

**CALIFORNIA STATE UNIVERSITY, LOS ANGELES**  
**Charter College of Education**  
**Division of Curriculum and Instruction**  
**Winter Quarter 2008**

**EDSE 401 Instructional Strategies in Secondary Teaching (4 units)**

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Class Location: KH C2091  
Time: Tuesday 4:20-7:55 PM

Section: 01  
Office Hours: T & Th 2-4 PM  
or by appointment

**Course Texts/Websites:**

- Audet, R. H. and Jordan, L. K. (Editors). (2005) *Integrating Inquiry Across the Curriculum*. Corwin Press. Thousand Oaks: CA.
- Barell, J. (2007). *Problem-Based Learning: An Inquiry Approach*. Corwin Press. Thousand Oaks: CA.

**Required Articles/Resources:**

All required articles/activities will be handed out in class or sent via email.

- Content Standards & Frameworks for California Public Schools, K-12 available at <http://www.cde.ca.gov/be/st/>
- The Buck Institute for Education (BIE) is a non-profit, research and development organization dedicated to improving the practice of teaching and the process of learning. <http://www.bie.org/>
- Project-Based Learning: The Online Resource for PBL is a one stop solution for Project Based Learning. You'll find all the resources you need to design and manage high quality projects for middle and high school students. <http://www.pbl-online.org/default.htm>
- The Annenberg Channel is a free satellite channel for schools, colleges, libraries, public broadcasting stations, public access channels, and other non-commercial community agencies. It runs 24 hours a day, 7 days a week, and airs the video programs funded by Annenberg Media. <http://learner.org/>

## **Catalog Description:**

Skills and understanding required by prospective and beginning secondary school teachers for effective planning, implementation, and evaluation of instruction; analysis of special instructional and curricular problems in secondary schools.

## **Performance Standards**

### **A. Conceptual Framework for Professional Preparation:**

The organizing theme of the Charter College of Education is “Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools Related Institutions of the 21<sup>st</sup> Century.” This theme will be at the center of this course, and as such will be integrated into all course topics and assignments. The attached diagram provides the conceptual framework for the theme and the beliefs and values that characterize the CSULA Charter College of Education faculty.

### **B. Statement of Reasonable Accommodation:**

The Charter College of Education faculty members fully support the Americans with Disability Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm the accommodation is necessary. The OSD will arrange and provide for that accommodation. Reasonable accommodation may involve allowing a student to use an interpreter. Note taker, or reader: accommodation may be needed during class sessions and for administration of examinations.

The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

### **C. Student Conduct:**

The Charter College of Education faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see student conduct: rights and responsibilities and student discipline, CSULA General Catalog)

### **D. Technology:**

For formal admission to credential, certificate, or Masters Degree programs in the Charter College of Education, each student must:

1. Own of have ample access to a computer (e.g. CSULA computer labs, or at home or work).

2. Have general knowledge of operation and care of a computer, computer hardware/software, and be able to implement some basic troubleshooting techniques (e.g. Check connections; restart the computer, etc.).
3. Have an e-mail account (available free of charge to all CSULA students).
4. Have a basic understanding of how to use the Internet. Students should anticipate that the use of these skills will be integrated within courses in their programs. Students who fail to meet any of the above expectations are strongly advised to take an introductory course before they are formally admitted to the Charter College of Education.

### **E. Student Outcomes – Content and Performance Standards**

Student content and performance standards for EDSE 401 are aligned with the **California Standards for the Teaching Profession (CSTP)** and the **Teaching Performance Expectations (TPE)** of the Professional Teacher Preparation program standards.

**Content Standard 1: (Standard 6 of the CSTP and TPE 12 and 13)** The student will develop and demonstrate a knowledge base in secondary teaching, which includes knowledge of the meaning of successful teaching, and its role in student achievement. The student will also demonstrate an understanding of middle and secondary school reform and its relationship to adolescent growth and development. Content elements of the standard include:

- a. the personal dimension of teaching, including reasons and goals for teaching, factors influencing both perceptions of good teaching and decisions to teach;
- b. knowledge, skills, and dispositions of effective teachers;
- c. research-based strategies of effective teachers linked to student achievement;
- d. reforms in middle and secondary schooling and societal factors influencing these; and
- e. key issues of adolescent growth and development influencing change in secondary teaching.

**Content Standard 2: (Standard 2 of the CSTP and TPE 10 and 11)** The student will develop and demonstrate a knowledge base in secondary teaching, which includes knowledge of building effective classroom environments for learning and teaching. Content elements include knowledge of:

- a. CA content standards/frameworks and their rationales;
- b. adolescent growth and development in building a classroom climate that supports respect and fairness;
- c. essential features of teacher leadership, including procedures, routines, decision-making and communication;
- d. the use of instructional time;
- e. the learning community in the secondary classroom; and

- f. student language and culture in building the classroom environment.

**Content Standard 3: (Standard 9 of the CSTP and TPE 3 and 4)** The student will develop and demonstrate a knowledge base in secondary teaching, which includes knowledge of the processes of long-range planning. Content elements include knowledge of:

- a. curriculum standards, frameworks, and textbooks appropriate to the subject field;
- b. elements of cognitive, affective, and psychomotor taxonomies in developing goals and objectives for learning; and
- c. unit objectives and timeline.

**Content Standard 4: (Standards 1 and 4 of the CSTP and TPE 2, 4, 5, 8, and 9)** The student will develop and demonstrate a knowledge base in secondary teaching, which includes knowledge of the processes of lesson design and implementation. Content elements include knowledge of:

- a. models of lesson design including standards-based models;
- b. student backgrounds and interests in developing learning goals, objectives, learning experiences and student work;
- c. student backgrounds, interests, and prior knowledge in the selection of instructional strategies and resources, and the sequence of activities for learning;
- d. strategies for the organization and presentation of information;
- e. strategies for modeling learning, questioning, and checking for understanding;
- f. strategies for monitoring student learning during instruction; and
- g. research-based strategies linked to achievement, including, note-taking, summarizing, and advance organizers.

**Content Standard 5: (Standards 1 and 4 of the CSTP and TPE 6C)** The student will develop and demonstrate a knowledge base in secondary teaching, which includes knowledge of instructional strategies that encourage active learning. **Content elements include knowledge of:**

- a. instructional strategies such as collaborative learning, cooperative learning, and problem-based learning that engage students in problem solving and critical thinking;
- b. technologies such as computer-assisted learning that make subject matter meaningful;
- c. strategies that encourage reflective learning; and
- d. research-based strategies linked to achievement, including, nonlinguistic representations, and identifying similarities and differences.

**Content Standard 6: (Standard 5 of the CSTP and TPE 3)** The student will develop and demonstrate a knowledge base in secondary teaching, which includes knowledge of instructional strategies assessing, evaluating, and reporting student learning. **Content elements of the standard include:**

- a. types, purposes and roles of diagnostic, formative and summative assessments of student learning;
- b. elements of effective conventional test construction;
- c. elements and types of effective alternative assessments;
- d. strategies for engaging students in self assessment of learning;
- e. strategies for administering, interpreting, and reporting standardized assessment information; and
- f. knowledge of issues of student language and culture in developing assessments.

**Content Standard 7: (Standards 1 and 4 of the CSTP and TPE 5, 7, 8 and 9)** The student will develop and demonstrate a knowledge base in secondary teaching, which includes knowledge of instructional strategies that build multicultural and global perspectives in secondary classroom. **Content elements include knowledge of:**

- a. strategies that integrate diverse cultures in unit and lesson development;
- b. strategies that engage diverse student learning styles and intelligences; and
- c. strategies that examine cultural and linguistic diversity in materials selection and development.

**Content Standard 8: (Standard 6 of the CSTP and TPE 8)** The student will develop and demonstrate a knowledge base in secondary teaching, which includes knowledge of instructional strategies that facilitate effective interactions with parents and the school community. **Content elements include knowledge of:**

- a. communication strategies that strengthen parent conferences and parents' involvement in student learning; and
- b. strategies for homework and practice.

**Content Standard 9: (Standard 6 of the CSTP and TPE 13)** The student will develop and demonstrate a knowledge base in secondary teaching, which includes knowledge of strategies for reflective practice and growth as a professional education. **Content elements include knowledge of:**

- a. California Standards for the Teaching Profession;
- b. SB 2042 and Teacher Certification in California;
- c. professional development goals and professional organizations;
- d. models for working with colleagues and providing peer assistance; and
- e. strategies for reflecting on and changing instruction.

#### **F. Course Requirements, Assignments, and Due Dates:**

1. **Attendance, Timeliness, & Learning Community Participation (10):** Students will be expected to attend all classes, make reasonable efforts to arrive on time, and actively participate in all class sessions. You begin with 10 points, which stays the same with one absence. After one absence, each additional absence will cost 5 points. Please notify me if you are unable to attend and participate in a

class session. *If you miss two class sessions, you may not receive credit for this course.* Chronic lateness to class may adversely affect your grade.

2. **Reading Checks (15):** Keeping up with the reading is imperative to fully comprehending lecture material and in-class activities. In order to insure that all students are keeping up with the reading assignments, there will be three reading checks throughout the quarter, quizzes worth 5 points each. *If you are absent on the day of a reading check, you may not make it up. In special circumstances, an alternative assignment may be completed to make up the lost points. This will be decided on a case by case basis.*
  
3. **(Instructional Strategic Plan or ISP) Submission (50):** Students will submit the final version of the ISP via **Task Stream** (electronic format) by **03/11/08**. The ISP contents include:
  - a. **CA Content Area Standards/Frameworks Rationale (10):** *Students identify one or more CA Content Area Standards/Frameworks* (in his/her subject or credential area) for which he/she will later complete a Unit Objective, develop a timeline, develop various assessments, and develop a lesson plan.
  - b. **Unit Objectives/Timeline (10):** Students will plan a unit overview in their subject area using the Content Area Standards selected. Included in the Unit Objectives will be *stated Standards, Objectives/Learning Goals, a Culminating Task and a Timeline of an anticipated course of study.*
  - c. **Assessment (10):** Students will develop *a varied assessment strategy*, which aligns with the aforementioned CA Standards and Unit Overview.
  - d. **Lesson Plan (10):** Students will develop a *Lesson Plan* which *incorporates a cooperative learning strategy and is inquiry-based* that comes from and aligns with the Standards, Unit Overview, and Assessment. Students will present their lesson plans to members of the class.
  - e. **Classroom Observations (10):** Students will conduct two *classroom observations* during the quarter and write a reflection on the experience.
  
4. **Final Exam (25):** You will have a final exam on the last day of class that will check your understanding of the major themes we have covered throughout the quarter.

### **G. Grading Procedure:**

Course assignments are awarded points. The cumulative score of your portfolio of course work represents the overall quality of demonstrated knowledge and skills.

The maximum number of point you can earn is **100**.

A = 93-100%	B+ = 87-89%	C+ = 77-79%
A- = 90-92%	B = 83-86%	C = 73-76%

B- = 80-85%

C- = 70-72%

**SCHEDULE OF CLASSES AND ASSIGNMENTS**

<b>Date</b>	<b>Topic(s)</b>	<b>Assignment Due</b>	<b>Readings Due</b>
01/08	Course Introduction	1) Send Email to Instructor & Purchase Course Materials	Audet & Jordan (Chp. 1) Barell (Chp. 1)
01/15	<ul style="list-style-type: none"> <li>• Begin with the End in Mind</li> <li>• What is Project-Based Learning (PBL)?</li> </ul>	1) Reflection and Description of the Nature of Your Discipline (NOTE:- This is an in-class assignment)	Audet & Jordan (Chp. 2) Barell (Chp. 2)
01/22	What is a Driving Question? (Part I)	1) Driving Question(s) (NOTE:- This is an in-class assignment)	Audet & Jordan (Chp. 3) Barell (Chp. 3)
01/29	What is a Driving Question? (Part II)	1) CA Standards Rationale	Audet & Jordan (Chp. 4) Barell (Chp. 4)
02/05	Crafting the Driving Question & Project Timeline		Audet & Jordan (Chp. 5) Barell (Chp. 5)
02/12	What is a Balanced Assessment Plan?	1) Unit Objectives 2) Timeline	Audet & Jordan (Chp. 6) Barell (Chp. 6)
02/12	Planning the Assessment	1) Classroom Observation/Reflection (NOTE:- This is an in-class assignment)	Audet & Jordan (Chp. 7) Barell (Chp. 7)
02/19	Lesson Planning	1) Assessment Project	Audet & Jordan (Chp. 8) Barell (Chp. 8)
02/26	Teacher Resources/Classroom Observation	1) Lesson Plan 2) Classroom Observation/Reflection (NOTE:- This is an in-class assignment)	Audet & Jordan (Chp. 9 & 10)
03/04	Resources & Extensions/Professional Development		Audet & Jordan (Chp. 11)
03/11	Course Wrap-Up	1) Final Exam	

## Charter College of Education Conceptual Framework

### VISION

Promoting an inclusive environment to support caring professional educators for the future, so that all learners achieve their fullest potential.



The Charter College of Education at California State University, Los Angeles, was created in 1995 by faculty and staff who shared a bold vision for change and a commitment to the needs of the urban community. The conceptual framework that includes the mission and vision of the College was developed collectively by the members of the College and the community, and reflects the beliefs and values of the faculty, staff, and students. The democratic structure of the SAW, or "School As a Whole", offers faculty and staff the unique opportunities to investigate, examine, and respond to the challenges of preparing educators for the 21st century.

In an effort to support candidates in meeting their fullest potential, the faculty, staff and stakeholders of the Charter College believe in a continuous examination of all programs through collaborative efforts and data-driven decision-making. At the heart of the mission are the core values:

- Value equity
- Treat cultural and linguistic diversity as assets
- Promote inclusiveness
- Use inquiry and reflection
- Prepare qualified, quality educational leaders and teaching professionals
- Assume accountability for learner outcomes
- Cultivate lifelong learning
- Apply technology in service to quality education
- Foster collaboration and community participation
- Assure democratic participation

All members of the Charter College take great pride in the cultural and linguistic diversity of the faculty and candidates. They embrace the opportunity to serve the diverse urban community that is greater Los Angeles, while remaining committed to social justice and the liberating power of education.