

SEED 4101: BLOCK I—TEACHING THE MIDDLE AND SECONDARY STUDENT  
10:00-11:40 AM Tuesday/Thursday, Science 1020  
FALL 2006

**Instructor:**

Michelle Page

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**Office Hours:**

Monday 1PM-3PM

Tuesday 2PM-3PM

Wednesday 1PM-3PM

By Appointment.

**Required Texts:**

- Daniels, H. and Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading*. Portsmouth, NH: Heinemann.
- Cruickshank, D., Jenkins, D. B., and Metcalf, K. (2006). *The Act of Teaching*, Fourth Edition. New York: McGraw-Hill.
- Weinstein, C. (2003). *Secondary Classroom Management: Lessons from Research and Practice*, Second Edition. New York: McGraw-Hill.

You will also need to purchase a novel or memoir for this class. You will be assigned a title the first week of class, so please wait to purchase your book. All texts are available at the UMM Bookstore.

**Additional Resources:**

Catalog and program information can be found on the secondary education homepage (<http://www.morris.umn.edu/academic/education/seed/seed.html>). Other educational resources such as lesson planning sites and professional organizations can be found on Michelle Page's homepage (<http://cda.morris.umn.edu/~pagem>). Additionally, the web site which accompanies our textbook is [http://highered.mcgraw-hill.com/sites/0072982071/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0072982071/student_view0/index.html). This website contains chapter overviews and outlines, self-tests, and reflection exercises.

**Course Description and Objectives:**

This course is designed to address three major topics or modules: Professionalism, Ethics, and Communication; Teaching Diverse Learners; and Reading and Literacy in the Content Areas. As such, this course will engage students in reflection about topics such as cross-cultural communication; the Code of Ethics for Minnesota teachers; special education legislation; instructional accommodation and differentiation; race, culture, class, gender, and sexual orientation in schooling; and literacy programs and practices. Students will practice literacy strategies for their content areas, expand their knowledge base related to inclusive education, and both learn about and fulfill expectations regarding ethical and professional behavior throughout this course and the entire secondary education program.

**Student Support:**

Students with Disabilities:

This material and course texts are available to persons with disabilities in alternate formats on request. Please contact Disability Services. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors and Disability Services to discuss their individual needs for accommodation.

#### Additional Resources:

If you have any special needs or requirements to help you succeed in the class, come and talk to me as soon as possible, or visit the appropriate University service. Some resources include:

[The Academic Assistance Center](http://www.morris.umn.edu/services/dsoaac/aac/) www.morris.umn.edu/services/dsoaac/aac/

[Student Counseling](http://www.morris.umn.edu/services/counseling/) www.morris.umn.edu/services/counseling/

[Disability Services](http://www.morris.umn.edu/services/dsoaac/dso) www.morris.umn.edu/services/dsoaac/dso

[Multi-Ethnic Student Program](http://www.morris.umn.edu/services/msp/) www.morris.umn.edu/services/msp/

#### Course Standards:

Secondary education courses prepare students to meet the Standards of Effective Practice (SEP) approved by the Minnesota State Board of Teaching and the Minnesota legislature. Students will further develop and demonstrate their knowledge and skills in each area while student teaching. Though our courses deal with all of the standards, this course will focus in particular on Standards 2, 3, 4, 6, 9, and 10.

#### Standard One: Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#### Standard Two: Student Learning

The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

#### Standard Three: Diverse Learners

The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

#### Standard Four: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.

#### Standard Five: Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### Standard Six: Communication

The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#### Standard Seven: Planning Instruction

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

#### Standard Eight: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

### **Standard Nine: Reflection and Professional Development**

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### **Standard Ten: Collaboration, Ethics, and Relationships**

A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well being.

In addition, this course addresses Minnesota state statutes on reading:

Minnesota Statutes 2002, revised 2005, Chapter 122A.18 Subd. 2a. Reading strategies. (a) All colleges and universities approved by the Board of Teaching to prepare persons for classroom teacher licensure must include in their teacher preparation programs research-based best practices in reading, consistent with section 122A.06\*\*, subdivision 4, that enable the licensure candidate to know how to teach reading in the candidate's content areas.

\*\*2005 MN 122A.06 subd 4: Definition of comprehensive, scientifically based reading instruction:

Comprehensive, scientifically based reading instruction includes a program or collection of instructional practices with demonstrated success in instructing learners and reliable and valid evidence to support the conclusion that when these methods are used with learners, they can be expected to achieve, at a minimum, satisfactory progress in reading achievement. The program or collection of practices must include, at a minimum, instruction in five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing and evaluating the learner's reading progress and needs in order to design and implement ongoing interventions so that learners of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills.

### **Class Structure:**

Secondary education students meet as a cohort group from 10:00-11:40 a.m. on Tuesdays and Thursdays in Sci 1020 (this is SeEd 4101: Block I). Small group sections (Block II) meet from 8:00-9:40, 12:00-1:40, or 2:00-3:40 on Tuesdays and Thursdays in the Education Building. Students complete an intensive practicum, culminating in a full-time, two-week field experience in a middle or secondary school. Students also complete subject methods concurrently with other education courses.

### **Expectations:**

- Be in class on time. It is distracting and it is discourteous to me and to your classmates to enter class late.
- Cooperation is vital to your future success, whatever path you take. I encourage cooperation amongst students wherever possible, but the act of copying or other forms of cheating will not be tolerated. Academic dishonesty in any portion of the academic work for a course is grounds for awarding a grade of F or N for the entire course. Any act of plagiarism that is detected will result in a mark of zero **on the entire assignment**. If you are in any way unclear about what constitutes academic dishonesty, please come and talk to me if you have any questions. UMM's Academic Integrity policy and procedures can be found at [www.morris.umn.edu/Scholastic/AcademicIntegrity/](http://www.morris.umn.edu/Scholastic/AcademicIntegrity/).
- Do not submit late work. You will be able to submit one late assignment during the semester without penalty. Any other late assignments will only earn a maximum of 80% of the total points.
- You will be working hard this semester and sometimes nerves become frayed. Still, be careful to be professional in your communication. I welcome discussions about grades, questions about assignments, and even complaints about the course or the program—but make sure to approach these conversations with professionalism. Any verbal harassment or bullying of me or your classmates will not be tolerated.

## Assignments and Grading:

### Participation and Attendance: 15%

The Secondary Education Program is interactive and involves full participation. Key learning takes place during class sessions and this learning cannot be replicated at another time or in other settings. Therefore, it is essential that students complete readings and assignments prior to attending class. In class I do not lecture on or summarize the reading; rather, you and your classmates will discuss and apply the material. Therefore, full participation in all class sessions is vital. If an event necessitates an absence from a class session, notify me as soon as possible. Unexcused absences and late arrival at class will reflect negatively on final grades in the Secondary Education Program. Missed work must be made up for any absence, and may require additional work be turned in to meet goals and standards.

### Homework: 65%

Homework assignments are designed to help you become a reflective teacher and to provide you experience in the practical aspects of teaching. The assignments are meant to help you think deeply about events in your practicum and decisions you make as a teacher.

### **Assignment 1—Text Set:**

A text set is a collection of readings that are organized along a theme. The idea of the text set is to provide accessible, readable text to students that is not from a textbook. A text set should: contain a wide variety of written texts; contain materials that vary in length, difficulty, and text structure; contain examples of text that are interesting, relevant, and accessible to most students; give students several options for obtaining information; and provide opportunities for students to practice reading strategies and learn content information (Tovani, 2004, p. 43). Create a text set of at least seven texts. You do not need to hand in all of the texts. Rather, hand in a summary of them (see the Tovani example in the handout distributed in class).

(Due September 26)

### **Assignment 2—Strategy Presentations (2):**

You will do two demonstrations of literacy strategies during this course. First, with a partner, you will conduct a vocabulary learning presentation. You may choose any sample text. You will briefly model how a teacher would implement this strategy in a classroom in your content area to teach vocabulary to students. You will have ten minutes to present your strategy. (Due September 14, 19 or 21)

Your second strategy presentation is a comprehension strategy presentation. With a partner, you will model a pre- post- or during-reading instructional strategy for your peers. You will use one reading from one of your text sets as the sample text and will model a literacy strategy for the class that illuminates the text. You will have ten minutes for this presentation. (Due September 28 or October 3)

### **Assignment 3—Parent Communication:**

Create a newsletter or brochure for parents that introduces yourself and the unit you will be teaching, or create a newsletter for parents about your classroom. Module 4 of your Intel manual will lead you through the steps of creating a publication using MS Publisher (available on many lab computers on campus). (Due October 24)

### **Assignment 4—Differentiated Lesson:**

Using what you have learned about differentiating instruction, take one lesson that you have taught in your practicum and re-create it as a differentiated lesson. Email the lesson plan and a short description of what you did and why to Michelle. (Due November 7)

### **Assignment 5—Native American Essay:**

One important component of the standards for Minnesota teachers is learning about Minnesota-based American Indian groups. During the fall semester you should engage in two activities that increased your understanding of Minnesota-based American Indian tribal government,

history, language, and culture. One of the activities should be interactive, from possibilities such as attending a Pow Wow, a workshop, an interview, or a practicum at a Minnesota-based American Indian school. A second activity might include visiting a website, attending a lecture, reading essays, poetry, etc. You may include class activities. Prepare a three to four page written reflective paper (typed) that addresses how these experiences increased your understanding. (Due December 5)

#### Cultural Reading Project: 20%

Together with others who read the same book, present your choice book, paying particular attention to issues of diversity and schooling and what you have learned about people different from yourself. Your presentation must contain the following elements (though they do not have to be in this order): Summarize the book briefly; Discuss themes related to diversity, themes related to schooling, and cultural information you have learned from the book; Present an aesthetic/artistic response to the book. This could be a reader's theater, an art piece, a musical performance, creating/reading poetry, or anything else that your group feels communicates the emotion of the work. Each group member should be somehow involved in both the discussion of themes and the aesthetic response (either behind the scenes or in the performance/presentation). Each group will have 20 minutes to present during our final exam time. (Due December 21)

#### Standards of Effective Practice Portfolio: S/N

Progress on a Standards of Effective Practice Portfolio will be required during your education program. Prepare a 3-ring binder with 10 sections. Papers, teaching lessons, units, evaluations, research in educational areas, etc. can be included in the portfolio. You may include papers and items from other courses or experiences, including those outside of the field of education. During this semester you are required to more thoroughly gather information and reflect on all standards 1 through 10. For each of these standards, prepare a written a statement that: 1) describes your growth and progress towards meeting this standard, 2) explains the significance of the evidence which you have included in the portfolio and 3) describes your goals to further reach this standard. Identify each of the three sections in your reflection paper. Your portfolio will be reviewed by your practicum supervisor and should be handed in at his or her office on the due date. Your supervisor will read your standard(s) and assign a grade of "S" for satisfactory work or "N" for work needing improvement. To receive a practicum grade of "S" all standards must have received an "S" grade. If a standard receives a grade of "N" you will be expected to revise that standard until it reaches an "S" level of assessment. Your portfolio will be submitted and assessed on the following schedule.

Sept. 8: SEP Portfolio reflections on Standard 1

Sept. 22: SEP Portfolio reflections on Standards 6 and 7

Oct. 27: SEP Portfolio reflections on Standard 4

Nov. 17: SEP Portfolio reflections on Standards 2 and 8

Dec. 8: SEP Portfolio reflection on Standards 3 and 5

Dec. 15: SEP Portfolio reflections on Standards 9 and 10

During student teaching you will continue to build your portfolio and you will prepare a final portfolio during your senior seminar following student teaching. The portfolio should assist you in preparing your final senior presentation before licensure. Ultimately, your portfolio can be of great assistance in the hiring process. Some employers will want to see your portfolio. While others may not, having prepared your portfolio will equip you with better, deeper answers to interview questions and will enhance your interview and hiring process even if you do not show the portfolio to the employer.

#### **GRADING SCALE AND WORK LOAD:**

This course is a four credit course. University of Minnesota policy defines one credit as equivalent to three hours of learning effort per week for an average student to achieve an average grade in the course. Therefore, at least 12 hours of learning effort per week are required for this course. We spend approximately 3 hours per week in class; you should expect to put in at least 9 hours of work outside of class to achieve an average grade in this course.

Grades will be assigned based on the following scale, according to University of Minnesota policy:

|         |    |      |   |
|---------|----|------|---|
| 93-100% | A  | 4.00 | Represents achievement that is outstanding relative to the level necessary to meet course requirements  |
| 90-92   | A- | 3.67 |   |
| 87-89   | B+ | 3.33 |   |
| 84-86   | B  | 3.00 | Represents achievement that is significantly above the level necessary to meet course requirements  |
| 80-83   | B- | 2.67 |   |
| 77-79   | C+ | 2.33 |   |
| 74-76   | C  | 2.00 | Represents achievement that meets the course requirements in every respect  |
| 70-73   | C- | 1.67 |   |
| 67-69   | D+ | 1.33 |   |
| 62-66   | D  | 1.00 | Represents achievement that is worthy of credit even though it fails to meet fully the course requirements  |
| 0-61    | F  | 0.00 | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement not worthy of credit or (2) was not completed and there was no agreement between the instructor and student that the student would be awarded an I |

All courses must be passed with C- or better in order to move forward in the program. A grade of less than C- will prevent you from student teaching.

**CALENDAR OF LEARNING EVENTS:**

| DATE      | TOPICS OF DISCUSSION  | READINGS DUE | ASSIGNMENTS DUE    | STANDARDS ADDRESSED            | NOTES AND RESOURCES   |
|-----------|---|--------------|--------------------|--------------------------------|---|
| August 29 | <ul style="list-style-type: none"> <li>▪ Course overview, introductions, community building</li> <li>▪ History of schooling</li> <li>▪ No Child Left Behind</li> <li>▪ Professionalism</li> </ul> |              |                    | 3-Q; 5-D; 6-G                  | US Department of Education NCLB site:<br><a href="http://www.ed.gov/nclb/landing.jhtml">http://www.ed.gov/nclb/landing.jhtml</a>  |
| August 31 | <ul style="list-style-type: none"> <li>▪ Code of Ethics</li> <li>▪ Mandatory reporting</li> <li>▪ Professional Behavior</li> </ul>  |              | Practicum schedule | 9-K; 10-C; 10-L; 5-D; 6-G; 9-G | Guest Speaker: Tammy Barnes<br><br>Link to Code of Ethics:<br><a href="http://www.revisor.leg.state.mn.us/arule/8700/7500.html">http://www.revisor.leg.state.mn.us/arule/8700/7500.html</a><br><br>Education Minnesota on mandatory reporting:<br><a href="http://www.educationminnesota.org/index.cfm?PAGE_ID=15736">http://www.educationminnesota.org/index.cfm?PAGE_ID=15736</a> |

| DATE         | TOPICS OF DISCUSSION  | READINGS DUE  | ASSIGNMENTS DUE  | STANDARDS ADDRESSED   | NOTES AND RESOURCES  |
|--------------|---|---|--|---|--|
| September 5  | <ul style="list-style-type: none"> <li>▪ Observations in the Schools</li> </ul>   |   |  |   |  |
| September 7  | <ul style="list-style-type: none"> <li>▪ Communication principles and theories</li> <li>▪ Intercultural communication</li> <li>▪ Reflection as a method of growth</li> <li>▪ Practicum</li> <li>▪ Portfolios</li> </ul> | <ul style="list-style-type: none"> <li>▪ Communicating with Students and Parents</li> </ul>       | Portfolio Standard 1 due on 9/8 to your practicum supervisor | 3-E; 3-H; 5-D; 6-A; 6-B; 6-D; 6-C; 6-E; 6-F; 10-I; 10-K; 9-E; 9-F | <p>Principles of Communication:<br/> <a href="http://www.uwm.edu/Dept/CUTS/bench/commun.htm">http://www.uwm.edu/Dept/CUTS/bench/commun.htm</a></p> <p>Cross-Cultural Communication:<br/> <a href="http://www.wvcd.org/action/ampu/crosscult.html">http://www.wvcd.org/action/ampu/crosscult.html</a><br/>           Guidelines for the portfolio are found on <a href="#">Michelle's web page for the practicum</a>, as is other information about the practicum.</p> <p>Reflective Teaching Resource:<br/> <a href="http://www.teachingenglish.org.uk/think/methodology/reflection.shtml">http://www.teachingenglish.org.uk/think/methodology/reflection.shtml</a></p>  |
| September 12 | <ul style="list-style-type: none"> <li>▪ Literacy overview</li> <li>▪ Programs</li> <li>▪ Phonics</li> <li>▪ Fluency</li> <li>▪ Vocabulary</li> <li>▪ Comprehension</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Alternatives to Look It Up in the Dictionary!</li> </ul> |  | Reading Statute; 6-A; 6-E   | <p>International Reading Association on Phonics:<br/> <a href="http://www.reading.org/resources/issues/positions_phonics.html">http://www.reading.org/resources/issues/positions_phonics.html</a></p> <p>Phonics Instruction:<br/> <a href="http://www.readingcenter.buffalo.edu/center/research/phonics.html">http://www.readingcenter.buffalo.edu/center/research/phonics.html</a></p> <p>Adolescent Literacy:<br/> <a href="http://www.ncrel.org/litweb/adolescent/qkey10/qkey10.pdf">http://www.ncrel.org/litweb/adolescent/qkey10/qkey10.pdf</a></p> <p>Resources for Adolescent Literacy:<br/> <a href="http://knowledgeloom.org/resources.jsp?location=6&amp;bpinterid=1174&amp;spotlightid=1174">http://knowledgeloom.org/resources.jsp?location=6&amp;bpinterid=1174&amp;spotlightid=1174</a></p> |
| September 14 | <ul style="list-style-type: none"> <li>▪ Why content teachers care about reading</li> <li>▪ Visions of reading</li> <li>▪ Cognitive connections: schema</li> <li>▪ Connecting reading to life</li> </ul>                | <ul style="list-style-type: none"> <li>▪ Daniels Ch. 1-2</li> </ul>                               | Vocabulary strategies presentations (5)                      | Reading Statute; 2-F; 6-A; 6-E                                    | <p>An Introduction to Schema Theory:<br/> <a href="http://chd.gse.gmu.edu/immersion/knowledgebase/strategies/cognitivism/SchemaTheory.htm">http://chd.gse.gmu.edu/immersion/knowledgebase/strategies/cognitivism/SchemaTheory.htm</a></p>  |

| DATE         | TOPICS OF DISCUSSION  | READINGS DUE   | ASSIGNMENTS DUE  | STANDARDS ADDRESSED       | NOTES AND RESOURCES  |
|--------------|---|--|--|---------------------------|--|
| September 19 | <ul style="list-style-type: none"> <li>▪ Selecting reading materials</li> <li>▪ Textbook and curriculum evaluation</li> <li>▪ Readability formulas</li> </ul> | <ul style="list-style-type: none"> <li>▪ Daniels Ch 3-4</li> </ul>                                 | Vocabulary strategies presentations (4)  | Reading Statute; 2-F; 3-A | <p>Substitute teacher today—Michelle is at a conference.</p> <p>Resources for Evaluating Textbooks and Readability:<br/> <a href="http://www.luc.edu/libraries/mallinckrodt/TextEval.htm">http://www.luc.edu/libraries/mallinckrodt/TextEval.htm</a></p> <p>Readability Formulas Online:<br/> <a href="http://kathyschrock.net/fry/fry.html">http://kathyschrock.net/fry/fry.html</a></p> <p>SMOG:<br/> <a href="http://uuhs.c.utah.edu/pated/authors/readability.html">http://uuhs.c.utah.edu/pated/authors/readability.html</a></p> <p>Frye: <a href="http://kathyschrock.net/fry/fry.html">http://kathyschrock.net/fry/fry.html</a></p> |
| September 21 | <ul style="list-style-type: none"> <li>▪ Pre, during and post reading strategies</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Daniels Ch. 5</li> <li>▪ Cruickshank pp. 54-57</li> </ul> | Vocabulary strategies presentations (4)<br><br>Portfolio Standards 6 and 7 due 9/22 to your practicum supervisor | Reading Statute; 3-I      |  |
| September 26 | <ul style="list-style-type: none"> <li>▪ Multiple Intelligences</li> <li>▪ Learning Styles</li> </ul>   |  | Text set due   | 3-A; 3-K; 3-L; 7-C        | <p>Learning Style Inventories:<br/> <a href="http://www.engr.ncsu.edu/learningstyles/ilsweb.html">http://www.engr.ncsu.edu/learningstyles/ilsweb.html</a><br/> <a href="http://www.rccc-online.com/~psych/LSInventory.html">http://www.rccc-online.com/~psych/LSInventory.html</a></p> <p>Multiple Intelligences Inventory:<br/> <a href="http://surfaquarium.com/MI/inventory.htm">http://surfaquarium.com/MI/inventory.htm</a></p>   |
| September 28 | <ul style="list-style-type: none"> <li>▪ Reading Comprehension Strategies</li> </ul>  |  | Strategies Presentations (7)   | Reading Statute; 6-A      | Literacy Strategies:<br><a href="http://www.learningpt.org/literacy/adolescent/strategies.php">http://www.learningpt.org/literacy/adolescent/strategies.php</a>  |
| October 3    | <ul style="list-style-type: none"> <li>▪ Reading Comprehension Strategies</li> </ul>  |  | Strategies Presentations (6)   | Reading Statute; 6-A      |  |



| DATE       | TOPICS OF DISCUSSION  | READINGS DUE   | ASSIGNMENTS DUE          | STANDARDS ADDRESSED          | NOTES AND RESOURCES   |
|------------|---|--|--------------------------|------------------------------|---|
| October 5  | <ul style="list-style-type: none"> <li>▪ ESL Simulation</li> <li>▪ Strategies and accommodations</li> </ul>   |  |                          | 3-C; 3-E                     | <p>Accommodations for LEP learners:<br/> <a href="http://www.education.umn.edu/NCEO/LEP/Accommodations/AccomLEPfaq.htm">http://www.education.umn.edu/NCEO/LEP/Accommodations/AccomLEPfaq.htm</a></p> <p>Strategies to support ELL/LEP/ESL learners:<br/> <a href="http://www.ncte.org/library/files/Elementary/FreemanFourKeys.pdf">http://www.ncte.org/library/files/Elementary/FreemanFourKeys.pdf</a></p> <p><a href="http://www.ncte.org/library/files/Free/Journals/vm/VM0111Scaffolds.pdf">http://www.ncte.org/library/files/Free/Journals/vm/VM0111Scaffolds.pdf</a></p> |
| October 10 | <ul style="list-style-type: none"> <li>▪ ESL and Differentiation</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Differentiating Instruction for Academic Diversity</li> </ul> |                          | 2-D; 3-A; 3-L; 3-M; 7-C; 7-F | Guest speaker: Ann Hendershott  |
| October 12 | <ul style="list-style-type: none"> <li>▪ Portfolio and Unit Plan Work Day</li> </ul>  |  |                          |                              |   |
| October 17 | <ul style="list-style-type: none"> <li>▪ NO CLASS—FALL BREAK</li> </ul>   |  |                          |                              |   |
| October 19 | <ul style="list-style-type: none"> <li>▪ NO CLASS—ATTEND EDUCATION MINNESOTA CONFERENCE</li> </ul>  |  |                          | 9-I                          | <p>Collect notes, certificates of completion, and other materials to document what you have learned for your portfolio.</p> <p>The program of sessions for the conference will be posted here:<br/> <a href="http://www.educationminnesota.org/index.cfm?page_id=312">http://www.educationminnesota.org/index.cfm?page_id=312</a></p>   |
| October 24 | <ul style="list-style-type: none"> <li>▪ Special education overview</li> <li>▪ Legislation</li> <li>▪ Strategies, responsibilities and accommodations</li> <li>▪ IEP's</li> <li>▪ FERPA/data practices</li> </ul> | <ul style="list-style-type: none"> <li>▪ Cruickshank pp. 57-68</li> </ul>                              | Parent Communication due | 3-B; 3-I; 3-N; 10-C; 10-F    | <p>Education Minnesota's Special Education Page:<br/> <a href="http://www.educationminnesota.org/index.cfm?PAGE_ID=328">http://www.educationminnesota.org/index.cfm?PAGE_ID=328</a></p> <p>PACER Center: <a href="http://www.pacer.org/">http://www.pacer.org/</a></p> <p>General Information (the left navigation menu is helpful):<br/> <a href="http://specaled.about.com/">http://specaled.about.com/</a></p>   |

| DATE        | TOPICS OF DISCUSSION  | READINGS DUE   | ASSIGNMENTS DUE             | STANDARDS ADDRESSED | NOTES AND RESOURCES   |
|-------------|---|--|-----------------------------|---------------------|---|
| October 26  | <ul style="list-style-type: none"> <li>▪ Special Ed Video</li> <li>▪ Types of disability</li> <li>▪ Processing difficulty</li> <li>▪ Accommodations</li> </ul>  |  | Standard 4 due 10/27        | 3-B; 10-C           |   |
| October 31  | <ul style="list-style-type: none"> <li>▪ NO CLASS—IN PRACTICUM FULL TIME</li> </ul>   |  |                             |                     | Your supervisor will be visiting you during this time. Remember to work with him or her to set up a time for observation.   |
| November 2  | <ul style="list-style-type: none"> <li>▪ NO CLASS—IN PRACTICUM FULL TIME</li> </ul>   |  |                             |                     |   |
| November 7  | <ul style="list-style-type: none"> <li>▪ NO CLASS—IN PRACTICUM FULL TIME</li> </ul>   |  | Differentiated Lesson due.  | 7-E; 7-F            | Email your assignment to Michelle.  |
| November 9  | <ul style="list-style-type: none"> <li>▪ NO CLASS—IN PRACTICUM FULL TIME</li> </ul>   |  |                             |                     |   |
| November 14 | <ul style="list-style-type: none"> <li>▪ Textbooks and Testing</li> <li>▪ Textbook quality</li> <li>▪ Building a Community of Learners</li> <li>▪ Inquiry and Reading Projects</li> <li>▪ Struggling Readers</li> <li>▪ Applying Research in Reading</li> </ul> | <ul style="list-style-type: none"> <li>▪ Daniels Ch. 6-7, 11-12</li> </ul> |                             | Reading Statute 3-Q | Resources and Research on Adolescent Readers:<br><a href="http://www.aea11.k12.ia.us/curriculum/reading/dmreaders.html">http://www.aea11.k12.ia.us/curriculum/reading/dmreaders.html</a>              |
| November 16 | <ul style="list-style-type: none"> <li>▪ Working with Parents and Families</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Weinstein Chapter 6</li> </ul>    | Standards 2 and 8 due 11/17 | 3-O; 3-P; 10-K      | Communicating With Families:<br><a href="http://teacher.scholastic.com/professional/futureteachers/communicating.htm">http://teacher.scholastic.com/professional/futureteachers/communicating.htm</a> |

| DATE        | TOPICS OF DISCUSSION  | READINGS DUE  | ASSIGNMENTS DUE | STANDARDS ADDRESSED | NOTES AND RESOURCES   |
|-------------|---|---|-----------------|---------------------|---|
| November 21 | <ul style="list-style-type: none"> <li>▪ Social Inequity, Impacts on Schools</li> <li>▪ Prejudice</li> <li>▪ Demographic Changes</li> </ul> | <ul style="list-style-type: none"> <li>▪ Jonathan Kozol: Excerpts from <i>Savage Inequalities</i> and <i>The Shame of the Nation</i></li> <li>▪ Enid Lee: Taking Multicultural, Antiracist Education Seriously</li> <li>▪ Handouts: The Is and Isn't of Multicultural Education; Facets of Being a Multicultural Educator</li> <li>▪ Paul Kivel: The Culture of Power</li> <li>▪ "The Face of the American Teacher..."</li> </ul> |                 | 3-E; 3-I            | <p>Inequality Related to Class, Education, Race, etc.:<br/> <a href="http://www.nytimes.com/pages/national/class/">http://www.nytimes.com/pages/national/class/</a></p> <p>Minnesota Demographics:<br/> <a href="http://quickfacts.census.gov/qfd/states/27000.html">http://quickfacts.census.gov/qfd/states/27000.html</a></p> <p>Institutional Racism:<br/> <a href="http://en.wikipedia.org/wiki/Institutional_racism">http://en.wikipedia.org/wiki/Institutional_racism</a><br/> <a href="http://www.eraseracismny.org/institutional_racism/">http://www.eraseracismny.org/institutional_racism/</a></p> <p>Resegregating Public Schools:<br/> <a href="http://www.civilrightsproject.harvard.edu/research/deseg/reseg_schools02.php">http://www.civilrightsproject.harvard.edu/research/deseg/reseg_schools02.php</a></p> <p>Race and Criminal Justice:<br/> <a href="http://www.alternet.org/story/28376/">http://www.alternet.org/story/28376/</a><br/> <a href="http://www.alternet.org/story/11330/">http://www.alternet.org/story/11330/</a><br/> <a href="http://www.alternet.org/story/13769/">http://www.alternet.org/story/13769/</a></p> |
| November 23 | <ul style="list-style-type: none"> <li>▪ NO CLASS—THANKSGIVING BREAK</li> </ul>   |   |                 |                     |   |

| DATE        | TOPICS OF DISCUSSION  | READINGS DUE   | ASSIGNMENTS DUE | STANDARDS ADDRESSED | NOTES AND RESOURCES  |
|-------------|---|--|-----------------|---------------------|--|
| November 28 | <ul style="list-style-type: none"> <li>▪ Institutional Racism</li> <li>▪ Racial Identity</li> </ul> | <ul style="list-style-type: none"> <li>▪ "Black Teen is Only Three Cents Short"</li> <li>▪ "Put It in Blacks Backyard"</li> <li>▪ "Color Blind or Just Plain Blind"</li> <li>▪ "The Full Blown 'Oprah Effect': Reflections on Color, Class, and New Age Racism"</li> <li>▪ "Math, SAT's, and Racial Profiling"</li> <li>▪ "Teachers' Race Linked to Students' Scores"</li> <li>▪ "The Only One: Being Black in the White Working World"</li> <li>▪ "Finding the Words to Talk about Race"</li> <li>▪ Paul Kivel: Guidelines for Being Strong White Allies</li> <li>▪ Know Your Rights Comix</li> </ul> |                 | 3-D; 3-I            | <p>Environmental Racism:<br/> <a href="http://ejl.lib.uidaho.edu/ej01/weint01.html">http://ejl.lib.uidaho.edu/ej01/weint01.html</a><br/><br/> <a href="http://www.wcc-coe.org/wcc/what/jpc/echoes/echoes-17-02.html">http://www.wcc-coe.org/wcc/what/jpc/echoes/echoes-17-02.html</a></p> <p>Racial Identity:<br/> <a href="http://www.diversityweb.org/Digest/W98/benefits.html">http://www.diversityweb.org/Digest/W98/benefits.html</a><br/><br/> <a href="http://www.edletter.org/past/issues/2003-ma/noguera.shtml">http://www.edletter.org/past/issues/2003-ma/noguera.shtml</a></p> |

| DATE        | TOPICS OF DISCUSSION   | READINGS DUE  | ASSIGNMENTS DUE  | STANDARDS ADDRESSED                          | NOTES AND RESOURCES   |
|-------------|--|---|--|--|---|
| November 30 | <ul style="list-style-type: none"> <li>▪ Race and Culture in Schooling</li> <li>▪ Native American learners, sovereignty</li> </ul> | <ul style="list-style-type: none"> <li>▪ Cruickshank pp. 47-49</li> </ul>   |  | 3-D; 3-E; 3-F; 3-G; 3-H; 3-J; 3-O; 3-P; 10-D | <p>White Teachers at the Crossroads:<br/> <a href="http://www.tolerance.org/teach/magazine/features.jsp?p=0&amp;is=17&amp;ar=174&amp;pa=2">http://www.tolerance.org/teach/magazine/features.jsp?p=0&amp;is=17&amp;ar=174&amp;pa=2</a></p> <p>Minnesota Indian Affairs Council: <a href="http://www.cri-bsu.org/IA_web/htdocs/resources/index.html">http://www.cri-bsu.org/IA_web/htdocs/resources/index.html</a></p> <p>Tolerance.org has online curricula like the Vietnamese American curriculum:<br/> <a href="http://www.tolerance.org/teach/magazine/features.jsp?p=0&amp;is=34&amp;ar=482">http://www.tolerance.org/teach/magazine/features.jsp?p=0&amp;is=34&amp;ar=482</a></p>                |
| December 5  | <ul style="list-style-type: none"> <li>▪ Sexual Orientation, Gender</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Cruickshank pp. 49-52</li> <li>▪ "What do We Say When We Hear 'Faggot'?"</li> <li>▪ "Male Bashing on TV"</li> <li>▪ "Study Casts Doubt on the 'Boy Crisis'"</li> </ul>   |  | 3-D; 10-D                                    | <p>GLSEN: <a href="http://www.glsen.org/cgi-bin/iowa/home.html">http://www.glsen.org/cgi-bin/iowa/home.html</a></p> <p>Respond to Hate at School:<br/> <a href="http://tolerance.org/rthas/index.jsp">http://tolerance.org/rthas/index.jsp</a></p> <p>Ten Ways to Fight Hate:<br/> <a href="http://tolerance.org/10_ways/index.html">http://tolerance.org/10_ways/index.html</a></p> <p>UNICEF on gender and learning:<br/> <a href="http://www.unicef.org/teachers/learner/gender.htm">http://www.unicef.org/teachers/learner/gender.htm</a></p> <p>Gender Equity in Schools:<br/> <a href="http://www.american.edu/sadker/genderequity.htm">http://www.american.edu/sadker/genderequity.htm</a></p> |
| December 7  | <ul style="list-style-type: none"> <li>▪ Social Class</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Cruickshank pp. 45-47</li> <li>▪ "Not All Inequality Bothers Bush"</li> <li>▪ "Test Scores, Poverty are Entwined"</li> <li>▪ "Needy Kids, Novice Teachers"</li> <li>▪ "Genes' Sway over IQ may Vary with Class"</li> </ul> | <p>Native American essay due</p> <p>Standards 3 and 5 due 12/8</p> | 10-B; 3-D; 3-F; 10-D                         | <p>OnPoint radio show on poverty in schools:<br/> <a href="http://www.onpointradio.org/shows/2004/05/20040520_b_main.asp">http://www.onpointradio.org/shows/2004/05/20040520_b_main.asp</a></p> <p>Institute on Race and Poverty:<br/> <a href="http://www.irpumn.org/website/">http://www.irpumn.org/website/</a></p>  |

| DATE        | TOPICS OF DISCUSSION   | READINGS DUE   | ASSIGNMENTS DUE  | STANDARDS ADDRESSED | NOTES AND RESOURCES  |
|-------------|--|--|--|---------------------|--|
| December 12 | <ul style="list-style-type: none"> <li>▪ Career Center</li> </ul>  |  |  |                     | <p>Guest Speaker: Gary Donovan</p> <p>UMM Career Center:<br/> <a href="http://www.morris.umn.edu/services/career/">http://www.morris.umn.edu/services/career/</a></p> <p>Statute on employment and contracts:<br/> <a href="http://www.revisor.leg.state.mn.us/stats/122A/40.html">http://www.revisor.leg.state.mn.us/stats/122A/40.html</a></p> <p>Education Minnesota info on hiring:<br/> <a href="http://www.educationminnesota.org/index.cfm?PAGE_ID=874">http://www.educationminnesota.org/index.cfm?PAGE_ID=874</a></p>                     |
| December 14 | <ul style="list-style-type: none"> <li>▪ Jobs/Hiring</li> <li>▪ Obtaining and Maintaining Licensure</li> <li>▪ Professional Development</li> </ul> | <ul style="list-style-type: none"> <li>▪ Legal Issues</li> </ul> | Standards 9 and 10 due 12/15   | 9-L; 9-G; 9-D       | <p>Guest Speakers: Area superintendents and principals</p> <p>Board of Teaching on Obtaining and Renewing License:<br/> <a href="http://education.state.mn.us/mde/Teacher_Support/Educator_Licensing/index.html">http://education.state.mn.us/mde/Teacher_Support/Educator_Licensing/index.html</a></p> <p><a href="http://education.state.mn.us/mde/Teacher_Support/Board_of_Teaching/Continuing_Education_Renewal/index.html">http://education.state.mn.us/mde/Teacher_Support/Board_of_Teaching/Continuing_Education_Renewal/index.html</a></p> |
| December 21 | <ul style="list-style-type: none"> <li>▪ FINAL EXAM/BOOK PRESENTATIONS: DECEMBER 21 (THURSDAY), 8:30-10:30 AM</li> </ul>                           |  | Book presentations during our final exam time. Each group will have 20 minutes to present. | 5-I; 3-F; 3-H; 6-E  | <p>Rubric is located on the Block I course web page:<br/> <a href="http://cda.morris.umn.edu/~pagem/courses/SeEd4101/block1.html">http://cda.morris.umn.edu/~pagem/courses/SeEd4101/block1.html</a></p>  |