

**EDU 166/266: Principles of Secondary Education  
& Content Area Modules  
Course Syllabus  
Fall 2020  
Monday, 5:30 – 8:30 p.m.**



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**Certificate of Clearance:**

This course involves an early fieldwork component. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for fieldwork. To ensure your eligibility to complete all elements of this course, you are required to submit a copy of your Certificate of Clearance to the course instructor (as instructed and by the date due) in order to complete the course. This is a non-negotiable state requirement.

**Required Texts (Available in the Doheny bookstore)**

Escheveria, J., Vogt, M. E., & Short, D. J. (2010). *Making Content Comprehensible for English Language Learners: The SIOP Model*. Needham Heights, MA: Allyn & Bacon.

**Required Standards Resources**

1. California Department of Education Content Standards in your content area only. Also available for **free download** online at: <http://www.cde.ca.gov/be/st/ss/>
2. Common Core: For the latest standards that are available for download go to- <http://www.cde.ca.gov/re/cc>
3. California English Language Development Standards, also available for **free download** online at the above web address.

**Education Department Philosophy**

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

**Investment in Inclusivity:**

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.

- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

#### **Student Support Statements**

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and [lcrow@msmu.edu](mailto:lcrow@msmu.edu). Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and [jcuevas@msmu.edu](mailto:jcuevas@msmu.edu). Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

#### **Course Overview**

The Mount Saint Mary's University Secondary Teacher Preparation Program has been designed to address the 2042 Program Standards. One important aspect in the program is the increased attention to specific content area curriculum and instruction. The three professional preparation courses in the program have been constructed to provide deep and consistent study of content-specific pedagogy and to allow candidates to apply their understandings with secondary students through interrelated fieldwork experiences.

Each professional preparation course consists of two modules, one guided by a Mount Saint Mary's University faculty member and a second by an expert teacher in the candidate's content area. As noted in the syllabi, each course module addresses relevant 2042 Program Standards and leads candidates to demonstrate competence in specific Practice and Opportunity Tasks aligned with the TPEs.

Early Fieldwork is an important way to apply the theories and principles studied in class, to real-life classrooms and students, through focused participation/observation activities in the field.

Verification of Early Fieldwork Hours: As part of your supervised teaching application process, the advisor will confirm that you have submitted Early Fieldwork Logs that will total 150 hours before allowing you to advance to supervised teaching.

#### **Course Description**

***Principles of Secondary Education*** is the initial professional preparation course module in the Secondary Teacher Preparation Program. This course provides opportunities to assess development of teaching practices and to design and deliver instruction informed by contemporary learning theory, real-world experience, and inquiry. We will examine the role of the teacher as one who assists student performance, with special attention to the needs of adolescents, English learners, students with special needs, and urban populations and settings. We will link concerns for equity with teaching and learning. We will practice professional collaboration through a cycle of reflective practice.

***The Content Area Modules*** are offered in each content area and address content-specific instructional and curricular strategies. The content has been drawn from the **California Teaching Performance Expectations (TPEs)** and the California Standards for the Teaching Profession. The CAM assignments have been designed to discuss and

practice teaching specific subjects in a single subject assignment. See the Content Area Course Modules section of this syllabus for your academic content area foci.

**Online sessions** will also be offered this semester. These sessions contain tasks that must be completed within the given timeframe. They are structured to: 1) demonstrate how technology use is changing for 21<sup>st</sup> century learning, 2) experience a way to make effective use of student time in and outside of class, and 3) to increase candidates' exposure to the myriad content resources available via online access.

Special Note for Fall 2020 due to Covid19: Due to the difficulty in conducting class with only a few face-to-face sessions, and in light of the need to protect students from Covid 19 infection, this class will be taught via Zoom for Fall 2020. Instructions will be sent to each class member via email and in the Canvas learning system.

### **Student Outcomes/Course Objectives**

***This course addresses the following objectives from the California State Department of Education Program Standards:***

- Candidates receive substantive instruction and supervised practice that effectively prepares them to plan and deliver content-specific instruction that is consistent with the state-adopted academic content standards.
- The course provides **multiple opportunities in multiple modalities** for each candidate to (1) apply the Teaching Performance Expectations (TPEs) and (2) learn, practice, and reflect on the specific pedagogical knowledge and skills that comprise the subject-specific TPEs.
- The course addresses numerous teaching strategies such as Socratic Method, Problem Based Learning, Cooperative Learning, and/or Literature Circles. Candidates will **research and demonstrate** a method of their choosing. Candidates will also practice using various teaching strategies throughout the semester.
- The course covers major concepts, principles and research associated with theories of human learning and such as **Vygotsky and constructivist learning theory** to assist in designing, planning and delivering instruction.
- The course addresses why and how to consider **students' prior knowledge**, experiences, abilities and interests as they plan academic instruction. Through instruction and coaching, candidates assume the responsibility to maximize each learner's achievements by building on students' prior instruction and experience.
- The course addresses the benefits of **collaborative, collegial planning**. On multiple occasions, candidates work closely with one or more colleagues to design and deliver effective, coordinated instruction.
- The course addresses the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for **English language development** and their relationship to the state-adopted English Language Arts content standards and framework.
- Candidates acquire skills for managing and organizing a classroom with **first- and second-language learners**.
- The course provides multiple opportunities to discuss and effectively use materials, methods and **strategies for English language development** that lead to the rapid acquisition of listening, speaking, reading and writing skills in English.
- Candidates learn how to use a wide variety of strategies for including ELs in mainstream curriculum, providing **scaffolding, modeling, and support** while maintaining access to academic content and providing opportunities for language development.
- The program's coursework and fieldwork include multiple, systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first and second languages, classroom organization, and participation by specialists and paraprofessionals.
- Candidates are provided with support and assistance from the instructor and academic coaches in their content area in completing assigned tasks that resemble pedagogical assessment tasks in the **TPEs and Cal-TPA**.

### **Early Fieldwork Requirement**

Early Fieldwork is an important way to apply the theories and principles studied in class, to real-life classrooms and students, through focused participation/observation activities in the field.

The program's Single Subject Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. A minimum of 600 hours of clinical practice is required across the arc of the program with 450 hours being completed during Supervised Teaching.

150 hours of early fieldwork are completed prior to Supervised Teaching by all single subject candidates. Each professional preparation course consists of two modules, one guided by a Mount Saint Mary's University faculty member and a second by an expert teacher in the candidate's content area. Each module represents 17 hours of interrelated instruction and fieldwork and must be completed by pre-service and in-service candidates for a total of 51 hours leaving 99 hours to be completed in several ways.

In addition to the 51 required fieldwork hours with coaches, in-service teachers may complete fieldwork hours in their own schools. Required hours outside of your classroom may be greater if your school of employment does not meet or partially meets the qualifying site requirements.

Alternative Fieldwork Experience: Candidates may request an alternate fieldwork experience to substitute for in classroom fieldwork (except for those completed in the coach's classroom) by submitting an Alternate Fieldwork Placement request form to the Program Director. This form must be signed off by the Program Director before the hours can count towards the log.

Verification of Early Fieldwork Hours: As part of your supervised teaching application process, the advisor will confirm that you have submitted Early Fieldwork Logs that will total 150 hours before allowing you to advance to supervised teaching.

***Candidates will participate in fieldwork tasks that enable them to:***

- Plan and practice multiple teaching strategies for managing and delivering instruction.
- Complete individual assignments and group discussions in which strategies are used and reviewed in relation to (1) state-adopted **student academic content standards /applicable Common Core standards**; (2) students' needs, interests and accomplishments; and (3) the observed results of the strategies.
- Observe, acquire and utilize important pedagogical knowledge, skills and abilities including those defined in the Teaching Performance Expectations.
- Observe, discuss, reflect on and participate in important aspects of teaching and teach individual students and groups of students before being given daily responsibility for whole-class instruction.
- Observe and/or participate in two or more subject-specific teaching assignments that differ in content and/or level of advancement.
- Demonstrate the basic ability to plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards applicable Common Core standards for students in their subject area using instructional strategies, materials, technologies and other resources to make content accessible to students and interrelate ideas and information within and across major subdivisions of the subject.
- **Begin to** acquire and demonstrate the ability to use initial, diagnostic, formative, and summative assessment information (including performance based assessment) to identify students' language proficiencies and to develop effective instruction that promotes students' access to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping, structured oral interaction).
- Continue to develop their technological skills.

**Assignments**

**In-class Involvement:** During class we will model many different teaching approaches and class discussion will help us clarify our beliefs and teaching practices. Every week we will be involved in small group work and/or written reflection. Since none of the in-class activities can be replicated outside the class session, no make-up assignment is possible if you are absent. Missing any session seriously jeopardizes your ability to earn a passing grade in the course. See the department attendance policy.

**Fieldwork Tasks:** You will complete 3 fieldwork tasks with your coach that will address the following elements. See the assignment for more detail.

**Fieldwork #1** Instruction and Assessment via the ZPD

**Fieldwork #2** Motivation and Management

**Fieldwork #3** Teaching a SDAIE lesson for your coach's class.

**Teaching Method Demo & Discussion Guidelines:** You and your fellow class members are responsible for leading a meaningful demonstration and discussion of one teaching method from the attached list. Each of you will be assigned to a small group and lead a session according to the schedule in the syllabus. You and your group partners will be the "experts" on the method. Your presentation will be no longer than forty-five minutes.

The goal of this assignment is for you to gain experience in designing a lesson and a learning environment that encourages discussion and purposeful exploration of key ideas regarding a specific teaching methodology. You will gain experience in presenting your lesson. You will also experience a reflective cycle of practice, from design and delivery through analysis, evaluation, and revision of your teaching plan.

In your presentation, do not just summarize the method for the class. Instead, design enabling activities for the class so they can analyze key ideas, synthesize the new material with what they already know, find extensions, draw implications, and so forth.

On your designated session date, you and your group members will lead the forty-five minute session on your chosen method. If you are using materials, be sure to bring enough for everyone in class. You should cover the following points via direct instruction and discussion with the class.

- **Define the method.** You do not need to address every facet of the method; instead, cull and sift to select and focus on key ideas.
- **Devise a class activity that demonstrates the method.** Make explicit links from our daily lives to the material. Use visual reinforcement for the key ideas you wish to tease out of the reading, for example, a graphic organizer, a movement activity, a map, music, etc. Think about ways that will help the class members create new understandings of the important ideas. Remember the power of multiple learning modalities and intelligences.
- **Class Discussion.** Have the class discuss the pros and cons of using this method after they have experienced the demo lesson. Remember that this is a discussion-based presentation, not a lecture, although there are some direct instruction elements. Create ways for class members to contribute to the discussion from their own prior knowledge and experiences. For example, how might other content areas use the method you demonstrated? How might the method need modifications for English Learners or students with special needs?

**Reflection:** Each member of your group will hand in a 2 page, double-spaced typed reflection on the development of your lesson and your evaluation of its success. The purpose is to structure your reflective cycle of teaching viz. a viz. the session you and your group planned and taught. [Reflective cycle: plan—teach—observe & reflect—revise plans—re-teach]. Include what you learned from the process of working and presenting with a group.

Ask yourself questions that help you compare your teaching experience with the six means of assistance, the California Standards for the Teaching Profession, and the TPEs. For example, ask yourself, "How did I monitor

student learning and involvement as the lesson progressed? How did I assess if the students reached the lesson goal? What means of assistance did I use to move learners through their ZPDs in relation to the lesson goal?"

Then reflect and hypothesize how you would teach the lesson differently next time. Ask yourself, "Given what I know now, how would I change the lesson plan?" This reflection is due the session following the one you lead (see the Method Demo Schedule).

Assignment	Points Possible
In-class Writing & Reflective Assignments	27.5
Homework Tasks:	17.5
Homework – general	30
Homework – online sessions	
Presentation of Teaching Method/Class Discussion	20
Self-Reflection on Class Presentation	10
ZPD Lesson ( <b>Fieldwork Task #1</b> )	20
Classroom Management Plan, Management & Instruction Observation ( <b>Fieldwork Task #2</b> )	15
SDAIE Lesson - ( <b>Fieldwork Task #3</b> )	30
TOTAL	170

**Grading**

Grading is on a point basis with the final percentage of points earned indicating the grade you earned in the course. **Remember that you must maintain a 3.0 GPA in order to proceed in the MSMU Single Subject Credential Program.**

92% - 100% = A	88% - 89% = B+	75% - 79% = C	65% - 69% = D	< 65% = F
90% - 91% = A-	82% - 87% = B	70% - 74% = C-		
	80% - 81% = B-			

**Classroom Policies**

**Submitting work:** All assignments (except the take-home statistics exam) should all be submitted to me either in class or on the Canvas site the date they are due. A Turnitin box will be posted under the Lessons and Assignments tab. In-class assignments are due the day they are assigned. The take-home Statistics Exam is due in class (absolutely no late submissions on this assignment).

**Formatting:** All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times New Roman font, 2.0-spacing, and one-inch margins. Written work with multiple grammatical and/or spelling errors per page will receive point reductions, so please proof-read!

**Tardiness:** Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.

**Classroom Participation:** During class we will model many different teaching approaches and class discussion will help us clarify our beliefs and teaching practices. ***Every week we will be involved in small group work and/or written reflection. Since none of the in-class activities can be replicated outside the class session, no make-up assignment is possible if you are absent.*** Missing any session seriously jeopardizes your ability to earn a passing grade in the course. See the department attendance policy below.

E-Learning System (Canvas): [add your guidelines here]

### **Other Guidelines**

- **Exchange phone numbers** with a buddy in class for mutual help and support.
- Find a friend who will read your assignments with you and help you **EDIT** them before you prepare a final draft. Homework assignments are expected to be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times or Helvetica font, double-spacing, and one-inch margins. Educators must be excellent language and literacy models.
- Ask questions of your classmates or the instructor if you need clarification. This is an important skill that the best learners use often.

### **University and Education Department Policies**

**University PPE Policy:** All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.

**Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.

**Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).

**Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

**Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.

- **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
- **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
- **Study Days:** The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
- **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.

**Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

**Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates MUST have a Certificate of Clearance PRIOR to entering a school for fieldwork. This is a non-negotiable state requirement. (This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)

**Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:

- files the application no later than 1 week prior to finals
- has completed the majority of assignments
- on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
- is prevented from completing the final assignment

**Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.



**Resource Binder Maintenance:** All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.

### **Student Resources**

Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.

Professional and Academic Resource Center (PARC)

- The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU: <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
- All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, [PARC@msmu.edu](mailto:PARC@msmu.edu), located on the second floor of Building 10.

**Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

**Students Needing Accommodations:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).

**Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.**

**Adding or Dropping a Course:** The Registrar's Office has deadline dates for adding or dropping courses. Please be attentive to these dates, as registration after these deadlines might require you to either 1) file an academic petition to be enrolled or 2) be refunded less than the full tuition amount when dropping a course. Also be advised that the deadlines differ for weekend vs. evening courses.

## EDU 166/266

**EDU 166/266: Principles of Secondary Education & Content Area Modules**  
**Fall 2020 – Monday Evening 5:30-8:30 pm with Covid- 19 accommodations**

Session	Target Strategy	Assignment and/or Fieldwork Task Due Next Session
<b>Introduction to Secondary Methods: Beyond Writing Lesson Plans</b>		
<p align="center"><b>1</b></p> <p><b>Aug. 24</b></p>	<p><b>Introduction to Single Subject Program</b></p> <ul style="list-style-type: none"> <li>• California Credential requirements</li> <li>• CSET reminder</li> <li>• Preliminary vs Clear credentials</li> <li>• CalTPA</li> </ul> <p><b>Course Overview:</b></p> <ul style="list-style-type: none"> <li>• Methodology tied to learning theory</li> <li>• Methodology tied to the needs of the adolescent learner</li> <li>• Methodology tied to the learning style of the student as well as the teacher</li> <li>• A Conversation about 21<sup>st</sup> century education</li> </ul> <p><b>Introduction of the Online Component to this Course</b></p> <p><b>Course Structure and Topics</b></p> <ul style="list-style-type: none"> <li>• Syllabus and Schedule</li> <li>• Use of SIOP book to infuse ELD throughout the course</li> <li>• Cal-TPA and Supporting Fieldwork Tasks in All Methods Courses</li> <li>• Content Area Modules: TPE 1B, PS 8: Content Specific Pedagogy</li> <li>• Methodology Demo Assignment</li> <li>• Conversations About Teaching That Lead to Reflective Practice</li> </ul> <p><b>CSTP, TPEs, TPA, Opportunity &amp; Practice Tasks.</b>  <b>Intro to Atwell: Ourselves the Student-Ourselves the Teacher from Atwell, N. (1998). <i>In the Middle: Writing, Reading &amp; Learning with Adolescents</i>. Portsmouth, NH: Boynton/Cook.</b></p> <p><b>Interviewing teachers and teacher candidates [from <i>Today's Secondary Schools</i>, pp. 33-34, 49-50.]</b></p>	<p><b>Begin reading California Content Area Standards for your content area.</b></p> <p><b>Review the Common Core information at:</b>  <a href="http://www.cde.ca.gov/re/cc">http://www.cde.ca.gov/re/cc</a></p> <p><b>Complete the Interview of the Teacher Assignment.</b></p> <p><b>Make a final decision on the teaching methodology your group will present.</b></p>
<b>Using Content Standards as a Foundation: Connecting Them to Learning Theory and Still Retaining Creativity</b>		
<p align="center"><b>2</b></p> <p><b>Aug. 31</b></p>	<ul style="list-style-type: none"> <li>• Clarify Discussion Groups &amp; Assignment</li> <li>• Atwell debrief</li> <li>• Teacher Interview Share out</li> <li>• Introduction to Content Standards (California and Common Core) in instruction / Content Area Pedagogy</li> <li>• Introduction to Online Assignment for <a href="#">Session 3</a></li> </ul>	<p><b>DUE: Interview of the Teacher and the Teacher Candidate</b></p> <p><b>Continue reading California Content Area Standards for</b></p>

		<p><b>your content area AND the Common Core information at:</b></p> <p><a href="http://www.cde.ca.gov/re/cc">http://www.cde.ca.gov/re/cc</a></p>
<b>Sept. 2, 2020: Labor Day – No Class</b>		
<b>3</b>	Asynchronous ONLINE CLASS SESSION	<b>Read: SIOP-Ch. 8</b>
<b>Sept. 14</b>	<p>1. Professional Learning Module: Common Core</p> <p>2. Higher Order Questioning via Bloom’s Taxonomy Revised/Webb Depth of Knowledge</p> <p>3. Tharp &amp; Gallimore 6 means of assistance – Read and Respond</p>	<b>Complete Online Assignment</b>
<b>4</b>	<p><b>5:30-7:15 Content Area Modules:</b> Content-specific pedagogical strategies – how to teach your content area, Content Area Standards, Higher Order Questioning in your content area</p> <p><b>7:15-8:30</b></p> <ul style="list-style-type: none"> <li>• Discuss Online Assignment from last week</li> <li>• Learning Objectives: Creation and Levels of Complexity / MSMU lesson plan template, applying Blooms Taxonomy, etc.</li> </ul>	<p><b>DUE: Online Assignments</b></p> <p><b>Read: SIOP-Ch. 2: Preparation</b></p>
<b>5</b>	<p><b>Vygotsky’s Zone of Proximal Development</b></p> <ul style="list-style-type: none"> <li>• ZPD Demo</li> <li>• Fieldwork #1 ZPD Lesson introduction</li> <li>• Link to SIOP chapters 2 &amp; 3</li> </ul> <p><b>Constructivism vs Behaviorism</b></p> <ul style="list-style-type: none"> <li>• Poplin,</li> <li>• Eisner</li> <li>• Plato</li> </ul> <p><b>FIELDWORK CHECK-IN</b></p> <p><b>Intro to Fieldwork #1</b></p>	<b>Read: SIOP-Ch. 3: Building Background</b>
<b>6</b>	<p><b>5:30-7:15 Content Area Modules:</b></p> <p style="text-align: center;"><b>Fieldwork #1 ZPD Lesson review</b></p> <p><b>Content-specific pedagogy: includes strategies for ELs</b></p> <p><b>7:15-8:30 Methodology Demo Group 1:</b></p> <p><i>Clarify online assignment for session 7</i>    <b>Fieldwork #2 intro</b></p>	<p><b>Read: SIOP-Ch. 5: Strategies</b></p> <p style="text-align: center;"><b>[Fieldwork #1 in Coach’s classroom this week]</b></p>
<b>Creating A Safe and Motivating Learning Environment</b>		
<b>7</b>	Asynchronous ONLINE CLASSROOM SESSION	<b>Read:</b>
<b>Oct. 12</b>	<p><b>1. Reflecting</b> on Effective and Ineffective Reactions to Behaviors <b>(Turn in to Canvas Drop Box by Midnight Oct. 21)</b></p> <p><b>2. Palardy</b> reading on class management</p>	<b>1. SIOP-Ch. 6: Interaction</b>

	<p><b>3. Iris module</b> on behaviour cycle  <b>4. Restorative article posted on Canvas</b></p>	
<p><b>8</b>  <b>Oct. 19</b></p>	<p><b>5:30-7:15 Content Area Modules</b></p> <ul style="list-style-type: none"> <li>• Issues of classroom management: role-playing and discussion - <b>Fieldwork #2</b></li> <li>• Assigning and assessing work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.</li> </ul> <p><b>7:15-8:30 Methodology Demo Group 2:</b></p> <p><b>Assign Video Language Experience / Assign SIOP chapter for Jigsaw Activity</b></p>	<p><b>Fieldwork #1 DUE</b>  <b>[Fieldwork #2 in Coach's classroom]</b></p>
<p><b>9</b>  <b>Oct. 26</b></p>	<p><b>Debrief Fieldwork #1</b>  <b>Instructional time:</b> Discuss Palardy and Iris modules  Classroom management and motivation  <b>Restorative Justice:</b> Discuss from the reading and how this is a distinctive way to address the needs of students.  <b>The Iceberg Metaphor</b>  <b>Canfield:</b> <i>101 Ways to Enhance Self Esteem in the Classroom</i>  <b>Alternative View of Education:</b> Summerhill: Motivation via freedom, not license back to earlier session re constructivism</p> <p>Discussion: Can students who have a choice in their education thrive?</p> <p><b>FIELDWORK CHECK-IN</b></p>	<p><b>Read SIOP, Ch. 1 &amp; 4:</b>  <b>Comprehensible Input</b></p>
<p><b>Working with English Learners and Students with Special Needs</b></p>		
<p><b>10</b>  <b>Nov. 2</b></p>	<p><b>Debrief Fieldwork #2</b>  <b>Debrief Coat of Arms:</b> How can this type of activity support community building?</p> <p><b>Focusing on EL issues, SIOP, SDAIE</b></p> <ul style="list-style-type: none"> <li>• Video Language Experience Discussion: Experiencing what it might be like to being educated in an L2.</li> <li>• SIOP Indicators: Define and discuss</li> <li>• Demo of SDAIE lesson with SIOP analysis</li> <li>• Fieldwork #3 SDAIE Lesson planning using Content Standards &amp; ELD Standards (<i>SIOP</i>)</li> </ul> <p><b>FIELDWORK CHECK-IN</b></p>	<p><b>DUE: Coat of Arms Exercise</b>  <b>DUE : Fieldwork # 2</b>  <b>DUE: Video Language experience</b>  <b>DUE: SIOP chapter summary</b>  <b>Read SIOP Ch. 7: Practice/Application</b>  <b>Ch. 8: Lesson Delivery</b>  <b>Ch. 9: Review/Assessment</b></p>
<p><b>11</b>  <b>Nov. 9</b></p>	<p><b>Asynchronous ONLINE SESSION</b>  <b>Differentiated Instruction</b></p>	

<p><b>12</b></p> <p><b>Nov. 16</b></p>	<p><b>5:30-7:15 Content Area Modules</b></p> <p><i>SDAIE Lesson planning for your teaching assignment in your coach's classroom</i></p> <p><b>7:15-8:30 Methodology Demo Group 3:</b></p>	<p><b>Read: SIOP-Ch. 10</b></p> <p><b>[Fieldwork #3 in Coach's classroom]</b></p>
<p><b>Professional Growth, - Continuing One's Reflective Practice – Lifelong Learning</b></p>		
<p><b>13</b></p> <p><b>Nov. 23</b></p>	<p>Asynchronous <b>ONLINE CLASSROOM SESSION</b></p> <p>Technology focus: How it can be used successfully in your content area.</p> <p><b>Stanford Read History Stanford History:</b> Using the internet with discernment.</p>	
<p><b>Thanksgiving - Nov. 26</b></p>		
<p><b>14</b></p> <p><b>Nov. 30</b></p>	<p><b>Self-Reflection as a practice</b></p> <ul style="list-style-type: none"> <li>• Debrief Online Assignments: Regarding the use of technology for education, what did you find were pros, cons, and the relationship to your teaching practice?</li> <li>• Debrief Fieldwork #3 – What were the challenges and/or elements of implementing a SDAIE lesson in your content area?</li> </ul> <p><b>Teacher Expectations: Student Achievement</b></p> <ul style="list-style-type: none"> <li>• TESA Directions: Addressing the ways students who are perceived as high or low achievers are treated in the classroom.</li> </ul> <p><b>FIELDWORK CHECK-IN</b></p>	<p><b><u>Online Assignments DUE</u></b></p>
<p><b>15</b></p> <p><b>Dec. 7</b></p>	<p><b>Final class meets from 5:30-7:30 pm</b></p> <p>TBA</p>	<p><b><u>Fieldwork #3 DUE</u></b></p>