



CALIFORNIA STATE UNIVERSITY, LONG BEACH

SINGLE SUBJECT CREDENTIAL PROGRAM

COURSE INFORMATION

Course: EDSE 436, Section 5: Instruction, Assessment and Classroom Management
Term: Spring 2021
Meeting Times: Wednesday, 4-6:45 P.M.
Location: online

INSTRUCTOR INFORMATION

Instructor: Dr. Dana Jo Tate
Office Location: ED2-205
Office Hours: By appointment
Email: Dana.Tate@csulb.edu
Phone number: (562) 310-8085

COLLEGE OF EDUCATION MISSION STATEMENT

The College of Education at CSULB is learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

COURSE DESCRIPTION

Prerequisite: Admission to the Single Subject Credential Program. This is a course in systematic instruction that explores theories of learning, curriculum design and development, assessment and evaluation of student progress, classroom management and discipline, and problems of the adolescent within a multicultural setting. Traditional grading only. This course includes fifteen hours of fieldwork in the single subject areas.

STUDENT-BASED LEARNING OUTCOMES

Through assigned readings, class meetings, field experiences, and course assignments, students will demonstrate knowledge of:

1. Theories of adolescent development, learning, and learning style in relation to (a) planning an inclusive instructional program, (b) classroom management, and (c) assessment of student performance (CTC Standards 2, 3, 5, 12, 16);
2. Culturally responsive pedagogy that sustains an equitable and engaging learning environment and creates classroom settings sensitive to differences of heritage and language background, ethnicity, gender, socio-economic status, ability, and special needs (CTC Standards 2, 3, 5, 13, 14, 19);
3. Theoretical approaches to planning curriculum, determining instructional strategies, and developing assessment measures (CTC Standard 2, 12);
4. The theory and practice of classroom management in diverse learning environments (CTC Standard 11);
5. The relationship of curriculum design, instructional strategies, assessment of student performance, and classroom management (CTC Standards 2, 16);
6. Conflict resolution skills for teachers and students.

SUGGESTED TEXTS

Weinstein and Novodvorsky. *Middle and Secondary Classroom Management*, Mc Graw Hill, 5th edition
Morris, Rick. *The Big Book*

Additional class readings will be given to you in class.

COURSE POLICIES AND REQUIREMENTS

CLASS PARTICIPATION

This course is intended to be highly participatory and interactive. Your participation is critical to our collective success. I believe successful participation on the part of students includes:

- Attending all class meetings on time and in their entirety.
- Being prepared for each class meeting (completing readings, having questions in hand, etc.).
- Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas.
- Being sensitive to your level of participation and to the engagement of your colleagues.

You should come to class *on time and prepared* to engage in activities related to the topics for the evening. Expect to share your work and your ideas with other students and me on a regular basis. I encourage you to ask questions and contribute to the content of the course.

At the same time, I recognize that we all engage with the material and participate in different ways. Therefore, you will have the opportunity to self-assess your participation in the course as part of your final grade.

CLASS ATTENDANCE AND PARTICIPATION

Many of the activities that are a part of this course require on-going, active participation from the class and are hard to evaluate with individual grades. For example, you regularly will be asked to report on articles and textbook chapters you have read and observations you have made in your field experience. Obviously, class participation requires not only your presence in class, but also your adequate preparation for class. Class discussions will focus on the books, lectures, student presentations, previous discussions, peer teaching, and field experiences. Therefore, attendance and active participation are very important and will count toward final course grades.

The SSCP has a common attendance policy for all classes. I will consider attendance at certain school-mandated events as excused absences. I realize there are always emergencies, and you may not be able to attend class. After two unexcused absences, **you will be dropped from the class.**

You are allowed ONE excused absence but you will need to let me know when that is. For each additional absence, you will have **five** points deducted from your participation score. You have the option of calling in and participating remotely if you cannot attend a class session but that option is at the discretion of the professor and will not be allowed on a continual basis.

You need to have your camera ON during class and participate for FULL PARTICIPATION CREDIT in each class.

If you cannot attend class, please notify me as soon as you possibly can. Make-up of work will be at the discretion of the professor and it is your responsibility to get notes from your peers.

BEACHBOARD

If you have not already done so, please familiarize yourself with Beachboard. This syllabus, and other relevant material will be posted there.

EMAIL

Please make sure that your BeachBoard account has the most up-to-date email address available for you – the one that you check and use without fail. I intend to use these addresses as one of my main ways to communicate with you outside of class. Please check your email regularly and to keep your email address current.

STUDENTS WITH DISABILITIES

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Statement Regarding Campus Programs and Services

Please click on <http://web.csulb.edu/divisions/students/programs.html> for a list of general student supports offered by the Division of Student Affairs.

ELECTRONIC DEVICES

Please be professional in your use of electronic devices in class. Silence your cell phone. Leave class if there is an emergency and you **MUST** take a call. Please reserve the use of laptops for note-taking, accessing Beachboard for information, documents, and for making class presentations.

POLICY FOR WITHDRAWAL

Withdrawals during the final three weeks of class are not permitted except in cases such as an accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control.

INCOMPLETES

Incompletes are strongly discouraged and granted only in cases of emergencies beyond the student's control. University policy states that at least 2/3 of assignments must be complete before an incomplete can be granted.

Refer to the section on "General Regulations and Procedures" in the current California State University, Long Beach *Catalog of Undergraduate and Graduate Studies* for detailed guidelines on incompletes, withdrawals, and all other university policies related to attendance, grading, cheating, plagiarism, student conduct, and student and instructor responsibilities. The information can be found on the CSULB website at

http://www.csulb.edu/divisions/aa/catalog/20092010/academic_information/enrolling_classes.html

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes plagiarism, cheating, using others' materials without citation, inventing false information or citations, and helping someone else commit an act of academic dishonesty. Serious consequences including forced withdrawal from the course and removal from the course and removal from the university may result from academic dishonesty. Please refer to the catalog and student handbook for a full description of academic dishonesty. *CSULB Student Academic Honors Pledge* is assumed.

COURSE ASSIGNMENTS

Semester Question: *How do we structure our learning environment, instruction and curriculum in order to lead to high levels of achievement?*

1. Modules of video observations and paragraph description: Due May 14, 2021

The field experience component of this course consists 15 hours in a classroom observing classroom management, instructional strategies, attending meetings, and helping with groups of students. However, this semester, you will be invited to observe a few classrooms (online) but can choose whether you'd like to observe in an online

classroom or watch videos specific to your discipline. The appropriate Field Log pages are posted on Beachboard. All forms must be completed, signed, dated and turned in at the end of the course. You may fail this course if you fail to complete this assignment.

2. Assigned Readings and Note-taking: on-going

There will be assigned readings you will read before you come to class and some you will read *in class* (given to you). Readings and other assignments are listed on the class schedule. You will be expected to show evidence of having read the assignments each session.

3. Community of Learners letter: due Feb. 10, 2021

Excellence High School is a public high school located in the inner city of a large urban area. It has a diverse student body. Imagine you have applied for a position as a teacher at Excellence High School. As part of the application process, you must respond in writing in a letter to the Dean of Students describing how you plan to establish a community of learners at the school. Your letter should provide answers to the following questions:

- *What is your theory of classroom management?*
- *How do you plan to establish a positive climate for learning and build community in your classes?*
- *How do you plan to encourage students to be responsible for their learning?*
- *What are your expectations for behavior (includes rules) in class? How will you support your expectations? (may include incentives) and how will you respond to behavior that does not meet your expectations? (consequences?)*
- *What are 3-4 of the day-to-day routines or procedures you will establish to help your class run smoothly? (ex: (at a minimum) your procedures for administrative tasks, such as taking attendance, addressing missed work procedures for ending class, distributing/returning supplies and equipment, any other important procedures that are specific to your content)*

Your response will be scored on its detail/specificity and how well it is a reflection of our readings/work on creating effective communities for learning. Your response should be 2-3 pages (double-spaced) in length. Remember it is a business letter. Appropriate business letter format is part of this task (heading, your actual signature, etc.). If you are unsure of how to craft a business letter, research the characteristics.

4. Article Reflection: on-going

As future educators, we are charged with keeping abreast of best practices in our field. For this task, you will secure one article in a recent educational journal (2010 forward) related to your subject area. The journal may be an online journal or an actual “hard copy” journal. Select an article that discusses effective research-based practices in your content area. You will orally share your article in small groups with others in your content area and turn in a written reflection of 2-3 pages which includes the following:

- Brief summary of article
- Your analysis of its implication for teaching and/or learning

- Works Cited page using the citation method for your content area (i.e., MLA, APA)

5. We will be working on these for the entire semester. In order for you not to feel totally overwhelmed, these will be due throughout the semester. Each part will contribute to the next stage of this assignment.

Mini-Unit Overview: Due Feb. 24th

This is the cover page describing the mini-unit that you will focus on this semester. It will have four parts to it:

- CA content standards
- ELD standards for the unit
- Unit learning goals/objectives (Students will be able to...)
- Unit Academic Language

..

Sample Unit Assessment Descriptions: Due March 17th

You will need to describe the three types of assessments during this unit.

- Describe (at least) **two** formative assessments that will be used in this mini-unit.
- Describe (at least) **one** learning goal that will be assessed by the student in this mini-unit.
- Describe the learning goal(s) that will be the summative assessment for this mini-unit.

Assets/Accommodations/Adaptions: April 7th

This is where you will list and explain the learning needs and the differentiation strategies you will embed in this unit plan. You will do this for:

- The whole class as a whole
- An ELL or LOTE students
- A student with special needs (IEP, 504, RSP, GATE)
- Social-emotional or life challenge

6. Signature Assignment: April 21-May 12th

You will have three weeks to send your signature assignment to me for feedback (in order to revise it, if you have to). You can only send me your signature assignment **up to May 10th** in order to receive feedback for revision. Anything sent to me **after May 10th** will receive a final score and *not be able to be revised* (too close to the due date).

Instructions: For this assignment you will complete two related activities.

1. **Mini-Lesson Design:** The first activity involves preparing a 15-minute mini-lesson plan and related assessment task using the format provided below. (12 points)

2. **Culturally Responsive Pedagogy and Classroom Management:** For the second task you will identify appropriate classroom management strategies and explain how they address the assets and needs of the student. (8 points)

****This entire written assignment (lesson plan and reflection) is due on BeachBoard by May 14, 2021**

TEACHING PERFORMANCE EXPECTATIONS

TPE 2 Monitoring Student Learning During Instruction

TPE 3 Interpretation and Use of Assessments

TPE 4 Making Content Accessible

TPE 5 Student Engagement

TPE 6B Developmentally Appropriate Practices in Grades 4-8

TPE 6C Developmentally Appropriate Practices in Grades 9-12

TPE 7 Teaching English Learners

TPE 8 Learning About Students

TPE 9 Instructional Planning

TPE 10 Instructional Time

TPE 11 Social Environment

TPE 12 Professional, Legal and Ethical Obligations

TPE 13 Professional Growth

STANDARDS FOR TEACHERS OF ENGLISH LEARNERS

STANDARD 4: Language Structure and Use

STANDARD 5: 1st/2nd Language Development

STANDARD 6: Assessing English Learners

STANDARD 7: Foundations of English Language/Literacy Development and Content Instruction

STANDARD 8: Approaches and Methods for English Language Development and Content Instruction

STANDARD 9: Culture and Cultural Diversity

STANDARD 10: Culturally Inclusive Instruction

GRADING SCALE

Grades will be calculated using a total point scale as follows:

150-135 = A

134-120 = B

119-105 = C

90-104 = D

89-below = F

REQUIREMENTS FOR WRITTEN ASSIGNMENTS

All written assignments must be typed, professionally written, spell-checked, double-spaced with a standard 12-point font, 1" margins, and submitted in hard copy at the beginning of class on the date due (with the exception of any work written in class and of course your Field Work).

Late assignments may be penalized up to 25 percent of the possible points. If you have any concerns about your ability to meet a deadline, please speak with me well in advance of that date. I will do my best to accommodate you.

Any assignment that receives a grade of "C" or lower may be resubmitted within one week for reconsideration. Your original assignment score will be averaged with the revised assignment score and that will be your grade for that assignment.

Written work must be original. The University Catalog defines plagiarism as: "...the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source." If you have any doubt about what constitutes plagiarism, please speak with me.

GRADING/COURSE CREDIT:

ASSIGNMENTS	DUE DATE	POINTS POSSIBLE
Class Participation and attendance: includes entrance/exit tickets, notes and class discussions and assignments including online tasks	On-going	30
Community of Learners letter	Feb. 10th	20
Mini-Unit overview	Feb. 24th	20
Sample Unit Assessment Directions	March 17th	20
Assets/Accommodations/Adaptions	April 7th	20
Signature Assignment	April 21 st -May 12th	40
All paperwork due for your videos/fieldwork and module completion	May 14th	This needs to be completed in order for you to pass the course.
TOTAL		150

EDSE 436 Spring 2021

EDSE 436 COURSE CALENDAR: Dr. Tate

Please note instructor reserves the right to make changes to the syllabus in response to class needs.

Session #	Date	Session Question/Topic(s)	Readings	Assignments Due
1	Jan. 20th	<i>Introduction: Identity and Teaching</i>	*Go over syllabus	Fears about being a teacher (Dropbox)
2	Jan. 27th	<i>Building Trusting Relationships: How do we build culturally proficient pedagogy</i>	Article on BB: "Motivating Adolescents"	Draft a Community of Learners letter and send it (for peer review) to 3 others in your class. Have a finished letter for me next week via BB.
3	Feb. 3rd	Creating a Community of Learners: Culturally Proficient Pedagogy and Restorative practices	Culturally proficient pedagogy articles will be discussed in class.	
4	Feb. 10th	<i>Perspectives in Classroom Management: Classroom Management models</i>		Community of Learners letter due

EDSE 436 COURSE CALENDAR: Dr. Tate

Session #	Date	Session Question/Topic(s)	Readings	Assignments Due
5	Feb. 17th	<i>The Big 5 Strategies: rules and routines</i>	Peer reviewed articles discussed in class: Jigsaw reading	

6	Feb. 24th	<i>The Big 5 Strategies: learning? Part 2</i> Praise, misbehavior, engagement	*Lesson design and samples from colleagues (what it looks like in the 'real world' classroom) *What is an assessment?	Mini-unit overview due
7	March 3rd	Designing High Quality Curriculum	*	
8	March 10th	<i>Planning for Assessment</i>	*Examples of assessments *How do we create assessments for our discipline?	
9	March 17th	<i>Designing High Quality Assessments</i> *Differentiation: SPED strategies, GATE	*Work on your Assessment/Accommodations/Adaptions. You could work on this by yourself, with a partner or with a group.	Sample Unit Assessment Directions due
10	March 24th	<i>How do we know students are learning?</i> Assessment, Common Core, Assessment types <i>Formative assessment strategies</i>		

Session #	Date	Session Question/Topic(s)	Readings Due for Session	Assignments Due
11	April 7th	Designing High Quality Instruction	*Scholarly articles shared	Assets/Accommodations/Adaptions due
12	April 14th	Dissecting the students in the lesson simulation		
13	April 21st	Organizing and Managing Instruction		Signature Assignment Due (last day of due date is 5/12)
14	April 28th	Organizing and Managing Instruction		

15	May 5th	The benefits of cross-curricular lessons		
May 12th: No class, final is submitted via BeachBoard. **All modules (paperwork) due by May 14th.**				
