

***SCHOOL OF EDUCATION***

***Location Mailing Address***

*University Hall North 1200 East Colton Avenue*

*On Brockton Avenue P.O. Box 3080*

*Between University Street & Grove Street Redlands, CA 92373*

***Phone***

*(909) 748-8064*

**SYLLABUS**

**Course: EDUC 506 & MALT 606**

**Course Title:** Single Subject Content Area Teaching

**Term: November 2015**

**Days/Times: T-Th 5:30-9:30**

**Class Location: Redlands**

**Faculty: Dr. Gary Scott**

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**CATALOG COURSE DESCRIPTION**

Development of methodology and strategies related to curriculum and instructional methods, assessment and diagnostic strategies pertaining to the content areas in secondary schools. Focus includes teaching and assessment methodology, including advanced teaching methodology. Cognitive Academic Language Learning Approach (CALLA). Field experience required. Equivalent to EDUG 406.

Prerequisites: EDUC 501 and permission from the School of Education.

**Contextual Description**

Candidates enrolled in this course will have opportunities to develop a deeper understanding of curriculum, content standards including the Common Core State Standards (CCSS), and standardized assessment in their content area as taught in secondary schools. Candidates will develop comprehensive plans for a unit of instruction and a semester long course exploring specific instructional methodologies and strategies that are subject-specific and inclusive of all learners including English Language Learners and Special Needs Learners, and classroom management strategies. Candidates will have an opportunity to apply specific secondary curriculum, assessment, management strategies, and specific instructional methodologies and strategies through micro-teaching and reflection on fieldwork opportunities.

**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. The logon is [http://moodle.redlands.edu](http://moodle.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** is a web-based lesson, unit, and instructional resource. TaskStream can be purchased on-line at [http://www.TaskStream.com](http://www.taskstream.com/) 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. Other technology tools will be needed such as word-processing, spreadsheet and databases; PowerPoint, FrontPage, Hyperstudio, Blogger, and Inspiration may be required for classes. All software is available in the School of Education for use. Microsoft Office 2000 or later version will be helpful if you have it accessible. Internet access using the Internet Explorer web browser will be required for classes ([http://moodle.redlands.edu](http://moodle.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](http://www.redlands.edu/) /library has links to many other on-line resources under Internet Education Resources.

Candidates will use Moodle tools (email, the discussion board, links, and course materials to download, and electronic gradebook). They will use TaskStream Lesson Builder, Standards Manager, and Rubric Wizard, and continue to build and maintain their portfolio of teacher *Work Samples* throughout several courses, using TaskStream’s *Mybrary* electronic portfolio. Candidates will use Internet searching skills and tools, word processing, spreadsheets and database, the SAT 9 Analyzer, Inspiration, create WebQuests, integrate United Streaming, and other available programs into lessons. Candidates will present to the class using both PowerPoint and Taskstream, as well as demonstrating additional integration for student access of academic knowledge.

**COURSE OBJECTIVES**

**TPE:** Teacher Performance Expectations, California State

**[**TPE 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13**]**

1. Students will design and model lessons and unit planning, delivery, and metacognitive reflection. [TPE 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11]

2. Students will design and model teaching practices for students of diverse backgrounds, including culture, language, gender, ethnicity, race and individuals with special needs. [TPE 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11]

3. Students will share their knowledge of content specific instructional strategies particularly helpful to students who are not proficient in the English language, such as, Cognitive Academic Language Learning Approach (CALLA) and English Language Development (ELD) strategies. [TPE 1B, 2, 3, 4, 5, 6B, 6C, 7]

4. Students will observe, design, and implement content area methodologies and strategies, including strategies to scaffold instruction and develop language in the specific content areas. [TPE 1B, 2, 3, 4, 5, 6B, 6C, 7]

5. Students will engage in planning and representing multiple examples of short and long-term planning, year, semester, grading period, routines, testing,

grading, report cards, etc. in their subject specific content area(s). **[**TPE 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13**]**

6. Students will observe, reflect, report on, and develop their own subject specific content area formative and summative assessments, including secondary curriculum, high school exit exams, standardized testing and disaggregating of data. [TPE 1B, 2, 8, 9, 10, 13

7. Students will integrate into lesson planning and class presentation a range of developmentally appropriate classroom management and discipline strategies with an emphasis on problem solving & conflict resolution. [TPE 2, 3, 6B, 6C, 8, 9]

8. Students will evidence in all classroom related instructional planning and presentation application of developmental learning and multiple intelligences, individualized strategies, and differentiated learning, evaluating and using appropriate technology tools and resources. **[**TPE 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13**]**

9. Students will provide written and oral documentation of their personal and professional perspective on the complexities of teaching and learning in secondary schools. [TPE 11, 12, 13]

10. Students will evidence in lesson and unit planning as well as mini-lesson presentations a range of effective strategies to involve parents in their child’s education. [TPE 4, 8, 9, 10, 12, 13]

11. Students will exhibit in their planning and presentations related to classroom instruction the importance of providing access to the core curriculum to all students by: incorporating students’ background knowledge and experiences; using additive cultural approaches in selecting, adapting, and sequencing materials and technology for English Language Learners; promoting educational equity among students from diverse cultures, languages, gender, ethnicity, races, and individuals with special needs. **[**TPE 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13**]**

**REQUIRED TEXTS and READINGS for All Candidates**

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

**REQUIRED TEXT** - Walqui, A. and van Lier, L. (2010) *Scaffolding: The Academic Success of Adolescent English Language Learners.* San Francisco, CA: WestEd. (ISBN: 978-0-914409-75-5)

**REQUIRED TEXT -** Williams, L.R., Guillaume, A.M., Ponder, J.M. (2013) *CalTPA Preparation Guide.* Boston, MA: Pearson. (ISBN: 978-0-13-8021771)

**Readings - OPTIONAL**

Cal Center for Applied Linguistics. <http://www.cal.org/resources/digest/subject.html>

Health Curriculum and Resources. <http://www.cal.org/resources/digest/subject.html>

Physical Activity/Physical Education Reports: Accelerating School Activity. <http://www1.calendow.org/Article.aspx?id=3920>

Special Education Resources. <http://www.cde.ca.gov/sp/se/sr/selinks.asp>

**Recommended Resources for Subject-Specific Candidates**

**Science**

Project based learning unit example - <http://www.activatelearning.com/iqwst-units/#ps3>

American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press. <http://www.project2061.org/tools/benchol/bolframe.html>

Molecular workbench

<http://mw.concord.org/modeler/>

**Create your own interactive mathematics and science lessons**

Each [Yenka product](http://www.yenka.com/en/Products/) is based around a powerful modelling engine. This lets you use and edit the [rich, interactive content from our extensive online database](http://www.yenka.com/content/set.action?c=itemType&v=MODEL) - or even create your own lessons from scratch with just a few clicks.

With Scratch, you can program your own interactive stories, games, and animations — and share your creations with others in the online community. Scratch helps young people learn to think creatively, reason systematically, and work collaboratively — essential skills for life in the 21st century. Scratch is a project of the Lifelong Kindergarten Group at the MIT Media Lab. It is provided free of charge.

http://scratch.mit.edu/

California Alliance for Arts Education. <http://artsed411.org/>

California Arts Council. <http://www.cac.ca.gov/programs/>

Classroom Assessment and the National Science Education Standards. <http://www.nap.edu/books/030906998X/html/>

Donovan, M. S. & Bransford, J. D. (Eds.), (2005). *How students learn: Science in the classroom.* Washington, DC: National Academy Press. <http://newton.nap.edu/catalog/11102.html#toc>

Flynn Scientific Catalog on Safety: <http://www.flinnsci.com/Sections/Safety/safety.asp>

Giouroukakis, V.M. and Connolly, M. (2012) *Getting to the Core of English Language Arts, Grades 6 – 12: How to Meet the Common Core State Standards with Lessons from the Classroom*. Corwin Press (ISBN-10: 1452218811)

*How Students Learn: History, Mathematics and Science in the Classroom:* <http://www.nap.edu/books/0309074339/html/>

Johnsen, S. and Sheffield, L. (2012) *Using the Common Core State Standards in Mathematics with Gifted and Advanced Learners.* Prufrock Press, Inc. (ISBN: 1593639945)

National Council for the Social Studies. <http://www.socialstudies.org/>

National Research Council (1996). *National science education standards.* Washington, DC: National Academy Press. <http://www.nap.edu/readingroom/books/nses/html/>

National Research Council. (2000). *Inquiry and the national science education*

*standards: A guide for teaching and learning.* Washington, D.C.: National Academy Press. <http://newton.nap.edu/catalog/9596.html>

National Research Council (2001). *Classroom assessment and the national science education standards.* Washington, DC: National Academy Press. <http://newton.nap.edu/catalog/9847.html>

Other Social Studies Resources. <http://www.csun.edu/~hcedu013/res.html#HistorySocial>

Schools of California Online Resources for History/Social Science. <http://score.rims.k12.ca.us/>

World Language Educational Resources. <http://etc.usf.edu/flang/>

**CANDIDATE ASSESSMENT**

**1. Professional Engagement (62 points)** [TPE 1B, 6C, 12, 13] Due on class sessions 1 - 10

Teacher candidates will sign-in for each class session.

* Each class attendance is worth one point for a total of ten (10) points. Evidence of engagement during each class (activities, discussions, and presentations) is worth two points for a total of twenty (20) points. Exit slips and discussion responses at the end of each class will evidence the degree of candidate’s engagement.
* For each assigned reading, select two sections and a quote from each section that was meaningful to you. Upload your quotes to the forum on Moodle. In small groups be prepared to present and discuss your quotes. Reading group discussion structure:
  + Discussion groups will be set up on the first session and leaders will be assigned for each session. The leader will be responsible for creating 3-5 discussion prompts for each chapter. Hard copies of the discussion prompts will be turned in at the end of the class.
  + The leader will ask each member to read their two quotes and explain why those quotes were meaningful. In turn, each group member will respond to the quotes and the meaning of the quotes.
  + The leader will ask for other comments or open discussion on the quotes.
  + Repeat the process until each member has read their quotes and discussed the meaning of the quotes.
  + The leader presents the discussion prompts the he/she created, one at a time, and each member responds.
* For sessions 2-9 each candidate will analyze two short internet-based videos specific to the candidate’s discipline (science, visual/performing/industrial arts, social studies, language arts, mathematics, physical education, foreign language, etc.) Video content selection should be based on the reading assignments for that session. For each video respond to the analysis prompts in the template for your subject matter. Below the template, in four or five sentences describe the ways in which the video enhanced the instructional repertoire of the candidate. Here are some suggested websites:
* The Teaching Channel, <https://www.teachingchannel.org>,
* Annenberg Learner, <http://www.learner.org/>,
* Khan Academy, <https://www.khanacademy.org>, and YouTube, <http://www.youtube.com/>.

The video analysis and summary will be part of each session’s discipline specific discussions. Two points for each summary. 32 points total.

**2. Fieldwork Observations (60 points)** [TPE 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12,

**Individual Project: *Observe teachers and students and practice teach*** in 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.**
   1. For this assignment, candidates will make **SIX** one-hour observations in a classroom setting related to the subject area they would like to teach in. Evidence of each observation will be documented by submitting a **TYPEWRITTEN** 3-2-1 form. Each 3-2-1 observation form should include a description of how the teacher mediated at least three different cognitive functions and how the teacher applied Mediated Learning Experience Universal Criteria and any situational parameters. Each observation will be worth **TEN** points. Observation 1: Gather information on the curriculum being taught to the whole class including as many details as you can on content, strategies, procedures, assessments, and general demographics on the class as a whole. Describe examples of Mediated Learning Experience criteria and development of at least three cognitive functions. If you cannot identify examples, then there were many missed opportunities to do so by the instructor and you are to describe these missed opportunities. Observation 1 is due on session 3.
   2. Observation 2: Part 1 - Use the Reformed Teacher Observation Protocol to assess the extent to which inquiry is used as an instructional strategy. Part 2 – Describe examples of Mediated Learning Experience criteria and development of at least three cognitive functions (different from the previous observation). If you cannot identify examples, then there were many missed opportunities to do so by the instructor and you are to describe these missed opportunities. Observation 2 is due on session 4.
   3. Observation 3: 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. Describe examples of Mediated Learning Experience criteria and development of at least three cognitive functions (different from the previous observation). If you cannot identify examples, then there were many missed opportunities to do so by the instructor and you are to describe these missed opportunities. Observation 3 is due on session 5.
   4. Observation 4: Gather information on one focus student -a 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. Your student does not have to have an IEP. She or he may have a difficult time speaking in class or contributing during group work and is someone who needs some special attention when planning instruction. Describe examples of Mediated Learning Experience criteria and development of at least three cognitive functions (different from the previous observation). If you cannot identify examples, then there were many missed opportunities to do so by the instructor and you are to describe these missed opportunities. Observation 4 is due on session 7.
   5. Observation 5: Part 1 - Use the Reformed Teacher Observation Protocol to assess the extent to which inquiry is used as an instructional strategy. Part 2 – Describe examples of Mediated Learning Experience criteria and development of at least three cognitive functions (different from the previous observation). If you cannot identify examples, then there were many missed opportunities to do so by the instructor and you are to describe these missed opportunities. Observation 5 is due on session 8.
   6. Observation 6: Describe examples of Mediated Learning Experience criteria and development at least three cognitive functions (different from the previous observation). If you cannot identify examples, then there were many missed opportunities to do so by the instructor and you are to describe these missed opportunities. Observation 6 is due on session 9.

**3. Signature Assignment #1: Teaching Mini-Lessons  
 (45 points)** [TPE 1b, 2, 3, 4, 5, 6c, 7, 9, 10, 11]. Due on: Class session 5, 7, and 9.

For this assignment, candidates will earn a possible fifteen points each for three teaching demonstrations. The first and second demonstration will be in front of a small audience (5-7 colleagues) for critique, reflection, and teaching method growth. The third and final demonstration will be in front of a large group. Lesson one will integrate reading and writing and will be based on the concept attainment and development model (chapter 5 and 6 of Estes); lesson two will integrated writing and listening and will be based on developing creative thinking and problem solving (chapter 8 of Estes); and lesson three will integrate listening and speaking and will be based on the Socratic Seminar model (chapter 10 of Estes). In addition to discipline specific collaboration, planning, and mini-lesson delivery, candidates will develop an annotated resource bibliography to support the subject specific instructional focus of each mini-lesson (whole class, ELLs, and students with special needs). Each lesson should require about 5 minutes delivery time and 5 minutes of discussion after the lesson. An outline of the lesson should be given to each observer in the group and a copy given to the instructor at the end of class.

**4. Signature Assignment #2: Parent/Mentor Involvement Strategies for  
 Instructional Support based on the PBL unit (10 points)** [TPE 5, 6c, 7, 8, 9, 10, 11, 12) Due on:

Class session 10

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. Signature Assignment #3: PBL unit presented on your website (45 points)** [TPE 1b, 2, 3, 4, 5, 6c, 7, 9, 10, 11] Due dates: outline of unit plan due on session 3. Final unit due on class session 10.

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.

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 intervention related instructional strategies for ELLs and students with special needs. These fully developed lessons will incorporate at least one 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. Candidates will develop a graphic organizer using *Inspiration* (free 30 day trial available online) or popplet (<http://popplet.com/app/#/public>) for the unit plan and turn in a hard copy first draft of the graphic organizer on session 3 and a final copy on session 10. A hard copy of the unit will include a summary and theme, grade level time frame, standards, overarching understandings, essential questions, knowledge and skills, a culminating performance task, assessment/rubrics, calendar depicting scope and sequence of classroom activities, and documentation of learning experiences and resources. Lesson plans within the PBL unit will evidence:

1. Specific academic, grade-level standards.
2. 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. Spatial thinking tools and skills

c. Effective strategies to meet the needs of multiple intelligences exhibited by individual learners.

d. Lessons will address critical, creative, and caring thinking.

e. SDAIE strategies / scaffolding techniques i.e. graphic organizers.

f. Activities related to reading and writing across the curriculum.

g. Authentic assessment strategies.

The graphic organizer of the unit plan is due on session 3. This will be part of your exit slip for that session. The final copy of the unit plan is due on session 10.

**PBL examples**

10th Grade English <http://troyaclark.wix.com/book-trailer>

9 th grade Biology <https://sites.google.com/site/agroscience606/>

Empower yourself through PE

<https://sites.google.com/site/empoweryourselfthroughpe/home>

Cold War PBL link. <https://sites.google.com/a/ucr.edu/cold-war-2/>

High school geometry <https://sites.google.com/site/georigidmotion/>

High school geometry <http://jenniferdileo.wix.com/geometry>

High Tech High examples in different disciplines. http://www.hightechhigh.org/projects/

**PROGRAM/COURSE POLICY: PROFESSIONAL RESPONSIBILITIES**

Creating an inclusive learning community involves a social contract to which everyone agrees so as to maximize the learning of others and self. Certain behaviors hinder this pursuit. The following is the social contract that will be upheld by both students and teacher in class. Should the contract be violated, regardless of how well one is doing academically, the individual will be asked to leave the class. This consequence is based in ethics: teaching cannot be separated from who one is as a person. He or she will need to meet with the Chair, Preliminary Teacher Credential Program.

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| --- | --- |
| **Professional Ethical Responsibilities for Remaining in Class** | |
| **Demonstrated** | **Violated** |
| Being inclusive. Listening fully and attentively to all speakers or presentations. Being fully attentive to all. Such listening reflects intellectual empathy, humility, and perseverance.  Maintaining eye contact, listening for understanding, and keeping the focus on the speaker addressing the group. | Being exclusive. Having side-bars, making comments not addressed to the group, passing notes or participating in any other form of verbal or written communication, doing any outside work (e.g. grading papers / responding to emails) rather than consistently being an attentive member of the learning community. |
| Writing or developing as writers demonstrating mastery in constructing original knowledge. Acknowledging the role of research in one’s teaching and learning. | Using the work of others and presenting it as if you did the work. Plagiarism is such a serious issue that should this occur, you risk being dropped from the program. |
| Acting with integrity regarding technological tools.  Notifying the professor if an emergency arises where you need the cell phone turned on during class. | Engaging in text messaging, surfing the Internet, keeping cell phones in the silent or vibrate mode and stepping outside of class for the purpose of using technology. |
| Monitoring one’s participation in course so that everyone is able to participate.  Initiating meetings with the instructor if one is shy or reluctant to speak within a whole class setting so as to share one’s thinking with the professor. | Dominating class discussions or never contributing or speaking up in class. |
| Choosing a proactive attitude to further the overall accomplishment of the course objectives collegially (i.e. using intentionality to create a positive and productive reality). Meeting with the instructor to ensure a relevant and excellent course is created. | Choosing an attitude of being bored or failing to create relevance. This results in creating a course that is less than excellent for self, others, and the instructor. |
| Challenging one’s own egocentric, sociocentric, and ethnocentric assumptions so that one is an advocate for all students. | Perpetuating racism, sexism, heterosexism, classism, ableism, sizeism, ageism, and using religion to promote intolerance. |
| Meeting with the teacher to discuss ways to better meet one’s needs (including requests to discuss the possibility of alternative assignments). | Failing to meet with the instructor to share how the course can become an excellence learning opportunity and choosing to complain to class members. |
| Contacting the instructor if a situation prevents being in class. | Missing class and/or leaving early without talking with the instructor. |

**GRADUATE GRADING SYSTEM/SCALE** (See University Catalog)

4.0 – 3.7 **A Outstanding**

The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.

3.3 - 3.0 **B Excellent**

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.

2.7 - 2.3 **B/C Acceptable**

or 2.0 The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

1.7 and **D Poor**

Below Graduate students will not receive credit for a course awarded a grade of 1.7 or below.

**Total Points Available:**

**A** = 197 – 202 Points

**A-**  = 192 – 196 Points

**B+** = 188 – 191 Points

**B** = 183 – 187 Points

**B-** = 178 – 182 Points

**C+** = 172 – 177 Points

**C**  = 167 – 171 Points

**C-**  = 163 – 166 Points

**D+** = 158 – 162 Points

**D** = 153 – 157 Points

**D-** = 148 – 152 Points

**F** = 000 – 148 Points

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty. See the university catalog for full text of the academic honesty policy.

**LATE WORK POLICY**: There is reduction of one point per day for each late assignment.

**TOPIC OUTLINE/READINGS/ACTIVITIES/MEETING DATES**

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| --- |
| EDUC 506: SESSION TOPIC/WHAT’S DUE/READINGS DUE/ASSESSMENT |
| **Session 1: Creating a Learning/Teaching Environment**  First Night-Of-Class Activities:  (30m) Discuss syllabus, assignments and class structure.  Proposed class structure:   1. Start of class – general instructions for the session. 10-15 minutes. 2. Reading group discussions. On some sessions - mini-lessons presentations; and reflective question(s) responses. 45 m 3. Video analysis 1 ¼ hr. 4. PBL unit design and website creation. 30m 5. End of class – summary of progress; hand in assigned hard copies of class work and assignments which may include responses to reflective questions/prompts. 15m   (1hr) Restructuring Educational Practice  (1hr) MLE Powerpoint presentation   * MLE criteria ppt   (1hr) Create your Project-Based Learning (PBL) problem statement using the following design criteria –   * PBL definition - An ill-defined task with a well-defined outcome.   + Collaborative   + Authentic   + Metacognitive   Start this process by visiting the following website <http://www.bie.org/>  Examples for multiple disciplines - http://questgarden.com/  Science PBL example - http://www.activatelearning.com/iqwst-units/#ps3  **PBL examples**  10th Grade English <http://troyaclark.wix.com/book-trailer>  9 th grade Biology <https://sites.google.com/site/agroscience606/>  Empower yourself through PE  <https://sites.google.com/site/empoweryourselfthroughpe/home>  Cold War PBL link. <https://sites.google.com/a/ucr.edu/cold-war-2/>  High school geometry <https://sites.google.com/site/georigidmotion/>  High school geometry <http://jenniferdileo.wix.com/geometry>  Cell division <https://sites.google.com/site/biologyheroldcvhs/>  HighTechHigh examples in different disciplines. http://www.hightechhigh.org/projects/  **Exit Slip (submit hardcopy at end of class):**   1. Restructuring educational practice response. 2. Rankings for educational practice. 3. Descriptions of reflective practice. 4. Disciplinary specific big idea graphic organizer. 5. In a paragraph or two, describe your PBL.   1st draft of your PBL description – could be a driving question (see science example) or a few sentences describing the big ideas for the PBL within the context of a contemporary issue. |
| **Session 2: Planning the Curriculum and Its Content**  (30m) MLE for classroom observations – see Moodle for MLE resources  (30) Create a draft of your PBL description. Choose one standard that you think will be part of your PBL.  (30m) Introduction to types of knowledge embedded in the standard(s) you choose for your PBL –powerpoint.  (45m) Reading discussion groups and response to activity 3 page 36 of Estes  (30m) Content based video analysis  **Readings Due:**  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 1: Educational Standards  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 2: Organizing Content  Walqui & van Lier, Chapters 1: Pedagogy of Promise  **Exit Slip (submit hard copy at end of class):**  Activity 3 page 36 of Estes.  Content-based video analysis |
| **Session 3: Planning the Instructional Unit with Lessons**  (60m) Analyzing content and cognitive process of your standards (ppt) – analyze several of the standards in your unit based on the taxonomy of educational objectives.  Identify appropriate ELL standards that would correspond to the teaching of your identified content standards. Handout available from instructors. URL for these standards: [www.cde.ca.gov/sp/el/er/eldstandards.asp](http://www.cde.ca.gov/sp/el/er/eldstandards.asp)  (45m) Reading discussion groups  Graphic organizer – hierarchical concept map 1st draft Due  (60m) Mini-Lesson #1 Due. Presentation in small groups.  (30) Work in small groups on unit plan. Be prepared to bring two hard copies of your unit plan draft to class on session 4 for peer review.  (30m) Classroom observation #1 due  In small groups, discuss your summary on the curriculum being taught to the whole class including as many details as you can on content, strategies, procedures, assessments, and general demographics on the class as a whole.  Unit Plan: PBL graphic organizaer – hierarchical concept map 1st draft  **Readings Due:**  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 3: Instructional Objectives, Assessment, and Instruction.  Walqui & van Lier, Chapters 2: Scaffolding Reframed  Walqui & van Lier, Chapter 6: Designing Instruction  Cal Center for Applied Linguistics. <http://www.cal.org/resources/digest/subject.html>  Williams, L.R., Guillaume, A.M., Ponder, J.M. (2013) *CalTPA Preparation Guide*: Chapter 5  **Exit Slip (submit hardcopy at end of class):**   * standards analysis using the taxonomy table. * Graphic organizer of unit plan 1st draft * Content-based video analysis |
| **Session 4: Grouping and Assignments for Positive Interaction and Quality Learning**  (60m) Determine the extent to which your unit/lessons are inquiry-based using the RTOP,  criteria 1-10. First analyze your own unit plan draft and assign a value to each of the 10 RTOP criteria. Then exchange drafts and analyze a colleague’s unit plan using the same 10 RTOP criteria.  (1.5h) Parent/Mentor Web-site for Instructional Support Outline Due. Work with a partner who is developing a unit in the same subject area as you are. You will develop your own web site as it relates to and supports the learning students will be doing in your PBL unit plan. Breezi has a free trial website builder, <http://breezi.com/>. Part of your unit should include web resources that students can explore. Go to the following websites, <http://webquest.sdsu.edu/LessonTemplate.html>; and use the template(s) to create a draft of a WebQuest element for your unit.  (30m) Classroom observation #2 due  (45m) Reading discussion groups – answer questions 1, 2, and 3 page 82 of Estes. Be prepared to present your responses during whole class discussions.  **Readings Due:**  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 4: The Direct Instruction Model  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 7: Problem-Centered Inquiry Models – Teaching Problem Solving through Discovery and Questioning  Walqui & van Lier, Chapter 3: The Role of Language and Language Learning  Williams, L.R., Guillaume, A.M., Ponder, J.M. (2013) *CalTPA Preparation Guide*: Chapter 6  **Exit Slip (submit hard copy at end of class):**  1st draft of unit plan  Outline of website  Content-based video analysis  **Assignments due at end of class**  RTOP-based analysis of lessons/unit |
| **Session 5: Inter-Relating Ideas and Information Across Major Sub-divisions of the Subject Areas**  (60m) Whole class discussion. What is a concept? Identifying different types of concepts in your unit. Identify 10 concepts in each conceptual category based on your unit.  (60m) Mini-Lesson #1 presentation based on the concept attainment and development model (chapter 5 and 6 Estes).  (30m) Classroom observation #3.  (45m) Reading discussion groups  (30m) Classroom observation #2 due.  In small groups, use the Reformed Teacher Observation Protocol to assess the extent to which inquiry is used as an instructional strategy. Next, describe examples of Mediated Learning Experience criteria and development of cognitive functions. If you cannot identify examples, then there were many missed opportunities to do so by the instructor and you are to describe these missed opportunities.  **Readings Due:**  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 5: The Concept Attainment Model – Defining Concepts Inductively  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 6: The Concept Development Model – Analyzing the Relationship between Parts of a Concept  Walqui & van Lier, Chapter 4: Principles of Quality Teaching for English Learners  Health Curriculum and Resources. <http://www.cal.org/resources/digest/subject.html>  Physical Activity/Physical Education Reports: Accelerating School Activity. <http://www1.calendow.org/Article.aspx?id=3920>  Special Education Resources. <http://www.cde.ca.gov/sp/se/sr/selinks.asp>  **Exit Slip (submit hardcopy at end of class):**  Content-based video analysis  **Assignments due at end of class**  Classroom observation  Mini-lesson |
| **Session 6: Creative Thinking and Problem Solving**    (15m) Torrance Test of Creativity  (45m) Tel-Aviv Assessment of Creativity  (30m) Minds-Eye divergent thinking activity  (30m) Choose a piece of curriculum that you currently teach or will be teaching. Create a cause-and-effect content review for each of the steps of the model (p 186 Estes) as in Figure 9 of Estes.  (30m) QTEL – modify cause and effect review based on QTEL in chapter 5 of Walqui.  (45m) Reading discussion groups  **Readings Due:**  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 8: Synectics – Developing Creative Thinking and Problem Solving  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 9: The Cause and Effect Model – Influencing Events by Analyzing Causality  Walqui & van Lier, Chapter 5: Pedagogy in Action – The Apprenticeship of Two Teachers  **Exit slip (submit hardcopy at end of class):**  Cause and effect lesson outline which includes application and reflection of QTEL task structures (Walqui chapter 5). Related to QTEL task structures, share example(s) of academic rigor, high expectations, quality interactions, and a language focus.  Content-based video analysis |
| **Session 7: Classroom Discussion and Building Vocabulary**  (60m) Mini-Lesson #2 presentation due based on developing creative thinking and problem solving model (chapter 8 of Estes).  (45m) Parent/Mentor Web-site for Instructional Support Draft Content Due. Display your website. In groups of three evaluate each others website using the following criteria:   * Goals and objectives are clearly described. * Recommended parent support strategies are clear and concise. * Resources aligned with the unit goals and objectives.   (45m) Respond to activity 2 page 208 of Estes. Break into groups of 5-6. In each group the individuals will respond to the following prompts. Then, each group will implement a Socratic Seminar to discuss the individual responses. If at all possible, each group will try an reach a consensus. If not list the dissenting ideas. Each group will then write on the board their consensus (and dissenting ideas).  Prompts:  Indicate what it is common to each pair of words and the differences between them.  Church – Factory  Love – Hate  Movie theater - television  (30m) Respond to Activities 1 and 2 on page 234 of Estes. Examine a lesson from the unit plan you are designing in terms of its key concepts (big ideas); choose one key concept to work with; categorize the concept in terms of its acquisition, descriptive or theoretical classification (see Session 5); create a hierarchical concept map working with the key words (vocabulary) used to express/explain the concept you chose; examine the words/vocabulary you included to figure out why they mean what they mean; choose one vocabulary term, look it up in a dictionary to ascertain its etymology; outline a mini-lesson you could teach using this information to help you better teach the concept you chose.  (30m) Classroom observation #4 due. Share your observations in small groups.  (45) Reading discussion groups.  **Readings Due:**  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 11: The Vocabulary Acquisition Model  Williams, L.R., Guillaume, A.M., Ponder, J.M. (2013) *CalTPA Preparation Guide*: Chapter 8  **Exit Slip (submit hardcopy at end of class):**  Summary of website evaluations and URL for your web page.  Activity 1 & 2 page of Estes.  Classroom observation #3 due.  Content based video analysis |
| **Session 8: Conflict Resolution and Values Development**  (30m) How do you deal with conflict? Write out your thoughts on how you personally deal with conflict. Conflict resolution video analysis. How to turn a conflict into a collaborative discussion ([www.youtube.com/watch?v=9bjV6wsCEL8](http://www.youtube.com/watch?v=9bjV6wsCEL8)). In the mix:conflict resolution – thinking it through (<http://www.youtube.com/watch?v=xDoQIpe5TxA>)  (60m) Conflict resolution scenarios. (www.ncpc.org/programs/teens-crime-and-the-community/community-works-session-enhancements/section-1/session-7/role-play-scenarios.pdf) Break into small groups. Each group will have one scenario to analyze, respond to discussion questions, and role play for class.  (30m) Values development.  (30m) Classroom observation #5 due.  (15m) Examine your unit plan for opportunities to include conflict resolution and values development activities.  **Readings Due:**  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 13: The Cooperative Learning Model  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 12: The Integrative Model – Generalizing from Data  **Exit Slip (submit on hardcopy at end of class):**  How do you deal with conflict?  Briefly summarize your ideas for including conflict resolution and values development.  Content based video analysis |
| **Session 9: Cooperative Learning and Re-Call**  Classroom observation #6 due  Mini lesson #3 due presentation based on the Socratic Seminar model (chapter 10 Estes).  **Readings Due:**  Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 10: Socratic Seminar – Analyzing Text  Parent/Mentor Web-site for Instructional Support Web Site Due  **Exit Slip (submit hardcopy at end of class):**  Content based video analysis |
| **Session 10: Assessing Learning. Final Project Presentations & Reflection on Learning and Teaching**  **Readings Due:**  ~~Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 15: A Middle School Case Study~~  ~~Estes, T.H., Mintz, S.L., Gunter, M.A, Chapter 16: A High School Case Study~~  Final Unit Plan Due |

Appendix

**Project-Based Learning Resources**

<http://www.bie.org/>

<http://www.edutopia.org>

[www.inquiryschools.net](http://www.inquiryschools.net)

<http://www.newtechnetwork.org/>