



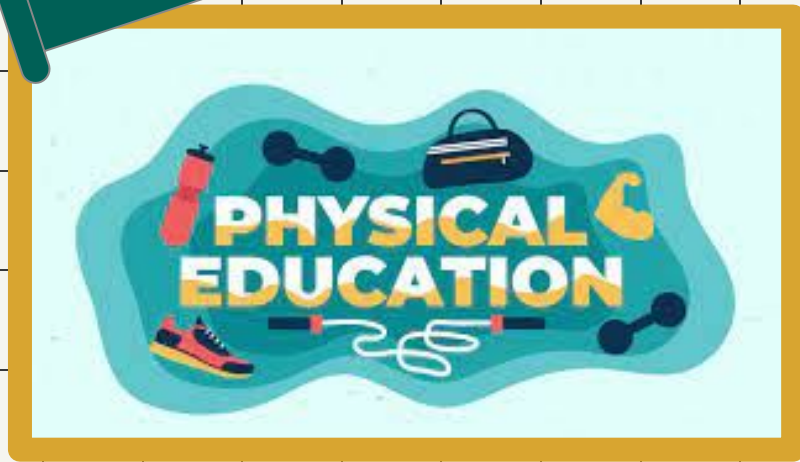
Orientation Fall 2023

**Education Specialist
Multiple Subject
Single Subject**

August 21-24, 2023



Day 1



Physical Education Workshop

Presenter
Cameron Oates

Day 1



Music Education Workshop

Presenter
Roger Jones



Orientation Spring 2023

Day 2
Tuesday, August 22

As we begin,

- Have materials to take notes.
- Complete our Jamboard!



Our time together



Presenters

We welcome content area experts to provide you with resources and strategies for the arts and physical education.



Community

We are combined group of Education Specialists, Multiple Subject, and Single Subject educators. We will be sharing perspectives and increasing collaboration to better serve our students.



Hallmark Focus

We honor the dignity and sacredness of each person.

- Listen
- Assume Positive Intent
- Contribute

...

Gallery Walk

Take a walk around the room,
stopping for a few minutes at
each station.

Thinking Task:

Observe

Wonder

Note

This is a quiet activity.

...

Orientation Community Expectations

- Focus and meaningful participation
- Jot down questions and concerns and post to the parking lot
- Avoid multi-tasking, other windows open, texting, etc.
- Listen for understanding

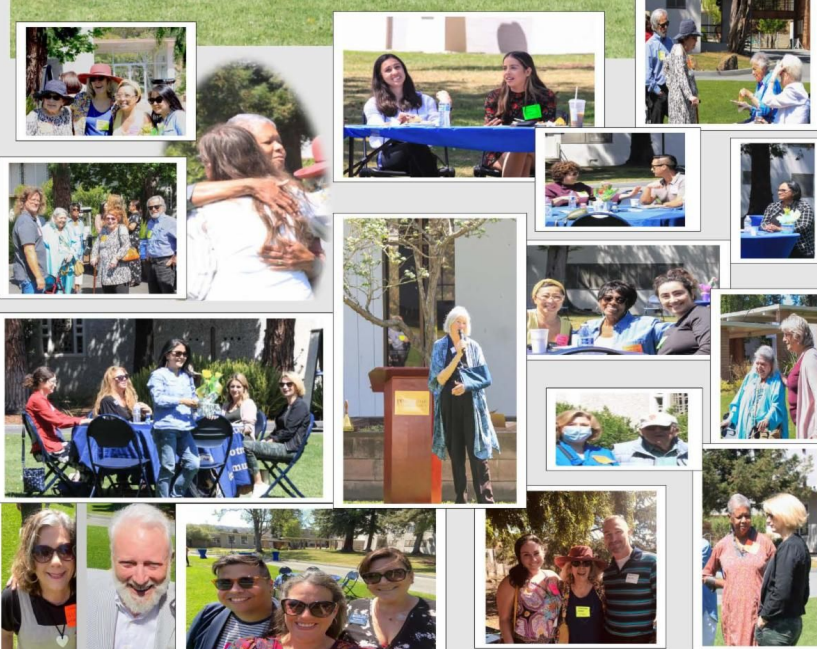
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Tonight's Agenda

1. Introductions & Orientation
Resources
2. Student Teaching Requirements
3. Universal Design for Learning: How to Structure Lesson Planning with Students as the Focus



Meet NDNU School of Education Staff



Meet the NDNU SOE Staff!

Caryl Hodges

Dean, School of Education and Psychology

chodges@ndnu.edu

Aspasia (Aspo) Normantas

Executive Assistant to the Dean

Credential Analyst Assistant

anormantas@ndnu.edu

Terrance Hanna

Credentials Analyst

thanna@ndnu.edu

Programs:

Multiple Subject

Dr. Stephanie Demaree

Director

sdemaree@ndnu.edu

Single Subject

Dr. Kelly Delaney

Director

kdelaney@ndnu.edu

Education Specialist

Dr. Sharon O'Neil

soneil@ndnu.edu



Reminder. . .

Have you uploaded required documents to Canvas?




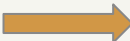


You must have the following submitted in order to report to your placement on Monday, August 28:

- ☐ Negative TB test result dated within the last two years
- ☐ CBEST or substitution verification
- ☐ CSET or substitution verification
- ☐ CTC Issued Certificate of Clearance

Notre Dame de Namur

Hallmarks

- We proclaim by our lives even more than by our words that God is good.
-  • We honor the dignity and sacredness of each person.
- We educate for and act on behalf of justice and peace in the world.
- We commit ourselves to community service.
-  • We embrace the gift of diversity.
-  • We create community among those with whom we work and with those we serve.
-  • We develop holistic learning communities which educate for life.

”



Universal Design for Learning

...

The Myth of Average



Watch to determine the speaker's most compelling statements. Take notes.. You will do something with your notes after viewing.



Time to enter the chat!

Review your notes. Select one idea that you see as the
MOST IMPORTANT POINT in the TED Talk, *The Myth of Average*.



Universal Design for Learning

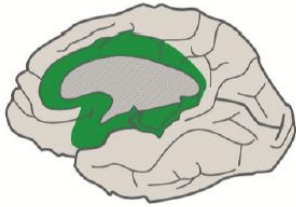
Is a *framework* to
help you plan
instruction and
assessment

Focuses on
variability, the
assumption that
your students
have diverse
needs

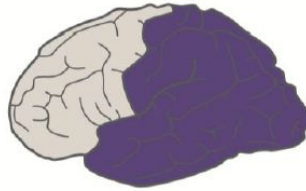
Is based on *goals*
you have
developed for your
students

Supports *ALL*
learners

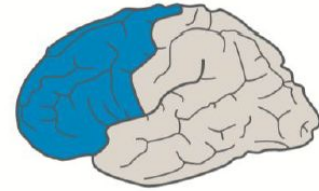
An Overview of Universal Design for Learning



Provide Multiple Means of
Engagement



Provide Multiple Means of
Representation



Provide Multiple Means of
Action & Expression

The WHY of Learning

*How will you get students
motivated and interested?*

The WHAT of Learning

*How will you present the
information students need
to know?*

The HOW of Learning

*How will students show
what they know?*

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning



Access

Provide options for Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for Perception

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for Physical Action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Build

Provide options for Sustaining Effort & Persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for Language & Symbols

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for Expression & Communication

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Internalize

Provide options for Self Regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for Comprehension

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

Provide options for Executive Functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

”

Dinner break

Orientation resumes at 6:30.





Cal TPA Workshop

Presenter
Kelly Vaughn





Orientation Spring 2023

Day 3
Thursday, August 23



MS and SS: SM Room
ED SP: SM Room



Tonight's Goal:

*Familiarize
candidates with:*

- Lesson Planning Template
- NDNU Handbook

...

The 7-10 Split



*What does it
mean to change
our aim?*

Look at us!
We are self-assessing!

On a 5 point scale, rate your understanding of Universal Design for Learning (UDL)

How does this compare with your rating last night? What questions remain?

5

I know a lot about UDL

3

I'm somewhat familiar with UDL

1

I've never heard of UDL

” Focal Student 1: “Rosa”

Rosa is a 6th grade multilingual learner. She has recently moved to the Bay Area from a San Diego County city where she spoke both English and Spanish, both at home and at school and is considered at the Bridging level of English proficiency.

She has at grade level math skills, but finds words problems or math book pages/links that are language heavy to be a barrier. When she encounters these, she takes a long time to get started and even engages in off task behavior that is not necessarily disruptive, but doesn't enable her to be fully focused.

She seems to have adjusted well socially and has a small group of friends. Her favorite subject is ELA, especially when readings are about animals. She tends to read books in a series or go back to reading the a book over again. She rarely raises her hand, but when called up will answer. She usually must be prompted to answer in complete sentences.



Photo credit: iStock



Practice: NDNU Lesson Plan

Compare and Contrast:

Apple and Banana

Give it a try
with Rosa in
mind!



School of Education • Lesson Plan Template

Date:	Subject:
Focus:	Grade:
Identify Credential Program: (Highlight Program Title) MS Cred, SS Cred, EdSpec <u>MMSN</u> , EdSpec ESN	
Identify Common Core State Standards, CA State Content standards and/or Next Generation Science Standards: (Provide number and full text)	
Content-Specific Learning Goals/Objectives:	
Identify English Language Development (ELD) Standards for ELs and Focus Student 1 (FS1): (Provide number and full text)	
English Language Development (ELD) Goals and Objectives:	
Assessments: (e.g., diagnostic/formative/summative, formal/informal)	
The assessment tools I will be using are...	
The evaluative criteria for this lesson are...	
Higher Order Thinking Skills (HOTS): (Consider what level of cognitive skill (e.g., analysis, synthesis, evaluation, interpretation, transfer), is needed to complete the tasks in your lesson. Move students towards tasks that will promote original thinking, problem solving, and analysis.)	
Student Assets: (Explain how the lesson plan builds on students' interests and experiences outside of the classroom related to the goals/objectives for the lesson)	

Content Specific Learning Goals/Objective

The **OBJECTIVE** includes 3 components:

1. Identify the **noun**—or thing—you want the students to learn
2. Identify the **level of knowledge** you want
3. Select a **verb that is observable** to describe the behavior at the appropriate level of learning

Content-Specific Learning Goals/Objectives:

Students will be able to identify and describe the similarities and differences between two types of fruit, an apple and a banana both orally and in writing.

ELD Standards

Proficiency Levels

Emerging→ Expanding→ Bridging

**Part I:
Interacting in
Meaningful Ways**

**Part II:
Learning How
English Works**

**Part III:
Using
Foundational
Literacy Skills**

Content-Specific Learning Goals/Objectives:

Students will be able to identify and describe the similarities and differences between two types of fruit, an apple and a banana both orally and in writing.

Identify English Language Development (ELD) Standards for ELs and Focus Student 1 (FS1):

(Provide number and full text)

6.2.4. Using nouns and noun phrases; Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.

English Language Development (ELD) Goals and Objectives:

Students will use comparative and superlative adjectives to discuss and then write a paragraph about the similarities and differences between an apple and a banana.

Assessments: (e.g., *diagnostic/formative/summative, formal/informal*)

The assessment tools I will be using are. . .an informal Venn diagram to guided discussion. I will also conduct an question informal Then they will complete

One evaluative criteria I will use for this lesson is partner conversation. I will walk around the room and listen to informal partner talk so see if students are able to accurately identify similarities/differences and accurately use comparative and superlative adjectives.

I will also model desired language by providing students with a Venn diagram and have them complete it. It will have sentence frames in the beginning and gradually have less support as they move through working with the graphic organizer.

Finally, I will have students individually write a formal paragraph that compares and contrasts an apple and a banana and correctly uses academic language and grammatical structures for comparative and superlative adjectives.

”

Dinner break

Orientation resumes at 6:30.





ELD Standards

... Language Demands of Lesson

During the lesson, the formats and strategies students employ to communicate using language appropriate to the content area of focus?

1) The content-specific vocabulary/terminology, formats, materials, and technology included in your lesson that necessitates students use of language (reading, writing, speaking, or listening) in that academic content area.




2) Articulate why instructional strategies, materials and supplies chosen are likely to support students' language development in this lesson

What language is needed for each of these academic tasks?

Trace the events that led to the fall of Rome.

What is the most significant cause of the fall of Rome?

What might happen after a powerful empire is defeated?

- Classifying & Categorizing
- Comparing & Contrasting
- Describing
- Evaluating & Making Judgments
- Hypothesizing & Formulating Conjectures
- Identifying Cause & Effect
- Identifying Main Idea & Supporting Details
- Predicting 
- Sequencing Events 
- Summarizing
- Taking & Supporting a Position, Persuading 

Common Core Standards by Subject

English Language Arts (ELA)

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Mathematics (MTH)

<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

Next Generation Science Standards (NGSS)

<https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

State Standards for Physical Education (PE)

<https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

State Standards for History-Social Science (HSS)

<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

California Arts Standards for Public Schools (dance, media arts, music, theater, visual arts) (VPA)

<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

NDNU Handbook Scavenger Hunt

Find and flag the following:

- Signature/Attestation
- Responsibilities of Student Teacher/Intern
- Phases of student teaching
- Checklist of Professional Behavior



Orientation Spring 2023

Day 4
Friday, January 6



Surviving Student Teaching

*Helpful Tips &
Resources from our
Stellar Supervisors*



Orientation Resources



Phases of student teaching

Gradual release of responsibility

See handbook for more details!

Observation

- Getting to Know your Students
- Observing Lessons
- Discussing lesson design with Master Teacher

Guided Practice

Initial Practice

- Small group instruction where student feels most confident
- Student teacher is responsible for planning

Extended Practice

- Teaching large group
- Evaluating, grading, discipline
- Reflecting with master teacher & supervisor

Independent Teaching Experience

Full planning and teaching responsibilities monitored by supervisor and master teacher

<i>Multiple Subject</i>	<i>Single Subject</i>
Ellen Spencer Alma A., Brock U.	Jila Malek-Salehi Carlos
Janet Ingersoll Ken P, Stephanie N.	Otak Jump Michaela
Julie Costantino Becca, Thea (SS)	Cherie Ho Rex Edith Keila
<i>Education Specialist</i> All go to Terry and Janet	Kelly Vaughn Betty Nino
	Cathy Ennon Brock L.

”

Dinner & Community Building

6:00–6:30





Fine Arts Integration

Presenter
Michelle Holdt





Wishing you a wonderful semester!



Julie Costantino

jcostantino@ndnu.edu

St. Mary's, Room 210

Click here to [Book time to meet with me](#)