

DINÉ COLLEGE
CDTE MASTER COURSE SYLLABUS

COURSE NUMBER	EDU 374
COURSE TITLE & CREDITS	Bilingual/ESL Reading Methods, Management and Assessment (3 credits)
SEMESTER	
CLASS MEETING TIME(S)	
LOCATION	
INSTRUCTOR	
OFFICE LOCATION	
OFFICE PHONE NUMBER	
E-MAIL	
OFFICE HOURS	
BEST CONTACT METHOD	
PREREQUISITE (if any)	Acceptance in the B.A. Elementary Education Program and successful completion of EDU courses 345-358

COURSE DESCRIPTION

The pre-service teacher will study the teaching of reading instruction for limited-English-proficient students in K-8 schools, particularly on the Navajo Nation. They will examine the reading process comprehending a variety of texts, instructional strategies for teaching reading, and assessing student learning. They will gain a greater understanding of children's literature and how it can be utilized in the classroom. Pre-service teachers will plan, select and collect materials. In addition, they will develop goals and assess students' reading skills.

The language of instruction will be 30% Navajo.

COURSE OUTCOMES

The pre-service teacher...

Nitsáhákees:

- Understands families of instruction (e.g., direct, inquiry, social, personal, SIOP, and different kinds of units) for lesson and unit development
- Understands K'é as a system for building relationships with students, families, and colleagues

Nahat'á:

- Develops thematic and interdisciplinary units and lessons that incorporate state and tribal standards
- Designs holistic, cross-disciplinary lessons and units with essential questions that relate to real-world
- Designs units and lessons with teacher-created quizzes, tests, performance-assessment with rubrics, observational assessments, and self-assessments
- Integrates K'é into curriculum and instructional practices

Iiná:

- Implements learning experiences that support place-based, collaborative, and active learning and engagement
- Applies K'é with students, families, and colleagues

Sih hasin:

- Demonstrates self-direction based on concepts of t'áá hó ájít'éego as'ah oodáál dóo t'áá hó ájít'éego hózhóqgo oonish
- Values K'é as a system for building relationships with students, families, and colleagues

InTASC STANDARDS

Learner and Learning
#3 <i>Learning Environments.</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Content Knowledge
#4 <i>Content knowledge.</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or her teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. #5 <i>Application of content.</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional Practice
#6 <i>Assessment.</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. #7 <i>Planning for instruction.</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Professional Responsibility
#9 <i>Professional learning & ethical practice.</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. #10 <i>Leadership & collaboration.</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ESSENTIAL QUESTION

Why is Reading Assessment important? What does it mean to all stakeholders?

SUGGESTED TEXT AND RESOURCES

Caldwell, J. (2008). *Reading assessment: A primer for teachers in the Common Core Era*, 2nd ed. NY: Guilford Press.

Dean, Ceri B; Hubbell, Elizabeth Ross; Pitler, Howard, Stone, Bj: ASCD (2013). *Classroom Instruction that Works Research-Based Strategies for increasing Student Achievement*.

Rasinski, T., Padak, N. (2012). *From phonics to fluency, effective teaching of decoding and reading fluency in the elementary school*, 3rd ed. Boston, MA: Pearson Education, Inc.

Other journals or articles

Routman, R. (2002). *Reading essentials, the specifics you need to teach reading well*. NH: Heinemann.

COURSE AND PROGRAM ASSESSMENTS

Develop a thematic unit

GRADING POLICY

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

SCHEDULE (Optional)

ATTENDANCE POLICY

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness (a doctor's statement may be requested).
- Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).
- A death in the immediate family.

DISABILITY SUPPORT SERVICES

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsale and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsale (928) 724-6856 or Shiprock (505) 368-3627.

ACADEMIC INTEGRITY

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.