CLASS 11</td>
<td>METHODS OF TEACHING</td>
<td>Northern New Mexico April Lecture Series (You will be required to attend at least 2 of these 4 lectures hosted at NNMC. Lectures will take place Thursday evenings E3 E4 D2 D6 D9</td>
<td>Lesson Plan due 04/08</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
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<td>04/02</td>
<td>BILINGUAL/ESL</td>
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Revised January 15, 2015
| CLASS 12  04/09 | NNMC April Spring Lecture Series | E3 F1  
E4 F2  
D2 F3  
D6 F4  
D9 | Threaded Discussion | 5, 4, 7, 9, 1  
Skills 1,2 |
| CLASS 13  04/16 | NNMC April Spring Lecture Series  
The GLAD Model | www.projectglad.com  
F1  
F2  
F3,  
F4 | Threaded Discussion  
Reflective Journal #5  
Due 04/22 | 5, 4, 7, 9, 1  
Skills 1,2 |
| CLASS 14  04/23 | NNMC April Spring Lecture Series | www.dlenm.org  
(Student will explore this website and pick out two pieces of research or publication related to ELL instruction and assessment that they found) | E12  
E3  
E4 | Video Submission #6  
Threaded Discussion | 5, 4, 7, 9, 1  
Skills 1,2 |
| CLASS 15 04/30 | Methods of Teaching Bilingual/ ESL Pulling it All Together | E3 | Reflective Journal # 6 Threaded Discussion Academic Journal Due 05/07 | NNMC SLO #1, 2, 3, 4 Disposition 1, 2 & 3 Knowledge 2, 5, 3, 4, 9 Skills 1, 2 |
| CLASS 16 05/07 | Course Closure 1. Self-Reflective Presentation. 2. Overall reflection & Goal Setting 3. Complete Course Evaluations | E3 G1 G2 D1 D8 | Threaded Discussion Self-Reflective Presentation through Prezi Due. | NNMC SLO #1, 2, 3, 4 Disposition 1, 2 & 3 Knowledge 9, 7, 6, 4, 5 Skills 1, 2 |

Threaded BB discussions due by Wednesday of each week at 11.59 p.m. Video Submissions due by Wednesdays at 11.59 p.m.
Teacher Interview Case Study Due 03/25
Lesson Plan Due 04/08
Academic Journal Due 05/07
Self-Reflective Presentation through Prezi Due 05/07

Assignment Descriptions/ Assessment Criteria:
1. Course Participation (Threaded Discussion).................................................................20%
Candidates are expected to fully engage in online discussions and read all
required texts and articles thoroughly and deeply prior to class sessions. Since our classes become live each Thursday you will submit all discussions, at the latest, by Wednesday at 11.59p.m.

Please see RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS below

2. Bilingual/ ESL Lessons Plan........................................................................................................................................20%
Candidates will read a culturally relevant chapter book (from the syllabus list or as approved by the instructor) and develop activities to teach the text to ELLs/Bilinguals. Activities should include, at a minimum, one pre-reading activity, one during reading activity, one reading comprehension activity, and one writing activity. In groups of two, students will present their selected text and activities by webcam.

3. Teacher Interview...........................................................................................................................................................20%
For this course and the assessment course, candidates will contact a public school ESL/ Bilingual Ed. teacher. They will conduct an interview in which inquiry is made into the assessment processes in his or her school, as well as the instructional model and approaches used by the teacher. See Blackboard for an initial list of questions and rubric.

4. Reflective Journal Responses........................................................................................................................................10%
Candidates will submit an academic journal at the end of the semester containing 6 journal entries (6 entries at 15 points each = 90 points). Students will email this journal to the instructor through the Blackboard email system as one word document. A rubric for the reflective journal is appended below.

5. Video Submissions...........................................................................................................................................................10%
Using the Blackboard Webcam function students will submit 6 videos (6 entries at 20 points each = 120 points) on Blackboard. Videos will illustrate the student’s response to and engagement with aligned texts and will platform their investigation into further methods for teaching Bilingual/ ESL. Students will listen to all videos and respond to at least two videos per module. See rubric below for video submissions. Since our classes become live each Thursday you will submit all videos, at the latest, by Wednesday at 11.59p.m.

6. Self-Reflective Presentation ...........................................................................................................................................20%
The student will prepare a 10-minute presentation through Prezi that synthesizes the insight, knowledge, techniques and skills that he/she acquired during the course and that particularly relate to Methods of Teaching Bilingual/ESL. A Rubric for the self-reflective presentation will be available on Blackboard.

Revised January 15, 2015
RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

***RUBRIC FOR GRADING DISCUSSION BOARD POSTINGS***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
</tr>
<tr>
<td>Completeness</td>
<td>The material posted lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
</tr>
<tr>
<td>Evidence of Collaboration</td>
<td>Content of the posting provides no evidence of collaboration with peers. No supporting references were used and no comments on peer posts were made.</td>
<td>Content of the posting provides limited evidence of collaboration with peers. Less than 1 supporting reference or comment on peer posts was made.</td>
</tr>
</tbody>
</table>

| Excellent 5 points | Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment. | Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment. | All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well presented. |

| Excellent 5 points | Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment. | Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment. | All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well presented. |
**RUBRIC FOR GRADING OF REFLECTIVE JOURNALS**

**Journal Rubric**

The Reflective Journal is included as part of the course modules. It requires students to comment on some of the assigned readings from texts and/or review online information and apply or reflect on what you have been reading about. Then students will write their responses or reactions as an entry into the journal. Your reflective journal will be submitted via Blackboard email system to the professor by the dates indicated in the syllabus. Length, about two thirds of a page each entry.

***Los estudiantes de EDBE 406, o sea, el programa bilingüe, pueden presentar sus reflexiones en español***

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<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
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<tbody>
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<td>Need Improvement</td>
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<td><strong>Content and style</strong></td>
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<td>The report barely</td>
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<td>conforms to expectations</td>
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<td>of quality in content</td>
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<td>and style. The writing</td>
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<td>fulfills given task</td>
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<td>contains a number of</td>
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<td>factual errors or</td>
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<td>misuse of sources, and</td>
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<td>constitutes a weak</td>
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<td>attempt to create a</td>
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<td>mature, well-prepared</td>
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<td>professional report. It</td>
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<td>sophistication, which</td>
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<td>comes close to meeting</td>
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<td>the assignment’s</td>
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<td>expectations; it suggests</td>
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<td>a basic level of relevant</td>
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<td>knowledge and some</td>
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<td>desirable skills and</td>
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<td>professional dispositions</td>
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<tr>
<td><strong>Understanding of subject and professional standards</strong></td>
<td>(1 points)</td>
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<td>Journal exhibits mostly vague or</td>
<td>Journal has adequate</td>
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<td>unsuitable content. Narrative is</td>
<td>evidence of a general</td>
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<td>mostly irrelevant to assigned topic</td>
<td>ability to reflect on</td>
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<td>or shows inadequate development of</td>
<td>issues, concerns &amp;</td>
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<td>topic, non-substantive development</td>
<td>outcomes. Discussion is</td>
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<td>of pertinent issues and experiences/</td>
<td>narrow enough to fall</td>
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<td>questions. Uninformed treatment of</td>
<td>within task parameters,</td>
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<td>subject with little substance, few</td>
<td>mostly relevant to topic.</td>
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<td>or</td>
<td>Reviews a number of</td>
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<td>relevant events or</td>
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<td>experiences in an</td>
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<td>informed manner and</td>
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<td>Objective/Criteria</td>
<td>Performance Indicators</td>
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<tr>
<td>Need Improvement</td>
<td>Meet Expectations</td>
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<tr>
<td>unsuitable reviewed sources or other supporting data or information. It suggests very limited awareness of professional standards/subject area issues. Fails to indicate suitable applications. It demonstrates little awareness of issues and limited skill in addressing content. It does not meet minimum task parameters as identified in course syllabus.</td>
<td>provides supporting evidence in the form of examples, cited sources, collected data. It shows adequate knowledge of pertinent professional standards/subject area issues and some ability in identifying suitable applications in content areas. Shows promising ability to provide valid discussion of content in a professional manner. Provides evidence of awareness of relevant issues.</td>
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</table>

**Level of reflection and insight**

1 point) The report presents a succinct and rather basic narrative; it is at times supported by mostly relevant evidence that is somewhat suggestive of pertinent best practices; it demonstrates emerging ability to provide valid criticism and occasionally identify effective v. not-so effective applications. Narrative demonstrates some basic awareness and sensitivity towards culturally diverse situations/context and a rather basic level of ability to provide principled responses.  

2 points) The report presents a mostly sophisticated and clear narrative; it is supported by thoughtful, relevant and persuasive evidence that is reflective of pertinent best practices; it demonstrates growing ability to provide valid criticism and often identify effective v. not-so effective applications. Narrative demonstrates good awareness and strong sensitivity towards culturally diverse contexts and the ability to often provide sound principled responses.  

3 points) The report presents an original, complex, and/or clear narrative, firmly supported by thoughtful, relevant and persuasive evidence that is reflective of mastery of pertinent best practices; it demonstrates honest criticism and sophistication that successfully identifies effective v. not-so effective applications. Narrative demonstrates high awareness and significant sensitivity towards culturally diverse contexts and a clear ability to provide principled and insightful responses.

**Organizational structure**

1 point) The organizational structure is scarcely smooth, logical, and coherent; it offers poor choice in transition making it seem  

2 points) The organizational structure is somewhat smooth, logical, and coherent; it offers mostly well-chosen transitions; it complies with most items  

3 points) The organizational structure is smooth, logical, coherent and complete, with well-chosen transitions to present a cohesive
<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
<th>Clarity of writing</th>
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<tbody>
<tr>
<td></td>
<td>Need Improvement</td>
<td>Meet Expectations</td>
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<tr>
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<td>somewhat choppy; it</td>
<td>in required report format.</td>
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<td>complies with few of the</td>
<td>Most required items were fully addressed and approaches submission due date.</td>
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<td>required items. A</td>
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<td>significant number of</td>
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<td>Clarity of writing</td>
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<td>The prose is somewhat</td>
<td>The prose is mostly clear,</td>
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<td>clear and apt with a</td>
<td>apt, and occasionally insightful; the report demonstrates a good degree of awareness, precision and pertinent details/examples suggestive of a mostly reliable ability to monitor and adjust instruction. The rationale/reflection is mostly clear and with good support, showing proficiency in utilizing best practices that are well-tuned to diverse learners’ needs. The report is virtually free of major mechanical errors in punctuation, grammar, spelling, and sentence structure. Submission was delayed (less than a day) due to mitigating circumstances.</td>
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<td>limited degree of</td>
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<td>awareness, precision</td>
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<td>punctuation, grammar,</td>
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<td>spelling, and sentence</td>
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<td>structure. Submission</td>
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<td>day).</td>
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**RUBRIC FOR GRADING VIDEO SUBMISSIONS**

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
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<tbody>
<tr>
<td>Presentation and Articulation of materials</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Oral responses lack some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well articulated, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well articulated, and easily covers all key requirements stipulated in the instructions for the assignment.</td>
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## Content

<table>
<thead>
<tr>
<th>Content</th>
<th>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</th>
<th>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</th>
<th>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</th>
<th>Content is comprehensive and the narrative is very well articulated. The posting contains details that address all requirements specified in the instruction for the assignment.</th>
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## Completeness

<table>
<thead>
<tr>
<th>Completeness</th>
<th>The video posting lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</th>
<th>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</th>
<th>The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</th>
<th>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well articulated.</th>
</tr>
</thead>
</table>

## Evidence of Collaboration

<table>
<thead>
<tr>
<th>Evidence of Collaboration</th>
<th>Content of the posting provides no evidence of collaboration with peers. No supporting references were used and no comments on peer posts were made.</th>
<th>Content of the posting provides limited evidence of collaboration with peers. Less than 1 supporting reference or comment on peer posts was made.</th>
<th>Content of the posting provides good evidence of collaboration with peers; 2 supporting references or comments on peer posts were made.</th>
<th>Content of the posting provides good evidence of collaboration with peers; 3 supporting references or comments on peer posts were made.</th>
</tr>
</thead>
</table>

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### xii.

**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.

### 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 in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations.

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Revised January 15, 2015
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:
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.

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

Revised January 15, 2015
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.

xviii. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
SPED 455
Spring 2015

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

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

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

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
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
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.

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. The instruction in Special Education course must incorporate the Content Standards for All Special Education Teachers.

SPED 455
IEP Development

I. Credit Hours: 4

II. Semester Taught: Spring 2015

III. Course Time and Place:
This is a hybrid course. Most work will be done online. Face to face classes will meet on the following days (Saturdays) in TEC Room 109:
2/07/15 - 9:00 – 4:00 pm
2/21/15 - 9:00 – 4:00 pm
3/21/15 - 9:00 – 4:00 pm
3/28/15 - 9:00 – 4:00 pm
4/11/15- 9:00 – 4:00 pm
4/25/14- 9:00 – 4:00 pm

IV. Instructor Information:
Instructor: Christina "Tina" Baca
Communication Information: christinabaca505@hotmail.com
Office Hours: By appointment

V. Required Texts:
Developing Quality IEPs, Technical Assistance Manual 2009, New Mexico Public Education Department (Download from the PED Website) Hardcopy will be provided by instructor.


Graduation Options for Students with Disabilities. May 2010, New Mexico Public Education Department (Download from the PED Website)

VI. Required Materials or Readings:
Additional readings will be provided via email or in class.

VII. Attendance:
This is a Hybrid course. Thus, your full participation in weekly discussions and assignments is expected. Attendance is required for all face-to-face class sessions. Students must be present for full day classes at NNMC. There is no
deviation from this rule. One day of missed face-to-face class will result in failure in the class.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Special Education classes must meet the Council for Exceptional Children (CEC) Competencies for Special Education.

VIII. Course Description:

This course is designed to provide a comprehensive overview of development of the Individualized Education Plan (IEP) and the relevant IDEA-B regulations. The IEP is the corner stone of special education.

It is designed for Special Education teacher candidates and provides an in depth study of the Individualized Education Plan (IEP), focusing on the development of goals and objectives, present levels of performance, and the overall strategy involved in developing a meaningful IEP. As various exceptionalities are discussed, students will learn how to structure the student’s IEP goals and objectives so that they comply with NM Core Standards. In addition to concentrating on the IEP, participants will discuss other important PED documents necessary as background to develop meaningful IEPs for students. Attention will also be paid on how to conduct IEP meetings.

IX. Course Objectives:

Course objectives are aligned with the NNMC Conceptual Framework and the Content Standards of the State of New Mexico. The objectives are also aligned with the Council for Exceptional Children’s Content Standards for Beginning Special Education Teachers.

At the conclusion of this course, the student will be able:
1. Articulate Special Education regulations specific to IEPs
2. Articulate the stages involved before the development of the IEP and the IEP process.
3. Conduct an effective IEP meeting.
4. Write measurable goals and objectives directly relating to the individual needs of the student with the exceptionality.
5. Develop present levels of performance (PLOP) statements required in the IEP.
6. Articulate and write appropriate adaptations and modifications for the student on the IEP.
7. Articulate the requirements of the IEP as they relate to the New Mexico Accountability System.

The candidate for licensure in special education:

CEC Content Standard 1: Foundations
a. Knows the laws, policies and ethical principles regarding behavior management, planning and implementation. (CC1K2)
b. Understands the relationship of special education to the organization and function for educational agencies. (CC1K3)
c. Understands the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs. (CC1K4)

CEC Content Standard 3: Individual Learning Differences
a. Understands the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
b. Appreciates the differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
CEC Content Standard 5: Learning Environments and Social interactions
a. Understands the demands of learning environments.
   e. Is able to create safe, equitable, positive and supportive learning environments in which diversities are valued.
   f. Is able to identify realistic expectations for personal and social behavior in various settings.
   g. Is able to identify needed supports for inclusion.
   h. Is able to design environments that encourage active participation in individual and group activities.
   i. Is able to modify learning environments to modify behavior.

CEC Content Standard 7: Instructional Planning
d. Is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
e. Is able to involve the individual and family in setting instructional goals and monitoring progress.
f. Is able to use functional assessment to develop intervention plans.
g. Is able to use task analysis.
h. Is able to sequence, implement, and evaluate individualized learning objectives.
i. Is able to use instructional time effectively.
j. Is able to make responsive adjustments to instruction based on continual observations.

CEC Content Standard 8: Assessment
a. Knows basic terminology used in assessment.
b. Understands screening, pre-referral, referral, and classification procedures.
c. Is able to gather relevant background information
d. Can interpret information from formal and informal assessments.
e. Can evaluate instruction and monitor progress of individuals with exceptional learning needs.

CEC Content Standard 9: Professional Ethical Practice
a. Understands personal cultural biases and differences that affect one’s teaching.
b. Knows that the teacher serves as a model for individuals with exceptional needs.
c. Knows current methods regarding research-validated practice.
d. Can practice within the CEC Code of Ethics and other standards of the profession.
e. Can uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
f. Can demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
g. Can practice within one’s skill limit and obtain assistance as needed.
h. Can use verbal, nonverbal, and written language effectively.
i. Can reflect on one’s practice to improve instruction and guide professional growth.

CEC Content Standard 10: Collaboration
a. Knows models and strategies of consultation and collaboration.
b. Knows the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of in individualized program.
c. Can maintain confidential communication about individuals with exceptional learning needs.
d. Can collaborate with families and others in assessment of individuals with exceptional learning needs.
e. Can foster respectful and beneficial relationships between families and professionals.

f. Can assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

g. Can plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.

h. Can model techniques and coach others in the use of instructional methods and accommodations.

i. Can observe, evaluate, and provide feedback to paraeducators.

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.

XI. Assignment Descriptions and Assessment Criteria:

Students’ learning will be assessed through participation on weekly online discussions, online assignments, class presentations on an IEP related topics, and assignments given during face to face classes.

Grades will be distributed as follows:

1) Weekly online discussions - 30%
2) Assignments – 30%
3) Class Participation – 20%
4) Final – 20%

- Description of each assignment, topic presentation and discussions are detailed on your Blackboard course (online) and listed in this syllabus.

XII. Late Work Policy:

a) Discussions posted after the due dates will receive a grade of ZERO

b) Online assignments submitted later than the due date will suffer grade deduction to the discretion of the instructor. Please contact the instructor if you will need to submit a late assignment.

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 immediately and no later than the first two weeks of the class so that the appropriate modifications and accommodations can be made in the class. Students who have special needs but choose not to communicate this to the instructor, and therefore, did not have their class work modified for them, cannot use this motive for appealing a failing or lower grade. The Special Needs liaison at NNMC is Rebecca Cabildo, 505-747-2152/ rcabildo@nnmc.edu, and you should contact her if you feel any modification is needed for you in the class.

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 (emergencies). 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. **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.

XVI. **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 immediately above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted in the COE. For example, if you have questions about your grade, talk with your professor first, only if that is not resolved, you would talk with the COE Dean, etc. To a more complete description of the process, see NNMC student handbook.

XVII. **Online communications** – NNMC has determined that all student–faculty communication must be conducted through NNMC’s email. Thus, you are required to activate your 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.

**Assignments and Due Dates**

In addition to the weekly Discussion topics, the following assignments are part of this course. The instructor reserves the right to change assignments based on the needs of the class. As a reminder, this class is practical and designed to assist in the development of quality IEPs which meet the requirements of IDEA. Each assignment is worth 10 points.

**Assignment # 1**  [Due 2/15/15]

Read the SAT MANUAL developed by the NMPED (located in the Course Content page of this course). This manual deals with the 3 tier process to address students’ needs in regular education prior to referring students for evaluation.

Although Assignment 1 was changed in class on 2/7/14, I recommend that you download the SAT Manual as a reference guide. The revised assignment is:

1. Print the PreSchool-Elementary IEP from the Content section of this class (also provided in an email). For each section of the IEP, identify the page this section is discussed in either the PED-Developing Quality IEPs manual or the text, Pierangelo, Roger and Giuliani, George, *Understanding, Developing and Writing Effective IEPs* (2007).

2. Identify 5 reading interventions and 5 math interventions and the relevant reference for each, e.g., book, website, curriculum in school, etc. and be appropriate for the level you teach. Choose a
format that works for you, e.g., table, narrative, etc. This list of interventions is limited to 1.5 pages.

**Assignment 2** Due 3/8/15
Research at least 2 Internet sites on the topic of home-school collaboration/school-family partnerships.

In addition, visit NM PED website and read 2 documents related to parents involvement in their child's education.

To find the first document go to Directory A to Z and click on Family/Parent Involvement. At the bottom of the page, read the **New Mexico Guiding Principles on Family & Parent Involvement**.

To find the second document go to Directory A to Z and click on Special Education Bureau. At the top of the page you see a link to the **Parent and Child Rights in Special Education: Safeguards Notice**.

Read these 2 documents and write a 3-page paper discussing how the home school collaboration principles discussed on the two web pages you found are applied to the 2 NM PED documents that deal with parents' involvement. Are those 2 documents good representations of the home-school collaboration principles? Why or why not?

**Assignment 3** Due 3/22/15
Read the NM PED Graduation Options Manual [Graduation Options for Students With Disabilities.pdf](#) (see attachment on Course Content). Write a 3 to 4 page paper delineating what you have learned about the topic. When should an IEP team start considering changing graduation pathways for a student? When are the deadlines for doing so? What should you prioritize in a program for a student in career pathway? How would a program for a student in career pathway differ from that of a student in standard pathway? What do you need to consider when developing their IEPs?

**Assignment #4** Due 4/5/15
Read the DEVELOPING QUALITY IEPs NMPED MANUAL (you can find it in the Course Content page of this course). Write a 2 to 3 pages paper addressing some of the issues covered by the document. How well do you think, the manual provides guidance to special educators in the area of developing appropriate PLOPs and Goals and PWN? What was the most useful information for you in this manual? How does this manual align to the text by Pierangelo and Giuliani?

**Assignment #5** Due 4/12/15
Go to NM PED webpage resource on Transition. Get familiar with the resources available. Watch the videos on transition.

Option 1:
After getting familiar with NM resources and watching the videos, write a 2 to 3 pages paper highlighting the most important concepts that you learned and that will be useful for you as a future sped teacher. What did you learn that is important to consider when you write IEPs and plan for children who are 14 and older? (in NM the age to start transition planning is 14 not 16).

Option 2: After getting familiar with NM resources and watching the videos, develop or find online an outline or a reference guild of the important components of a transition plan and what you need to know and consider to develop one.

Also, find and take an online career inventory. Use that information to complete a Transition Plan for your self. Bring a copy of the electronic file to class on 4/19/14 and present your Transition Plan to the class.
Assignment #6  Due 4/26/15
This assignment can be completed individually, in pairs, or as a group.

1. Student behavior, truancy, and bullying, increasingly need to be addressed in IEPs and Behavior Intervention Plans (BIP). Identify 5 strategies to address each, including web address. Present the strategies in a structure of your choice, e.g., table, narrative, etc.

2. Write an IEP goal for each area. Below the goal, include sample Present Levels of Performance (PLOPS).
   1. Reading Comprehension:
   2. Math Computation
   3. Writing fluency

Assignment #7  Due 5/2/15
1. This is also part of your final exam. In class you will be given 3 IEPs and an IEP checklist. Individually or as a group, yet to be determined, you will identify the strengths and the areas that need to be corrected in each IEP.
2. As a group, you will conduct an IEP team meeting using one of the IEPs.
3. Individually you will take a final exam.
Northern New Mexico College
College of Education
EDUCATION: SPED 485
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
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: TBA Weekly 4:30-5:00; TEC. Bldg. Room 110

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
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<tbody>
<tr>
<td>Esquibel</td>
<td>505-747-2242</td>
<td>M: 4:30-7:00</td>
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<tr>
<td></td>
<td>[<a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a>]</td>
<td>W: 2:00-4:30</td>
</tr>
</tbody>
</table>


VI. Required Materials or Readings: Various Online Course Readings, QRI-5

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.

**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:** Teaching Reading in Special Education provides you with a conceptual framework for the development of competencies in the diagnosis and teaching of reading for the exceptional learner. This course will also provide experiences to understand and incorporate evidence-based research into the teaching of reading. You will acquire an understanding of reading assessments, including informal reading inventories, running records, Mr. analysis and standardize reading assessments. You will also address skills and adaptive instructional strategies with an integrative approach across the curriculum.

**XI. Course Objectives:**

New Mexico teacher competencies– Competencies for entry-level teachers:

**B. Curriculum and Development**

b. Describes and demonstrates various methods for individualizing instruction that ensures the child’s access to the general curriculum.
c Designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, and inclusive groups, and instruction.
d Collects and analyzes instructional data for effectiveness of programs.

B-8-a: Teaching of Reading:
   a1 research on reading.
a2 how children learn to speak, read, write, and listen.
a3 cultural, linguistic, environmental, and physiological factors in reading and language arts development.
a4 children’s developmental processes.
a5 characteristics of proficient and non-proficient readers.
a6 relationship between oral and written language.
A7 language structure including graphophonics, semantics, syntax, and pragmatic systems.

B.8.b ASSESSMENT
   b1. Understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately.
b2. Links assessment and instruction to New Mexico language arts content standards, benchmarks, and performance standards.

B-8-c: Methods of Instruction:
   c4 Vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences.
C5 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; study strategies, for example, planning, accessing and organizing information from a variety of sources.
c6 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.

B-8-d: Instructional Design:
   d2. Evaluation of text for quality, cultural, and linguistic appropriateness.
d3. Connecting identified needs of students based on data with appropriate research-based resources and materials.
d4. Creation of opportunities for students to consider, respond to and discuss spoken and written materials.
d5 The use of a variety of reading materials including children’s literature, non-fiction, technological media, stories, poems, biographies, and texts from various subjects.
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.

NEW!
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.
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<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 &amp; NNMC SLO</th>
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| Jan 20 | **Module 1**  
Introductions  
Course Overview: Syllabus Review | Assignment: Class Participation | K 1, 4, 7, SLO4 |
| Module 2 | **Research and Reading Disability**  
B8a 1-7 | Readings: Chapter 1, Discussion and Assignment | K 1, 4, 7, SLO4 |
| Module 3 | **Multisensory Structured Language Education**  
Bb, Bc, Bd | Readings: Chapter 2  
Assignments: Online Discussions and Assignment or Quiz | K1, K2, K3, K4, SLO4 |
| Module 4 | **Development of Oral Language**  
B8a 1-7  
B-8-C | Readings: Chapter 3  
Assignment: Online Discussions, Assignment and Quiz | K 1, 2, 3, 4, 7 |
| Module 5 | **Phonemic Awareness and Reading**  
B9a 7 | Readings: Chapter 4  
Assignments: Online Discussions and Assignment and Quiz | K 1, 2, 3, 4, 7 |
| Module 6 | **Alphabet Knowledge**  
B9a 7 | Readings: Chapter 5  
Assignment: Class Participation and Chapter Presentations | K 1, 2, 3, 4, 7, SLO2 |
| Module 7 | **History and Structure of Written Language**  
B8a 1-7  
Bb, Bc, Bd | Readings: Chapter 6  
Assignments: Online Discussions and Assignment and Quiz | K 1-8 |
| Module 8 | **Assessment of Reading Difficulties**  
B.8.b b1, b2 | Readings: Chapter 7  
Assignment: Class Participation and Presentations | D 1, 2, 3  
K 5, SLO2 |
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<tr>
<th>Module 9</th>
<th>Teaching Reading</th>
<th>B8a 1-7</th>
<th>Read Chapter 9 Assignment: Class Participation and Presentations</th>
<th>K1-9, SLO2</th>
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<td>Module 10</td>
<td>Teaching Spelling</td>
<td>B-8-c c6</td>
<td>Readings: Chapter 10 Assignments: Online Discussions and Assignment or Quiz</td>
<td>K1-9</td>
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<td>Module 11</td>
<td>Bi-literacy Instruction</td>
<td>B-8-d d2, d3, d4, d5</td>
<td>Readings: Chapter 11 Assignment: Online discussions, Assignment and Quiz, Class Participation and Presentation</td>
<td>K-9 D1, 2,3</td>
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<tr>
<td>Module 12</td>
<td>Instructions for Older Students</td>
<td>B8a 1-7</td>
<td>Readings: Chapter 12 Assignments: Online Discussions and Assignment or Quiz</td>
<td>K1-9</td>
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<td>Module 13</td>
<td>Word learning and Vocabulary</td>
<td>B-8-c c4, c5</td>
<td>Readings: Chapter 13 Assignments: Online Discussions and Assignment or Quiz Assignment: Class Participation and Presentation</td>
<td>K1-9</td>
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<tr>
<td>Module 14</td>
<td>QRI: Assessment</td>
<td>B8b1-2</td>
<td>QRI: Assessment</td>
<td>K1-9, SLO2</td>
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<td>Module 15</td>
<td>QRI: Assessment and Intervention Plan</td>
<td>B8b1-2, B-8-d1-5</td>
<td>QRI: Assessment and Intervention Plan</td>
<td>K1-9, D1-3, SLO2</td>
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<tr>
<td>Module 16</td>
<td>QRI-Intervention Plan</td>
<td>B8b1-2, B-8-d1-5</td>
<td>QRI-Intervention Plan</td>
<td>K1-9, D103, SLO2</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.
1. Online Discussion Board Entries: Initial and Final Discussions and responses to other students’ entries
2. Multisensory Reading Strategies Chapter Presentation and Strategies Demonstration
3. Weekly Online Class Projects Assignments or Quizzes
4. On Campus Participation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation: Discussion Entries</td>
<td>Weekly</td>
<td>15%</td>
</tr>
<tr>
<td>Online Class Project Assignments or Quizzes</td>
<td>Weekly</td>
<td>30%</td>
</tr>
<tr>
<td>Multisensory Reading Strategies Chapter Presentation/Demonstrations</td>
<td>As outlined in syllabus Section</td>
<td>15%</td>
</tr>
<tr>
<td>QRI-5 Assessment and Intervention Plan</td>
<td>Final Week of Class</td>
<td>30%</td>
</tr>
<tr>
<td>Field Experience Log</td>
<td>Weekly</td>
<td>10%</td>
</tr>
</tbody>
</table>

a. **Weekly Online Class Project Assignments or Quizzes:**
Class projects or quizzes must be submitted by the due date reflected on the online course schedule. **Class projects and/or quizzes are worth 10 weighted points each.** The class projects are **worth 30% of your grade.** An assignment rubric is included on the online course homepage.

b. **Online Discussions:** There are 26 discussion board topics. The topics promote discussions throughout the online module. The **discussion component of the course is worth 15% of your class grade.** Students must respond to the initial discussion board prompt by Wednesdays at 11:59 p.m., and the final discussion board prompt by Sundays at 11:59 p.m. In addition to responding to the prompt, students must respond to the initial discussion board posting of at least one other student and at least one final discussion board prompt of at least one other student.

c. **Multisensory Strategy Chapter Presentation and Demonstrations:** Students will present an overview of the research for the strategies provided in a specific chapter identified in *Multisensory Teaching of Basic Early Literacy Skills and develop and present at least 3 of those strategies. Students will sign up for a particular chapter and demonstrate strategies from the chapter. This portion of your assignment is worth 15% of your grade. You will have 45 minutes for your presentation and demonstration.

d. **QRI-5 Assessment and Intervention Plan:** You are required to complete a field based project that will incorporate assessments of reading ability and the
completion of an intervention plan for a student. Be prepared to assess a student in grades 1-4th by the 11 week of class. This assessment will support you in determining reading level, strengths and areas in which the student is having difficulty with literacy acquisition. Based on the assessment results, you will develop an instructional intervention plan with suggestions for multisensory literacy instruction to address areas of need build upon the strengths of the student. A rubric of content required for the plan is provided in the online environment.

e. **Field Experience Log**: Reflecting 10 hours of field experience. discussions and activities. You will earn 15% of your grade by attending class sessions, demonstrating that you’ve read the assigned chapter through thoughtful and relevant questioning and active involvement in class discussions

<table>
<thead>
<tr>
<th>Grades</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59 and Below</td>
</tr>
</tbody>
</table>

A.) Required Professional Competency-Based Artifacts for Courses with
\[\text{Field Lab Experiences:}\]
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.

XIV. Internet sites or databases

Revised January 15, 2015
XV. 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.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</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.
Northern New Mexico College
College of Education
EDUCATION 412
Summer 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 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.

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: Summer 2015
   * Blackboard/Online

III. Course Time and Place:
   Blackboard requirements

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Contact Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kristy Pruitt</td>
<td>505.747.5462</td>
<td>As needed by appointment 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:

VI. Required Materials or Readings: Blackboard participation and online access needed

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.

VIII. Course Description: This course will focus on formal and informal assessment measures with an emphasis on English language development as it relates to reading and writing. You will develop a foundation of assessment theories, practices, and strategies, with particular attention on how to link assessment to instructional activities. You will gain practical experience in designing, administering, and interpreting assessments, with special attention to assessment instruments used in New Mexico.

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. Course Objectives:**

Classroom Management: Knowledge Principle 6, Knowledge Principle 8 Characteristics of Adolescent Learners: Knowledge Principle 2, Knowledge Principle 4, Knowledge Principle 3 Strategies for working with English Language Learners: Knowledge Principle 2, Skills: Utilization of Technology Student Engagement: Knowledge Principle 2, Dispositions 1,2, and 3, Knowledge Principles 3 and 4.

**Course Outcomes:**

a. Develop an understanding of how to employ a variety of assessment methods to obtain useful information about student learning

b. Develop an understanding of assessment techniques that will assist students in reflecting on their own learning

c. Develop an understanding of the relationship between assessment and curriculum development

**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. 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).
College wide Student Learning Outcomes (SLOs):

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.

TESOL competencies as listed below-

D. Knowledge of subject matter: The teacher draws on comprehensive command of subject matter, of language(s) of instruction and their relationship to each other to establish goals, design curricula and instruction and facilitate student learning.

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.

G. Reflective practice - New Mexico teachers of English as a second language regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.
   (1) The teacher develops the ability to self-monitor and self-reflect on teaching strategies, value systems, and beliefs as they relate to students.
   (2) The teacher continuously assesses and adjusts his/her own language usage in the classroom in order to maximize student comprehension and verbal participation.

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.

**Bilingual competencies as listed below**-

F. Assessment
(1) The teacher recognizes potential linguistic and cultural biases of assessment instruments and procedures when prescribing a program for the second language learner.
(2) The teacher assesses oral and written language proficiency in academic areas in both languages utilizing the results for instructional placement, prescription and evaluation.
(3) The teacher evaluates growth of learner’s first and second language in the context of the curriculum.
(4) The teacher continuously assesses and adjusts instructional language to maximize student comprehension and verbal participation.

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.

**Reading competencies as listed below**-

(3) Demonstrate knowledge of assessment principles and techniques
(a) Recognizes that a critical goal of assessment is to help the student become a more reflective and self-sufficient learner.
(b) Recognizes assessment as an ongoing and indispensable part of reflective teaching and learning.
(c) Recognizes and understands that assessment must take into account the complex nature of reading, writing, and language, and must be based on a range of authentic literacy tasks using a variety of texts.
(d) Is able to conduct assessments that involve multiple measures over time and in different contexts.
(e) Uses information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed-response measures, portfolio-based assessment, observations, anecdotal records, journals, and other indicators of students’ progress as basis for instruction.
(f) Recognizes and understands the importance of using meaningful assessment to improve curriculum and instruction.

(4) Communicate information about reading
(a) Communicates effectively with students, parents, teachers, and support personnel about strengths and areas that need improvement.
(b) Able to communicate to parents important information about the developmental nature of reading and expectations for achievement.
(c) Understands how to involve parents in cooperative efforts and programs to help students with reading development.
(d) Communicates information about reading programs to administrators, staff members, school board members, parents, and the community.
(e) Effectively communicates information and data about reading to the media, policymakers, and the general public.
(f) Interprets and communicates research findings related to the improvement of instruction to colleagues and the wider community.
(g) Communicates with allied professionals in assessing and planning instruction.

D. Planning and enhancing programs
(1) Curriculum and development
(a) Initiates and participates in ongoing curriculum development and assessment.
(b) Adapts programs to the needs of different learners to accomplish different purposes.
(c) Is able to coordinate and support all services associated with reading programs.
(d) Understands and uses multiple indicators of curriculum effectiveness.
(e) Is able to evaluate adoption materials and other instructional materials in order to best support and develop a balanced curriculum.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)/ Text Chapter(s)</th>
<th>Measureable Artifacts</th>
<th>NM Teacher Competency Knowledge, Skill, or Disposition # in the Conceptual Framework; SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 1: Classroom Assessment: Every Student a Winner!</td>
<td>Discussion Thread:&lt;br&gt; 1. After reviewing the Formative Assessment Powerpoint (Module #1), complete Exercise 2.1 to practice recognizing Obtrusive, Unobtrusive, and Student-Generated Assessments.&lt;br&gt;2. Discuss your answers and thoughts (via discussion thread).&lt;br&gt;Reflective Current Trends:&lt;br&gt;1. Reflective Current Trend Article #1: Review the article, <em>Grades that Show What Students Know</em> by R. Marzano.&lt;br&gt;2. Reflect on the article and turn in via dropbox or email (see grading rubric).&lt;br&gt;3. Reflective Current Trend Article #2: Review the article, <em>Setting the Record Straight on High Yield Strategies</em> by R. Marzano.&lt;br&gt;4. Reflect on the article and turn in via dropbox or email (see grading rubric).&lt;br&gt;Module Assignment #1:&lt;br&gt;1. Read Chapter 1&lt;br&gt;2. Formative Assessment: Obtrusive, Unobtrusive, and Student-Generated. Review all PowerPoint slides (Formative Assessment – Marzano)</td>
<td>SLOs: 1, 2, 3, 4&lt;br&gt;Disposition 1, 2 &amp; 3&lt;br&gt;Knowledge 5, 4, 7, 9, 1&lt;br&gt;Skills 1, 2&lt;br&gt;NM Teacher Competency: E7, G2, E2, E1, E8, D9</td>
</tr>
</tbody>
</table>
| **Week 2** | **Module Assignment #2:**  
1. Read Chapters 2-3  
2. Four Point Scale: Review all PowerPoint slides over the 4-point Scale.  
**Discussion Thread:**  
1. What Student Evidence Determines Grades?  
2. Discuss your answers and thoughts (via discussion thread).  
**Reflective Current Trends:**  
1. Reflective Current Trend Article #3: Review the article, *Formative Assessment: An Enabler of Learning*.  
2. Reflect on the article and turn in via dropbox or email (see grading rubric).  
**Module Assignment #3:**  
**Mid-Term:**  
| **Week 3** | **Module Assignment #4:**  
**SLOs:**  
1, 2, 3, 4  
**Disposition 1,2 & 3**  
**Knowledge 5, 4, 7, 9, 1**  
**Skills 1,2**  
**NM Teacher Competency:**  
E7,G2,E2,E1,E8, D9  
**Module Assignment #5:**  
**SLOs:**  
1, 2, 3, 4  
**Disposition 1,2 & 3**  
**Knowledge 5, 4, 7, 9, 1**  
**Skills 1,2**  
**NM Teacher Competency:**  
E7,G2,E2,E1,E8, D9  
| **Week 4** | **Module Assignment #6:**  
**SLOs:**  
1, 2, 3, 4  
**Disposition 1,2 & 3**  
**Knowledge 5, 4, 7, 9, 1**  
**Skills 1,2**  
**NM Teacher Competency:**  
E7,G2,E2,E1,E8, D9  
| **Module Assignment #3:**  
**Mid-Term:**  
| **Module Assignment #2:**  
| **Module Assignment #3:**  
| **Module Assignment #4:**  
| **Module Assignment #5:**  
| **Module Assignment #6:**  

| **Week 2** | **Module Assignment #2:**  
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**Mid-Term:**  
| **Week 3** | **Module Assignment #4:**  
**SLOs:**  
1, 2, 3, 4  
**Disposition 1,2 & 3**  
**Knowledge 5, 4, 7, 9, 1**  
**Skills 1,2**  
**NM Teacher Competency:**  
E7,G2,E2,E1,E8, D9  
**Module Assignment #5:**  
**SLOs:**  
1, 2, 3, 4  
**Disposition 1,2 & 3**  
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**Skills 1,2**  
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**SLOs:**  
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**Disposition 1,2 & 3**  
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| **Module Assignment #5:**  
| **Module Assignment #6:**  

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**Mid-Term:**  
| **Week 3** | **Module Assignment #4:**  
**SLOs:**  
1, 2, 3, 4  
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**Skills 1,2**  
**NM Teacher Competency:**  
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**Module Assignment #5:**  
**SLOs:**  
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**Disposition 1,2 & 3**  
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**SLOs:**  
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**Disposition 1,2 & 3**  
**Knowledge 5, 4, 7, 9, 1**  
**Skills 1,2**  
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E7,G2,E2,E1,E8, D9  
| **Module Assignment #3:**  
**Mid-Term:**  
| **Module Assignment #2:**  
| **Module Assignment #3:**  
| **Module Assignment #4:**  
| **Module Assignment #5:**  
| **Module Assignment #6:**  

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**Week 3**  
**Module Assignment #4:**  
**SLOs:**  
1, 2, 3, 4  
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**Skills 1,2**  
**NM Teacher Competency:**  
E7,G2,E2,E1,E8, D9  
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**SLOs:**  
1, 2, 3, 4  
**Disposition 1,2 & 3**  
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**Week 4**  
**Module Assignment #6:**  
**SLOs:**  
1, 2, 3, 4  
**Disposition 1,2 & 3**  
**Knowledge 5, 4, 7, 9, 1**  
**Skills 1,2**  
**NM Teacher Competency:**  
E7,G2,E2,E1,E8, D9
XII. Assignment Descriptions/Assessment Criteria:

<table>
<thead>
<tr>
<th>Artifacts:</th>
<th>Description:</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threaded Discussion 8@ 3pts. (+1)</td>
<td>Discussion Posting: You are expected to post a minimum of 3 times and on at least 2 different days for each module. Comments must be thoughtful and advance the discussion. *Specific instructions are located on in Blackboard. Student Online Engagement: Online coursework requires at least the same amount of involvement as a face to face class. You are expected to be prepared by completing readings, viewing online resources, responding to discussion topics, and reflecting on (personal and peer) experiences. In a traditional setting, 3 credit hours equal 45 hours of “seat time” plus outside preparation and work.</td>
<td>25</td>
</tr>
<tr>
<td>Bilingual/ESL Lessons Plan with Assessment tools</td>
<td>In <em>EDBE/TE 406 Methods of Teaching Bilingual,</em> candidates will select a culturally relevant chapter / book/ story (See reading list for inspiration) and develop activities to teach the text to ELLs/Bilinguals. Activities should include, at a minimum, one pre-reading activity, one during reading activity, one reading comprehension activity, and one writing activity. The lesson plan will be submitted to the course instructor by email. In <em>ED 412 Formal and Informal Assessment,</em> candidates will develop assessment tools for the EDBE/TE 406 Lesson. *Instructions for the assessment tools (artifact #1) are located in Blackboard.</td>
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<td>Reflective Current Trends Article(s) 5@ 5pts</td>
<td>Candidates will access and review current trends in literacy and use new knowledge to create lesson plans reflective of federal and state policies.</td>
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<td>Self-Reflective Practitioner - Prezi Presentation</td>
<td>The student will prepare a 10-minute presentation through Prezi that synthesizes the insight, knowledge, techniques and skills that he/she acquired during the course and that particularly relate to Methods of Teaching Bilingual/ESL with an emphasis on the development of assessment tools. A Rubric for the self-reflective presentation will be available on Blackboard.</td>
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XIII. Internet sites or databases

XIV. Late Work:
Your work is due on the date indicated on the syllabus. Significant points may be deducted for late work (see rubric for details).

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

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.