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  Acceptance in the B.A. Elementary Education Program and successful completion of EDU courses 345-358
PREREQUISITE (if any)  

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’è with students, families, and colleagues

**Sihasin:**
- Demonstrates self-direction based on concepts of t’áá hó ájit’éego as’ah oodáál dóó t’áá hó ájit’éego hózhóogo oonish
- Values K’è as a system for building relationships with students, families, and colleagues

**InTASC STANDARDS**

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<tr>
<th>Learner and Learning</th>
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<td>#3 <em>Learning Environments.</em> 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.</td>
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<tr>
<th>Content Knowledge</th>
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<td>#4 <em>Content knowledge.</em> 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.</td>
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<th>Instructional Practice</th>
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<td>#5 <em>Application of content.</em> 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.</td>
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<th>Professional Responsibility</th>
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<td>#9 <em>Professional learning &amp; ethical practice.</em> 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.</td>
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<tr>
<td>#10 <em>Leadership &amp; collaboration.</em> 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.</td>
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**ESSENTIAL QUESTION**
Why is Reading Assessment important? What does it mean to all stakeholders?

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


**Other journals or articles**

**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 Tsaile and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaile (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.