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| **MALT 606 Single-Subject Methods II: Content Area Teaching**  |
| **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**

Development of teaching strategies related to curriculum and instructional methods, assessment, and diagnostic strategies for secondary school content areas. Inclusive teaching, content area literacy, and assessment methodologies addressed in the contexts of various single subject content areas. Fieldwork experience required. Equivalent to EDUC 606 and EDUG 406/406N.

**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:**

* Gather information on **one focus student who is an ELL.**
* Gather information on classroom management routines (attendance, distributing assignments, collecting work, grading, assessment) and instructional techniques.
* Gather information on **one focus student with special needs**.
* Gather information on the curriculum being taught to the whole class including as many details as you can on content, differentiation strategies, procedures, assessments, and general demographics on the class as a whole.
* Assess the extent to which **inquiry** (chapter 11 Estes) is used as an instructional strategy.
* Describe aspects of **social justice integrated into the learning**.

**The fieldwork log will be turned in to the Office of Student Success.**

**COURSE DESCRIPTION**

Candidates enrolled in this course will have opportunities to develop a deeper understanding of critical theory as it relates to the practice of teaching and learning. Candidates will explore curriculum development, content standards including the Common Core State Standards (CA CCSS), methods of integrating literacy into content areas, and assessment in their content area in secondary schools. Candidates will explore specific instructional methodologies and strategies that are subject-specific and inclusive of all learners including English Language Learners and learners with special needs, as well as classroom management strategies. Candidates will have an opportunity to apply specific secondary curriculum, assessment, management strategies, and specific instructional methodologies and strategies through lesson plan development, micro-teaching, and the development of comprehensive plans for a unit of instruction. There will be professional reflection on fieldwork opportunities to bring cohesion to the study of teaching.

**REQUIRED TEXTS & READINGS**

Estes, T.H., Mintz, S.L., Gunter, M.A. (2015) *Instruction: A Models Approach* (Eighth Edition). Pearson. (ISBN-13: 978-0134046884)

Gareis, C. and Grant, L. (2015) *Teacher-Made Assessments: How to connect curriculum, instruction, curriculum and student learning.* Routledge. (2015). ISBN: # 9781138776104)

Critical Pedagogy Brings New Teaching and Learning Challenges (<https://www.facultyfocus.com/articles/teaching-and-learning/critical-pedagogy-brings-new-teaching-and-learning-challenges/>)

Critical Pedagogy: Schools Must Equip Children to Challenge the Status Quo (<https://www.theguardian.com/teacher-network/teacher-blog/2014/feb/25/critical-pedagogy-schools-students-challenge>)

Critical Thinking and Critical Pedagogy: Relations, Differences, and Limits (<http://faculty.education.illinois.edu/burbules/papers/critical.html>)

Turning Experiential Education and Critical Pedagogy Theory into Practice (<http://www.marybreunig.com/assets/files/Turning%20experiential%20education%20and%20critical%20pedagogy%20theory%20into%20praxis.pdf>)

**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. 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 PTPP 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, students in the course will:

1. Design and model standards-aligned lessons in disciplinary and cross disciplinary unit planning, integrating teaching practices for students of diverse backgrounds, including culture, language, gender, ethnicity, race and individuals with special needs. [TPE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.3]
2. Use knowledge of students (assessment data, learning goals, IEP, ITP, and 504 plans) to design and model standards aligned lessons and unit planning, integrating a variety of developmentally and ability-appropriate instructional strategies, resources and assistive technology, including Universal Design for Learning and Multi-Tiered Systems of Supports in designing curriculum for a wide range of learners within the general education classroom. [TPE 1.4, 3.2, 3.4, 3.5, 4.2, 4.3, 4.4]
3. Design and model standards aligned lessons and unit planning, integrating content specific, culturally responsive instructional strategies to support students who are developing English language proficiency, such as adapting subject matter curriculum, using Specially Designed Academic Instruction in English (SDAIE)) and English Language Development (ELD) strategies to support academic language acquisition and subject matter knowledge of all students. [TPE 1.6, 3.6]
4. Model and develop digital literacy by using technology to engage students, promote responsible digital citizenship. [TPE 3.7, 4.7]
5. Observe, design, and implement content area methodologies and strategies that connect subject matter to real-life contexts and provide hands on experiences that promote critical and creative thinking and analysis, integrating the visual and performing arts as applicable to specific disciplines. [TPE 1.3, 1.5, 3.3]
6. Demonstrate in lesson and unit planning as well as mini-lesson presentations a range of effective consultation and collaboration strategies with school colleagues, such as special education professionals (collaborating on assessment data analysis) and parents. [TPE 1.2, 3.4, 4.5, 5.6]
7. Engage in planning that represents multiple examples of classroom management that establishes clear expectations for positive classroom behavior, ongoing assessment and progress monitoring, and clear and effective classroom routines that encourage active engagement and interaction between teacher and student, and among students. [TPE 1.8, 2.6, 4.6, 5.5]
8. Design and utilize different types of assessments (diagnostic, Informal, formal, progress monitoring, and summative, self-assessment, self-reflection, rubrics), to support student learning and communication of learning outcomes to students and parents. [TPE 5.1, 5.2, 5.3, 5.4,5.5]
9. Engage in planning and representing multiple examples of short and long-term planning, knowledge of classroom management and routines, assessment and progress monitoring and the ability to adjust instruction to student needs in their subject specific content area(s). **[**TPE1.8**]**
10. Provide written and oral reflection on their personal and professional perspective on the complexities of teaching and learning in secondary schools. [TPE 6.1 ]

**ASSIGNMENTS AND ASSESSMENTS**

**1. Professional Engagement & Discussion Boards (40 points)** [TPE 1, 2, 3, 4, 5, 6] due WEEKS 1, 2, 3 & 5

Teacher candidates will sign-in for each class session.

* Class attendance and active engagement is expected. Evidence of engagement during each class (activities, discussions, and presentations) is expected.
* Four discussion boards are required. Initial posts (due each Thursday by midnight) and responses to peers (due each Tuesday by midnight) will evidence the degree of a candidate’s engagement in course readings. For each discussion board there will be a broad discussion question. Candidates are expected to develop a thoughtful initial response that integrates **evidence of the reading** **and application of theory to practice**. Candidates are expected to thoughtfully reply to two peers, asking questions and further examining theory to practice. For detailed expectations see Rubric-Online Forums.

**2. Fieldwork Observations (60 points)** [TPE 1, 2, 3, 4, 5] VARIABLE DUE DATES

 **Individual Project: *Observe teachers and students*** in a variety of secondary classrooms.

1. Make arrangements for your observations with a school administrator and classroom teachers early!
2. The cooperating teacher signature template with signatures is due on **the last class session.** For this assignment, candidates will make **FIVE** one-hour observations in a classroom setting related to the subject area they would like to teach in. Evidence of one or more of the following will be documented by completing a one-page single spaced synthesis of the observation.
	1. Observation 1: **ELL.** Gather information on **one focus student who is an ELL.** Review the template for TPA 2 and gather details specific to each area of inquiry, i.e., family history, areas of interest, health, test scores, and so forth.
	2. Observation 2: **Management.** Gather information on classroom management routines (attendance, distributing assignments, collecting work, grading, assessment) and instructional techniques. Describe specific examples of how **classroom management is linked to instructional design**.
	3. Observation 3: **Special Needs**. This observation must take place in a specialized setting such as a Resource setting or a Special Day Class. Gather information on **one focus student with special needs**. Review the template for TPA 2 and gather details specific to each area of inquiry, i.e., family history, areas of interest, health, test scores, and so forth. Explain the strategies you observe that are specific to this student’s needs.
	4. Observation 4: **UDL.** Gather information on the curriculum being taught to the whole class including as many details as you can on content, differentiation strategies, procedures, assessments, and general demographics on the class as a whole. Focus specifically on aspects of **Universal Design for Learning**. If you do not identify examples, then explain the missed opportunities.
	5. Observation 5: **Inquiry.** Assess the extent to which **inquiry** (chapter 11 Estes) is used as an instructional strategy. If you do not identify examples, then explain the missed opportunities**.**
	6. Observation 6: **Social Justice.** Describe aspects of **social justice integrated into the learning**. If you do not see this, explain how this lesson may have been designed to integrate themes of social justice.

**3. Key Assignment #1: Lesson Plans & Teaching Mini-Lessons (45 points)** [TPE 1, 3, 4, 5]. VARIABLE DUE DATES

For this assignment, candidates will earn a possible fifteen points each for three teaching demonstrations. In addition to discipline specific collaboration, planning, and mini-lesson delivery, candidates will develop a full lesson plan using the UDL lesson plan template. An outline of the lesson should be given to each observer in the group and a copy of the full lesson plan given to the instructor. At least one of the lessons must integrate the use of technology and digital literacy. All lessons must include appropriate assessment. Lessons may be designed and delivered in groups or individually.

**Lesson #1** will integrate literacy, listening and speaking in content areas and will be based on the Socratic Seminar model (chapter 9 of Estes).

**Lesson #2** will be based on a Cooperative Learning model (chapter 10 of Estes).

**Lesson #3** will integrate visual and/or performing arts as applicable to your discipline and will be student choice of one instructional model from our text (Estes).

**4. Key Assignment #2: Parent/Mentor Involvement Strategies for Instructional Support based on the PBL unit (10 points)** [TPE 1, 2, 3, 4, 5] DUE Week 7

For this assignment, candidates will design an instructional support web-site for parents and/or guardians that introduces their unit plan and provides recommendations and resources aligned with the unit goals and objective.Breezi (<http://breezi.com/>) ; Wix (wix.com); Weebly.com; and Google have website builders. You will develop your own web site as it relates to and supports the learning students will be doing in your PBL unit plan.

**5. Key Assignment #3: PBL unit presented on your website (45 points)** [TPE 1, 2, 3, 4, 5] DUE Week 7

Candidates will draw from their subject area fieldwork observations to design a project-based learning (see PBL resources in appendix) 3 week unit plan in their own subject areas. Interdisciplinary collaborative units are encouraged.

The goal of the project-based learning unit plan is to create the framework for a 15 day set of sequenced lesson plans, three of which will be fully developed lessons (one for each week of the unit) that showcase an understanding of differentiated instructional strategies for ELLs and students with special needs. These fully developed lessons will incorporate at least two of the models of instruction described in Estes. The unit, lesson plans, and assessment tools are all to be presented on web pages that you will create Breezi (<http://breezi.com/>) ; Wix (wix.com); Weebly.com; and Google have website builders. You will develop your own web site as it relates your PBL unit plan. The unit will include a summary and theme, grade level time frame, calendar depicting scope and sequence of classroom activities, standards, essential questions, knowledge and skills, a culminating performance task, assessment/rubrics, and resources. All resources used in developing the unit and lessons will be properly cited in APA format. Lesson plans within the PBL unit will be designed using the UDL lesson plan template and will evidence:

1. Specific academic, grade-level content standards.
2. California Common Core standards for reading informational texts, writing informational texts, and, speaking and listening.
3. Observable and measurable learning objectives including cognitive and behavioral elements.
4. Effective strategies to meet the needs of multiple intelligences exhibited by individual learners.
5. Lessons will address critical, creative, and caring thinking.
6. SDAIE strategies / scaffolding techniques i.e. graphic organizers
7. Activities related to reading and writing across the curriculum.
8. Authentic assessment strategies in the culminating project

**GRADING SYSTEM/SCALE**

(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.

**LATE WORK POLICY**

Late assignments may be submitted as permitted by Course Instructor.

**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**

N/A

**COURSE CALENDAR (Subject to Change)**

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| **WEEK #1: 00/00/2018** |
| TOPICS and ACTIVITIES |
| Topic: Designing Instruction for Inclusive Classrooms* Introductions
* Review of the syllabus
* Socratic Seminar: What does good teaching look like? (Collaboration, PBL, Direct Instruction)
* Estes Ch. 1, 2, 3 & 9
* Review Discussion Board requirements
* Form interdisciplinary unit teams
* Sign up for Mini-lesson presentations
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| READINGS & ASSIGNMENTS |
| * Estes Ch. 1, 2, 3 & 9
* Friend, Models of Co-Teaching
* Discussion Board 1, initial post by Thursday, replies to colleagues by next Tuesday
* Observations #1 & 2
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| **WEEK #2: 00/00/2018** |
| TOPICS and ACTIVITIES |
| Topics: Universal Design for Learning and Classroom Assessment* Creating Select Response and Constructed Response Items
* The IRIS Center: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students <https://iris.peabody.vanderbilt.edu/module/udl/>
* Share Unit Plan sample
* Mini-Lessons Round 1.1
* Interdisciplinary Team Time
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| READINGS & ASSIGNMENTS |
| * Gareis Ch. 4 & 5
* IRIS Classroom Assessment Part 1 <https://iris.peabody.vanderbilt.edu/module/gpm/>
* Discussion Board 2, initial post by Thursday, replies to colleagues by next Tuesday
* Observations #3 & 4
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| **WEEK #3: 00/00/2018** |
| TOPICS and ACTIVITIES |
| Topic: Instructional Models* Concept Attainment
* Concept Development
* Cause and Effect
* Vocabulary Acquisition
* Mini-Lessons Round 1.2
* Interdisciplinary Team Time
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| READINGS & ASSIGNMENTS |
| * Estes Ch 4, 5, 6, & 7
* Discussion Board 3, initial post by Thursday, replies to colleagues by next Tuesday
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| **WEEK #4: 00/00/2018** |
| TOPICS and ACTIVITIES |
| Topics: Inquiry Learning, Cooperative Learning* Mini-Lessons Round 2.1
* Interdisciplinary Team Time
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| READINGS & ASSIGNMENTS |
| * Estes Ch 10 & 11
* Observations #5 & 6
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| **WEEK #5: 00/00/2018** |
| TOPICS and ACTIVITIES |
| * Mini-Lessons Round 2.2
* Interdisciplinary Team Time
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| READINGS & ASSIGNMENTS |
| * Discussion Board 4, initial post by Thursday, replies to colleagues by next Tuesday
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| **WEEK #6: 00/00/2018** |
| TOPICS and ACTIVITIES |
| Topic: Putting It All Together* Mini-Lessons Round 3
* Interdisciplinary Team Time
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| READINGS & ASSIGNMENTS |
| * Estes Ch 14, 15, & 16
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| **WEEK #7: 00/00/2018** |
| TOPICS and ACTIVITIES |
| Unit Plan Website Presentations |