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| **MALT 602 Single-Subject Methods I: Critical Pedagogy and Instructional Design** | | |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:** |
| **Location:** |  | **Time: 5:30-9:30** |
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| --- | --- |
| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** | |

**CATALOG COURSE DESCRIPTION**

Design of culturally responsive curricula with an understanding that diversity differences affect learning. Instruction and assessments are investigated and developed based on subject matter knowledge, content standards, and the effective use of technology.

Equivalent to EDUG 402/EDUC 502.

Prerequisites: Permission to enroll in teacher credential courses from the School of Education.

**COURSE DESCRIPTION**

Connects secondary school methods to the Pragmatist Philosophical Transactive Paradigm investigated in MALT 601 focusing on social constructivism, sociocultural, and neuroscience understandings of learning. Through reader workshop and writer workshop, candidates construct shared discourse around the development and presentation of Universal Design for Learning (UDL) lesson plans, and other lesson plan design formats for grades 6 – 12 in subject specific teams. Lesson plans reflect students’ diverse cultures and identities and include various genres of text using cognitive processing systems for reading and writing. The course is designed to empower candidates to create curriculum, as an ethical and social justice practice, rather than being relegated to the role of technicians. As candidates construct knowledge of learning and the cognitive processing systems, multi-literacy methods and the inseparability of identity with learning, they can apply this knowledge to teaching and content standards. Methods, emphasizing the reciprocal function of listening, speaking, reading, writing and viewing, include: creating an inclusive environment for learning, helping students develop understanding, helping students extend and apply knowledge, and putting instructional strategies to use.

**Note: A total of 40 hours of early fieldwork experiences are to be completed within this program across the first two semesters. Five hours of fieldwork will be completed in each methods course and ten hours will be completed in each foundations course.**

**Fieldwork Experience includes one or more of the following:**

* Conduct a 15 – 20 minute interview with 3 teachers regarding their classroom management plans.
* Meet with a subject specific department chair or team leader to discuss long term planning, how curricular decisions are made, and the challenges and opportunities relative to differentiating instruction for students with diverse backgrounds (e.g., special needs, multilingual, 80% free-reduced lunch, Title I, race, LGBTQ).
* Observe 3 different classrooms with students from diverse backgrounds.
* Interview 3 students, each with one of the following profiles (multilingual, special needs, and GATE) focusing on their perceptions of themselves as learners.
* Interview 3 teachers regarding their preparation of assessment items and the relationships they see between teaching, learning, and assessment.

**The fieldwork log will be turned in to the Office of Fieldwork and Advising.**

**REQUIRED TEXTS & READINGS**

Gareis, Christopher R. & Grant, Leslie W. (2015). *Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning.* New York, NY: Routledge.

Kellough, Richard D. & Kellough, Noreen G. (2011). *Secondary School Teaching: A Guide to Methods and Resources.* Pearson Education Inc.

Wallowitz, Laraine (Ed.) (2008). Critical Literacy as Resistance: Teaching for Social Justice Across the Secondary Curriculum. New York, NY: Peter Lang Publishing, Inc.

**REQUIRED READINGS FOR COURSE**

Katz, Leanna. (2014). Teachers’ Reflections on Critical Pedagogy in the Classroom. *InterActions: UCLA*

*Journal of Education and Information Studies*, 10(2): [http://escholarship.org/uc/item/2c6968hc#](http://escholarship.org/uc/item/2c6968hc)

Critical Pedagogy and the Teaching of Reading for Social Action by Fernando Naiditch, Montclair State  
 University: <http://files.eric.ed.gov/fulltext/EJ1047717.pdf>

Kirkland, David E. (2004) Rewriting School: Critical Pedagogy in the Writing Classroom. *Journal of*  
 *Teaching Writing,* 21(1 & 2):<http://journals.iupui.edu/index.php/teachingwriting/article/view/1324>

**TECHNOLOGY REQUIREMENTS**

Technology tools have been integrated in this course and all other Professional Teacher Preparation courses.  **Moodle** is a web-based tool that you can access from any Internet connection with Internet Explorer at any time.  Access is located at [http://moodle.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fmoodle.redlands.edu).  The site will have links to the course syllabus, assignments, resources, and other communication tools.  There is no charge for the use of Moodle.  **TaskStream,** a web-based lesson, unit, and instructional resource, **is required**.  TaskStream can be purchased on-line at [http://www.TaskStream.com](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fwww.taskstream.com%252f) for an individual full year subscription.  Be sure to indicate you are a student and click on the University of Redlands. The student rate will be charged and you will be connected to our learning community. Microsoft Office will be helpful if you have it accessible. All software is available in the School of Education for use.  Internet access will be required for classes ([http://moodle.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fmoodle.redlands.edu)).  All courses build on prior coursework and technology skills. Technology skills also should be used as often as is appropriate to enhance learning and teaching competence. When all professional Teacher preparationt coursework is completed successfully, candidates will have met the Level I technology requirements.  Additionally, **The Armacost Library** site at [http://www.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fwww.redlands.edu) /library has links to many other on-line resources under Internet Education Resources.

**COURSE OBJECTIVES**

Based on the California Teaching Performance Expectations (TPE) adopted June 2016.

Each candidate will be provided the opportunity to engage in critical thinking (i.e., self-interrogation of unexamined assumptions and stereotypes) using the theoretical orientation of critical theory to develop critical consciousness resulting in adult transformative learning to meet the following course objectives:

1. To create and implement effective and meaningful culturally responsive instruction for all students based on required subject matter knowledge, state content standards, curriculum goals, and use of technology. (TPE 1, 3 & 4)
2. To demonstrate multiple assessment strategies to be utilized as a unit/lesson planning tool (TPE 5)
3. To facilitate the acquisition of subject matter knowledge in K-12 students through appropriate instruction, active learning, self-motivation, and cooperative interaction among students (TPE 3 & 4)
4. To research and create a classroom management plan that will promote physically and emotionally safe classroom environments (TPE 2)
5. To apply the principles of critical pedagogy as active learners and reflective practitioners, individually and with their colleagues. (TPE 6)
6. To foster and demonstrate caring and professional relationships with students, colleagues, families and the community at large that focus on acceptance and attention to students' educational needs. (TPE 6)

**ASSIGNMENTS AND ASSESSMENTS**

Details for each of the three course-completion assignments/activities are presented below.

**Key Assignment #1: My Emerging Plan for Classroom Management (20% of the course grade) (Variable Due Dates – Class Session 5)**

The purpose of this assignment is to begin preparation of the management system that you will explain to your students during the first day or week of school. You will interview at least one teacher – in conjunction with fieldwork hours – who exemplifies a model management system.

**Key Assignment #2: Preparing a Full Semester Content Outline (20% of the course grade) (Variable Due Dates – Class Session 6)**

The purpose of this assignment is for you to organize your ideas about subject content and the sequencing of content for one semester. You will create a two to three-page outline followed by a one to two page reflection in response to the content outline assessment checklist.

**Key Assignment #3: Lesson and Unit Plan Development (60% of course grade)**

The purpose of this assignment is for you to gain familiarity with the design of lessons and unit plans and to see each lesson in a developmental sequence toward unit coherence. You will begin by using a model lesson plan format to design a 30-minute lesson plan for a specific grade and content area. From there you will expand lessons in an organized day-to-day sequence, systematically building toward a two-week unit that embeds (a) formative and summative assessments, (b) specific reading and writing prompts for students, © commentary about how social justice principles are embedded in the lessons and unit, and (d) a final end-product students will complete to demonstrate their engagement with the material.

**UNIVERSITY GRADING SYSTEM**

(See University Catalog)

4.0 or 3.7 Outstanding

* The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear with correct and consistent verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

3.3 or 3.0 Excellent

* The student’s work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear manuscript with occasional errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

2.7, 2.3, or 2.0 Acceptable

* The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.
* Department Expectation: Any assignment required to be written in APA format contains errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

**Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.** 1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.

**MINIMUM COURSE CREDIT REQUIREMENT FOR TEACHER CREDENTIAL CANDIDATES**

Students must receive at least a 2.0 to earn credit for the course. The MALT program requires a cumulative grade point average of 3.0 for degree completion and/or credential recommendation

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. All people should clearly understand what constitutes plagiarism and avoid it. See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments. Any student who misses more than two sessions of a course may be required to retake the course.

**ACCOMMODATIONS FOR LEARNING**

If you feel you need accommodation to address the impact of a learning or physical disability, please speak with me privately to discuss your specific needs. To coordinate reasonable accommodations for documented disabilities, contact Academic Success and Disability Services at 909-748-8108 or visit them on the bottom floor of the Armacost library.

**ADDITIONAL COURSE RESOURCES**

**RESOURCES FOR ASSIGNMENTS**

* Universal Design for Learning Guidelines: <http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf>
* Universal Design for Learning DIY Template:  
  <http://www.udlcenter.org/sites/udlcenter.org/files/UDL%20DIY%20Figure.pdf>
* Universal Design for Learning Lesson Plan Template:  
  <https://universal-design-for-learning.wikispaces.com/file/view/Implementing+Tiered+Instruction+9+UDL+lesson+plan.pdf>
* Universal Design for Learning Lesson Plan: The Causes of the French Revolution  
  <http://mrspaliotta.weebly.com/udl-lesson-plan.html>

**COURSE CALENDAR (Subject to Change)**

| **Meeting** | **Topic** | **Assignments Due** | **Readings Due** |
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| Class  Session  #1 | Introduction to course, major assignments, and Moodle.  Secondary School Teaching Today: The Community of Learners Concept; Quality Education for Every Student; Instruction That Is Differentiated; and Responsive Practices. | Kellough & Kellough, p. 24  Exercise 1.1  What Message Is Being Conveyed? (In class) | Textbook: Kellough & Kellough, CH 1 |
| Class  Session  #2 | Multilevel instruction, Individualized Instruction, and Differentiated Instruction; the Theoretical Origins of Teaching Styles and Their Relation to Constructivism; and Identifying and Building Your Instructional Competencies. | Introduce and review Kellough & Kellough, pp. 63 – 69, Exercises 2.1, 2.2, and 2.3. (Due class #3)  Introduce and review **Key Assignment #1: My Classroom Management Plan** 3 – 5 pp. (Due Class #5) | Textbook: Kellough & Kellough, CH 2; Wallowitz, CH 1: Critical Literacy and Critical Thinking; Gareis & Grant, CH 1: Why Should I Assess Student Learning In My Classroom?  Articles: Leanna Katz (2014) Teachers’ Reflections on Critical Pedagogy in the Classroom. |
| Class  Session  #3 | Thinking and Questioning: Skills for Meaningful Learning.  Teaching Thinking for Intelligent Behavior; Purposes for Using Questioning; Socratic Questioning; and Levels of Cognitive Questions and Student Thinking. | Kellough & Kellough, pp. 90 – 91, Exercise 3.1 and 3.2 (In class)  Introduce and review Kellough & Kellough, pp. 94 – 99, Exercises 3.4, 3.5, and 3.6 (Due class #4). | Textbook: Kellough & Kellough, CH 3; Wallowitz, CH 2: Being Critically Literate in Science. |
| Class  Session  #4 | The Classroom Learning Environment.  The Importance of Perceptions; Developing Your Own Effective Approach to Classroom Management; and Managing Class Sessions. | Introduce and review Kellough & Kellough, pp. 139 – 140, Exercise 4.3 (Due class #5) | Textbook: Kellough & Kellough, CH 4; Wallowitz, CH 3: Critical Mathematics Education and CH 4: Disempowering the Authority of Science; Gareis & Grant, CH 2: What Makes A Good Assessment? |
| Class  Session  #5 | The Curriculum: Selecting and Setting Learning Expectations.  Curriculum and Instruction; Planning for Instruction; Curriculum Standards; Sequencing; Learning Outcomes; Preparing Instructional Objectives; The Domains of Learning and the Developmental Needs of Students; Cognitive Domain Hierarchy; Psychomotor Domain Hierarchy; and Integrated Curriculum. | Introduce and review Kellough & Kellough, pp.181 - 198, Exercises 5.1 – 5.12  Introduce and review **Key Assignment #2: Full Semester Content Outline** | Textbook: Kellough & Kellough, CH 5; Wallowitz, CH 5: Against “Tolerance”: Critical Historical Literacy Methods in Antihomophobia Education; Gareis & Grant, CH 3: How Do I Create A Good Assessment?  Articles: |
| Class  Session  #6 | Planning the Instruction.  The Instructional Unit; Theoretical Considerations for the Selection of Instructional Strategies; Styles of Learning; Constructing A Lesson Plan: Format, Elements, and Samples; and Setting the Learning Objectives. | Introduce and review Kellough & Kellough, pp. 233-234, Exercise 6.2A & 6.2B: Lesson Plan Development & Assessment | Textbook: Kellough & Kellough, CH 6; Wallowitz, CH 6: Grounding Art Education in the Lives of Youth, CH 7: Developing Critical Literacy Through Historical Thinking Skills, CH 8: Critical Literacy and Human Rights Issues  Articles: Fernando Naiditch. Critical Pedagogy and the Teaching of Reading for Social Action. |
| Class  Session  #7 | Lesson Plan Development & Assessment  (Workshop) | **Introduce Assignment #3: Lesson and Unit Plan development** | Lesson Plan Development & Assessment (Workshop) |
| Class  Session  #8 | Assessing and Reporting Student Achievement  Purposes and Principles of Assessment; Assessing Student Learning; Student Involvement in Assessment; Maintaining Records of Student Achievement; Reporting Student Achievement. | Discussion of Key Assignment #3.  Introduce and review Kellough & Kellough, pp. 237, Exercise 6.3: Preparing an Instructional Unit – Bringing It All Together | Textbook: Kellough & Kellough, CH 7; Wallowitz, CH 9: Resisting the White Gaze; Gareis & Grant, CH 4: How Do I Create Good Select-Response Items? |
| Class  Session  #9 | Preparing an Instructional Unit – Bringing It All Together  (Workshop) | **Key Assignment #3: Preparing an Instructional Unit – Bringing It All Together** (Workshop) | Preparing an Instructional Unit – Bringing It All Together  (Workshop) |
| Class  Session  #10 | The Thinking Curriculum: Using Teacher Talk, Demonstrations, Inquiry, and Games  Teacher Talk; Demonstration; Inquiry Teaching and Discovery Learning; Integrating Strategies for Integrated Learning; and Educational Games. | Presentation and Discussion of Key Assignment #3.  Introduce and Review Kellough & Kellough, p. 298, Exercise 8.2: Developing a Lesson Using Level II Inquiry, Thinking Skill Development, a Demonstration, or an Interactive Lecture – Micro Peer Teaching | Textbook: Kellough & Kellough, CH 8; Wallowitz, CH 10: Critical Literacy in the World Language Classroom; Gareis & Grant, CH 5: How Do I Create Good Constructed-Response Items? |
| Class  Session  #11 | Developing a Lesson Using Level II Inquiry, Thinking Skill Development, a Demonstration, or an Interactive Lecture – Micro Peer Teaching (Workshop) | **Developing a Lesson Using Level II Inquiry, Thinking Skill Development, a Demonstration, or an Interactive Lecture – Micro Peer Teaching** (Workshop) | Developing a Lesson Using Level II Inquiry, Thinking Skill Development, a Demonstration, or an Interactive Lecture – Micro Peer Teaching (Workshop) |
| Class  Session  #12 | Mastery Learning and Differentiated Instruction  Quality Learning for Every Student; Individualizing Learning for Every Student; Learning Alone. | Presentation and Discussion of Key Assignment #3.  Introduce and Review Kellough & Kellough, pp. 315 – 321, Exercise 9.1: Preparing a Self Instructional Module | Textbook: Kellough & Kellough, CH 9; Wallowitz, CH 11: Critical Literacy in the English Classroom, CH 12: Visual Critical Literacy: Resistance, Activism and Agency in Collaborative Art Making; Gareis & Grant, CH 6: How Do I Connect Assessment to Student Learning? |
| Class  Session  #13 | Organizing and Guiding Student Learning Groups  Learning in Pairs and Small Groups; Cooperative Learning; Learning in Large Groups; Writing Across the Curriculum | Continued work on Assignment 3. Consultation with resources | Textbook: Kellough & Kellough, CH 10  Articles: David Kirkland (2004) Rewriting School: Critical Pedagogy in the Writing Classroom. |
| Class  Session  #14 | Professional Development: A Continuing Process  PD Through Teaching/Interning; Reflection and Self Assessment; Inservice and Graduate Study; Professional Organizations; and Micro and Peer Teaching | Presentation and Discussion of Key Assignment #3. | Textbook: Kellough & Kellough, CH 11; Gareis & Grant, CH 7: How Can I Constructively Influence Professional Practice In My School?  Articles: |