# CI 159: Curriculum and Instruction in Secondary Schools
## Fall, 2010

Instructor:
Office:
Officehours
Phone:
E-mail:

Prerequisites: admission to the Single Subject Credential Program and concurrent enrollment in EHD 155A. Instructional planning, methodologies of teaching and learning, evaluation techniques, motivation, classroom management, preparation and evaluation of materials, technology integration. Lesson demonstration and analysis. (2 lecture, 2 lab hours) ( Instructional materials fee, $5)

Class Notes: Web-Enhanced classes meet during regularly scheduled class times, and use Blackboard or other technology to deliver class materials. Up to half of the traditional class time may be replaced with on-line instruction. More information is available at http://www.csufresno.edu/digitalcampus/.

### Kremen School of Education and Human Development
### Department of Curriculum and Instruction

The Kremen School of Education is committed to developing the knowledge, skills, and values necessary for educational leadership in a changing, diverse, and technologically complex society.  In keeping with this vision, the School has adopted the theme: *Leadership for Diverse Communities.* The primary mission of the Curriculum & Instruction Department in the Kremen School of Education & Human Development is the preparation and continuing education of K-12 educators, particularly teachers. Coursework and field experiences are designed to prepare teachers who are reflective thinkers, problem solvers, and decision makers to meet the challenges of teaching in a rapidly changing world characterized by social, economic, and cultural and linguistic diversity.

The coursework offers students opportunities to develop and refine their understanding of the teaching and learning process while experiencing the best of the world of practice. Supervised field experiences along with instructional planning and evaluation techniques provide the foundation for productive and responsive teaching. In this context, all faculty promote teaching as a science and an art.

**Summary**
CI 159 will focus on the art and science of becoming a successful secondary teacher. Through reading, discussion, observation, class presentations, and other course assignments, you will gain an understanding of the generic teaching skills and strategies necessary to successfully benefit a cognitively, culturally, and linguistically diverse student population. Throughout this class, you will be encouraged to reflect on your own experiences both as a teacher and learner. Becoming a teacher will be viewed as a developmental process requiring significant personal commitment to achieve high professional and ethical standards.

Course topics include: planning for effective instruction for students in an inclusive classroom; using a variety of strategies to actively involve all students in their own learning; integrating appropriate computer-based technologies to facilitate teaching and learning; developing and

choosing curriculum materials and activities that reflect cross-cultural and linguistic understandings and an understanding of the needs of special populations; assessing student learning; and managing an inclusive classroom.  The course includes middle level teaching and learning.

**Goals**
To support this theme and vision, my primary goal in CI 159 is to encourage and assist you in becoming a collaborative and reflective teacher-leader — one who is willing and able to inquire about his or her own teaching practice and to work collaboratively with students, peers, parents and community members to improve educational opportunities for all students.  You should choose to become an exemplary teacher, who views teaching as an honorable profession requiring hard work, dedication, and lifelong learning; practices an ethic of caring; recognizes the dynamic interplay between theory and practice; uses theory to inform practice — and successful practice to build theory; is an artistic, reflective problem solver who generates questions and systematically tests potential solutions; is a resourceful and creative leader, risk-taker, and change agent; sees learning as a complex interaction among each student's experiences, personal purposes, and subject matter requirements; values diversity and works successfully with cognitive, ethnically, culturally, and linguistically diverse learners maintains high, yet appropriate, expectations for all individuals to achieve; is excited about learning and whose enthusiasm is contagious among students; and uses the wisdom of practice to make a difference in and for tomorrow's schools and students.

**Learning Outcomes**
In the descriptions below, course objectives are keyed to major performance assessments.  Other activities including class discussion, group work, and short in-class and homework assignments will provide further opportunities for you to demonstrate your learning.  Objectives without a major assignment indicated are assessed through participation in class discussion and group activities, and performance on in-class and homework activities. Students enrolled in CI 159 will…

- Learn, practice, and reflect on each Teaching Performance Expectation (TPE) by creating a portfolio documenting progress toward meeting TPEs.

- When planning instruction, use information about student prior experiences, level of academic accomplishment, and special needs to select appropriate technological resources (including assistive technologies) to support, manage, and enhance student content-area learning.  (TPE 3, TPE 5*, TPE 8, TPE 9*)

- Analyze best practices and research findings on the use of technology and design lessons accordingly.

- Use computer applications to manage records and to communicate through printed media.

- Examine and evaluate current educational technologies (e.g., multimedia, Internet resources, telecommunications, educational software, and productivity and presentation tools) using established selection criteria including alignment with content standards, and value added to student learning in inclusive classrooms. (TPE 9)

- Select and use appropriate instructional materials, technologies, and teaching strategies based on students' prior experiences and level of academic accomplishment, and on providing access for special populations, including those with cognitive disabilities, the gifted, and English learners. (TPE 9*)

- Demonstrate competence in the use of electronic research tools and the ability to assess

the authenticity, reliability, and bias of data gathered using these tools.

- Demonstrate knowledge of copyright, privacy, security and safety issues.

- Interact with others using e-mail and other computer-based collaborative tools.

- Work closely with one or more colleagues to design and deliver effective, coordinated instruction.

- Develop model lessons, instructional plans, and assessments that use inclusive instructional strategies, materials, technologies, and other resources to make content accessible to all students, actively engage students in learning, and address different modalities of learning. (TPE 4*, TPE 5*, TPE 7, TPE 9*)

- Identify important characteristics of middle schools, middle school philosophy, and exemplary middle school programs. (TPE 6B)

- Identify and model questioning and discussion strategies that are equitable, encourage the participation of all students, use appropriate wait time, monitor student learning, and promote critical thinking.  (TPE 2, TPE 5*)

- Plan and establish procedures for managing routine tasks, and transitions to make effective use of instructional time.  (TPE 10)

- Develop lessons and teaching strategies that are consistent with research on student motivation. (TPE 4*, TPE 6B, TPE 6C)

- When planning instruction, consider the implications of living and working in a multicultural society and include instructional strategies that reflect cross-cultural and linguistic understandings.  (TPE 9)

- Identify and describe characteristics of classroom environments that promote equal access to learning, encourage multicultural understanding, and foster respect for linguistic and other differences among class members.  (TPE 8)

- Design instruction relevant to the community, social environment, and experiences of the students.  (TPE 5, TPE 9)

- Design, implement, and reflect on the strengths and weaknesses of a standards-based lesson for a class of students that makes appropriate use of class time and instructional resources, meets the differing needs of individuals within the class, monitors student learning during instruction, and assesses student learning.   (TPE 2, TPE 9*, TPE 10)

- Identify and describe a variety of formal and informal, as well as formative and summative assessments, that could be used to identify students' prior knowledge, set appropriate instructional objectives, and evaluate new student learning. (TPE 3, TPE 8)

- Design standards-based, developmentally appropriate student assessment activities. (TPE 3*, TPE 6B, TPE 6C, TPE 8, TPE 9*)

- Analyze and diagnose student needs from individual responses to assessment activities. (TPE 3*, TPE 8, TPE 9*)

- Use effective visuals to reinforce instruction and incorporate media and realia within lessons to make instruction comprehensible and equitable, and to make abstract ideas comprehensible. (TPE 5*, TPE 9*)

- Model effective oral and written communication skills while completing course assignments, making class presentations, and presenting a portfolio.

- Demonstrate a professional perspective by (a) including a thoughtful self-assessment

and reflection with major assignments, (b) actively participating in peer coaching and constructive criticism, (c) contributing to a positive learning environment by displaying a cooperative and caring attitude when working with peers, and (d) participating and reflecting upon selected professional growth activities. (TPE 9)

## Books and Materials

The textbook for this course is *Contexts of Teaching: Methods for Middle and High School Instruction* by Garcia, J., Spalding, E. & Powell, R. (2000), published by Prentice-Hall, Inc., New Jersey, ISBN-10: 0135981115.  It is available at Sequoia Textbooks (across Shaw from the Education building), Kennel bookstore (on campus), and at internet bookstores.

You will need access to state curriculum framework and national content standards for your subject area.  All of these are available through the California State Department of Education. http://www.cde.ca.gov/ci.

Teaching Performance Expectations are available in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs standards section, at http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf

You will also need:  access to a computer with word processing and digital slide show capabilities, a flash drive for presenting your computer work in class, a three ring binder and a set of dividers for your portfolio, miscellaneous materials for your construction assignments, and a California State University, Fresno e-mail account.

## Computers

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience.  Every student is required to have his or her own computer or have other personal access to a work station (including a modem and printer) with all the recommended software, which may vary by academic major, are updated periodically and available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore.  In the curriculum and class assignments, students are presumed to have 24-hour access to a computer work station and the necessary communication links to the University's information resources.

## Electronic Devices

The use of electronic devices for communications and recording is prohibited during class. Laptop computers may be used only for specific class activities. Cell phones and other electronic devices must be in the fully off position before the class begins. Under special circumstances permission to have an electronic device in operation may be obtained before each class.

## Student Responsibility and Disruptive Classroom Behavior

Inappropriate conduct by students is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations.  In addition, conduct that interferes with the classroom learning environment will not be tolerated.  Teaching is a profession requiring high professional and ethical standards; this course is a major component of your teacher preparation program.  University policy regarding cheating and other forms of student conduct will be consistently enforced.  Details of such policies are located in the Catalog and Schedule of Courses. It also is essential to this learning environment that, respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of

academic freedom are maintained.  Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live.  Disruptive, argumentative, non- participatory and nonprofessional behavior contrary to the expectations of prospective teachers will not be tolerated. Students exhibiting any behavior disruptive of the learning environment will be required to leave the classroom.

**Cheating and Plagiarism**
Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit.  Typically, such acts occur in relation to examinations.  It is the intent of this definition that the term cheating not be limited to examinations situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating that consists of the misuse of the published or unpublished works of others by misrepresenting the material so used as one's own work.

**Copyright**
Teachers have the right to include copyrighted materials in instruction that may be prohibited for other purposes.  All instructional materials and students projects in this course are intended to be used for instructional purposes only.

**Students with Disabilities**
Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation.  For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

**Assignment Completion Policy**
All work must be completed by the date(s) specified in the course outline. Work turned in after the specified due date may receive reduced or no credit depending upon the circumstances for the late submission. Missing assignments will receive zero points. All work including special projects must be completed before finals week.  A grade assignment of incomplete for this course requires agreement between the student and teacher before the end of the semester.

**Absence Policy and Participation**
**C**lass sessions provide a forum for discussion that cannot be duplicated without attendance. Students who wish to receive the highest score for participation must be in regular attendance in class, and an active participants in discussions and activities. Internet based courses require students to participate in activities during each week the course in underway.  An unapproved break by an individual student is a class absence.

**Summary of Assignments**
Each assignment is related to learning objectives for CI 159, an example of tasks teachers are expected to accomplish, and is consistent with the Teaching Performance Expectations.   The descriptions that follow provide a quick preview; detailed explanations are included in materials that will be distributed during the course.

*Professional Materials Design:* Instruction is more effective with teacher created materials closely related to the students in class.  You will examine principles of good design and use them to create effective media including digital slides, posters, fliers, and instructional handouts. (40 points)

*Designing a Web-Based Activity:* You will develop a student activity which uses the Internet to facilitate learning about a significant academic objectives — and involves critical thinking with problem solving techniques.  Your challenge will be to design an activity which truly harnesses the power of the Internet to facilitate significant student learning outcomes.  In the process you will become knowledgeable about using electronic communication for instructional purposes. (30 points)

*School-in-the-News (SITN):* You and your team members will create an activity for the class centered on a current topic in education.  The activity should last approximate 30 minute.  It should feature an educational topic appearing in a current periodical during the period between current topic presentations.  The SITN team will be responsible for planning and leading the activity, readings, and distributed materials.  (30 points)

*Developing a Professional Teaching Portfolio:* You will develop a portfolio which shows your achievement of major course objectives for this class and documents your progress towards meeting the Teacher Performance Expectations. Students in previous classes have found their portfolios — and the thinking that goes into them — to be extremely valuable in preparing for job interviews.  (30 points)

*Charter School Model:* Charter schools are often on the leading edge of school reform. They also are able to serve the needs of students who benefit from a learning environment that is different from those provided in most public schools.  The SITN team will create a charter school as part of the class activities during the semester. (30 points)

*Short Term Assignments and In-class Work:* Along with the above assignments, you will be asked to complete a number of short term and in-class assignments related to class discussions and readings.  These include pre-class readings, home assignments, and class quick writes.  Detailed information regarding these assignments will be given during class. (60 points)

**Grading Scale**
 Letter grades are determined using the percentage of points available; A 90% to 100%, B 80% to 89%. C 70% to 79%, D 60% to 69%, and F 0% to 59%.  Both the grading scale and relative value of the assigned points may be adjusted before the end of the semester. All assignments for class are scored using specific rubrics, checklists or other evaluation criteria.

**Changes and Modifications**
The syllabus and curriculum outline are an accurate representation of the scope and sequence of this course.  However, the course content, grading scale, assignments, point values and meeting dates may be adjusted as the semester progresses.  Any changes in the course will be announced during class.