CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Michael D. Eisner College of Education

Department of Secondary Education

SED 511 Fundamentals of Secondary Education in Multiethnic Secondary Schools

SYLLABUS

Fall 20XX

The Michael D. Eisner College of Education

Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.

- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Course Description

Provides a general framework and introduction to secondary education and curriculum for diverse learners, including students with disabilities and English learners. Candidates are also introduced to the California curriculum standards and the Teaching Performance Expectations (TPEs). Primary emphasis is placed on engaging and supporting all students in learning (SLO 1), creating and maintaining effective and equitable classroom environments (SLO 2), and planning instruction and designing effective learning experiences for all students in secondary (Grades 6-12) classrooms (SLO 4). Completion of classroom-based activities (e.g., observations) is required.

Course Student Learning Outcomes (SLO's)
Candidates will:
- Understand and analyze factors that influence student behavior, learning dynamics, and effective community building strategies.
- Develop and apply community building strategies to support learning in diverse academic, cultural, and linguistic contexts.
- Create procedures to maintain effective learning environments, promoting accessibility and engagement for all students.
- Design and implement lesson plans that make content comprehensible and relevant, aligning with state standards.
- Explore classroom activities that involve all students in learning standards-based curricula.
- Develop and refine strategies for monitoring and assessing student learning to inform instructional planning.
- Gain familiarity with various assessment tools, including informal classroom measures and standardized tests.
- Reflect on personal beliefs and biases to foster an inclusive and fair learning environment.
- Establish a personal growth plan focused on continuous professional development and collaboration with colleagues.

SED 511's primary emphasis is on Teacher Performance Expectations (TPEs) 1, 2, 4, and 7, bolded below. Students are expected to become familiar with all the TPEs listed below throughout the Single Subject Credential Program.

TPE 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator
TPE 7: Providing Effective Literacy Instruction for All Students

Course Objectives

- Examine deficit thinking in education, identifying its historical roots and how it currently manifests in K-12 schools.
- Understand the principles of Critical Race Theory (CRT) in education and Racial Literacy Development and discuss how systemic racism contributes to inequitable education outcomes for historically marginalized students.
- Examine teacher positionality and intersectional identity to understand how proximity to power, privilege, and oppression shape attitudes, beliefs, and ideologies.
- Identify and apply Asset-Based Pedagogies by leveraging students' cultural assets, such as Funds of Knowledge and Community Cultural Wealth, to meet the needs of students in a culturally and linguistically diverse classroom.
- Create and maintain a classroom environment focused on building authentic relationships and community, where restorative justice practices are prioritized over punitive measures.
- Design culturally and community responsive lesson plans aligned with California Content Standards.
- Incorporate targeted academic language supports in classroom instruction, and acknowledge linguistically diverse students as valuable assets.
- Evaluate key components of effective and authentic assessments, using them to inform teaching practices that are fair and transparent.

Course Assignments and Grading

A standard grading scale will be used:

A =93-100%	C+ = 77-79.9%
A- = 92.9-90%	C = 73-76.9%
B+ =87-89.9%	C- = 70-72.9%
B =83-86.9%	D = 60-69.9%
B- = 82-80%	F = 59% and below

OVERVIEW OF ASSIGNMENTS AND KEY DATES

A total of XYZ points can be earned in this course. *The points earned will be divided by the total of XYZ points to calculate the final percentage grade, which will then be mapped to the standard grading scale.* The breakdown and description of assignments is as follows:

Graded Activities	Due Dates	Points
Participation and Attendance	Weekly (16 sessions)	
Teaching Philosophy Statement and Positionality Statement		
Lesson Plans and Presentations		
Community Building Plan		
Critical Reading Reflection		
Professional Growth Plan and Learning Reflection		
	Total Points	**XYZ**

Assignments	Description
Teaching Philosophy Statement and Positionality Statement (6.2, 6.2)	Write a 3- page statement of your positionality and the principles that guide your teaching. The positionality statement should address your various social identities and how they intersect to shape how you understand and engage with the world. The purpose of this assignment is for you to critically reflect on how your positionality influences all aspects of your teaching, such as what is taught, how it is taught, and how you perceive and evaluate students. Furthermore, elements of the positionality statement and teaching philosophy statement can be used to write your letter to parents and students.
Lesson Plans and Presentations (4.7, 4.7)	Create a 2-3 page lesson plan that you will present to class. The lesson plan should clearly identify the learning objectives and the CCCSS that will be addressed. The presentation should take approximately 5-7 minutes in which you can describe the lesson without implementing it. However, the presentation should include any handouts, PowerPoints, or other materials needed to successfully teach the lesson. A written description of the lesson must also be turned into Canvas and may be used to guide your presentation. Please see rubric below for requirements.

Community Building Plan (2.1, 2.1)	The community building plan is your opportunity to reflect on how you will create a safe, welcoming, and secure classroom environment for optimal learning that steers away from harmful classroom management strategies. In 4-5 pages you will address the following questions: 1. How will you foster a sense of belonging and safety for all students in your classroom? 2. How will you co-create community agreements amongst all of you students and ensure accountability? What practices will be used to address conflict or disrespect of community agreements? How might you model healthy ways to deal with conflict amongst students? 3. What activities will you use to build a sense of community that centers humanizing relationships between teachers and students? 4. What pedagogical strategies will be used to honor students' funds of knowledge and community cultural wealth? How will this show up in your lesson planning? 5. How will you address racist, sexist, homophobic, or xenophobic comments in your classroom?
Critical Reading Reflections	Critical reflection is essential to continually develop as an educator committed to social and racial justice. **There are 3 reading reflections that are due on Canvas throughout the semester.** If you cannot submit them on Canvas by that deadline, you have a week to resubmit without penalty. Unless you make arrangements with the instructor ahead of time, reading reflection will not be accepted after the next class. **Each reading reflection will have a separate set of expectations, but all require a minimum of 250 words.**

Professional Growth Plan and Learning Reflection (6.1, 6.1)	This 5 page assignment is based on your evaluation of your own teaching practices and subject matter knowledge. Thus, your Professional Growth Plan will use what you have learned this semester to formulate and prioritize goals for increasing your subject matter knowledge and teaching effectiveness. Describe areas of Instruction that you would like to focus on in order to improve. Your Professional Growth Plan must also include a Learning Reflection that explains your choices. What did you learn from this semester in each category of the Teaching Performance Expectations (TPEs)? What do you still need to work on? What might be some specific ways for developing greater competence in each of the areas?

COURSE SCHEDULE		
Date	**Learning Topics and Guiding Questions**	**Readings and Assignments**
Week 1	**Course Overview** Topics: ● Syllabus and Course Overview ● Introduction to Deficit Thinking in Education (2.2) ● Film: Victor Ríos Guiding Questions ● Who are we and why do we want to teach?	A Story of Schooling and the Legacies of Colonialism" by C. Sleeter & M. Zavala
Week 2	**Introduction to Deficit Thinking and Historicizing Racism in Schools** Topics: ● Examining Deficit Thinking in Education (2.3) Guiding Questions ● How is deficit thinking a pervasive form of racism prevalent in schools? ● How is deficit thinking rooted in systems of oppression?	The "New Racism" by R. Kohli, et al. "On Colonial Education" by S. Shabazz
Week 3 **Reading Reflection**	**Introduction to Critical Race Theory in Education and Systemic Inequity** Topics: ● Tenets of CRT in Education (6.2, 6.7) ● Flint Michigan Water Crisis ● Film: Trauma: Social and Cultural Perspective- Lecture by Dr. Jeff Duncan-Andrade. Guiding Questions ● How do systemic forms of oppression lead to psychological, biological, and community detrimental effects amongst historically marginalized communities?	Makes Me Wanna Holla by Ladson-Billings

	● How do we heal from and disrupt systems of oppression within the classroom?	
Week 4	**Asset Based Pedagogies** Topics: ● Funds of Knowledge and Community Cultural Wealth (==1.1==) Guiding Questions ● As educators how do we acknowledge and leverage students' cultural assets?	Whose Culture Has Capital (Yosso). – Switch to Ethnic Studies Pedagogies (CRP)
Week 5	**Racial Literacy Development** Topics ● Critical race consciousness and racial literacy (==6.1==) Guiding Questions ● How can we develop our racial literacy and that of our students?	Policy Statement on Racial Literacy (Yolanda Sealy-Ruiz) Yolanda Sealy Ruiz Truth, Love and Racial Literacy
Week 6 **Teach/Phil Statement Due**	**Developing Relationships and Authentic Caring** Topics ● Community Building and Community Agreements (==1.2==) Guiding Questions ● How do we meaningfully center relationships in our classrooms, pedagogy, and practice? ● How do we create classroom environments that are safe and welcoming?	From Rapport to Relationships (Homrich-Knieling) Classroom Management as a Curriculum of Care
Week 7 **Reading Reflection**	**Systems, Routines, Student Resistance** Topics ● Accountability vs. Punishment (==2.1==)	Examining Transformational Resistance Through a Critical Race and LatCrit Theory Framework (Solorzano & Bernal, 2001)

	● School to Prison to Deportation Pipeline (==2.6==) Guiding Questions: How can we develop a positive classroom culture with established norms and routines?	Introduction to Transformative and Restorative Justice
Week 8	**Engaging Students in Learning** Topics: ● Funds of Knowledge and Community Cultural Wealth Guiding Questions: ● What cultural assets do students bring into the classroom? ● As educators, how can we leverage student's cultural assets to create a sense of belonging?	La Lotería as Creative Resistance, Funds of Knowledge, Critical Pedagogy, and Critical Race Theory in Art Education (García, 2017)
Week 9	**Community Responsive Pedagogy** Topics ● Relationships, Relevance, and Responsibility Guiding Questions: ● In what ways is Ethnic Studies culturally and community responsive to students? ● How can Ethnic Studies content, and pedagogy be integrated throughout the curriculum?	Still Fighting for Ethnic Studies (Titiangco-Cubales & Duncan-Andrade, 2021)
Week 10 **Reading Reflection**	**Designing Effective Lessons** Topics ● Lesson plan topic, learning objectives, and activities (==1.3, 1.4, 1.5, 1.7, 3.1, 3.6, 4.4., 4.7==) ● Common Core Standards	Backwards Design: The Basics (Gonzalez, 2020) CRT Lesson Plan Descriptors Teaching Universal Design for Learning (UDL)

	Guiding Questions: ● What knowledge, attitudes, and skills are required of educators to design culturally responsive lessons? ● What are the essential components of a lesson plan that meets the needs of all students?	
Week 11	**Supporting Academic Language Development and Diverse Learners** Topics ● Discussion of Function, Vocabulary, Syntax and Discourse (1.6, 2.5, 3.2, 7.3, 7.7) ● Tier 1, Tier 2, Tier 3 words ● Targeted Academic Language support Guiding Questions: ● How can we build targeted language supports to meet the needs of students with different levels of language? ● As educators, how do we shift our perception of the English language as the norm and acknowledge student's multiple languages as an asset?	SDAIE Strategies (Sadek) Six Key Strategies for Secondary Teachers of English Language Learners Translanguaging, Coloniality, and English Classrooms: An exploration of two bicoastal urban classroom (de Los Ríos & Seltzer, 2017)
Week 12	**Designing Effective & Authentic Assessments (edTPA 5)** Topics: ● Maintaining fairness and transparency in grading (5.1) Guiding Questions: ● What are elements of an effective assessment?	A true test: Toward more authentic and equitable assessments (Wiggins, 2011) Understanding Rubrics (Andrade)

Week 13	**Using Assessments to Inform Instruction/Grading** **Topics** ● Using assessments to inform teacher practice (<mark>5.2, 5.3</mark>) Guiding Questions: ● How do formative, summative and authentic assessments support transfer? ● What are crucial elements of a high quality rubric?	Assessment for equity (Milner) Time to pull the plug on traditional grading (Alex)
Week 14	**Monitoring Student Learning as a Part of Assessment** **Topics** ● Eliciting and Interpreting Student Thinking (EIST) (<mark>1.8, 3.3</mark>) **Guiding Questions** ● What are concrete ways to monitor student learning during instruction? ● How can we develop a classroom culture grounded in metacognition?	Metacognition (Chick)
Week 15 **Teaching Portfolio and Professional Growth Plan Due on Canvas**	**Critical Teacher Reflection** Topics ● Teacher Critical Consciousness as Armor Against Burnout & Attrition ● Maintaining balance as an educator Guiding Questions: ● How do we develop in the art and science of delivering effective instruction?	Culturally relevant pedagogy: Ingredients for critical teacher reflection (Howard, 2003)

	What structures, practices and frameworks will serve us in creating humanizing classrooms of care?	

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TPE Index

Pages on which TPEs are ==Introduced are in yellow==, ==Practiced in teal==, and ==Assessed in green==.