

**EDMS 4100: FOUNDATIONS OF EDUCATION IN A DIVERSE SOCIETY**  
2094-EDMS 4100-003  
Fall 2009  
**California State University, Stanislaus**  
9.8.09

**Advocates for children and their communities.**

Motto, Mission, and Vision  
(See final pages of syllabus.)

Instructor: Dr. Joan Wink, [JWink@csustan.edu](mailto:JWink@csustan.edu) and <http://www.JoanWink.com> and joandeanwink (for Skype)  
First Class: Wednesday, September 9, 2009; online only for all classes  
Office Hours – available daily via email and by appointment on Skype.  
Mailing Address (just in case): PO Box 137, Howes, SD 57748

**Required Text**

Wink, J. (2005, 3/e). *Critical pedagogy: Notes from the real world*. Boston, MA: Allyn & Bacon.

**Additional Resources Foundation Texts**

**Webliography** (See final pages of syllabus.)

**COURSE DESCRIPTION**

EDMS 4100 addresses the major historical, social, and cultural foundations of education with an emphasis on diversity; the major theories of learning; and how culture, socio-economic status, and gender influence achievement.

**Evaluation of Student Performance**

**Points**

Cyberspace File folder (Due Wks. 2, 6, & 13)	20
AFA project (Due Wks. 3 & 8)	10
Reflective Cycle & Socratic Circles (Wk. 5)	5
Discussion Board on Bb	
Quantitative count of time spent reading (ongoing)	10
Qualitative evaluation of responding (ongoing)	10
Midterm, (Wk. 7)	5
Community Neighborhood Project, (Wk. 9)	10
Family Project, (Wk 10)	10
Book Review: Critical Pedagogy (Wk. 12)	10
Test: Final online test	10
<b>Total Points</b>	<b>100</b>

### **Grading**

96-100 A  
95-90 A-  
89-88 B+  
84- 80 B  
87-85 B  
79-78 C+  
77-75 C  
74-70 C-  
-

Anything C- or below is a failure for Teacher Education Credential Program Credit

### Grade Performance Expectations:

A = Excellent performance. Work is exemplary and worthy of emulation by others. Student constructively contributes to the learning environment.

B = Above average performance. All assignments are complete, on time and exhibit a complete understanding and an ability to apply concepts.

C = Average performance. Student accomplishes minimum requirements or does not complete all assignments. Oral and written communication is at an acceptable level for a college student.

D = Below acceptable performance. Student shows only basic understanding of the material or does not meet all assignment requirements as described in this syllabus.

F = Work is not passing. Student's work is incomplete, chronically late, or does not apply information and concepts in a satisfactory manner.

### Course Requirements

#### Attendance & Participation

As our class is ONLINE ONLY, your participation on Bb has primacy. Being absent from any class is equivalent to missing active engagement on Bb during a week, and the grade will be lowered one letter grade.

Active, thoughtful and reflective participation is required through class readings, discussions, activities, and assignments on Blackboard. Participation points will only be earned by active, polite ON TIME and substantive participation. Cheating and / or dishonesty is unacceptable and will lead to immediate failure in this course.

You are required to use your CSUSTAN email account for all communication.

#### Blackboard (Bb) Required: [bb.csustan.edu](http://bb.csustan.edu)

Bb student assistance: 667-3687

#### Guidelines for Blackboard Postings

Students are expected to be on Bb at least twice weekly for reading. I am able to monitor who is reading and your total count silent reading time will be given to you at midterm and at the end of the semester.

Class begins Wednesday, September 9. Please consider this a Wednesday afternoon/evening class, although we will have no face-to-face class time.

Students are expected to post on Bb 3 ½ days after class so that the instructor can respond in the following 3 ½ days.

Students respond on Bb Discussion Board and send assignment to instructor (if requested) from Wednesday evening until Sunday midnight. At this point, no late assignments will be accepted. Instructor will read/respond/post points from Monday a.m. until 4 p.m. on Wednesday.

Although assignments are due by **Sunday midnight**, students are encouraged to continue reading online throughout the week. Online reading/reflecting time is very important in this class.

It is the instructor's discretion if points are deducted if posts are not made in a timely manner. Instructor reserves the right to accept late submissions under very unique situations for a student.

Instructor will post a question each week on Blackboard (Bb). Students are required to respond to the question by 3 ½ days later, which provides the instructor 3 ½ to read & record. While quantity is an important consideration for full points, quality is most important. A message that says, "I agree," without much discussion, does not earn points, nor will it constitute participation or earn participation points. Students **MUST** add something of substance to the discussion to earn points. It is recommended that students compose and save all work before posting, in case of problems. Losing work does not exempt you from posting deadlines.

At midterm and during finals' week, the instructor will post the numerical count of total participation on Bb. Names, of course, will not be posted, however students are encouraged to inquire privately of their own number of total times reading/thinking/responding on Bb.

## **Descriptions of Specific Assignments**

### **Cyberspace File Folder (20 pts.)**

**Reflections on the course content are required after each class.**

Due Dates: Weeks 2, 6, and 13.

A template for this activity is posted on Bb. You may choose to use the Word Doc or the PPT template.

Congratulations, you are breaking new cyberspace! This assignment is designed to be a short reflective overview of your learning week-by-week. On this folder, save the thoughts/ideas/content/graphics, which mattered to you, from each class session. Feel free to use words or graphics. You are breaking new cyberspace! When finished, you may choose to print a hardcopy.

Samples of previous Cyberspace File Folders will be shared on Course Documents.

Examples from EDMS 4150

[http://www.joanwink.com/newsletter/2009/Joe\\_Jennings-0209.pdf](http://www.joanwink.com/newsletter/2009/Joe_Jennings-0209.pdf)

[http://www.joanwink.com/newsletter/2009/Jose\\_Rodriguez-0209.pdf](http://www.joanwink.com/newsletter/2009/Jose_Rodriguez-0209.pdf)

[http://www.joanwink.com/newsletter/2009/Esperanza\\_Flores-0209.pdf](http://www.joanwink.com/newsletter/2009/Esperanza_Flores-0209.pdf)

**Alma Flor Ada Online: A Practical and Critical Approach to Online Learning**  
Weeks. 3, 8, 10 pts. Your reading material for these reflections will be posted on Discussion Board.

**Reflective Cycle/Socratic Circles**, Week. 5 (5 pts)  
Your reading material for this will be posted on Discussion Board.

**Discussion Board** (Every week) 20 pts. total  
Quantitative count of reading/reflecting time, 10 pts.  
Qualitative evaluation of quality of responding, 10 pts.

**Community Neighborhood Project** Week 9, (10 pts.)  
Library Mapping, p. 77 of *A Vision of Vygotsky* by Joan Wink and Le Putney.  
Click on the book icon and scroll down the Table of Contents (TOC) until you come to the activity.  
[http://www.joanwink.com/vov/vov\\_pgs81-82.php](http://www.joanwink.com/vov/vov_pgs81-82.php)

It will also be posted on Bb.  
*Teaching Passionately: What's Love Got To Do With It?*, p. 77 by Joan and Dawn Wink  
<http://www.joanwink.com/love/love-fig5-1.php>

**Family Project**, Week 10, (10 pts.)  
Electronic Communities of Families from Freinet, p. 163

**Critical Pedagogy**, Week 12, (10 pts.)  
Your choice of how to demonstrate your learning:

- A traditional 2 typed pages, APA, single-spaced review (50% summary & 50% personal reflection).
- A short review submitted to Amazon. You have to have an account with Amazon to submit to the Readers' Review section, but you do not have to purchase anything. The purpose is only for you to learn about this terrific resource, Readers' Reviews.
- A detailed lesson plan with is grounded in critical pedagogy. Samples may be found in chapter six, *How In The World Do You Do It?*
- Or, graphics/visuals on a Word doc or ppt. which captures some content within the book. Samples will be shared with you on Course Documents.

Sample Traditional Book Review

Kerfoot, C. M. (2005). Book Review of *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*, by Gloria Ladson-Billings. San Francisco: Jossey-Bass, 2001. *Education and Urban Society*, 37, 356-360.

<http://www.joanwink.com/newsletter/2005/news0705-kerfoot.php>

**Midterm**, Week 7, (5 pts.)

**Final**, Week 13 (5 pts.)

**OUR AGENDA FOR EACH CLASS**

**Week 1 (Wednesday, 9.9.09) Cyberspace File Folder**

**Due Weeks 2, 6, & 13** (20 pts. total)

*Name cards*: On a 4X6 index card, write your name, address, phones, and email address. Only CSU accounts will be used for class. In addition, tell me three things about yourself that you would like me to know. Finally, paste a picture(s) of yourself on the card. These will be turned into Stephanie, in DBH 319, Week 2. Her schedule is on Bb and it is listed on the syllabus (See Week Two).

Primary Assignment for Week Two – Access Bb. If you are relatively new to Bb, find a Bb Buddy. See Discussion Board.

Go to JoanWink.com. Sign up for *WinkWorld*. Go to Free to a Good Home—download 2 blackline masters. On Discussion Board, share one thing you found, which will be useful for you.

Go to *Course Documents*, and download to your computer/flashdrive. Many of these materials are also on my webpages.

Timeline

[http://www.joanwink.com/vov/Vov\\_Timelines.pdf](http://www.joanwink.com/vov/Vov_Timelines.pdf)

100 Years in a 1000 Words

<http://www.joanwink.com/newsletter/2007/100years1000words113007.pdf>

History Helps

[http://www.joanwink.com/cp3/cp3\\_pgs72-79.php](http://www.joanwink.com/cp3/cp3_pgs72-79.php)

[http://www.joanwink.com/cp3/cp3\\_pgs72-79.pdf](http://www.joanwink.com/cp3/cp3_pgs72-79.pdf)

3 Perspectives on Pedagogy, pp. 178-180 of *Critical Pedagogy: Notes from the Real World*

<http://www.joanwink.com/cp3/3perspectives.php>

Reflection: An Overview

Go to [www.JoanWink.com](http://www.JoanWink.com), click on Free To A Good Home and/or Joan's Schedule

The Real World of Teaching, <http://www.joanwink.com/scheditems/pro-con.pdf>  
The CyberSpace File Folder (WORD doc or PPT) See Course Documents.  
Alma Flor Ada Online learning (See Course Documents.)  
Blueberry Story by Jaime Vollmer  
[http://www.joanwink.com/newsletter/2007/Summary\\_of\\_Learning.pdf](http://www.joanwink.com/newsletter/2007/Summary_of_Learning.pdf) (scroll down)  
Many of the documents above are also posted on my webpages.

Organize all of these materials electronically in a folder and/or in a notebook (if you have chosen to print). Label these *Week One*. Read/reflection/organize. Go to Discussion Board and respond to each question.

You will NOT have a specific assignment to post this week by Sunday. However, I want you to read/think/share/organize all week. This week is for practice on Bb as we discuss content of this class. I will be online daily reading/responding.

**Week 2 (9.16.09) Cyberspace file folder with Week One reflections**  
**Due Weeks 2 & 8, (10 pts. total)**

[www.JoanWink.com](http://www.joanwink.com)

Two Big Ideas, Three Big Ideas, and Four Big Ideas

<http://www.joanwink.com/newsletter/2007/234bigideas.pdf>

Two Big Ideas & 5 Big Ideas

<http://www.joanwink.com/newsletter/2007/TwoBigIdeas&5isms.pdf>

A Graphic of Two Big Ideas and 5 Big Ideas

<http://www.joanwink.com/newsletter/2007/2Ideas&5ismsgraphics.pdf>

Two Perspectives on Teaching and Learning

<http://www.joanwink.com/newsletter/2007/perspective1.pdf>

*Looking Forward*

The Teaching Profession & Why Teach?

Why teach? What are the career issues facing beginning teachers? How do teachers feel about work? How are views on teaching changing? What professional development do teachers receive? How are teachers evaluated? How are teachers supported and rewarded? Is teaching a profession? How do teacher demonstrate professional leadership?

Stephanie Endsley is available DBH 319.

Part of your assignment is to stop by (a) to deliver your 4X6 index/name/info cards to her, and (b) to see the watercolor painting on the 3 Perspectives on Pedagogy. This is a required part of our class. Stephanie will also have hardcopies of file folders for you review.

WK	Date	Time	Place	Purpose
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2	9/16	3:30-5	DBH 319	Collect cards, 3 perspectives, file folder sample
2	9/17	3:30-5	DBH 319	Collect cards, 3 perspectives, file folder sample

**Week 3 (9.23.09) – The Teaching Profession and Why Teach  
Top Ten Things to Know Before You Start Teaching  
Due: Alma Flor Ada Online**

Information on the following will be posted on Discussion Board.

Intentional learning/Incidental learning; Inert learning/ catalytic learning; Coercive and Collaborative Relations of Power

Why Teach? The Pros and Cons of Teaching. The Top Ten Things to Know.

The Real World of Teaching, <http://www.joanwink.com/scheditems/pro-con.pdf>

INTASC Standards in US

6 Domains and 13 TPEs, plus TPA in CA

**Week 4 (9.30.09) Ologies, Osophies, Isms, and Ics – The Foundations of Education a.k.a., The Big Ideas.**

The readings will be posted on Discussion Board for you.

Go to *Webliography* near the end of the syllabus. Choose ONE website (URL), and write a short paragraph describing the contents of that website. For models of the format, go to [www.JoanWink.com](http://www.JoanWink.com) and click on WinkLinks (over on the left). Post your paragraph on Discussion Board.

**Week 5 (10.07.09) Linking History with Foundations  
Reflective Cycle/Socratic Circles (5 pts.)**

Discussion Board will carry the details of this assignment.

Meet with Stephanie Endsley.

Required: The purpose of each individual meeting with Stephanie is to submit to her on paper your 2 recommended questions for the midterm.

Wk. 5 10/7 3:30-5 Mom's in the Union

Wk. 5 10/8 3:30-5 Starbucks (SB) on Geer

**Week 6 (10.14.09) Linking Philosophy with Foundations  
Cyberspace due for 2<sup>nd</sup> time.**

Quantitative minutes of reading time will be shared with students. See Bb.

A summary of content of our class from a previous semester  
[http://www.joanwink.com/newsletter/2007/Summary\\_of\\_Learning.pdf](http://www.joanwink.com/newsletter/2007/Summary_of_Learning.pdf)

**Week 7 (10.21.2009 Midterm Week) Linking The Whole: Foundations, History, and Philosophy**

See Discussion Board.  
Midterm (5 pts.)

**Week 8 (10.28.2009) Diversity/Technology**

2<sup>nd</sup> AFA reflection due.  
Details to follow on Discussion Board.

Stephanie Endsley is available to meet with you regarding your assignments or questions.

Wk. 8 10/28 3:30-5 SB on Geer  
Wk. 8 10/29 3:30-5 Union/Mom's

**Week 9 (11.4.2009) Testing/Curriculum  
Community Neighborhood Project due.  
Library Mapping**

The assignment will be posted on Discussion Board.

**Week 10 (11.10.2009, Tuesday)**

Wednesday, November 11, is a university holiday; we will have our online class on Tuesday, 10<sup>th</sup>.

Assignment will be posted on Discussion Board.

**Family Project, 10 pts.**

Global Learning Networks: Global Networks/Global Communities  
Cummins and Sayers, *Brave New Schools: Challenging Cultural Illiteracy through Global Learning Networks*.

Your assignment for this activity will be posted on Discussion Board. Please read the citations below.

Who was Freinet? What did he and his wife contribute to us?

<http://www.ibe.unesco.org/publications/ThinkersPdf/freinete.pdf>

De Orillas a Orillas

<http://www.orillas.org/abte.html>

Sample projects

<http://www.orillas.org/pastgpe.html>

How to Get Started

<http://www.orillas.org/tipe.html>

The Basics



<http://www.orillas.org/acte.html>

**Week 11 (11.18.2009, Wednesday)**

Assignment will be posted on Discussion Board

Stephanie Endsley will be available to discuss your assignments.

Wk. 11 11/18 3:30-5 Union/Mom's

Wk. 11 11/19 3:30-5 SB on Geer

**Week 12 (11.25.2009) History and Foundation**

**Critical Pedagogy: Notes from the Real World**, 10 pts.

**Week 13 (12.2.2009)**

**Online final**

**Cyberspace File Folder** (for the 3<sup>rd</sup> time)

**Additional Resources Foundation Texts**

California Teachers Association. *The New Teacher's Rollbook Companion*. Posted on Bb

Essex, N. L. (2006). *What every teacher should know about no child left behind*. Boston: Allyn & Bacon.

Diaz, C. F., Pelletier, C. M., & Provenzo, Jr., E. F. (2006). *Touch the future. . .teach!* Boston, MA: Allyn and Bacon.

Johnson, J. A., Musial, D., Hall, G. E., Gollnick, D. M., & Dupuis, V. L. (2005). *Introduction to the foundations of American education*. Boston: Allyn & Bacon.

Kauchak, D., & Eggen, P. (2005). *Introduction to teaching: Becoming a professional*. Upper Saddle River, NJ: Pearson Prentice Hall.

McNergney, R. F., McNergney, J. M. (2004, 4/e). *Foundations of education: The challenge of Professional Practice*. Boston, MA: Allyn & Bacon.

Morrison, G. (2003). *Teaching in America* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

Parkey, F. W., & Standford, B. (2001). *Becoming a teacher*. Boston, MA: Allyn & Bacon.

Pugach, M. C. (2006). *Because teaching matters*. Hoboken, NJ: John Wiley & Sons.

Ryan, M. (2003). *Ask the teacher: A practitioner's guide to teaching and learning in the diverse classroom*. Boston: Allyn & Bacon.

Sadker, D., Sadker, M., & Zittleman, K. (2008, 8/e). *Teachers, schools, and society: California edition*. Boston, MA: McGraw H.

Sadker, D., & Zittleman, K. (2007). *Teachers, schools, and society: A brief introduction to education*. Boston, MA: McGraw Hill.

Sadker, D., & Sadker, M. (2005, 7/e). *Teachers, schools, and society: California edition*. Boston, MA: McGraw Hill.

Woolfolk, A. E. (1998). *Educational psychology* (7<sup>th</sup> ed.). Boston: Allyn & Bacon.

**Educational Journal Articles**

- Ackerman, D. B. (2003, January). Taproots for a new century: Tapping the best of traditional and progressive education. *Phi Delta Kappan*, 84(5), 344–349.
- Berliner, D. (2005, August 23). *Our impoverished view of educational reform*. Retrieved September 4, 2005, from <http://www.tcrecord.org/Content.asp?ContentID=12106>
- Bracey, G. W. (2005, October). The condition of education. *Phi Delta Kappan*, 87(2), 138–153.
- Krashen, S. (2004/2005, December/January). Skyrocketing scores: An urban legend. *Educational Leadership*, 62(4), 37-39.
- Krashen, S. (2003, February 12). Navigating the math and reading wars. *Christian Science Monitor*. Retrieved February 13, 2003, from <http://www.csmonitor.com/2003/0212/p10s02-cole.html>
- Krashen, S. (2005, October 26). Privilege gap remains. *USA Today*. Retrieved June 25, 2006, from [http://sdkrashen.com/pipermail/krashen\\_sdkrashen.com/2005-October/000313.html](http://sdkrashen.com/pipermail/krashen_sdkrashen.com/2005-October/000313.html)

<http://library.csustan.edu/instruction/>  
<http://library.csustan.edu/help/howto.html>  
<http://library.csustan.edu/workshops.htm>

### **Classroom Management Resources:**

- Manning, M.L. & Bucher, K. T. (2007). *Classroom Management: Models, Applications, and Cases*. Upper Saddle River, NJ: Pearson Education
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom Management That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

### **NCATE Student Sample & TPA Student Orientations**

The instructor and the College of Education may keep submitted student work and use it as examples for accreditation purposes. Every effort will be made to ensure that student name and other identifiers are removed from documents and projects that will be used for this purpose. Students who decline to have their work kept on file for this purpose must notify the instructor in writing within the first two weeks of the course.

### **TPA Student Orientations (mandatory for all students)**

MSCP September 18 4:00-6:00 DBH167  
MSCP & SSCP September 26 10:00-12:00 Stockton Campus Acacia 1062  
SSCP September 28 4:00-6:00 DBH167

### **Webliography – as of 9/7/09**

EDMS 4100 Students, if/when you should find any websites, which are not functioning, please alert me immediately. Thanks. I'll make a special place on Bb Discussion Board,

where we can keep track of any changes. Think of these websites as your library for this class.

### **Assessment**

*The Rubric Bank*

[http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/Rubric\\_Bank/rubric\\_bank.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/rubric_bank.html)

*Year End Project Rubrics*

<http://www.glenbrook.k12.il.us/gbssci/phys/projects/yep/endoyrub/yeprub.html>  
[http://www.elladvocates.org/documents/nclb/Monroe\\_Standardized\\_Testing\\_for\\_ELLs.pdf](http://www.elladvocates.org/documents/nclb/Monroe_Standardized_Testing_for_ELLs.pdf)

*FairTest*

[www.fairtest.org](http://www.fairtest.org)

*The Testing Explosion*

[www.fairtest.org/facts/fallout.htm](http://www.fairtest.org/facts/fallout.htm)

*Students Against Testing*

[www.nomoretests.com](http://www.nomoretests.com)

*Balancedpolitics.org – Required Testing in Schools (Pros & Cons)*

[www.balancedpolitics.org/school\\_testing.htm](http://www.balancedpolitics.org/school_testing.htm)

*STAR Results*

<http://star.cde.ca.gov>

*Assessment Overview*

[www.joanwink.com/charts.php](http://www.joanwink.com/charts.php)

*What is a portfolio?*

[www.joanwink.com/newsletter/2007/news0207-prairie.php](http://www.joanwink.com/newsletter/2007/news0207-prairie.php)

*ePortfolios*

[www.edu.gov.mb.ca/ks4/tech/imym/faqs/portfolios.html](http://www.edu.gov.mb.ca/ks4/tech/imym/faqs/portfolios.html)

Cypress-Fairbanks Independent School District. (2005). *Special education services: Admission, Review, and Dismissal (ARD) Process*. Retrieved September 25, 2005, from, [www.cfisd.net/dept2/curricu/speced/ard.htm](http://www.cfisd.net/dept2/curricu/speced/ard.htm)

### **Diversity**

[www.joanwink.com/links.php](http://www.joanwink.com/links.php)

*California Tomorrow*

<http://californiatomorrow.org/about>

Informal Education  
Some Good Thinkers: Look Up A Name  
[www.infed.org/thinkers/default.htm](http://www.infed.org/thinkers/default.htm)

*Rethinking Schools*  
[www.Rethinkingschools.org](http://www.Rethinkingschools.org)

Kozol, J. (2007). *Letters to a young teacher*. Crown Publishers.  
<http://video.google.com/videoplay?docid=-645485102917331375>

### **Diversity and Democracy**

[www.joanwink.com/itt/diversity.php](http://www.joanwink.com/itt/diversity.php)

<http://usinfo.state.gov/usa/blackhis/resource.htm>

[www.diversityweb.org](http://www.diversityweb.org)

*Population diversity explosion reaches all states except WV.*  
[www.azstarnet.com/allheadlines/142112](http://www.azstarnet.com/allheadlines/142112)

*Closing the Equity Gap in Technology*  
[www.netc.org/equity/](http://www.netc.org/equity/)

*Multicultural Pavilion*  
[www.edchange.org/multicultural/](http://www.edchange.org/multicultural/)

*Minority Student Achievement Network*  
[www.msanetwork.org/](http://www.msanetwork.org/)

### **ESL and Bilingual Education**

Activities for ESL Students  
<http://a4esl.org>

#### Bilingual Graphics

[www.joanwink.com/scheditems/TESOL-08-abstract.pdf](http://www.joanwink.com/scheditems/TESOL-08-abstract.pdf)  
[www.joanwink.com/scheditems/TESOL-08WinkOverview.pdf](http://www.joanwink.com/scheditems/TESOL-08WinkOverview.pdf)  
[www.joanwink.com/scheditems/waterlily.jpg](http://www.joanwink.com/scheditems/waterlily.jpg)  
[www.joanwink.com/scheditems/waterlily2.jpg](http://www.joanwink.com/scheditems/waterlily2.jpg)  
[www.joanwink.com/scheditems/bilingual-waterlily.jpg](http://www.joanwink.com/scheditems/bilingual-waterlily.jpg)  
[www.joanwink.com/scheditems/iceberg.pdf](http://www.joanwink.com/scheditems/iceberg.pdf)  
[www.joanwink.com/scheditems/bw-iceberg.pdf](http://www.joanwink.com/scheditems/bw-iceberg.pdf)  
[www.joanwink.com/scheditems/threshold-hyp.pdf](http://www.joanwink.com/scheditems/threshold-hyp.pdf)  
[www.joanwink.com/charts/cummin.pdf](http://www.joanwink.com/charts/cummin.pdf)  
[www.joanwink.com/charts/SUP-Cummins.pdf](http://www.joanwink.com/charts/SUP-Cummins.pdf)  
[www.joanwink.com/charts/CUP-Cummins.pdf](http://www.joanwink.com/charts/CUP-Cummins.pdf)

[www.joanwink.com/scheditems/effects-of-bilingual.jpg](http://www.joanwink.com/scheditems/effects-of-bilingual.jpg)

California English Language Development Test (**CELDT**)

[www.cde.ca.gov/statetests/celdt/celdt.html](http://www.cde.ca.gov/statetests/celdt/celdt.html)

Center for Research on Education, Diversity and Excellence (**CREDE**)

<http://crede.berkeley.edu>

[www.cal.org/CREDE](http://www.cal.org/CREDE)

[www.cal.org/CREDE/pubs](http://www.cal.org/CREDE/pubs)

Crawford, James.

<http://ourworld.compuserve.com/homepages/JWCRAWFORD/>

Cummins, Jim.

[www.iteachilearn.com/cummins/](http://www.iteachilearn.com/cummins/)

Edutopia Good Ideas for Starting the School Year

[www.edutopia.org/start-school-year](http://www.edutopia.org/start-school-year)

English Language Development Standards (and all content standards):

[www.cde.ca.gov/standards](http://www.cde.ca.gov/standards)

Ferlazzo. Larry, *Websites of the Day*

[www.larryferlazzo.edublogs.org/](http://www.larryferlazzo.edublogs.org/)

<http://larryferlazzo.edublogs.org/about/how-to-subscribe-to-this-blog/>

Kerper-Mora, Jill.

<http://coe.sdsu.edu/people/jmora/>

Krashen, Stephen.

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## **CONCEPTUAL FRAMEWORK**

### **Our MOTTO**

Advocates for children and their communities

### **Our VISION**

The professional preparation programs in the College of Education have a shared vision: To prepare teachers and service personnel who impact positively and optimally on the achievement of all P-12 students in academic and non-academic areas. The attributes that undergird our school-based preparation programs are high standards, academic rigor, and intellectual integrity.

CSU Stanislaus, College of Education has an enduring commitment to the preparation of professionals who are: competent in their chosen areas, able to integrate subject-matter content with pedagogy appropriate to their field of study, culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners, committed to self-assessment and reflection, partners, educational advocates, and leaders at the school level and in the wider community, and users of technology that enhances teaching and learning.

Mission Statement:

The mission of the College of Education is to engage faculty and students in instruction, research, and activities that provide subject specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing professional activities. We are committed to the education of diverse educational leaders who meet the needs of a multicultural and multilingual society. The programs are designed to advance the personal, ethical, and professional qualities of students through participation in coursework, field experiences, and research that together cultivate reflection and encourage innovations central to the field of education. The College provides multiple and systematic opportunities for candidates to make connections between their professional duties and the role of education within the local and global society and to serve as advocates for children and their communities.

(August 26, 2009)