Notre Dame de Namur University
Program Director: Stephanie Demaree
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Preliminary General Education Multiple Subject
Teaching Performance Expectations: Part 1 and Part 2

Teaching Performance Expectations: Part 1 – General TPEs

Assessment of TPEs during student/Intern Teaching Fieldwork placement: Candidates are evaluated on the TPEs at mid-term and end of semester during each of the 2 semesters they are enrolled in EDU 4342 ST/Intern Teaching 1 and EDU 4345 ST/Intern Teaching 2. This evaluation takes place in a 3-way conference including the candidates, university supervisor, and cooperating teacher/intern district support provider. The 3 review the TPEs using the Evaluation of Candidate (see link below) on each of the TPEs and identify where the candidates I in Beginning, Emerging or Apply the TPEs. Candidates are expected, by the end of their final semester, to reach the stage of applying the majority of the TPEs with the remainder identified as Emerging. The link is provided to the Evaluation of Candidate form so it can be reviewed as a whole rather than linking it to every TPE in the matrix.

MS/SS: Evaluation of Candidate Printable

General Teaching Performance Expectations	EDU 4100 Psych/Dev Fnds	EDU 4104 Soc/Multi/Cult Funds	EDU 4107 Funds Teaching EL	EDU 4116 Health Education	EDU 4113 Tech Apps in Educ	EDU 4110 SPED Classrm Teach	EDU 4119 Assess in Classrm	EDU 4330 Read/LA Primary Grds	EDU 4333 Read/LA Uppr Grds	EDU 4336 Curriculum: Math	EDU 4337 Curr: Social Science	EDU 4338 Curr: Science	EDU 4342 ST/Intern Teach 1	EDU 4345 ST/Intern Teach 2	EDU 4886 TPA Cycle 1	EDU 4886 TPA Cycle 2
1. Engaging and Supporting All Students in Learning. Beginning teachers:																
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.		IP	IP			IP							A	A	PA PA	
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress					IP	I IP	P IP						PA	PA		
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.		IP IP	IP			IP		PA					A	A		

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1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.		IP	IP		I P	I P		P	P			PA	PA	PA		
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.		IP	IP IP							P		P	PA	PA		

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1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.		IP IP	IP IP PA							P		P	PA	PA		
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. **IP** through Orientation for Student/Intern Teachers							P					P	PA	PA		

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1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	P						I P A		I	P			PA	PA		PA
2. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:																
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	I P A			I		IP							PA	PA		
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	I P	IP	IP			IP			PA				PA	PA		

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2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	I P IP A			I I I		I P							PA	PA		
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	I P IP			I		A							PA	PA	P	
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	I P	IP	IP				P						PA	PA		
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	I P					IP			P				PA	PA		

3. **Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:**

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3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.		IP	IP			I				P	P	P	PA	PA		PA
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	I	IP	IP IP			P			P				PA	PA		
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. *(See Subject- Specific Pedagogical Skills in Section 2 for reference)*	I					IP	P		P		P I	P	PA	PA		

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3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	I		P			I P			P				PA	PA		
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.		IP	IP P			I P			A		P		PA	PA		
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.				P	P I P IP	IP P					P	P	PA	PA		

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3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security Netiquette All course syllabi and/or Canvas shells include information on NDNU Services and Policies which are reviewed at the first seminar meeting each semester. One of the items included and reviewed is Netiquette which sets out NDNU expectations for use of all communication modalities.				P	P I P IP	P		P		P		P A	PA	PA		
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.					P I P IP		P			P		P A	PA	PA		
4. Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:																

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4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	I P					I I P P			P				PA	PA		
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	I					IP A			PA PA				PA	PA		
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.		IP	IP				PA		PA	P			PA	PA		PA PA

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4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.		IP	IP		IP	I		PA		P	P	P	PA	PA	PA	PA

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4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	IP			P		I P			PA	P			PA	PA		
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.		P	P			IP P P							PA	PA		
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	IP		P	I		PA				P/A P			PA	PA P	A	PA

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4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.				I	IP P			PA		P		P PA	PA	PA		
5. **Assessing Student Learning. Beginning teachers:**																
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	I PA		I I		I IP	PA PA	IP						PA	PA		PA PA

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5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	I PA		P			P PA	P A A	PA PA					PA	PA		PA PA
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	IP		P			IP PA	P A A						PA	PA		PA PA
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	I P			P		I		PA					PA	PA		

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5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.			P			I IP	P A			PA			PA	PA		
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.			IP IP										PA	PA		
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.			IP IP IP P A								I	IPA	PA	PA		

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5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.		IP	IP			I I		IP		P A		IP	PA	PA		PA PA PA
6. **Developing as a Professional Educator. Beginning teachers:**																
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	I		IP	IP	P					P/A	I P		PA	PA	PA	PA

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6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. PA – Professional Behavior Checklist This list is used throughout the program by all stakeholders, including the candidate, to consistently reinforce expectations for professional behavior.	I I	IP		IP									PA	PA		
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. I – Student/Intern Teacher Orientation						IP			P				PA P P	PA P		

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6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.						IP							PA P	PA P		
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.			IP	IP IP		P							PA	PA	PA	PA

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6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools. **I** – Student/Intern Teacher Orientation **IP** - Netiquette **PA** - Professional Behavior Checklist				I	IP IP								PA	PA		
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.		I			I P								PA	PA		

Teaching Performance Expectations: Part 2 – Subject-Specific TPEs

In the table below, include the course number and title for the course(s) in which this content is covered. Please hyperlink the course number(s)/title(s) to the course syllabi. Please also include faculty names for the instructors of the course(s); faculty names do not need to be hyperlinked. For Single Subject subject-specific methodology, please enter "N/A" for the subject areas not offered by your institution.

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	EDU 4330 Read/LA Primary Grades EDU 4333 Read/LA Upper Grades EDU 4336 Curr. Math EDU 4337 Curr. Soc. Science EDU 4338 Curr. Science	K. Nordgaard/J. Buttrill J. Constatino K. Vaughn K. Delaney S. Demaree
English Language Development in Relation to Subject-Specific Pedagogy	EDU 4107 Fnds Teach Eng. Lang Learners EDU 4330 Read/LA Primary Grades EDU 4333 Read/LA Upper Grades	K. Delaney K. Norgaard/J. Buttrill J. Constatino
Literacy		
Literacy TPE Language for *All Teacher Candidates*	See Literacy TPEs	
Literacy TPE for *Multiple Subject* and *Education Specialist Candidates*	See Literacy TPEs	
Literacy TPE Language for *Single Subject English Candidates*	See Literacy TPEs	
Subject Specific Methodology		
Multiple Subject		
1. Teaching English Language Arts in a Multiple Subject Assignment	EDU 4330 Read/LA Primary Grades EDU 4333 Read/LA Upper Grades	K. Nordgaard/J. Buttrill J. Constatino
2. Teaching Mathematics in a Multiple Subject Assignment	EDU 4336 Curr. Math	K. Vaughn
3. Teaching History-Social Science in a Multiple Subject Assignment	EDU 4337 Curr. Soc. Science	K. Delaney
4. Teaching Science in a Multiple Subject Assignment	EDU 4338 Curr. Science	S. Demaree

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
5. Teaching Physical Education in a Multiple Subject Assignment	ST/Intern Orientation Workshop Physical Education Workshop	Presenter Cameron Oats
6. Teaching Health Education in a Multiple Subject Assignment	EDU 4116 Health Education	Christy Knott
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment	ST/Intern Orientation Workshops Art Integration Workshop Music Workshop	Presenters Michelle Holdt Roger Jones
Single Subject		
1. Teaching English Language Arts in a Single Subject Assignment	EDU 4405 Teaching & Pedagogy	C. Ennon
2. Teaching Mathematics in a Single Subject Assignment	EDU 4405 Teaching & Pedagogy	C. Ennon
3. Teaching History-Social Science in a Single Subject Assignment	EDU 4405 Teaching & Pedagogy	C. Ennon
4. Teaching Science in a Single Subject Assignment	EDU 4405 Teaching & Pedagogy	C. Ennon
5. Teaching Physical Education in a Single Subject Assignment	EDU 4405 Teaching & Pedagogy	C. Ennon
6. Teaching Art in a Single Subject Assignment	EDU 4405 Teaching & Pedagogy	C. Ennon
7. Teaching Music in a Single Subject Assignment	EDU 4405 Teaching & Pedagogy	C. Ennon
8. Teaching World Languages in a Single Subject Assignment	EDU 4405 Teaching & Pedagogy	C. Ennon
9. Teaching Agriculture in a Single Subject Assignment	N/A	
10. Teaching Business in a Single Subject Assignment	EDU 4405 Teaching & Pedagogy	C. Ennon
11. Teaching Health Science in a Single Subject Assignment	EDU 4405 Teaching & Pedagogy	C. Ennon
12. Teaching Home Economics in a Single Subject Assignment	N/A	
13. Teaching Industrial and Technology Education in a Single Subject Assignment	N/A	
14. Teaching English Language Development in a Single Subject Assignment	N/A	

NOTRE DAME de NAMUR UNIVERSITY
School of Education
EDU 4104 Sociological & Multicultural Foundations 3 units

Fall 2023

Wednesdays 430-7PM, St Mary's Hall #117

Instructor:	**Kelly Delaney, Ed.D**
Office Hours:	**St. Mary's Hall 210: by appointment**
Phone:	**650.508.3702**
E-mail:	**kdelaney@ndnu.edu**

Course Description

This course is designed to provide educators with an introduction to the sociological and multicultural foundations of the American educational system. We will examine the role of schools in the development of identity as well as the reproduction of systems of privilege and oppression. We will examine economic, political, social and cultural factors at play in society and their effects on the classroom. Using these new understandings, we will examine our own professional practice and ways to work more equitably from within our own contexts and classrooms.

Learning Outcomes

Goals for the instructor and students are:

Learning Outcome	Universal TPEs	MM TPEs	ESN TPEs
To deepen our understanding of our own personal and academic identity	**I, P, A** 1.1, 1.3, 1.5, 1.6, 1.8, 6.1, 6.2, 6.5, 6.7	**I, P**, 1.7, 1.8, 6.4, 6.5, 6.6, 6.7	**I, P**, 1.1, 1.3,1.4
To examine our own attitudes and	**I, P, A** 1.1, 1.3, 1.5, 1.6, 1.8, 6.1, 6.2,	**I, P**, 1.7, 1.8, 6.4, 6.5, 6.6, 6.7	**I, P,** 1.1, 1.3,1.4

develop more equitable ways of thinking	6.5, 6.7		
To understand the implications of institutionalized systems of oppression and evaluate the equity of those institutions and individual classrooms in relation to historically marginalized groups	**I, P** 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 3.1, 3.6, 3.7, 4.1, 4.2, 4.6, 4.7, 5.1, 5.3, 6.4, 6.5, 6.7	**I, P** 1.3, 1.4, 1.7, 2.4, 2.7, 3.1, 4.2, 4.6, 5.1, 6.1, 6.2, 6.3	**I, P** 1.1, 1.2, 1.3, 1.5, 2.3, 2.4, 3.1, 4.1, 5.1, 6.1
Learning Outcome	**Universal TPEs**	**MM TPEs**	**ESN TPEs**
To connect these new understandings and ways of thinking to our individual contexts and classrooms with specific strategies to increase equity within school	**I, P, A** 1.1, 1.3, 1.4, 1.5, 1.6,2.1, 2.2, 2.3,3.1, 3.2, 3.5,4.1, 4.3, 4.4, 4.7, 5.1, 5.3, 6.3, 6.4, 6.5, 6.6, 6.7	**I, P, A** 1.2, 2.2, 2.8, 3.1, 4.4, 4.6, 6.1, 6.2	**I, P, A** 3.1, 3.2, 5.1, 6.1,6.3,

Course Evaluations/Teaching Effectiveness Surveys

- Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this

course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions

- To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "***You have an active survey***" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

NDNU Hallmarks

Hallmarks are the essential **characteristics, values** and **activities** of a Notre Dame learning community. Hallmarks two through seven will be addressed in this course:

- *We honor the dignity and sacredness of each person.* Through developing working relationships with the students we serve, we will honor each student's personhood as we support them in the learning process.
- *We educate for and act on behalf of justice and peace in the world.* Through creating lesson plans imbued with subject matter content and multicultural theory, we are ensuring that every student has equity and access to a supportive educational experience.
- *We commit ourselves to community service.* By engaging with students in our local community through education, we are committed to community service.
- *We embrace the gift of diversity.* We embrace the opportunity to teach students from pluralistic backgrounds in a diverse schools and neighborhood communities. By engaging in a diversity experience, we will connect key course learnings to ideas, beliefs, traditions, or cultural artifacts that are different from our own.
- *We create community among those with whom we work and with those we serve.* We work collaboratively with pre-service teaching colleagues, master teachers, professors and students by creating a caring learning community where each person is valued.
- *We develop holistic learning communities which educate for life.* Teaching students subject matter content and building our own pedagogical knowledge strengthen our professional teaching relationships.

Required Texts

- Paul C. Gorski and Seema G. Pothini, *Case Studies on Diversity and Social Justice Education.* (New York: Routledge, 2013). Available in the campus bookstore or for purchase or rent online.

Link to text Table of Contents: https://www.taylorfrancis.com/books/mono/10.4324/9781351142526/case-studies-diversity-social-justice-education-paul-gorski-seema-pothini

- Ozlem Sensoy and Robin DiAngelo, *Is Everyone Really Equal,* 2nd edition. (New York: Teachers College Press, 2017). Available in the campus bookstore or for purchase or rent online.
- Asset Based Learning Online Module
  - **https://www.memphis.edu/ess/module4/page2.php**

Communication

Instructor will send regular messages to students in this course through NDNU student email accounts. Students must regularly check their student email account for important information about class meetings and assignments. Issues with NDNU email accounts should be directed to OIT at 508-3555.

CalTPA Connection

In order for our students to have best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For this course, the following assignments are used to help with the CalTPA portfolio:

Course Assignment:	Found in CalTPA Candidate Handbook:
Multicultural Lesson Plan	CYCLE 1, Step 1, Getting to Know Your Students, Lesson Plan Rationale & Focus Students
Diversity Experience	CYCLE 1, Step 1, Lesson Plan Rationale

Average Student Workload Expectations

Typically, a 3-unit graduate course entails 180 hours of student engagement over the semester, or 3 hours of in-class time and roughly 9 hours of outside-class time per week for a 15-week course. Course assignments are made in accordance with this expectation.

Average Workload Distribution:	Hours in Class:	40
	Readings:	80
	Collaboration	5
	Assignments:	56
	Total Hours	180

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand subject-specific tutoring through TurorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC Canvas site to see all of the resources available, to contact us or to schedule an appointment. Have a question? *Just ASC!*

Students with Academic Challenges—Disability Resource Center (DRC)

If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical) be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as soon as possible. Accommodations are not provided retroactively. Please contact the Disability Resource Center by email at DRC@ndnu.edu or by phone at 650-508-3670.

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact your instructor(s) immediately and do not attend in-person classes until testing negative.

Course Requirements

Privacy, Confidentiality & Behavior

The themes and discussion in this course require a high level of engagement, professionalism, respect and discretion. Due to the sensitive nature of the work, and the fact that participants must make personal and professional connections in order to participate meaningfully, it is important that students maintain the privacy of those with whom they interact outside of our classroom as well as those within our classroom. So do not share someone else's business.

Also please be mindful that everyone is at a different point in her or his journey. All of us must listen respectfully, speak truthfully, expect and embrace discomfort, and be mindful of the feelings of others. Open dialogue is critical to the work we will do in this class, and this requires a high level of engagement with and awareness of others.

This class requires a high level of engagement and participation therefore students must participate constructively and actively in all class discussions and activities. Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructors and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will negatively impact your participation grade.

Academic Honesty
Students are expected to uphold all standards of academic honesty. Cheating, plagiarism, false citations, and the submission of false data are all inexcusable at the graduate level and seriously undermine academic scholarship as a whole.

Attendance
Attendance at each class is mandatory and each absence will result in a drop in your grade, regardless of the reason. If you must miss a class due to emergency, please notify me as soon as possible and bring the make-up assignment to the following meeting. Non-attendance does not excuse you from the timely submission of assignments. Late work will not be accepted. Regardless of the reason, if you miss a class, you must **submit a 5-page double-spaced summary and analysis of the readings for the week.** If you already know you will have to miss classes, please reconsider taking this class this semester. No passing grade can be assigned if you miss three or more sessions of the class, regardless of the reason for the absence.

Assignments & Grading
Technical Considerations
All papers must be typed, double spaced, 12-point Times New Roman font with 1-inch margins. All citations, whether in-text or in a reference list, must follow APA guidelines. For tips about APA formatting visit http://owl.english.purdue.edu/owl/resource/560/02/ . Late assignments will not be accepted.

Attendance & Participation   *100 points*
You are expected to engage in critical discussion in the classroom. There will be opportunities for whole class and small group participation, but complete silence is not acceptable. We all benefit from hearing multiple voices and viewpoints, and verbal participation is a part of how I will be checking for understanding. If you do not speak during class you will not like your participation grade. (See detailed behavior guidelines above.)

Reading Reflections/Case Study Questions   *20 points each*
(U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP)
(M1.2, 1.4, 2.4, 2.1, 2.10, 5.1 IP)
(E 1.4, 1.7, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)

On each of the dates noted below, students will write a 1-2 page single-spaced paper. Each paper should include a personal connection to the readings along with how that connection might apply to the classroom. Feel free to use a quote from the reading as your starting point for talking back to the text. Please delve deeply and include specific details both about your own life and experience and those of your students. Reflections should be regarding the chapters from Ozlem & Sensoy or other readings posted on Google Classroom, but not the case studies. For each case study that is assigned, please write 2 questions for discussion that will help us to discuss the case in class. (Examples will be posted on Google Classroom.)

Lesson Plan   *190 points*
(U1.1, 1.4, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA)
(M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA)
(E 1.4, 1.7, 1.9, 2.4, 2.5, 3.2, 3.3, 3.4, 5.2 IPA)

For this assignment, students will *create* and *write* a lesson plan that integrates information relevant to the themes of this course. Students should choose a topic of interest that you might actually teach in your upcoming career. The point of this assignment is to develop a practical lesson that will be useful in the future and will also utilize culturally sustaining pedagogy in the service of students and which aligns with the aims of multicultural education in an increasingly diverse and global world. Specifically it should align to key principles of the class including UDL, funds of knowledge, community/cultural wealth, and/or asset based teaching. Students should thoroughly address all areas of the NDNU lesson plan template. Each paper should include a 2-3 page reflection connecting the lesson to the themes and research from the course including citations of specific articles in APA format. (Examples will be provided in class.)

Multicultural Lesson Plan Rubric

1=needs improvement   5,15=effective   10,30=very effective

Subject: _____   **Grade Level:** _____ **Central Focus:** _____

Connection to Content Standards   1   5   10
(Only 1, words—not just numbers):

Content Goal/Objective for the Lesson: 1   5   10
(Only 1 sentence, tied to activities/assessments):

Connection to ELD Standards   1   5   10
(Only 1, words—not just numbers):

Language Goal/Objective for the Lesson: 1   5   10
(Only 1 sentence, tied to activities/assessments):

Checking for Understanding and Assessments: 1   10   20
(diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

Higher Order Thinking (HOTs)   1   5   10
(How are students doing higher level thinking during this lesson? Use specific words from Bloom's Taxonomy like *analyze, create, synthesize, evaluate, infer,* etc.)

Student Assets   1   5   10
(What assets do students bring with them to the classroom? What student knowledge, skills, backgrounds and interests can you connect to the lesson to spark student engagement?)

Lesson Delivery: 1   15   30
Include (as in lesson plan template) time estimates for each activity, "teacher will" and "student will" for each section below including intro, instruction, and closure. (If you use the template this chart is built in.)

Introduction/Set/Hook:

(connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

Instruction:
(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc)

Closure: (Reflection, ensure comprehension, review, link new learning, etc.)

Language Demands   1   10   20
During the lesson, the formats and strategies students employ to communicate using language appropriate to the content area of focus?

   1) *What vocabulary will students be using?*

   2) *Content Specific instructional strategies to support language development and* **WHY** *these strategies are likely to support language development. (Be sure to include both "teacher will" and "student will" as in lesson plan template. If you use the template this chart is built in.)*
        Reading—

        Writing—

        Speaking—

        Listening—

Instructional Strategies to support students
   a) Scaffolding: *for all students/learning modalities*   1   5   10
   (lots of strategies to support everyone)
   b) Differentiations: *for EL/GATE/early finishers*   1   5   10
   (specific things different for only some students)
   c) Adaptations: *for students w IEPs/504s*   1   5   10
   (specific things for only some students)

Reflection: 1   15   30

(How does the lesson connect to the themes of the course? Specifically how is this a multicultural lesson plan? Content? Pedagogy? Connections to readings? Be specific.)

Diversity Experience   *150 points*
(U1.1, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 4.3, 4.4, 4.6, 5.2, 5.8, 6.1, 6.2, 6.3, 6.4 IPA)
(M 1.7, 2.4, 2.8, 2.10, 3.2 IPA)
(E 1.4, 1.7, 1.9, 2.4, 3.1, 5.2, 6.2 IPA)

For this assignment, you will work in pairs or small groups. The purpose of this assignment is two-fold: (1) to place you in a setting or experience that is outside your typical daily or weekly activities, and (2) to integrate that experience into your teaching practice. You should be exposed to ideas, beliefs, traditions, or cultural artifacts that are different from your own. The actual experience should last at least two hours, not including travel. You may choose from many experiences including museums, conferences, festivals, events, worship services, and meetings. The experience should enable you to encounter information about diverse groups. Keep in mind that we are defining "diverse" as including race, culture, language, socioeconomic status, exceptionalities, gender, sexual orientation, gender identity and/or religion from historically underrepresented groups. This project culminates with a presentation to the class including a question and answer period as well as a paper detailing how each group member would integrate their new learning into the classroom. In the past, students have visited the Museum of the African Diaspora in S.F., attended a play about race and identity, visited a Japanese internment site, gone to the LGBTQ museum in S.F., attended the indigenous "Unthanksgiving" ceremony on Alcatraz, etc.

Rubric for Diversity Experience

Paper Rubric—80 points

Connections to theory and research from class (Paper only)	Inadequate or incorrect integration of diversity experience with readings/theoretical frameworks from class and/or no quotes	Adequate integration of diversity experience with readings/theoretical frameworks from class with at least 1 quote	Outstanding integration of diversity experience with readings/theoretical frameworks from class with 2+ quotes
	1-16	17 22	23 25

Personal/professional growth and reflection (Paper only)	Inadequate ability to discuss **new** understandings about diversity in an honest and insightful manner including attitudes needed to work with students from different racial, language, socioeconomic, ability, gender, sexual orientation, and/or religious identities.		Adequate ability to discuss **new** understandings about diversity in an honest and insightful manner including attitudes needed to work with students from different racial, language, socioeconomic, ability, gender, sexual orientation, and/or religious identities.		Outstanding ability to discuss **new** understandings about diversity in an honest and insightful manner including attitudes needed to work with students from different racial, language, socioeconomic, ability, gender, sexual orientation, and/or religious identities.	
	1-16		17	22	23	25
Practical application of new learning (Paper & Presentation)	Inadequate explanation of how new learning would be integrated into the classroom context. Only 1-2 examples are provided and/or specific details are not included.		Adequate explanation of how new learning would be integrated into the classroom context. 3 examples are provided and some specific details are included.		Outstanding explanation of how new learning would be integrated into the classroom context. 3+ examples are provided and many specific details are included.	
	1-16		17	22	23	25
Formatting (Paper only)	Inadequate formatting of paper includes little attention to editing or APA citations.		Adequate formatting of paper includes attention to editing and APA citations w/ some errors.		Outstanding formatting of paper includes attention to editing and APA citations w/ few or no errors.	
	1		2	3	4	5

Presentation Rubric—70 points

Presentation skills	Student demonstrates inadequate oral communication	Student demonstrates adequate oral communication skills with few	Student demonstrates outstanding oral communication skills with no

(Presentation only) DO NOT READ FROM SLIDES!!!!!!!!!	skills including speaking less than 5 minutes or more than 10 minutes and/or inability to answer questions	vocalized pauses and sufficient analysis of the benefits of the experience.	vocalized pauses and thoughtful analysis of the benefits of the experience.
	1-10	11 17	18 20
Summary of Experience (Presentation only)	Inadequate or missing summary of experience. Experience does not align with themes of the course and/or the directions of the assignment.	Adequate explanation of the experience and sufficient analysis of the benefits of the experience including topics of relevance and age group recommendations	Outstanding explanation of the experience and thoughtful analysis of the benefits of the experience including topics of relevance and age group recommendations.
	1-16	17 22	23 25
Practical application of new learning (Paper & Presentation)	Inadequate explanation of how new learning would be integrated into the classroom context. Only 1-2 examples are provided and/or specific details are not included.	Adequate explanation of how new learning would be integrated into the classroom context. 3 examples are provided and some specific details are included.	Outstanding explanation of how new learning would be integrated into the classroom context. 3+ examples are provided and many specific details are included.
	1-16	17 22	23 25

*Note that the Practical Application of New Learning portion of this assignment must be included in both the presentation and the paper, and points for this category will be awarded based on how well students explain this category for both portions of the assignment.

Grading
Final grades are calculated using total points earned out of total points possible.

Passing		Grades B- and higher			
A+	100%	A	95 - 99.99%	A-	94 - 90%
B+	89 - 87%	B	87 – 84%		
Not Passing		Any grade below B		B-	83 - 80%
C+	79 - 77%	C	76 - 73%	C-	72 – 70%

D+	69 – 67%	D	66 – 63%	D-	62 – 60%
F	59% and below				

Points Possible

Attendance & Participation	100
Reading Reflections	100
Diversity Experience	150
Lesson Plan	190
Total Points Possible	540

Schedule of Classes and Assignments** Subject to change at discretion of instructor

Date	Topic	Readings Due	Assignments Due
8/30	Introduction (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)		
9/6	Asset Based Thinking (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.2, 3.3, 5.2,	McIntosh, DiAngelo (Google Classroom) Asset Based Online Learning module (Read only—link in syllabus) Gorski/Pothini 4.2	

	6.4 IP)		
9/13	Theoretical Frameworks (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)	Chapters 3 & 4 Gorski/Pothini 5.4	Reading Reflection
9/20	No class: Release time for Diversity Project		
9/27	Intersectionality & Institutionalization (U1.1, 1.6, 2.1, 2.2, 2.3, 3.2, 3.3, 4.3, 4.4 6.2 PA) (M 1.7, 2.4, 2.10, 3.2 PA) (E1.4, 1.7, 1.9, 2.4 IPA)	Chapter 8 Gorski/Pothini 5.3, 6.5	
10/4	Power & White Supremacy (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)	Chapter 5 Gorski/Pothini 5.2, 6.3	Reading Reflection
10/11	The Gender Spectrum & Sexual Orientation (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M1.2, 1.4, 2.4, 2.1, 2.10, 5.1 IP) (E 1.4, 1.7, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)	Chapter 7, Kimmel (Google Classroom) Gorski/Pothini 7.2, 9.4	Reading Reflection
10/18	Classism (U1.6, 2.4, 3.6, 3.7, 4.4, 4.6, 4.7, 5.2, 5.8, 6.1, 6.3, 6.4 IP) (M 2.4, 2.8 IP) (E 2.4, 3.1, 5.2, 6.2 IP)	Chapter 10 Gorski/Pothini 3.2	Reading Reflection

10/25	Exceptionalities (U1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.5, 3.3, 3.2, 3.6, 4.4, 4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA) (M1.2, 1.4, 1.6, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA) (E1.4, 1.7, 2.4, 2.5, 3.3, 3.2, 3.4, 5.2 IPA)	Chapter 6 Gorski/Pothini 8.2, 8.3	
11/1	No Class: Work on Diversity Presentation		
11/8	Language, Immigration & Indigenaiety (U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP) (M1.2, 1.4, 5.5 IP) (E 2.5, 3.1, 3.3 IP)	Yosso, Grinde (Moodle) Gorski/Pothini 10.1, 11.2	
11/15	Religious Freedom (U1.1, 1.4, 1.6, 2.2, 2.3, 2.4, 3.1, 3.3, 3.5, 3.6, 3.7, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1, 6.4, IP) (M 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 IP)	Sensoy & Stonebanks, Schlosser (Moodle) Gorski/Pothini 4.3, 4.4	Reading Reflection
11/25	No Class! Thanksgiving Break!		
11/29	Applications in the Classroom (U1.1, 1.4, 1.6, 2.2, 2.3, 3.1, 3.3, 3.5, 3.6, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 PA) (M 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 PA) (E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 PA)		Diversity Presentations
12/6	No Class: Turn in final lesson plan & reflection		Lesson Plan

Notre Dame de Namur University
Program Director: Stephanie Demaree
Email: sdemaree@ndnu.edu

NOTRE DAME de NAMUR UNIVERSITY
School of Education
EDU 4107 Foundations for Teaching English Learners, 3 units

Fall 2023

Wednesdays 7-930PM, St. Mary's Hall #117

Instructor:	**Kelly Delaney**
Office Hours:	**St. Mary's Hall #210, by appointment**
Phone:	**650.508.3702**
E-mail:	**kdelaney@ndnu.edu**

Course Description

This course focuses on English language development (ELD) and strategies for English learners (EL) to develop academic language, comprehension, and knowledge in the subjects of the core curriculum. ELD standards are introduced and discussed. Candidates learn the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, and strategies for teaching English language development (ELD) and specially designed academic instruction in English (SDAIE). They learn about state and federal legal requirements for the placement and instruction of English learners. Theories and models of dual language development as well as psychological, sociocultural, political, and pedagogical factors that affect first and second language acquisition and development are explored in this course. This includes phonology, morphology, syntax and semantics with special focus on phonemic awareness, spelling patterns, morphemes and vocabulary. Students will learn about early intervention techniques for support, scaffolding and differentiation, formative and summative assessments including development and implementation. Teacher candidates will develop lessons that support ELD and gain practical experience with EL students in the field working with a non-profit literacy program that requires ongoing assessment and support in both fluency and comprehension in the areas of reading, writing, speaking and listening with literacy as the primary area of focus.

Grading

Final grades are calculated using total points earned out of total points possible.

Passing		Grades B- and higher			
A+	100%	A	95 - 99.99%	A-	94 - 90%
B+	89 - 87%	B	87 – 84%		
Not Passing		Any grade below B		B-	83 - 80%
C+	79 - 77%	C	76 - 73%	C-	72 – 70%
D+	69 – 67%	D	66 – 63%	D-	62 – 60%
F	59% and below				

Learning Outcomes

Goals for the instructor and students are:

Learning Outcome	Universal TPEs	MM TPEs	ESN TPEs
Understanding the important concepts about English learners including the complexity of first language development and second language acquisition.	**I, P** 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 4.1, 4.2, 4.6, 6.2, 6.7	**I, P** 1.2, 1.3, 1.6, 1.7, 4.2, 4.6, 5.1, 5.5, 6.1, 6.2, 6.3	**I, P** 1.1, 1.5, 2.4, 3.2, 5.1, 5.6, 6.1,
Understanding theories, principles, materials, methods and strategies for English learners	**I, P, A** 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 5.7,	**I, P, A** 1.2, 1.3, 1.4, 1.6, 1.7, 3.1, 4.7, 5.1, 6.1, 6.2, 6.3	**I, P, A** 1.1, 1.5, 2.2, 2.3, 2.4, 3.2, 4.1, 5.1, 6.1

	6.1, 6.2, 6.3, 6.5, 6.7		
Applying theories, principles and instructional practices for comprehensive instruction of English learners	**P, A** 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 5.7, 6.1, 6.2, 6.3, 6.5, 6.7	**P, A** 1.2, 1.3, 1.4, 1.6, 1.7, 2.4, 3.1, 4.7, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3	**P, A** 1.1, 1.5, 2.2, 2.3, 2.4, 3.2, 4.1, 5.1, 6.1
Understanding psychological, sociocultural, political, and pedagogical factors affecting first and second language development	**I, P** 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 4.1, 4.2, 4.6, 6.2, 6.7	**I, P** 1.2, 1.3, 1.6, 1.7, 2.4, 4.2, 4.6, 5.1, 5.5, 6.1, 6.2, 6.3	**I, P** 1.1, 1.5, 2.4, 3.2, 5.1, 5.6, 6.1, 6.3
Understanding assessment of English language proficiency	**I, P, A** 1.1, 1.2, 1.3,1.6, 3.1, 3.2, 3.3, 3.5, 4.1, 4.4, 5.1, 5.2, 5.3, 5.7, 5.8, 6.3, 6.4, 6.7	**I, P, A** 1.4, 5.1, 5.2, 5.5, 6.1, 6.3	**I, P, A** 1.1, 3.2, 5.1, 6.1

Average Student Workload Expectations

Typically, a 3-unit graduate course entails 180 hours of student engagement over the semester, or 3 hours of in-class time and roughly 9 hours of outside-class time per week for a 15-week course. Course assignments are made in accordance with this expectation.

Workload Distribution:	Hours in Class:	42
	Readings:	50

Community Engagement: 20
Assignments: 60
Group Collaboration: 8
Total Hours   180

Required Reading

1.   Diaz-Rico, L.T. (2011) A Course for Teaching English Learners (2nd edition). Pearson.

2.   Cary, S. (2007). Working with second language learners: Answers to teachers' top ten questions (2nd edition), Heinemann.

3.   Familiarize yourself with the following web sites:
    a. English Language Development Standards (November 2012) http://www.cde.ca.gov/sp/el/er/eldstandards.asp
    b. ELPAC http://www.cde.ca.gov/, under testing
    c. The Common Core State Standards resources: http://www.cde.ca.gov/re/cc/tl/whatareccss.asp
    d. State adopted academic content standards:
       http://www.cde.ca.gov/be/st/ss/

4.   Select reading assignments will be handed out in class.

CalTPA Connection. In order for our students to have best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For this course, the following assignments are used to integrate into the CalTPA portfolio:

Course Assignment:	Found in CalTPA Candidate Handbook:
SDAIE Lesson	CYCLE 1, Step 1, "Lesson Plan & Rationale"
ESA Final Paper	CYCLE 1, Step 1 "Getting to Know Your Students Assets and Needs, Lesson Plan

Scheduled Topics

Date	Topic	Readings Due
8/30	Introduction and overview Issues in teaching and learning a second language	
9/6	History, Culture, Diversity	Ch. 8

(U1.1, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 4.6, 5.2, 5.8, 6.1, 6.2, 6.3, 6.4 IP)
(M 1.7, 2.4, 2.8, 2.10, 3.2 IP)
(E1.4, 1.7, 1.9, 2.4, 3.1, 5.2, 6.2 IP)

Date	Topic	Readings Due
9/13	Language Structures, Development & Acquisition **(3-2-1 Due)**	Ch. 9

(U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP)
(M1.2, 1.4, 5.5 IP)
(E 2.5, 3.1, 3.3 IP)

Date	Topic	Readings Due
9/20	No Class: Release time for tutoring hours	
9/27	Language Demands	Ch.1

(U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP)
(M1.2, 1.4, 5.5 IP)
(E 2.5, 3.1, 3.3 IP)

Date	Topic	Readings Due
10/4	Instructional Strategies for English Learners **(3-2-1 Due)**	Ch. 5 **& Cary**

(U1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.5, 3.3, 3.2, 3.6, 4.4, 4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IP)

(M1.2, 1.4, 1.6, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP)
(E1.4, 1.7, 2.4, 2.5, 3.3, 3.2, 3.4, 5.2 IP)

10/11   Assessment (**3-2-1 Due**)   Ch. 3
               Macro—understanding and interpreting assessments
                    (U1.1, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.6, 4.7, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 IP)
                         (M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP)
                              (E1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.3, 3.4, 5.2 IP)

10/18   Assessment & Planning   Cary 1
               Micro—evaluating and designing assessments

                    (U1.1, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.6, 4.7, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 IP)
                         (M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP)
                              (E1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.3, 3.4, 5.2 IP)

10/25   No Class: Work on SDAIE Lesson with Group

11/1   No Class: Work on SDAIE Lesson with Group

11/8   SDAIE lesson presentations (**Group Lesson Plan Due**)

11/15   SDAIE lesson presentations (**Group Lesson Plan Due**)

                    (U1.1, 1.4, 1.6, 2.2, 2.3, 2.4, 3.1, 3.3, 3.5, 3.6, 3.7, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1, 6.4 PA)
                         (M 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 PA)
                              (E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 PA)

11/22   **No class:** Thanksgiving Break!
11/29   Literacy & Oral Language Development (**3-2-1 Due**) Ch. 6 & 7

(U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP)
(M1.2, 1.4, 5.5 IP)
(E 2.5, 3.1, 3.3 IP)

12/6   No Class: Work on Final Paper (**Individual Lesson Plan Paper Due**)

(U1.6, 2.4, 4.6, 5.2, 5.8, 6.1, 6.3, 6.4 A)
(M2.4, 2.8 A)
(E 2.4, 3.1, 5.2, 6.2 A)

** Instructor reserves the right to change syllabus and/or class content as needed.

Academic Honesty and Plagiarism

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please consult the NDNU Student Handbook for consequences related to plagiarism.

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand subject-specific tutoring through TurorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC Canvas site to see all of the resources available, to contact us or to schedule an appointment. Have a question? *Just ASC!*

Students with Academic Challenges—Disability Resource Center

If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities (e.g. mental health, attentional, learning, chronic health,

sensory, or physical) be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as soon as possible. Accommodations are not provided retroactively. Please contact The Disability Resource Center by email at DRC@ndnu.edu or by phone at 650-508-3670.

Library
The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, ad print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library homepage.

COVID-19
NDNU requires employees and students working or learning on campus to be fully vaccinated. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact your instructor(s) immediately and do not attend in-person classes until testing negative.

Course Evaluations/Teaching Effectiveness Surveys:
Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal.   Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions:
To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "**You have an active survey**" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

NDNU's Mission Statement & Hallmarks

Founded upon the values of the Sisters of Notre Dame de Namur and rooted in the Catholic tradition, Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply values and ethics in his or her personal, professional, and public life.

The hallmarks of the NDNU community are:

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

This course's content reflects a commitment to these hallmarks and this mission.

Course Requirements

1. **Class attendance and participation   50 points**
You are required to attend all class sessions, participate in both small group and whole class discussions, and learn from your peers. All class papers and projects must be completed **on time**. You are also required to read all assigned readings before coming to class and be prepared to use what you have read in class.

Each absence will result in a drop in your grade, regardless of the reason, therefore if you already know you will have to miss a class, please reconsider taking this class this semester. No passing grade can be assigned if you miss three or more sessions of the class, regardless of the reason for the absence. Please inform the instructor in advance if you will need to miss class and bring the make-up assignment to the following meeting. ***The make-up assignment is a 3-5 page typed reflection*** on the readings for the week. If you will be missing a class without assigned reading, reflect on the reading from the previous class.

Everyone must participate in a respectful, professional and mindful manner throughout the semester, whether in class or at your tutoring assignment. During class, please refrain from using the internet, checking emails, texting or writing

and/or grading papers or doing other activities unrelated to class. This is disrespectful to the instructor and peers, shows a lack of professionalism, and is not something you would allow your own students to do. It is your responsibility to contribute meaningfully during class whether in whole class or small groups. Refusal to follow above participation guidelines will result in grading penalties, as I would not have adequate knowledge of your understanding without continuous, focused and appropriate participation. While I understand that not everyone relishes the task of speaking during whole class discussions, please remember that you are hoping to become a teacher, and therefore speaking in front of groups will be required of you in your professional work. In addition, each person in this class has valuable insight and experience to bring to our work, and lack of participation denies the rest of the class important information that might help us all to become better teachers. This also applies to turning off your video or posting an emoji or static picture of yourself if on zoom. For this class, <u>you will need to leave your video on when on zoom</u>, and if you need to momentarily step out of frame for a glass of water for example, that is fine, but it should be a short break. No recordings of online classes is allowed, so please take notes. If you require the support of video recordings due to a diagnosed exceptionality, please contact the DRC (see above.)

2. **3-2-1 Discussions   50 points**

(U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.5, 5.8, 6.1, 6.2, 6.3, 6.4, 6.7 IP)

(M 1.2, 1.4, 2.4, 2.1, 2.10, 5.1, 5.5 IP)

(E 1.4, 1.7, 2.5, 3.1, 3.3, 5.2, 6.4 IP)

Students will complete this assignment based on the weekly required reading. Papers must be typed, single spaced, in 12-point font with standard margins. They should include 3 discussion questions, 2 quotes from the reading, and 1 personal connection based on the readings. Quotes should include page numbers at the end and can be about anything that you find meaningful or important in the text. Personal connections should be about one paragraph long and connect the reading to the real world or your classroom practice. You may write as many clarifying questions as you like, but at least 2 questions must be critical thinking questions that are likely to lead to good discussions. We will be using these to drive discussions during class, so please keep that in mind and avoid questions with simple answers. (Examples will be posted on Google Classroom.)

3.   Fieldwork Practice & Reflection (Tutoring) 100 points

(U 1.1, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 4.6, 5.2, 5.8, 6.1, 6.2, 6.3, 6.4 IPA)
(M1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 5.2, 6.2 IPA)

In order to provide students with actual experience working with EL students, candidates will work for 20 hours over the course of the semester with an afterschool program with a high percentage of EL students enrolled. The purpose of this assignment is to provide students with practical experience working with EL students in partnership with their families. It is also in keeping with the TPEs and NDNU's mission and hallmarks regarding taking action in service of social justice and building community.

There are different options available to students to fulfill this requirement which will be discussed by the instructor. If students are already connected to a similar program, service there may satisfy course requirements but students will need to arrange this with the instructor by the second class meeting. Students who are unable to fulfill this requirement must make alternate arrangements with the instructor by the second class meeting. However, students are strongly advised to fulfill this requirement using the tutoring option provided by the instructor.

Attendance at these sessions is mandatory as students will not get tutoring help if NDNU students fail to report to their tutoring assignments. While illness is an excused absence, it will mean that those hours will need to be made up on a different day and time, so do not sign up for tutoring on days you might not be able to make it. Students will also participate in focused discussions throughout the semester reflecting on their experiences with tutoring.

4.   SDAIE lesson presentation   100 points   45 minutes per group

(U 1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5, 3.6, 4.4, 4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA)

(M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA)

(E1.4, 1.7, 1.9, 2.4, 2.5, 3.2, 3.3, 3.4, 5.2 IPA)

In this class, participation in discussion, sharing information, and learning from each other are very important. You are expected to work within a small group, <u>design and teach a SDAIE lesson</u> in a content area for a specific grade level using different strategies in the class as a group. Lesson objectives must be tied to standards. In your group, you are also required to prepare <u>one</u> lesson plan using the NDNU lesson plan template, to be turned in to the instructor on the day of your presentation. In education we frequently are required to work with people we might not choose, and we have to find a way to collaborate effectively. <u>There is one grade for each group</u>, with exceptions for any cases where someone has not adequately contributed to the project (hopefully this will not happen!). If there are problems that are insurmountable, this should be discussed with the instructor *well in advance* of the final presentation day so that adjustments can be made if necessary.

SDAIE Group Lesson Rubric

Subject: _____   **Grade Level:** _____

Central Focus: _____

Connection to Content Standards   1   5   10
(1 for content, 1 for language, words—not just numbers):

Goal/ Objective for the Lesson: 1   5   10
(1 for content, 1 for language, tied to activities/assessments):

Checking for Understanding and Assessments: 1   10   10
(diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

Student Assets   1   5   10
(What assets do students bring with them to the classroom? What knowledge, skills, and interests can you connect to the lesson to spark student interest?)

Lesson Delivery: 1   15   20

Include (as in lesson plan template) time estimates for each activity, "teacher will" and "student will" for each section below including intro, instruction, and closure. (If you use the template this chart is built in.) I will also be looking to see higher order thinking and student engagement are addressed.

Introduction/Set/Hook:
(Connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

Instruction:
(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc.)

Closure: (Reflection, ensure comprehension, review, link new learning, etc.)

Language Demands   1   5   10
During the lesson, the formats and strategies students use to communicate using language appropriate to the content area of focus?

   1) *What vocabulary will students be using?*

   2) *Content specific instructional strategies to support language development and* **WHY** *these strategies are likely to support language development. (Be sure to include both "teacher will" and "student will" as in lesson plan template. If you use the template this chart is built in.)*

          Reading—

          Writing—

          Speaking—

          Listening—

Scaffolding: for all students/learning modalities   1   5   10

(Lots of strategies here to support everyone in class)

Differentiation   1   5   10
Individualized supports for English Learners/Early finishers
(Describe different supports/adaptations for a beginning, intermediate and advanced English Learner. Explain the multiple ways you will adapt the lesson activities in both instruction and assessment that is targeted for each student. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

Adaptations: for students w 504s/IEPs consider UDL 1   5   10
(Describe different accommodations and/or modifications for students in your class with IEPs and/or 504s. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

5. EDU4107 Embedded Signature Assessment (ESA):
   Individualized Lesson Plan for English Learners (200 points)

(U 1.1, 1.4, 1.5, 1.6, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.6, 4.7, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 IPA)
(M 1.7, 1.2, 1.4, 1.6, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA)
(E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 IPA)

This paper measures your: **This paper supports your CalTPA work in:**

• Knowledge of pedagogical theories, principles, and instructional practices for advancing English language development (TPE 7)	• **Planning:** identifying California students' experiential backgrounds, assets and learning needs • **Focus Students**: designing specific teaching strategies to meet student needs
• Ability to analyze a student's specific EL learning needs (TPE 7)	

• Ability to plan differentiated instruction to meet those needs (TPE 9)	• **Academic Language:** analysis of students' assets and needs in both receptive and expressive academic language.

You will be writing a SDAIE lesson plan for an entire class that will include a separate section with multiple individual supports for a specific English Learners who need extra support. You will need to include differentiation for at least one emerging student (beginning), one expanding student (intermediate), and one bridging student (advanced) or groups of students in each of the same three levels. The lesson plan template will be provided in class. You should include accommodations for IEP and 504 students when appropriate, but since this class is about supporting English Learners, there should be strong evidence of support for these students.

ESA Paper Rubric

1=needs improvement   5,15=effective   10,30=very effective

Subject: _____   Grade Level: _____   Central Focus: _____

Connection to Content Standards (Only 1, words—not just numbers):	1	5	10
Content Goal/Objective for the Lesson: (Only 1 sentence, tied to activities/assessments):	1	5	10
Connection to ELD Standards (Only 1, words—not just numbers):	1	5	10
Language Goal/Objective for the Lesson: (Only 1 sentence, tied to activities/assessments):	1	5	10
Checking for Understanding and Assessments:	1	10	20

(diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

Higher Order Thinking (HOTs)   1   5   10
(How are students doing higher level thinking during this lesson? Use specific words from Bloom's Taxonomy like *analyze, create, synthesize, evaluate, infer,* etc.)

Student Assets   1   5   10
(What assets do students bring with them to the classroom? What knowledge, skills, and interests can you connect to the lesson to spark student interest?)

Lesson Delivery: 1   15   30
Include (as in lesson plan template) time estimates for each activity, "teacher will" and "student will" for each section below including intro, instruction, and closure. (If you use the template this chart is built in.)

Introduction/Set/Hook:
(connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

Instruction:
(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc)

Closure: (Reflection, ensure comprehension, review, link new learning, etc.)

Language Demands   1   15   30
During the lesson, the formats and strategies students employ to communicate using language appropriate to the content area of focus?

   1) *What vocabulary will students be using?*

    2) *Content Specific instructional strategies to support language development and* **WHY** *these strategies are likely to support language development. (Be sure to include both "teacher will" and "student will" as in lesson plan template. If you use the template this chart is built in.)*

        Reading—

        Writing—

        Speaking—

        Listening—

Scaffolding: for all students/learning modalities   1   5   10
(Lots of strategies here to support everyone in class)

Differentiation   1   15   30
Individualized supports for 3 specific English Learners
(Describe different supports/adaptations for a beginning (emerging), intermediate (expanding) and advanced (bridging) English Learner. Explain the multiple ways you will adapt the lesson activities in both instruction and assessment that is targeted for each student. There should be several different examples of things you would do differently for only these 3 students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

Adaptations: for students w 504s/IEPs consider UDL   1   5   10
(Describe different accommodations and/or modifications for students in your class with IEPs and/or 504s. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)
Engagement: (Would students actually enjoy the lesson)   1   5   10

5.   **SDAIE lesson   100 points   45-50 minutes**

(U 1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5, 3.6, 4.4, 4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA) (M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA) (E1.4, 1.7, 1.9, 2.4, 2.5, 3.2, 3.3, 3.4, 5.2 IPA)

In this class, participation in discussion, sharing information, and learning from each other are very important. You are expected to work within a small group, <u>design and teach a SDAIE lesson</u> in a content area for a specific grade level using different strategies in the class as a group. Lesson objectives must be tied to standards. As a group, you are also required to prepare <u>one</u> lesson plan using the NDNU lesson plan template, to be turned in to the instructor on the day of your presentation. In education we frequently are required to work with people we might not choose, and we have to find a way to collaborate effectively. <u>There is one grade for each group</u>, with exceptions for any cases where someone has not adequately contributed to the project (hopefully this will not happen!). If there are problems that are insurmountable, this should be discussed with the instructor *well in advance* of the final presentation day so that adjustments can be made if necessary.

SDAIE Group Lesson Rubric

Subject: _____   **Grade Level:** _____

Central Focus: _____

Connection to Content Standards   1   5   10
(1 for content, 1 for language, words—not just numbers):

Goal/ Objective for the Lesson: 1   5   10
(1 for content, 1 for language, tied to activities/assessments):

Checking for Understanding and Assessments: 1   10   10
(diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

Student Assets   1   5   10
(What assets do students bring with them to the classroom? What knowledge, skills, and interests can you connect to the lesson to spark student interest?)

Lesson Delivery: 1   15   20

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Email: sdemaree@ndnu.edu

Include (as in lesson plan template) time estimates for each activity, "teacher will" and "student will" for each section below including intro, instruction, and closure. (If you use the template this chart is built in.) I will also be looking to see higher order thinking and student engagement are addressed.

Introduction/Set/Hook:
(Connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

Instruction:
(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc.)

Closure: (Reflection, ensure comprehension, review, link new learning, etc.)

Language Demands   1   5   10
During the lesson, the formats and strategies students use to communicate using language appropriate to the content area of focus?

   1) *What vocabulary will students be using?*

    2) *Content specific instructional strategies to support language development and* **WHY** *these strategies are likely to support language development. (Be sure to include both "teacher will" and "student will" as in lesson plan template. If you use the template this chart is built in.)*

              Reading—

              Writing—

              Speaking—

              Listening—

Scaffolding: for all students/learning modalities   1   5   10
(Lots of strategies here to support everyone in class)

Differentiation   1   5   10
Individualized supports for English Learners/Early finishers
(Describe different supports/adaptations for a beginning, intermediate and advanced English Learner. Explain the multiple ways you will adapt the lesson activities in both instruction and assessment that is targeted for each student. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

Adaptations: for students w 504s/IEPs consider UDL   1   5   10
(Describe different accommodations and/or modifications for students in your class with IEPs and/or 504s. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

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Program Director: Stephanie Demaree
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NDNU School of Education
EDU 4116 - Health Education (1 unit)
Fall 2023

Instructor Contact Information: Christy Knott, M.A. in Ed (ITEC) - cknott@ndnu.edu

Course Schedule:

Office Hours: Instructor available via email and by appointment on InSpace

Catalog Course Description: This course introduces students to the concept of health promotion through school health education. Current information, health education resources and teaching strategies will be introduced, applied and discussed. This course fulfills the California Teacher Credential Health requirement. *This course does NOT include CPR/First Aid training and certification.*

4116 - Health	FALL 2023		
Intro	Thursday - 4:30-7:00 PM	September 7	Synchronous - online (via InSpace)
Part 1	Self-paced	Sept 8-20	Asynchronous - 2 weeks
Part 2	Thursday - 4:30-7:00 PM	September 21	NDNU Campus - in-person
Part 3	Self-paced	Sept 22-Oct 4	Asynchronous - 2 weeks
Part 4	Thursday - 4:30-7:00 PM	October 5	NDNU Campus - in-person
Part 5	Self-paced	Oct 6-11	Asynchronous - 1 week
Part 6	Thursday - 4:30-7:00 PM	October 12	Synchronous - online (via InSpace)

Learning Outcomes:

Health Awareness - Provide a review of the most common health issues of children and adolescents so that teachers may help students effectively deal with these health problems and understand how they might effect the student experience and classroom environment.	TPE1, TPE2, TPE4, TPE6

<u>Student Wellness</u> - Provide the rising teacher with an understanding of his/her responsibilities regarding health services: observation, referral, follow-up, community resources, etc. in order to create a safe and healthy classroom community for all.	TPE2, TPE6
<u>Self-care</u> - Assist participants in examining their personal values and those of their students in relation to health attitudes and content with a goal of creating a self-care plan to enable them to thrive as teachers and sustain themselves in this rewarding career.	TPE2, TPE 4, TPE6
Aligned with the Universal Teaching Performance Expectations (TPE)	

NDNU Hallmarks: Two of the Hallmarks of NDNU which are especially prevalent throughout this course are

- We honor the dignity and sacredness of each person.
- We create community among those with whom we work and with those we serve.

Required Textbooks/Readings/Links: All course materials will be provided through our Google Classroom.

Course Requirements: Throughout the course, students will be expected to complete all assignments shared through our Google Classroom. Due dates will be listed there.

CalTPA Connection: In order for our students to have the best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. CalTPA Cycle 1, Steps 1 & 2 are integrated in this course.

Attendance: Students are required to attend ALL scheduled class meetings per the schedule (2 in-person and 2 online). A student's attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/approval from the instructor. Absences may also be excused for

illness, last minute emergencies, bereavement, etc. but student must communicate and make arrangements with the instructor. Please note that for an excused absence, the student may receive credit for attendance but will need to turn in assignments due at that class and make up missed in-class activities.

Participation: Active participation is defined as sharing questions, concerns, constructive feedback, support, ideas, and resources. Active participation is being attentive, self-motivated, respectful, independent, responsible, and flexible. And you will complete all assignments listed in the syllabus (and in our Google Classroom) for the class date each is due. Attendance alone does not constitute participation.

Student Workload Expectations: To meet the goals of this course, this 1-unit course, delivered over a 6-week period, will approximate **45 hours of engagement.** This will occur in a **blended format** (in person, live online and asynchronously online):

Intro	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6
2.5 hrs live class on InSpace	**13 hrs** online work	**2.5 hrs** in-person on NDNU campus	**13 hrs** online work	**2.5 hrs** live class on InSpace	**9 hrs** online work	**2.5 hrs** in-person on NDNU campus

Cell phone/Computer use: As a courtesy to the instructor and your fellow students, please turn off cell phones and other electronic devices during our live classes. If there is a reason to have your cell phone on, please put it on vibrate. While you are welcome to bring your computer/tablet to our in-person classes, most of what we will do will be active participation that will not necessitate a computer.

Course Evaluation:
   a. Live Classes - attend entirety of ALL 4 live sessions, be punctual and fully participate
   b. Completion of ALL out-of-class assignments, including posts & replies to the discussion questions in Google Classroom by the DEADLINES listed in the course (or within 1-2 days, only IF communicated to and approved by the instructor)

> i. students who, during the first two weeks, save all/most of the asynchronous work until the last day or two before the next live session will be unable to pass this class and will receive an email letting them know they should withdraw
> ii. extensions will be considered for extenuating circumstances, but must be approved by the instructor two or more days before each due date

Grading Standards

A+	100%	B+	89-87%	C+	79-77%	D+	69-67%
A	99-94%	B	86-84%	C	76-74%	D	66-64%
A-	93-90%	B-	83-80%	C-	73-70%	D-	63-60%

Teaching Effectiveness Surveys: Surveys (course evaluations) will be available online through the Campus Portal **2 weeks prior to the end of the semester and will close the Wednesday following the end of the term.** Your feedback regarding courses and faculty is especially important to NDNU, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve our teaching, helps the department and program improve program content, and is used by the university in making decisions about tenure, promotion, and hiring for faculty.

Directions: To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "**You have an active survey**" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you are enrolled. Your feedback is particularly important! Please complete your evaluations for all your courses promptly. **Remember:** Your responses are anonymous and are not available to faculty until after course grades are posted.

Course Meeting Schedule:

INTRO	Start of WEEK 1 - Live class online via InSpace	TPEs*
Thursday, Sept 7 4:30-7:00pm **via InSpace**	**Welcome & Logistics** **Check-in** **Community Building** **Paired Intros** - get to know a partner, then introduce them to class **Importance of Names** (video: *Substitute Teacher; a.m. greetings*) **My Key Phrase** - what's yours? **Overview** of Parts 1-6 of class **Review** of the next two weeks	**I** U2.1, U2.2, U3.8 **P** U1.2, U3.7, U3.8, U4.5
Initial Tasks	**ASSIGNMENTS:** *(see Google Classroom for DUE dates)* **Intake form** - complete at the end of our session **Who's in the Class** - learn more about your classmates **3 About Me** - Flipgrid video sharing 3 items or answering 3?s	**I** U1.1, U1.2
PART 1	Asynchronous - 2 WEEKS	TPEs
Reminder	**Before commenting on others' posts**, get to know your peers a bit more by watching their "3 About Me" Flipgrid videos.	**I** U2.1,

Assignments	Each of the following two sections, contains a slide deck which utilizes various sources, including websites and articles, many from national and local organizations focused on educating others about these topics. The videos listed below are integrated within the slide decks, as are the tasks you'll complete in order to reflect on what you just learned. All of this will help you think about how to support students. Assignments for each of the main topics includes: 1. **LEARN** - Work through the slide deck and **complete tasks.** 2. **SHARE** - Add your takeaways to share with your classmates. 3. **RESPOND** - Respond to at least 2 comments.	**I** M2.7, M3.1, M4.6, U6.2, U6.4, U6.6 U5.4, U6.1, U6.3
Wellness	**TOPICS**: Physical health, movement, nutrition, allergens, diet culture, sleep, & diseases **VIDEOS**: *Spark: How Exercise Improves Your Brain - by John Ratey - Animated Book Summary by Mind Body Connection; The Hidden Risks of Sitting; Let's Make Our Day Harder; How the Food You Eat Affects Your Brain; Eating a Rainbow; Food Apartheid explained by Malik Yakini; How to use an Epi-Pen; Exercise vs. Diet; Dr. James Maas on the importance of sleep; Hands Only CPR; Just a little heart attack* **ASSIGNMENTS:** *(tasks embedded in decks - due dates in Google Classroom)*	**I** U1.3. U2.1, U2.2, U2.4, U3.3, U3.6; U3.7, U3.8; **P** U3.3, U3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U5.4

Mental Health	**TOPICS**: Anxiety, OCD, ADHD, Autism, Maladaptive Coping Mechanisms, Eating disorders, Body Image, Depression, Suicide, Stress, Trauma, Staying Mentally Healthy **VIDEOS**: *OCD & Anxiety Disorders; Working Memory and ADHD; Maladaptive Coping Mechanisms; How I overcame depression by just sitting around; Teen Suicide Prevention; Suicide Awareness; The fight against teen suicide begins in the classroom; Reach Out - Preventing Teen Suicide; No One Else Can Play Your Part; Heart2Heart Kid Talks Stress; The Doctor Talks Taking Care of Your Mental Health* **ASSIGNMENTS:** *(tasks embedded in decks - due dates in Google Classroom)* & Self-Care Plan	**I** U1.3. U2.1, U2.2, U2.4, U3.3, U3.6; U3.7, U3.8; **P** U3.3, U3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U5.4
PART 2	**Start of WEEK 3 - Live class IN-PERSON at NDNU Campus**	**TPEs**

Thursday, Sept 21
4:30-7:00pm
 	
IN-PERSON at NDNU Campus
	Welcome back
	Check-in
	Review of the 2 health content slide decks from the previous two weeks, we will:
	  1. **discuss** key ideas and share out questions, thoughts and concerns
	  2. **hear stories** related to the topics covered in this section
	Fidget Toys
	==What Would You Say== - during this activity, you will practice responding to student questions that may come up in your future teaching days. We will focus on difficult topics like suicide, bullying, identity, and more.
	Stories
		I U2.1, U2.2, U2.3, U2.4, U3.3, U3.7, M4.7
		
		P 3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U6.5, U6.6

Closing	**Review of next week**
	   - asynchronous work *(see Google Classroom for DUE dates)*
	   - next "live" session on Friday, February 24 (on InSpace) @
	     4:15-6:45
	Closing - share out 1-2 sentences about what you got out of our day together	

Immediate Tasks	**ASSIGNMENT:** *(due date in Google Classroom)* **Reflection & online discussion** - about your learnings and observations from today	
PART 3	**Asynchronous - 2 WEEKS**	**TPEs**
Identity, Relationships & Reproductive Health	**TOPICS**: LGBTQ, gender, relationships, friendship, communication, bullying, healthy vs. unhealthy relationships, consent, sexual assault, reproductive health, teen health laws, STIs, HIV & AIDS **VIDEOS**: *It gets better campaign - by Pixar employees; What does it mean to be gender- fluid?; Disclosure (movie trailer); Love Has No Labels; Bystander video; The Relationship Spectrum; That's Not Love; Tea Consent; Athlete A (movie trailer); The Hunting Ground (movie trailer); If a Robbery Report Was Treated Like a Rape Report; If Men Had Periods; Sex Needs a New Metaphor* **ASSIGNMENTS:** *(tasks embedded in decks - due dates in Google Classroom)*	**I** U1.3. U2.1, U2.2, U2.4, U3.3, U3.6; U3.7, U3.8; **P** U3.3, U3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U5.4

Alcohol, Tobacco & Other Drugs	**TOPICS**: Alcohol, Tobacco, Vaping, Marijuana, Opioids & Natural High **VIDEOS**: *Carson's Story- A Young Man's Life and Death; Bars Without Alcohol? Inside The Growing 'Sober Curious 'Trend; BAR Lab Experiment; BAR Lab Experiment - Explanation by Dr. Kilmer; Secondhand Smoke - Dark Balloons; Why Teens are Attracted to Vaping; How Juul Made Nicotine Go Viral; Know the Truth - Amy's Story about Opioids; What is Fentanyl; CA Substance Abuse Trends, Statistics and Solutions; Monitoring the Future 2020 Results; Why We Exist - Natural High* **ASSIGNMENTS:** *(tasks embedded in decks - due dates in Google Classroom)*	**I** U1.3. U2.1, U2.2, U2.4, U3.3, U3.6; U3.7, U3.8; **P** U3.3, U3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U5.4
Focus Student 3	**ASSIGNMENT**: *(see Google Classroom for DUE date)* 1. Complete the 5 Tasks in the "Focus Student 3" assignment	**I** U2.4
PART 4	**Start of WEEK 5 - Live class IN-PERSON at NDNU Campus**	**TPEs**

Thursday, October 5
4:30-7:00pm
 	
IN-PERSON at NDNU Campus
	Welcome back
	Check-in
	Review of the 2 health content slide decks from the previous two weeks, we will:
	    1. **discuss** key ideas and share out questions, thoughts and concerns
	    2. **hear stories** related to the topics covered in this section
	Agree/Disagree - during this activity, you will empathize with the challenges that some of your students may face.
	Stories
		I U2.1, U2.3,, U3.3, U3.7, M4.7
		
		P 3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U6.5, U6.6

Reflection	**ASSIGNMENT:** *(see Google Classroom for DUE date)* **Reflection & online discussion** in Google Classroom about your learnings and observations from our third" live" class session	**A** U2.2 **I** U2.4
PART 5	**Asynchronous - 1 WEEK**	**TPEs**
Your New Profession	**TOPICS**: it's a profession, whole school health model, mandated reporter, inspiring & useful resources, distance learning **VIDEOS**: *Introduction to MTSS; Empathy; The Lollipop Moment; Every Opportunity; O'Playsis; Daring Classrooms* **ASSIGNMENTS:** *(see Google Classroom for DUE dates)* 1. **LEARN** - Work through the deck and **complete the tasks.** 2. **SHARE** - Create a Flipgrid video about the 10 Shakes activity 3. **RESPOND** - Watch all of your classmates' videos and comment on at least two.	**I** U2.2, M2.7, U3.6; U6.2, U6.6 **P** U3.3, U3.7, U3.8, U4.7, U4.8, U5.3, U5.4, U6.1, U6.3
Self-care	**TOPICS**: stress, time management, SEL, Nadia's research, self-care resources **VIDEOS**: *The Happiness Advantage; The Key to Make Positive Habits; Atomic Habits; 5-Second Rule; Hell Yeah or No; Born for This; Have it All* **ASSIGNMENTS:** *(tasks embedded in decks - due dates in Google Classroom)* 1. **LEARN** - Work through the deck and **complete the tasks.** 2. **SHARE** - Add to/revise your Self-Care Plan in the class deck. 3. **RESPOND** - Look through the plans of your classmates.	**I** U2.2, M2.7, U3.6; U6.2, U6.6 **P** U3.3, U3.7, U3.8, U4.7, U4.8, U5.3, U5.4, U6.1, U6.3

Inspiration	**Teachers Rock** - Look through the slide deck to inspire you - watch the *Teaching Center* video; listen to the Slam Poem *What Teachers Make;* read the quotes, watch Rita Pierson's TED Talk - *Every Kid Needs a Champion* ***ASSIGNMENT:*** *- Add YOUR inspiration to the class slide deck*	

Great Teachers	**ASSIGNMENT:** *(see Google Classroom for DUE date)*
	*Part 1 - **Think about** what you think makes a great teacher*
	   • **Read through** results from "Great Teachers" survey
	   • **Highlight/take notes on** what stands out to you
	
	*Part 2 - **Write a reflection** based on what you read. For example:*
	   • **things that surprised you,** common themes, similarities/differences…
	   • **your reaction** to what you read…	

Ed Tech	**ASSIGNMENTS**: *(see Google Classroom for DUE date)* Ed Tech Assignment - Complete the 3 Tasks related to the use of educational technologies	
PART 6	**End of WEEK 5 - Live class online via InSpace**	**TPEs**

Thursday, October 12
4:30-7:00pm
 	
via InSpace
	Check-in: **Newsball** activity - what's new?
	Review of Day 1 & **"Would You Rather"** activity
	Review of the slide decks from the previous week, we will:
	   1. **discuss** key ideas and share out questions, thoughts and concerns
	   2. **hear stories** related to the topics covered in this section
	Share slide deck of Self-Care Plans that the class created
	My self-care journey - it's challenging… hard lessons learned over the years
	Keep in mind… the goal is to help your students become the best version of themselves…. but YOUR GOAL is also to strive to become the best version of yourself (it's all a process!)
	Discuss your takeaways from the Great Teachers assignment & survey results
		I U2.2, U2.3, M2.7, M3.1, M4.6, U6.2, U6.4, U6.6
		
		P U3.3, U3.7, U3.8, U4.7, U4.8, U5.3, U5.4, U6.1, U6.3

Closing	**Resources in Google Classroom** - for now/future, and to share! Complete **Final Eval Survey** to give me feedback about the class **Quick share out** – to describe what you got from this class	

TPEs - Commission Approved California Teaching Performance Expectations - I = introduced, P = practiced; A = assessed

Disclaimer: *This course meeting schedule serves the credential candidate as a general guideline. The instructor may delete or add topics and/or assignments as the course progresses based on the needs of the candidates.*

NDNU SERVICES

Academic Integrity

NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that

require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC site in Canvas to see all the resources available, to contact us, or to schedule an appointment. Have a question? *Just ASC!*

Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (*i.e., scheduled surgeries, hospitalizations, injuries, etc.*) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library homepage.

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated [https://www.ndnu.edu/resources/covid-19-info/]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communications

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the

tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Notre Dame de Namur University
EDU 4100 – Psychological Foundation of Education
Fall - 2023
Instructor: Susan Bardouille Charles, Ed.D.
Email: scharles@ndnu.edu
650-424-1180 (home number)

Office Hours: 6:00pm, before class or by appointment in St Mary's, 214
Meeting – St Mary's 115
Monday
Time – 7:15 – 9:45p.m.
Course Meeting Dates: August 28; September 4 (Holiday), 11, 18, 25;
October 2, 9, 16, 23, 30; November 6, 13, 20, 27; December 4, 11.

NDNU Hallmarks of Learning and Core Values

We commit ourselves to be active members of the NDNU by modeling NDNU's Core Values and the Hallmarks of a NDNU Learning Community.

Course Description:

Educational psychology is an interdisciplinary subject that incorporates human development, learning strategies, intelligence, motivation, measurement, and classroom management. An emphasis is placed upon developing a consistent

theory and philosophy (personal) based upon the preponderance of current research including, but not limited to such areas as brain-based learning, multiculturalism, gender, and socioeconomic status.

Educational Psychology 4100 is a foundation (overview) course; therefore, all the pedagogical teaching competencies in document SB 2042 and SB 1209 and identified as the Teaching Performance Assessment (TPA) are addressed. **In addition, CTC Program Standards addressing the preparation to teach English learners are also included (TPE 7).** Concepts critical to topics covered in the state-required Performance Assessment for California Teachers assignment are also incorporated.

NDNU has several major institutional outcomes: written communication; oral communication; information literacy; critical thinking; and NDNU mission-commitment alignment (community engagement, social justice, and global peace). Social Equity and Fairness will be addressed throughout, as Standard 1 of the CSTP is clear about "Engaging and Supporting ALL Students in Learning and Standard 4 – "Planning Instruction and Designing learning Experiences for All Students."

Students will read and discuss, to get an overview/understanding of the California Standards for the Teaching Profession (CSTP) and the California Teaching Expectations (TPE). This should help support the preparation for the CALTPA – California Teaching Professional Assessment.

<u>Required Texts:</u>

Salvin, Robert E. *Educational Psychology: Theory and Practice (eleventh edition).* John Hopkins University: Pearson, 2015.
 (This text will provide the foundational understandings of the course.)

Posey, Allison (2019), *ENGAGE THE BRAIN: How to Design for Learning That Taps into the Power of Emotion.* ASCD, Alexandria, VA.
(This text explains UDL – Universal Design for Learning)

Kallick, Bena & Zmuda, Allison (2017), *STUDENTS AT THE CENTER: Personalized Learning with Habits of Mind.* ASCD, Alexandria, VA.
(This text reminds Educators that their most important work is to help students develop the intellectual and social strength of character necessary to live well in the world.)

Wood, Chip (2007), *YARDSTICKS* (3rd Edition). Northeast Foundation for Children, Inc.
(This text explains the development milestones of children from 0 – 14 years.)

Hall, Pete & Simeral, Alisa (2010), *Teach Reflect Learn: Building Your Capacity for Success in the Classroom.* ASCD, Alexandria, VA.
(This text urges educators to be reflective learners, themselves.)

<u>Recommended Texts:</u>
Armstrong, Thomas (2018), *MULTIPLE INTELLIGENCES IN THE CLASSROOM.* ASCD, Alexandria, VA.
Hardiman, Mariale (2012), *The Brain-Targeted Teaching Model for 21st-Century Schools.* Corwin Press, Thousand Oaks, California.
Silverman, Rita et al. *Educational Psychology: Cases for Teacher Problem-Solving.* New York: McGraw-Hill, Inc., 1994.
Noddings, Nell (2002), *Educating Moral People: A CARING ALTERNATIVE TO CHARACTER EDUCATION.* Teachers College Press, Columbia University, New York.
Simon, Katherine G., (2001).
Curwin, Richard L., Mendler, Allen N., & Mendler, Brian D. (2018) 4th Edition, *Discipline with Dignity: How to Build Responsibility, Relationships, and Respect in Your Classroom.* ASCD, Alexandria, Virginia.

Topics to consider:
1. Who are the Theorists who influenced teaching in the 20th century and continue to do so presently?
2. What is developmental education? – Piaget, Vigotsky, Montessori, and others.
3. How does neuroscience and brain research influence what we do and how we teach presently?
4. Are we teaching for the industrial era (a time pass) or the information technological explosion, today? We must remember that we are already 20 years into the 21st Century!

<u>Date</u>	**<u>Topic</u>**	**<u>Assignment</u>**
August 28	Introduction/Syllabus	Introduce CSTP's and TPE's
	Teacher Expectations	

** What goals/objectives do you have for this class? What qualities does an outstanding teacher demonstrate?

September 11   Discuss TPE and CSTP – what do you know now, that you did not know before?
What do you know now that you did not know before? The state of California (CTC) states unequivocally that **All students must be engaged; what are your thoughts? Read Chapter 1 of Slavin and write a one- page response.*

September 18   What Makes A Good Teacher   Chapter 2 & one-
                page response: How can I become an intentional teacher?
** What is the role of research in educational psychology? What research methods are used in educational psychology? How can I become an intentional teacher?

September 25   Theories of Development   Chapter 3 and one page personal response to chapter 3.
                                Video: Trauma and its effects on development
                                https://www.youtube.com/watch?v=95ovIJ3dsNk
**What should be considered about children/youth when planning a lesson/unit? What are the characteristics/tools/techniques of the human development model? What are the impacts of trauma on development and how can you provide support for children/youth in our planning and teaching?

October 2   Development During Childhood and Adolescent   Chapter 4 –one page reflection
** How will you use what you know about Early Childhood, Middle Childhood, and Adolescent Students to improve Teaching and Learning?

October 9   Student Diversity   Chapter 5 – Reflection, one page.   How is diversity addressed in your school? Particular emphasis on TPE 2 – Creating and Maintaining Effective Environments for Student Learning [I/P: U2.1; 2.2; 2.3; 2.4; 2.5; 2.6; A:
**What is happening in your school/district to address issues of gender, LGBQT, multiculturalism, learning styles, and language differences?

October 16   Behavioral Theories of Learning   Chapter 6 – 1 page reflection

**What are the costs/benefits of rewards punishments? Could/would you deliberately hurt another human being/ animal? What physical behaviors are typical of your favorite age?*

October 23   Information Processing and   Chapter 7 – 1 page   Cognitive   Theories   of Learning   reflection

**What are some specific techniques for studying long-term memory? What contribution has the brain-based movement made to education? Should the brain be compared to a computer? What academic abilities are typical of your favorite age?*

October 30   The Effective Lesson   Chapter 8 – reflection

TPE 5 – Assessing Student Learning [I/P: 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8]

**What can you learn about your students from observation? How will you establish a mechanism to ensure ongoing/consistent observations? What effect does context have on the results of the observation? What part does observation play in assessment? Self-assessment? Peer-assessment?*

November 6   Student-Centered and Constructivist   Chapter 9-reflection
Approaches to Instruction

**Are learning styles important? Who are you as a learner? How does knowing "knowing yourself" as a learner contribute to becoming a better teacher?*

November 13   Accommodating Instruction   Chapter 10-reflection
To Meet individual Needs

**How is respect for ALL built into day-by-day operations/procedures? What strategies/mechanisms build inclusion? What does role modeling have to do with classroom management?*

November 20   Motivating Students to Learn   Chapter 11 & 12

Reflection

TPE 3 – Understanding and Organizing Subject Matter for Student Learning: [I/P 3.1; 3.2; 3.3; 3.4; 3.5; 3.6.3.7; 3.8; A

**What motivates you? What significant influences can increase the level of intrinsic motivation? Can you motivate your students?*

November 27   Effective Learning Environments   Chapters 13 & 14
                              Reflection

**What motivates misbehavior? What is your vision for your classroom community? What factors drive appropriate consequences? What are some successful intervention techniques?*

December 4   Assessing Student Learning & Standardized Tests and Accountability

**What/who should determine assessment procedures/tools? What instruments besides tests can provide useful data about your students? What drives appropriate use and misuse of tests? How can assessment instrument be made more authentic? Why is it important to develop multiple assessment strategies? What issues should be considered when assessing students with diverse backgrounds and needs? What issues should be considered when assessing students and sharing test results with others (i.e., teachers, parents, administrators)? How do assessment practices affect learning?*

December 11 – WRAP UP and EXIT TICKET - What have you learned in the last 14 weeks?

Course Outcomes:

1. To develop a personal motto/metaphor for the teaching process and becoming an intentional teacher
2. To engage and support All Students in learning and making content accessible.
3. To create developmentally appropriate practices from K through 12. (
4. To complete a signature assignment, as specified by the CALTPA.
5. To explore the attributes, skills, and resources needed to become an educational change maker.

Course Requirements:

1. Attendance and consistent participation (5%)
2. Two books from the required list – pace your submissions to have at least one read and submitted to the Instructor by the midterm, latest October 30.

This is not a book report but an academic response – your response and learnings from the texts. Scholarly and AP style are the expectations. The last book response must be submitted by December 11. (30%)

3. The one-page responses (5%).
4. Midterm – A group project which addresses one of the topics that we have covered in class to present to the whole class. (20%)
5. Signature Assignment – Student Self-Assessment (TPE 5)
   Describe how you will teach self-regulation and engage students in self-assessment or reflection about their own learning and the criteria you will provide to students to guide their evaluation of their "own learning." Explain how the self-assessment is aligned to the content-specific learning goal(s) and how it will provide opportunities for students to reflect on and advance their understanding of the content. If you provide instructional adaptations or accommodations for students, explain why.

   Explain the process you used to guide students in their self-assessments in relation to the following:-
   a) Their understanding of what they were expected to do
   b) Their evaluation of how well they did
   c) Their thoughts on what they might do differently
   d) The assistance they would like to have to improve their performance
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SERVICES

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC site in Canvas to see all the resources available, to contact us, or to schedule an appointment. Have a question? *Just ASC!*

Advising

The Academic Advisor can provide guidance for putting together a plan for completing your degree requirements to help you register for classes and answer any other questions about academic policies and procedures. While students are ultimately responsible for knowing their degree completion requirements, your Academic Advisor is a great resource and available to meet through multiple mediums (in-person, Zoom, Skype, FaceTime, Text messaging, IMessage, WeChat and telephone). At the very least, plan to connect with them each term (or more) to get their assistance with selecting, changing, adding, or canceling classes.

Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (*i.e., scheduled surgeries, hospitalizations, injuries, etc.*) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances.

Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library homepage.

Academic Integrity

NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

Course Evaluation

Students are expected to complete and submit course evaluations, which will allow NDNU to improve the learning experience for students in each course and to maintain the quality of our academic programs. Each course evaluation will be available online through Campus Portal beginning two weeks prior to the end of the term and will close the Wednesday following the end of the term.   Note: Course evaluation survey results are anonymous (do not identify individual student respondents) and will not be available to the instructor until after they have posted their grades.

Directions: To access, please enable pop-ups in your browser (*uncheck pop-up blocker*), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly.

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated [https://www.ndnu.edu/resources/covid-19-info/]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communication

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at **helpdesk@ndnu.edu** or (650)508-3555.

Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Written Assignments

When submitting any written assignments, students are expected to adhere to the American Psychological Association (APA) publication guidelines.

Notre Dame de Namur University
EDU 4110-01 (2 units) Special Education for the Classroom Teacher
Fall Term 2023 Thursdays 7:15pm
Instructor: Brooke Crosby, M.A. **Email:** bcrosby@ndnu.edu; cowgal.brooke@gmail.com **Cell:** (479) 427-1887
Online class format/Office hours arranged at mutually-convenient times

Syllabus

Course Description This course helps teachers develop the skills needed to facilitate the mainstreaming of students with disabilities and learn about the legal requirements that face regular classroom teachers. Other topics include the history and overview of the Special Education system within California and the United States, and the building of positive relationships and collaboration with special education personnel and families of students that have different learning needs.

Notre Dame de Namur University
Program Director: Stephanie Demaree
Email: sdemaree@ndnu.edu

Course Objective To develop the skills to facilitate the mainstreaming of students with disabilities and to understand the legal requirements that face general education classroom teachers. The course includes an overview of the special education system and the evolving and how to cultivate positive relationships with special education teachers as well as instructional techniques and strategies that can provide success for all students.

Required Readings Required readings will be provided by the instructor. There is no textbook that is required to buy for this course. Related articles on current issues in education and diversity will be available throughout the course. An up-to-date Google Drive folder will be used to review and access any supplemental class material.

Supplemental Resources
http://iris.peabody.vanderbilt.edu/module/asd1/ (Autism: An Overview for Educators)
http://iris.peabody.vanderbilt.edu/module/asd2/ (Autism: Evidence-based practices)
http://iris.peabody.vanderbilt.edu/module/preref/ (Prereferral Process)
http://iris.peabody.vanderbilt.edu/module/agc/ (Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities)
http://iris.peabody.vanderbilt.edu/module/cnm/ (Connecting Standards-Based Curriculum to Instructional Planning)
http://iris.peabody.vanderbilt.edu/module/udl/
 (Universal Design for Learning)
http://iris.peabody.vanderbilt.edu/module/bi1/ (Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle)
http://iris.peabody.vanderbilt.edu/module/bi2/ (Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions
http://iris.peabody.vanderbilt.edu/module/fba/ (Functional behavioral Assessment)
http://iris.peabody.vanderbilt.edu/module/fam/ (Collaborating with Families)
http://iris.peabody.vanderbilt.edu/module/sca/ (Providing Instructional Supports: Facilitating Mastery of New Skills)
http://iris.peabody.vanderbilt.edu/module/rti03-reading/ (RTI: Reading Instruction)
http://iris.peabody.vanderbilt.edu/module/rti-math/ (RTI: Math)
http://iris.peabody.vanderbilt.edu/module/ell/ (Teaching English Language Learners: Effective Instructional Practices)
http://iris.peabody.vanderbilt.edu/module/math/ (High-Quality Mathematics Instruction: What Teachers Should Know)
http://iris.peabody.vanderbilt.edu/module/rs/ (Related Services: Common Supports for Students with Disabilities)
http://iris.peabody.vanderbilt.edu/module/tran/ (Transition)

California Dyslexia Guidelines: https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

Grading *Grades for this course will be based on the following:*

Attendance/Participation	10%
Self-Reflection: What is Special Education and what does it mean to you as a general education classroom teacher? (1-2 page paper; APA styling)	10%
Written Assignments/Reflections from selected readings and additional resources (1-2 pages; APA styling); assigned in class	20%
Interview Project (interview a general education teacher, a special education teacher and a parent of a student that has special needs) • The interviews, which may be transcribed verbatim or summarized but must be comprehensive. • A personal reflection on **each** of the 3 interviews *keep for Professional Portfolio*	20%
Case Studies Lesson Project • Students must read several case studies, choose **5** and create lesson modifications to meet each student's needs. The assignment must include for **5** of the students: - A bulleted summary of the student's needs - A bulleted list describing the proposed modifications *keep for Professional Portfolio*	10%
In Depth Case Study of a student with special needs (slideshow/presentation) This project includes: • Identifying Academic Strengths and Needs • Potential successes and potential difficulties to be addressed based upon history and needs • Gathering information for instructional modifications and/or	30%

accommodations depending upon the student's individual needs
- Appropriate mainstreaming tools used to assist with student success
- Review of behavior intervention strategies

keep for Professional Portfolio

Grading:

A: 90-100%	B: 80-90%	C: 70-80%
D: 60-70%	F: Below 60%	

Late Assignments:
All assignments are due at the beginning of class on the assigned due date. Any assignment not turned in by the due date will be deducted 5% per day starting the following day.

Note: Instructor reserves the right to make changes in the course syllabus. Students will be informed if a change is made. If you find it necessary to be absent, please contact the instructor regarding missed assignments.

Program Learning Outcomes:

1. Learner Characteristics
   - Assess the characteristics and behavior of exceptional pupils in terms of program and developmental needs.
   - Recognize the differences and similarities of exceptional, non-exceptional students, at-risk students, and students with culturally and linguistically diverse backgrounds.
2. Field Practices Program Information
   - Identify and illustrate the formation and function of a Student Study Team (SST).
   - Define and explain the admission, review, and dismissal process of special education legislation observed through field practices.
   - Evaluate the concept of Least Restrictive Environment and its implications for the instructional process.
   - Explain individual protections of special education legislation as they pertain to parents, teachers, and students.
   - Formulate and illustrate an Individualized Education Program (IEP) in consultation with the appropriate support personnel and parents for individuals with exceptional needs.

3. Educational
- Identify and apply assessment information toward the modification of core curriculum and materials for selected students, particularly in the areas of Reading, English, Social Science and Math.
- Analyze non-discriminatory assessment, including sensitivity to cultural and linguistic factors.
- Identify and teach non-academic areas, e.g. socialization skills, career and vocational education.

4. Communication & Collaboration
- Discuss interpersonal relationships and human relations problems and issues with students and parents.
- Communicate information in a positive manner to teachers and parents, including those with culturally and linguistically diverse backgrounds.
- Acquire knowledge, skills, and strategies regarding working collaboratively with special education teachers or related service personnel in meeting the needs of students placed in special education

Required Readings

Class Session	Topics Covered	Assignments Given
Week 1	Intro to Class, Syllabus Review	What is special education to you? Self Reflection - 1-2 page APA style paper in response to prompt
Week 2	People First Language Inclusive Practices History of Special Education (TPEs: U1.1, U6.2)	1-2 page APA style, Article Reflection: "Finding Common Ground"
Week 3	Confidentiality Eligibility Categories - Assessment Process Strengths Based Language (TPEs: U3.2 TPEs M/M: 2.3, 2.11, 3.2, 3.3, 4.5, 5.2, 5.3, 5.5, 5.6)	1-2 page APA style, PreReferral Process Vanderbilt Module

Week 4	Pre-referral and Assessment for Special Education processes Systems of Support (TPEs: U1.1, U1.4, U1.6, U2.1, U2.6, U3.1, U3.8, U4.1, U4.2, U5.1, U5.2, U5.5, U5.7, U5.8 TPEs M/M: 1.3, 1.7)	1-2 page APA style, UDL Vanderbilt Module
Week 5	Board Meeting	2-3 page APA style: What did you think about the Board Meeting? What was new information for you? Do you have any wonderings about how the Board of Education fits into your purview?
Week 6	Acronyms in Education Universal Design for Learning Culturally Responsive teaching and Social Emotional Learning (TPEs: U1.1 , U1.3, U1.4, U1.5, U1.6, U1.7, U1.8, U2.2, U2.3, U2.5, U3.2, U3.3, U3.4, U3.5, U3.6, U3.8, U4.1, U4.3, U4.4, U4.5, U4.7, U4.8, U5.3, U6.5 TPEs M/M: 1.2,1.3,1.7, 2.1, 2.2, 2.4, 2.8, 2.9, 4.5, 5.1)	2-3 page APA style, response to professional article "Toward a Conception of Culturally Responsive Classroom Management"
Week 7	Professionalism/Ethics IEP at a Glance IEP documents preparation: Info/Eligibility Page Present Levels of Performance Special Factors Goals page	Print IEP pages (listed in the box to the left)

	(TPEs: U1.6, U1.4, U1.3, U3.3, U4.1, U4.3, 5.8 TPEs M/M: 1.1, 1.3, 1.4, 1.5, 2.1, 3.1, 4.2, 4.4)	
Week 8	Mid Class Check-in Review the Interview Project Review the Case Study Project	
Week 9	Autism AAC/AT IEP documents preparation: Statewide Assessments Services Page Ed Setting Page (TPEs: U2.4, U3.6, U4.4, U4.5, U4.8, U5.2, U5.4 TPEs M/M: 1.2, 2.5, 2.6, 2.7, 2.8, 4.1, 4.3)	1-2 page APA style, Assistive Technology in Action or Video Simulations of someone on the Spectrum Do one of the ASD Vanderbilt Modules
Week 10	Behavior and Classroom Management Notes template IEP agenda Working with Advocates/ Attorneys (TPEs: U1.1, U2.1, U2.2, U2.5, U2.6, U3.8, U4.7, U6.5 TPEs M/M: 2.6, 2.10, 4.3)	Do both of the Behavior Vanderbilt Modules. Do 2-3 page reflection on how this will inform your classroom management. Print the IEP pages in prep for next week
Week 11	Behavior Reflection and Resources IEP documents presentation: ITPs - Transition Plans Progress Reports Understanding Extended School Year	

Week 12	Culturally Responsive and Restorative Practices Guest Speaker - Collaboration (Sian Roper) and collaborating effectively Determine presentation sequence of last two sessions (TPEs: U1.2, U2.1, U3.2, U3.4, U4.1, U4.5, U4.6, U6.4, U6.5 TPEs M/M: 2.4, 4.6, 4.7)	
Week 13	Case Study Presentations	
Week14	Case Study Presentations	FBA - BIP Assignment Case Study

Note: Instructor reserves the right to make changes in the course syllabus. Students will be informed if a change is made. If you find it necessary to be absent, please contact the instructor regarding missed assignments.

Assignments Information

Required reflections: Explore the Vanderbilt module or assigned professional development article and summarize what you learned and how you will apply what you learn to your teaching. You're required to write based on your reading about 2 pages. Please email me your assignment before the start of class the following week.

Case Study

Case study is done with a k-12 student with a disability. If you are not working with a student with a disability, you can request a case study file from the instructor.

Please address the following questions based on your observation, reading or student data.

Your description must be specific and provide detailed information. Give examples if necessary. Your paper must be between 6-8 pages.

1. Describe the school (Name of program, nature of the program student is in). Describe the school's culture, students' language, ethnicity, socioeconomic status in general along with your role.

2. Describe the classroom (Number of teachers/aides and their training, number of students (male and female), ages, and exceptionalities, room arrangement, equipment, materials, schedule of the day.

3. Describe the student you observed:

age, sex, ethnicity, disability.

Behavior

Responsiveness (attentive, impulsive, etc)

Motivation (eager, indifferent, etc.)

Motility (wheelchair, balanced, etc.)

Verbalization (talkative, nonverbal, etc)

Student's strengths/interest and weaknesses

4. Describe the types of special education and related service(s) the student receives.

5. Describe how the student interacts with teachers, assistants, peers or others (Give specific examples).

6. What is attitude towards the student with disability (by teacher, paraprofessionals, peers, and administrators)?

7. Describe some of successes or positive aspects of education program in place?

8. What would do differently if you were the student's teacher, parent, or administrator?

9. Describe if IEP goals seem to be developed based on the student's needs

Student Success Center

The Student Success Center (SSC), located in the Campus Center, is dedicated to supporting students' academic success at NDNU. The SSC includes writing and subject tutoring, test proctoring for students with accommodations, and facilitates the math placement test (MPT). The goal of the Student Success Center is to promote student learning and academic innovation. Professional staff members, peer

tutors, academic advisors, and faculty work together to promote a supportive educational environment. Services are available both on a drop-in basis and by appointment.

Tutorial assistance is offered in lower and upper division English courses. Rudimentary English language assistance is offered to international students who may need assistance writing papers or general English assistance. Some subject tutoring is offered at the Student Success Center. Please check your NDNU student e-mail account for subjects and schedules. These are also posted on the Student Success Center and Writing Center doors.

Disability Resource Center

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical) be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as soon as possible. Accommodations are not provided retroactively. The Disability Resource Center is located at St Joe's 117. Please contact us by email at DRC@ndnu.edu or by phone at 650-508-3670.

Counseling Services

(650) 508-3714 Counselingservices@ndnu.edu New Hall E18 / E19
The mission of Counseling Services is to promote and enhance the overall wellbeing of students so that they may reach their potential for personal growth and academic success. Counseling Services is open Monday-Friday from 9am to 5pm, and currently enrolled students are welcome to call, email or drop-by to schedule an appointment.

Course Evaluations/Teaching Effectiveness Surveys

Summer Term II course
Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions: To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

Academic Honesty

NDNU's core values include learning, integrity, and honesty, values we live out in all areas of our learning community. Academic honesty means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic honesty is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

EDU 4119/Assessment in the Classroom

> **Stephanie Demaree, Ed.D.**
> **St. Mary's Hall, #205**
> **(650) 508-3738**
> **sdemaree@ndnu.edu**
> **Office Hours: By appointment and**
> **before or after class**

Semester: Fall 2023, Section -01, 3-unit course
Day/Time: Thursdays, 4:30 PM-7:00 PM, August 31-December 7
Format: F2F in SM 121, Asynchronous, and Synchronously on Zoom (https://zoom.us/j/99633396069)

Overview:
Introduction to measurement concepts needed by teachers to meet their instructional goals. Candidates learn how to create and use assessments that guide instruction and measure results. Candidates also learn how to communicate with

students, families, and other audiences about student progress.

Learning Outcomes	Universal TPEs
Understand the relationship between assessment and teaching subject matter in the state adopted academic content standards	I: 1.8 P: 1.8 A: 1.8
Understand the connection between planning to teach to the standards and assessment	I: 1.8 P: 1.8, 5.8 A: 1.8
Use and interpret selected-response assessments	I: 5.1, 5.2 P: 5.1, 5.2 A: 5.1, 5.2
Use and interpret constructed-response assessments	I: 5.1, 5.2 P: 5.1, 5.2 A: 5.1, 5.2
Use and interpret performance assessments	I: 5.1, 5.2 P: 5.1, 5.2 A: 5.1, 5.2
Communicate the results of assessments to students and parents	I: 5.3, 5.5 P: 5.3, 5.5 A: 5.3, 5.5

Credit Hours:

To meet the course learning outcomes (CLOs) identified for this course, the expectations are that this 3-unit course will approximate 135 hours of engagement.

Course Number	Hours in Class	Readings	Assignments	Total Hours of Engagement in Course	Course Units
EDU 4119	45	50	40	135	3

CalTPA Connection:
The Student Self-Assessment (SSA) Assignment and the review of formal assessment types connects to Cycle 2, Step 1. The Analysis of SSA Data and the collection and analysis of formal assessment data connects to Cycle 2, Step 3.

Required Texts:
- Classroom Assessment by W. James Popham 2020 (9th edition), ISBN 10: 0-13-556910-9
- How To Assess Higher-Order Thinking Skills, Susann Brookhart, 2010, ASCD, ISBN 978-1-4166-1048-9
- Grading Smarter Not Harder, Myron Dueck, 2014, ASCD, ISBN 978-1-4166-1890-4

Communication:
The professor will send regular messages to student teachers in this course through NDNU **student email** accounts as well as post messages, announcements, and assignments on the class **Google Classroom (GC) page**. Candidates must regularly check their student email accounts and GC for essential information about class meetings and assignments. Issues with NDNU email accounts should be directed to OIT at (650) 508-3555 or helpdesk2@ndnu.edu.

Attendance:
This course is packed with information so even one absence creates a significant gap in instruction and learning. **One unexcused missed class meeting will result in a significant additional assignment dealing with the readings and a lower participation grade.** Two unexcused absences **mean an automatic grade of /F/ will be earned.** For this reason, the following attendance rules apply:

- **Candidates are expected to attend every one of the mandatory class sessions online or in person**. One excused absence with
  appropriate documentation and completed make-up work will be accepted. Signing off or leaving from class 30 minutes or more early or logging on to or arriving to class 30 minutes or more late is equal to half a class absence. **Please note**: a student teacher who misses 20% or more of the course content, *equivalent to two class meetings,* will not receive a passing grade in this course.

- **If an excused absence occurs, it is the candidate's responsibility to communicate to the professor** about completing a make-up assignment and providing documentation. **In accordance with the NDNU catalog, a documented absence includes a medical emergency with a doctor's note or other excused absence (e.g., bereavement).**

Developing as a professional educator:

Collegial participation is a requirement of this course. The *California Standards for the Teaching Profession (CSTPs) and Teaching Performance Expectations (TPEs)* require teachers to collaborate effectively with colleagues, families, and community members. We will maintain this standard in this course by listening respectfully to each other, helping each other develop as teachers, and encouraging each other to improve.

Academic Honesty:

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources **(e.g., for lesson plans cite the source such as FOSS or Scott Foresman)** and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Catalog regarding the consequences of misrepresenting your work.

NDNU Mission Statement:

Founded upon the values of the Sisters of Notre Dame de Namur and rooted in the Catholic tradition, Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply values and ethics in his or her personal, professional, and public life." We will apply the NDNU Mission in this course through teaching meaningful science to the students at our school sites and reflect on the experience personally in terms of social justice, equity, values, ethics, and best practices in teaching.

NDNU Hallmarks:

Hallmarks are the essential **characteristics, values,** and **activities** of a Notre Dame learning community. The following Hallmarks will be addressed in this course:

● *We honor the dignity and sacredness of each person.* Through developing working relationships with the students we serve, we will honor each student's personhood as we support them in the learning process.
● *We educate for and act on behalf of justice and peace in the world.* Through assessing students' fairly and equitably, we are ensuring that every student has equity and access to a supportive educational experience.
● *We embrace the gift of diversity.* We embrace the opportunity to teach and assess students from pluralistic backgrounds in diverse schools and neighborhood communities.
● *We create community among those with whom we work and with those we serve.* We work collaboratively

with pre-service teaching colleagues, cooperating teachers, professors, and students by creating a caring learning community.

● ***We develop holistic learning communities which educate for life.*** Assessing students in a community setting builds their content knowledge as well as our professional teaching relationships.

Academic Success Center:

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC site in Canvas to see all the resources available, to contact us, or to schedule an appointment. Have a question? *Just ASC!*

Library:

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers like The New York Times and The Wall Street Journal. The library website hosts several guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To contact a librarian please contact library@ndnu.edu or schedule an appointment on the library homepage.

Disability Resource Center:

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (i.e., scheduled surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. https://www.ndnu.edu/campus-life/disability-resource center/. Please meet with the DRC staff through a virtual meeting to: verify your eligibility for any classroom accommodations; and, for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

Student Life and Wellness Services:

https://www.ndnu.edu/resources/wellness-resources/ offers a set of resources curated by graduating Clinical Psychology Students. Resources for mental wellness, substance abuse/addiction, physical health, housing, food, financial support have been sourced, together with a set of affordable mental health counseling services.

Course Evaluations/Teaching Effectiveness Surveys:

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course.

Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions:

To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you are enrolled. Your feedback is especially important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

Assignments

1. Class Participation (100 points)

Developing as a professional educator is an integral part of the TPEs (Teaching Performance Expectations) and Program Learning Outcomes, therefore collegial participation is a requirement of this course. We will maintain the TPEs in this course by listening respectfully to each other, helping each other develop as teachers and encouraging each other to improve. Your participation grade includes:

- Following **course policies** on attendance and communication.
- Participating **constructively and actively** in class discussions and activities, including in-class writing exercises, etc. Passive learners will receive a lower grade in participation.
- *Regarding electronic devices (such as laptops, cell phones, etc.): Please be respectful of your peers and your professor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will be reflected in your participation grade.* **You MUST use the video function during synchronous, online class meetings. Meeting online in this regard is no different than if we are physically meeting on campus.**
- *Assigned readings are expected to be completed prior to class sessions to promote active participation in discussions and class activities.*
- *Regarding meeting* **deadlines** *for assignments.* **All deadlines are firm. Late assignments will be penalized with a letter grade/day deduction (e.g., an /A/ becomes a /B/ and so on).**
- <u>Due Date:</u> **Posted by professor after last class meeting (no action needed from candidate) in**

GC.

2. Student Self-Assessment Assignment (100 points)

On October 5ᵗʰ in class, you will be administered a student self-assessment based on what topics you have learned thus far in EDU 4119. SSA refers to *"a student critiquing their own learning, based on the student self-assessment rubric, and objectively reflecting on and critically evaluating their progress and academic development in the content area".* (See samples in GC and see guidelines at end of syllabus).

3. Teach a HOTs or Grading Chapter Presentation (40 points)

Develop and teach a lesson to the class on the topics of **higher-order thinking skills (HOTS from Brookhart text) or grading (from Dueck text)**. Guidelines and rubrics will be discussed in class and can be found at the end of the syllabus and in GC.

4. Popham's Item Writing Guidelines Assignments (20 points each/80 total)

Obtain a copy of the indicated assessment type that you have used/administered to students or that you or your cooperating teacher plan to use. **Upload the copy to GC with your reflection and rationale.** *It can be an assessment that you or your cooperating teacher created, or it may be a publisher created.* You will *analyze the sample assessment* considering the appropriate ***Popham guidelines***. **For each assessment type, write a reflection and rationale. See details below regarding reflection prompts and page length requirements.**

    • A) Prior student learning—Select an example of a *pre-assessment (diagnostic assessment)* that is teacher-created or publisher-created to *analyze and evaluate*. Include a **description of what your students knew before you began the lesson**. How will this potential assessment data influence your planning, instruction, and assessment? **Refer to and apply** Popham pages 14-15 and **Popham's Five General Item-Writing Commandments** on page 156. **Reflection must be at least 2 pages in length and address EACH of Popham's guidelines.**

    • B) Selected-response—Select an example of a selected-response assessment and a write a detailed rationale for why you chose the assessment. **Refer to and apply EACH** of *Popham's Five General Item-Writing Commandments* on page 156 and **the following as appropriate** to your teacher-created assessment or publisher-created assessment: Item-Writing Guidelines for Binary-Choice Items page 162; Item-Writing Guidelines for Multiple-Binary Choice Items, page 165; Item-Writing Guidelines for Multiple-Choice Items, page 168; Item-Writing Guidelines for Matching Items, page 174. (e.g., True or False: All Kleenex are tissues, but not all tissues are Kleenex or 2 + 2 = a. 1 b. 2 c. 3 d. 4). **Reflection must be at least 3 pages in length and address EACH of Popham's guidelines.**

You must apply at least 1 Grading strategy from the Dueck text to the scoring/grading process for the selected response assessment. Provide an explanation (at least ½ a page of the 2 required pages) of which strategy you chose, why you chose it and how it will support students' learning.

● **C) Constructed-response** – Select an example of a constructed-response assessment and write a detailed rationale for why you selected the assessment and the rubric (if applicable) or criteria you plan to use to evaluate it. **Refer to and apply** Popham's Item-Writing Guidelines for Short-Answer Items, page 182; Item Writing Guidelines for Essay Items, page 186; Guidelines for Scoring Responses to Essay Items, page 190 to your teacher-created assessment publisher-created assessment. (e.g., 2 + 2 = _____, or list the 4 steps in the life cycle of a butterfly or describe the causes of the Civil War in a 1-page essay). **Reflection must be at least 3 pages in length and address Popham's guidelines.**

You must identify at least 1 HOTs from the Brookhart text that is measured by the constructed response assessment. If there is not a HOTs evident in the assessment, then indicate how it could be revised to address a HOTs skill. Provide an explanation (at least ½ a page of the 2 required pages) of what HOTs is addressed and how the assessment measures that students have an opportunity to demonstrate the thinking skill.

● **D) Performance Assessment** – Select an example of a performance assessment and write a detailed rationale for why you selected the assessment and the rubric(s) you plan to use to evaluate it. **Refer to and apply** Popham's Three Features of Performance Assessment, page 204, and the Evaluative Criteria for Performance Based Tasks on page 209; Rubrics, pages 214-219 to your teacher-created assessment or publisher-created assessment. (*Examples of performance assessment activities include things like:* A kindergarten teacher asks a student to count from 1 to 30 or say her ABCs. A first-grade teacher asks their students to read a passage out loud from a book. A fourth-grade physical education teacher asks their students to demonstrate skills they have developed during a unit on jumping rope. An eighth-grade visual arts teacher asks their students to use different media to create sculpted figures that convey actions or gestures. A middle-school science teacher asks their students to complete experiments to demonstrate that they know how to apply scientific method and how to use the scientific equipment that they will use to do more advanced experiments. A HS history teacher asks their students to debate the United States involvement in the Vietnam War.). **Reflection must be at least 3 pages in length and address Popham's guidelines.**

You must identify at least 1 HOTs from the Brookhart text that is measured by the performance assessment. Provide an explanation (at least ½ a page of the 2 required pages) of what HOTs is
addressed and how the assessment measures that students have an opportunity to demonstrate the thinking skill.

Final grades are calculated using total points earned out of total points possible:

Passing	Grades B- and higher	
A+ 100%	A 95 - 99.99%	A- 94 - 90%
B+ 89 - 87%	B 87 – 84%	B- 83 - 80%
Not Passing	Any grade below B	
C+ 79 - 77%	C 76 - 73%	C- 72 – 70%
D+ 69 – 67%	D 66 – 63%	D- 62 – 60%
F 59% and below		

Course Calendar*
*Subject to change at professor's discretion

August 31/F2F	**Review (in class)—**Introductions, Review Course Syllabus, and Assignments, Frontload Popham chapters 1 & 2 on Importance of Assessment, Assessment VS Testing, What to Assess and How to Assess, and Alignment Poster Activity**. Sign-Ups for HOTs and Grading Chapter Presentations** **READ (For Next Class)**: Popham Chapters 1 & 2 Universal TPE: 1.8
September 7/F2F	**Review (in class)—**Alignment Poster Presentations, Examples of Prior Learning/Assessment of Prior Knowledge, Q&A on Popham A) Prior Learning **READ (For Next Class)**: Popham Chapters 3 & 4, Dueck text pp.xii-7, and Brookhart text, pp.1-38 Universal TPE: 1.8
September 14/F2F	**Review—**Popham chapters on Validity and Reliability, chapters 3 and 4 activities and Q&A on Grading/HOTs Chapter Presentation Guidelines **DUE—Popham's Item Writing Assignment: A) Prior Learning** **READ (For Next Class)**: Popham chapter 5 Universal TPE: 1.8

September 21/F2F	**Review**—Fairness/Absence-of-Bias, Adaptations (Accommodations and Modifications) chapter 5 activity, and Q&A on Popham B) Selected Response and Q&A on SSA assignment **READ (For Next Class)**: Popham chapter 6 Universal TPE: 5.8
September 28/ ASYNCHRONOUS	**Review (on your own, no class meeting)**—Read your assigned Grading/HOTs chapter and prepare your lesson presentation **READ (For TODAY)**: Your assigned lesson presentation chapter from Brookhart or Dueck (see chapter assignments at end of syllabus)
October 5/F2F	**Review**—Selected response chapter 6 activity and SSA activity on what you have learned in 4119 so far **Presentation 1: Assessing Analysis, Evaluation and Creation** **READ (For Next Class)**: Popham chapter 7 Universal TPE: 5.1, 5.2
October 12/F2F	**Review**—Constructed response chapter 7 activity **Presentation 2: Assessing Logic and Reasoning** **DUE—Popham's Item Writing Assignment: B) Selected Response** **READ (For Next Class)**: Popham chapters 8 & 9

	Universal TPE: 5.1, 5.2
October 19/ZOOM	**Review—**Performance Assessment, chapter 8 activity, Portfolio Assessment, chapter 9 activity, and Q&A on Popham C) Constructed Response **Presentation 3: Assessing Judgment** **READ (For Next Class)**: none Universal TPE: 5.1, 5.2
October 26/ZOOM	**Review—**Rubrics, Evaluation Checklists and Q&A on Self-Assessment Assignment **Presentation 4: Assessing Problem Solving** **DUE—Popham's Item Writing Assignment: C) Constructed Response** **READ (For Next Class)**: Popham chapter 12 Universal TPE: 5.1, 5.2

November 2/ZOOM	**Review—**Formative Assessment, Chapter 12 activity
	Presentation 5: Assessing Creativity and Creative Thinking
	READ (For Next Class): Popham chapter 13 &14
	Universal TPE: 5.1, 5.2
November 9/ZOOM	**Review—**Making Sense out of Standardized Test Scores, Preparing for High Stakes Tests, Analysis Smarter Balance Test Data, California Assessment of Student Performance and Progress (CAASPP) System (California's statewide student assessment system https://www.cde.ca.gov/ta/tg/ca/), Discussion of communicating test data with Parents, Chapter 13 activity and Appropriateness of Test Prep Practices, Chapter 14 activity
	DUE—Self-Assessment Assignment
	Presentation 6: Grading
	READ (For Next Class): Popham chapter 15 & 16
	Universal TPE: 5.3, 5.5
November 16/ZOOM	**Review—**Evaluation of Instruction Chapter 15 activity Assessment-Based Grading and Chapter 16 activity, and Q&A on Popham D) Performance Assmt.
	READ (For Next Class): Popham chapter 15

	Universal TPE: 1.8
November 23	**NO CLASS, THANKSGIVING Holiday**
November 30/ZOOM	**Review—**Dueck Activity on Chapters: Homework, Retesting and Creativity and Q&A on Popham D) Performance Assmt. **READ (For Next Class)**: Popham chapter 16 Universal TPE: 1.8
December 7/LAST CLASS/ ASYNCHRONOUS	**Review (on your own, no class meeting)—**Work on Popham D) **D**UE—Popham's Item Writing Assignment: D) Performance Assessment due in GC at midnight Universal TPE: 1.8

Google Classroom Directions
1. Open our GC page by using the email invite or class code.
2. **This link demonstrates how to log into GC as a student:**
https://support.google.com/edu/classroom/answer/6020297?hl=
en&co=GENIE.Platform%3DDesktop&oco=1#zippy=
%2Ci-forgot-or-lost-the-class-code%2Cmy-class-code-doesnt work
3. Try using your NDNU email or personal email to log in
rather than your work/school email especially if the page won't open.

To Submit a Paper/Assignment in GC: https://support.google.com/edu/classroom/answer/6020285
You can:

- Attach one or more files to your assignment.
- Upload photos from a camera roll.
- Open and work on files you own in Google Docs, Slides, Sheets, and Drawings and then attach them to your assignment.

Start BY:
- Go to classroom.google.com.
- Click the class and then Classwork.
- Click the assignment and then View assignment.

To attach an item:
- Under Your work, click Add or create and then select Google Drive, Link Link, or File.
- Select the attachment or enter the URL for a link and click Add.

To attach a new document:
- Under Your work, click Add or create and then Docs, Slides, Sheets, or Drawings
- A new file attaches to your work and opens.
  Click the file and enter your information.
- (Optional) To remove an attachment, next to the attachment's name, click Remove.
- (Optional) To add a private comment to your teacher, under Private comments, enter your comment and click Post.
- Click Turn In and confirm. The status of the assignment changes to Turned in.

HOTS and Grading Chapter Presentation Guidelines

- Prepare and teach the EDU 4119 class a lesson that addresses the following learning goals:
  ✔ Students will understand and be able to explain or describe the content of the chapter.
  ✔ Students will be able to apply the knowledge from the chapter to their own professional practice.
- The lesson should include:
  ✔ A pre-assessment to diagnose prior knowledge or prior learning ✔ A range of instructional strategies to teach the concepts and
    engage the class in learning the content
  ✔ At least one formative assessment of the lesson's learning goals • Assume the class has NOT read the chapter. The presentation should be **60 minutes** in length.
- The evaluative criteria and points possible are:
1. The **content** of the chapter was thoroughly presented. **10 pts.**

2. A variety of **instructional strategies** were used to engage the class. **10 pts.** 3. **Assessments** accurately measured the lesson goals. **10 pts**
4. Within presentation **time limit**, **balanced** and engaging lesson, and materials/slides posted **in GC**. **10 pts.**

HOTS and Grading Chapter Presentation Assignments

Sign-Ups to Occur in Class:

F2F # 1: Assessing Analysis, Evaluation, and Creation, Brookhart chapter 2–
F2F # 2: Assessing Logic and Reasoning, Brookhart chapter 3—
ZOOM # 3: Assessing Judgment, Brookhart, chapter 4—
ZOOM # 4: Assessing Problem-Solving, Brookhart, chapter 5—
ZOOM # 5: Assessing Creativity and Creative Thinking, Brookhart, chapter 6—
ZOOM # 6: Grading, Dueck, chapter 1 –

Student-Self Assessment Guidelines

What is Student Self-Assessment (SSA)? From the CalTPA, cycle 2 handbook:
Student Self-Assessment
Describe how you will engage the students in self-assessment and/or reflection. Explain how the student self-assessment rubric is aligned to the content-specific learning goal(s) and ELD goal(s), if appropriate, and how it will provide opportunities for the students to reflect on and advance their understanding of the content. If you provide instructional adaptations (accommodations and/or modifications) for student(s) during the student self-assessment, explain why.

Be specific. Student self-assessment should be age and/or developmentally appropriate. Young students may need to respond verbally or have picture cues if they are not yet reading and writing. If the student self-assessment is a set of questions or pictures, list the questions you plan to have the students respond to and/or provide the pictures. If the assessment is a presentation of learning, describe the guiding questions or expectation for performance. If you want the students to write or draw a reflection of what they have learned, provide sentence frames or prompt for that activity. Remember that the students will use a rubric to self-assess their product, process, or performance.

Criteria: On October 5ᵗʰ, in class, I will administer a student self-assessment to the 4119 class, based on assessment topics that we have been learning about in the course. You will *answer the constructed response items and rate your interpretations on the rubric.* You will receive a copy of the class set of data and then you will *evaluate and analyze the data.* Then you will write and submit a paper to GC addressing the following prompts in a 4 page paper:

- Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or learning needs (including a need for greater challenge) that were apparent for some or most students.
- Cite evidence to support your analysis from the student self-assessments. Indicate what written and or verbal feedback you would provide to individual students. How and why do your approaches to feedback support students' deep learning? In what ways does your feedback address individual student needs and learning goals? What did you learn from students' self-assessments in relation to the following?

> ✔ Their understanding of what they were expected to do
>
> ✔ Their evaluation of how well they did
>
> ✔ Their thoughts on what they might do differently
>
> ✔ The assistance they would like to have to improve their performance

- Describe the next steps for instruction for these students.

NDNU School of Education
EDU 4113 - Tech Apps for Education (1 unit)
Fall 2023

Instructor Contact Information: Christy Knott, M.A. in Ed (ITEC) - cknott@ndnu.edu
Course Schedule:

4113 - Tech Ed	FALL 2023		
Intro	Thursday - 4:30-7:00 PM	November 2	Synchronous - online (via InSpace)
Part 1	Self-paced	Nov 3-15	Asynchronous - 2 weeks
Part 2	Thursday - 4:30-7:00 PM	November 16	NDNU Campus - in-person
Part 3	Self-paced	Nov 17 - Dec 6	Asynchronous - 3 weeks
Part 4	Thursday - 4:30-7:00 PM	December 7	Synchronous - online (via InSpace)

Office Hours: Instructor available via email and by appointment on InSpace

Catalog Course Description: This course provides an introduction to technology applications that benefit and are useful for both teachers and students. Current literature, tech education resources, and teaching strategies are introduced and discussed. This course fulfills the California State Credential requirements. No textbook required for this course.

Learning Outcomes	Universal TPEs	MMSN TPEs	ESN TPEs
Tech Tools - Explore, learn and practice many of the common tech tools teachers use to engage students in learning new content, practicing their skills, getting feedback, collaborating with their peers and creating products and projects to increase student voice, choice and creativity.	I/P: U1.4; U3.6, U3.7, U4.4 A:4.8	I: M2.1, M2.8, M3.1, M3.2	I: E3.1, E4.3
Tech as a Resource - Provide the rising teacher with strategies, tools and resources to improve their systems and efficiency in the classroom. This will empower them to focus on the human aspect of teaching, to which they are uniquely suited.	I/P:U3.6, U3.7, U3.8, U6.3 A: U3.7	I:M4.1	I: E3.1, E4.3
Healthy Relationship with Technology - Assist students in establishing a healthy relationship with tech with a goal of using tech intentionally to add to their lives (at school and beyond) in positive ways. This will also influence the way they model and encourage their students to have a healthy relationship with tech.	I/P: U1.4, U3.7 A: 4.8		

NDNU Hallmarks: Two of the Hallmarks of NDNU which are especially prevalent throughout this course are:

- We educate for and act on behalf of justice and peace in the world.
- We develop holistic learning communities which educate for life.

Required Textbooks/Readings/Links: All course materials will be provided through our Canvas Course.

Course Requirements: Throughout the course, students will be expected to complete all assignments shared through our Canvas Course. Due dates will be listed there.

All work <u>must</u> be typed, in 12 point font, and double spaced <u>*unless*</u> otherwise directed by instructor. When citing sources, please use **APA format** and provide a reference list when appropriate. Paginate any paper of more than 2 pages and be sure your name and date are on the paper. Please proofread all work. Do not rely on spell check programs.

CalTPA Connection: In order for our students to have the best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio.

Attendance: Students are required to attend ALL scheduled class meetings per the schedule (2 online *and* 1 in-person). A student's attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/approval from the instructor. Absences may also be excused for illness, last minute emergencies, bereavement, etc. but student must make arrangements with the instructor. Please note that for an excused absence, the student may receive credit for attendance but will need to turn in assignments due at that class and make up missed in-class activities.

Participation: Active participation is defined as sharing questions, concerns, constructive feedback, support, ideas, and resources. Active participation is being attentive, self-motivated, respectful, independent, responsible, and flexible. This also means that you will have completed assignments and readings listed in the syllabus for the class date each is due. Attendance alone does not constitute participation.

Student Workload Expectations: To meet the goals of this course, this 1-unit course, delivered over a 6-week period, will approximate **45 hours of engagement.** This will occur in a **blended format** (through live classes & online asynchronously):

Intro	Part 1	Part 2	Part 3	Part 4

Notre Dame de Namur University
Program Director: Stephanie Demaree
Email: sdemaree@ndnu.edu

2.5 hrs live class on InSpace	17.5 hrs online work	2.5 hrs in-person on NDNU campus	20 hrs online work	2.5 hrs live class on InSpace

Cell phone/Computer use: As a courtesy to the instructor and your fellow students, please turn off cell phones and other electronic devices during our in-person classes. If there is a reason to have your cell phone on, please put it on vibrate. While you are welcome to bring your computer/tablet to our in-person classes, most of what we will do will be active participation that will not necessitate a computer.

Course Evaluation:
    a.   Live Classes - attend entirety of ALL 3 live sessions, be punctual and fully participate
    b.   Completion of ALL out-of-class assignments, including posts & replies to the discussion questions in Canvas by the DEADLINES listed in the course (or within 1-2 days, only IF communicated to and approved by the instructor)
         i.   students who, during the first weeks, save all/most of the asynchronous work until the last day or two before the next live session will be unable to pass this class and will receive an email letting them know they should withdraw
        ii.   extensions will be considered for extenuating circumstances, but must be approved by the instructor two or more days before each due date

Grading Standards

A+	100%	B+	89-87%	C+	79-77%	D+	69-67%
A	99-94%	B	86-84%	C	76-74%	D	66-64%
A-	93-90%	B-	83-80%	C-	73-70%	D-	63-60%

Teaching Effectiveness Surveys: Surveys (course evaluations) will be available online through the Campus Portal **2 weeks prior to the end of the semester and will close the Wednesday following the end of the term.** Your feedback regarding courses and faculty is especially important to NDNU, to your faculty, and to me as the instructor for this course. It helps us review and improve our teaching, helps the department and program improve program content, and is used by the university in making decisions about tenure, promotion, and hiring for faculty.

Directions: To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "**You have an active survey**" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for

each course in which you are enrolled. Your feedback is particularly important! Please complete your evaluations for all your courses promptly. **Remember:** Your responses are anonymous and are not available to faculty until after course grades are posted.

Course Meeting Schedule:

Disclaimer: This course meeting schedule serves the credential candidate as a general guideline. The instructor may delete or add topics and/or assignments as the course progresses based on the needs of the candidates.

Intro Live Session		Universal TPEs	MMSN TPEs	ESN TPEs
Goal & Emotion	**Understand** the workload and workflow of the course Feel prepared and organized			
On InSpace & Part 1	Welcome; Community building; KWL; Preview Coursework **Project 1 – Google Forms – Review results of my survey & create your own survey**	I/P: U1.1,U1.3, U2.2, U2.3, U3.2, U5.2		
Part 1 Asynchronous				
Week 1	**Project 2 – Google Slides** – for Back to School Night/Open House	I/P: U1.2, U1.4, A: U1.2, U4.8		
Week 2	**Project 3 – Tech tool of your choice** (learn it & teach it to us)	I/P: U1.4, U1.7, U3.3, U3.4, U4.4	I: M2.1, M2.8, M3.1, M3.2	I: E3.1
Part 2 Live Session				
Goal & Objective	**Practice teaching with tech** Recognize when it's "safe enough to try"			
at NDNU	Review tasks and learning from previous weeks Present your Tech Tool (Project 3) to the class Stars & Steps (self assessment)	P: U3.5, U3.6, U4.4, U5.3, A: U4.8		
Part 3 Asynchronous				
Goal & Objective	**Learn to establish a healthy relationship with tech & create systems to increase efficiency through the use of tech tools** Ensure tech is used intentionally and with positive outcomes: ISTE standards; Netiquette			
Week 3	**Project 4 – Healthy relationship with tech** & systems for efficiency (1 week – "Healthy relationship with tech" challenge)	I/P: U1.4, U3.7, A: U4.8		
Week 4	**Project 5 – Tech Topics** – learn about a topic & share with the class	I/P U1.4, U3.6, U3.7, U4.4 A: U4.8	I: M2.1, M2.8, M3.1, M3.2, M4.1	I: E4.3
Goal & Objective	**Organize resources & think about next steps** Know how to learn more and where to go from here			

Week 5	**CalTPA Connection & Resource Collection using Google Sheets** **Next Steps –** how to promote yourself in this profession	I/P: U3.6, U3.7, U3.8, U6.3, A: U3.7		
Part 4 Live Session				
On **InSpace**	**Wrap up our course** Review Projects & Learning from the last 3 weeks; complete KWL Course Evaluations – mine & the NDNU one	P: U6.1, U6.3		

NDNU SERVICES

Academic Integrity

NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

Academic Success Center (ASC)

The Academic Success Center (ASC) is your one-stop learning hub for in-person and online support services, including 1-to-1 writing consultations for all NDNU writing assignments as well as job materials, online workshops and group appointments, 24/7 on-demand online subject tutoring, research guidance, academic advising, and interactive resources designed in collaboration with faculty to help you save time and avoid stress.

The ASC is here to help you achieve your academic and professional goals. Access Handshake, NDNU's official job and internship portal, through the ASC. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you'll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you - 80% of students with a complete Handshake profile get messaged by employers.

All ASC services are included with your tuition and available even after you graduate!

Notre Dame de Namur University
Program Director: Stephanie Demaree
Email: sdemaree@ndnu.edu

Access the ASC site in Canvas to see all the resources available, to schedule an appointment, or to contact us. Have a question? Just ASC!

Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (*i.e., scheduled surgeries, hospitalizations, injuries, etc.*) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library homepage.

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated [https://www.ndnu.edu/resources/covid-19-info/]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communications

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements

are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Notre Dame de Namur University
EDU 4330 Primary ~ Reading/Language Arts 01
Course Syllabus

3 units ~ Wednesdays
In-person Meetings 4:30pm-7:00pm
NDNU Campus

Office Hours: After class **or** by appointment
The campus mailbox is in the Office of Education

Instructor:
Kim Norgaard, M.Ed
NDNU Instructor
Principal
Arundel Elementary, San Carlos
Cell: 415-203-4239
Email: knorgaard@ndnu.edu or knorgaard@scsdk8.org

Co-Instructor, Judy Buttrill, M.A., CCC
NDNU, Instructor and Fieldwork Supervisor
Cell: 650-207-2354
Email: jbuttrill@mindspring.com or jbuttrill@ndnu.edu

EDU 4330 - Elementary Reading/Language Arts: Primary Grades surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for all students' developmental processes of learning to read and write. Presents language acquisition and development theories for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.

Learning Outcomes

Learning Outcomes	Universal TPEs	MMSN TPEs	ESN TPEs
Identify and support students' progress in the elements of Foundational Skills and Language Development that support students as they read and write increasingly complex text, including direct and explicit instruction in fluency, spelling patterns, syllable patterns, morphology, vocabulary, and syntax. (including struggling readers, students with special needs, typologies of English learners, speakers of non-dominant varieties of English, and advanced learners) who have varied reading levels and language backgrounds.	P: U1, 4, 6, 7	P: M5	P: E2
To understand the nature of reading and writing as developmental processes of emergent, early, transitional and independent stages of speakers of dominant and non-dominant varieties of English	P: U1,4,6,7	P: M5	I: E2
To identify essential components of a comprehensive language arts program; to analyze the strengths and weaknesses of various approaches; to identify effective and differentiated literacy instruction for teaching organized, systematic, explicit skills (including phonemic awareness, phonics, word analysis, fluency, vocabulary, academic language, and reading comprehension); to develop sound instructional methodologies that promote fluent reading and writing; to understand the California State English-Language Arts Framework and Common Core Standards with emphasis on achieving a comprehensive, structured literacy foundation and literature-rich program for the full range of K-3 learners	P: U2,3,4,5,7	I: M2,5	I: E2,4
To investigate the factors affecting the full range of K-3 learners and to adjust assessments and instruction (strategies/materials) to fit the needs of the learner; to explore the importance of the students' family and cultural background in planning and supporting student learning and to recognize signs of struggling readers, how to support them within the primary classroom and how to make appropriate referrals to support systems within the school and district.	I: U1,2,3,4,7	I: M5	I: E2

To facilitate the process of becoming an effective language arts teacher (including a basic understanding of the science of reading, knowledge of evidence-based practices, the development of a philosophy of literacy instruction, learning methods for diagnosis and assessment which inform classroom organization, management, instruction, selection of materials, and the exploration of resources), and to begin the process of reflection practice.	P: U 1,2,3,4,5,6,7	I: M 1,2,3,4,5,	I: E2, 4

CalTPA Connection

For our students to have the best possible preparation for the successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. CalTPA Cycle 1 in its entirety is integrated in this course.

Privacy and Confidentiality

One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature.

Required Texts for this course

Hougen, Martha C. Ph.D., Smartt,Susan M. Ph.D.(2020) Fundamentals of Literacy Instruction & Assessment, Pre-K–6, Second Edition. Baltimore, MD: Brookes Publishing Inc.

Kilpatrick, David A. SepPh.D. (2016) Equipped for Reading Success: A comprehensive, Step by Step Program for Developing Phonemic Awareness and Fluent Word Recognition. Syracuse, NY: Casey and Kirsch Publishers

Zarrillo, J. (2017). **Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment (Fourth Edition).** Boston, MA: Pearson Education, Inc.

Free online California Dyslexia Guidelines:
https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

Additional Recommended Texts and Reading:

Shifting The Balance, 6 ways to Bring the Science of Reading into the Balanced Literacy Classroom

KIlpatrick, David A, (2015) Essentials of Assessing, Preventing, and Overcoming Reading Difficulties. Hoboken, N.J.: John Wiley & Sons, Inc.

Course Requirements:

Attendance, reading the assigned material, and participation in class are significant activities. **In addition, each student must complete 5 hours working with a student in reading.** Tardiness and & more than one absence will affect your grade. You are responsible for obtaining all information distributed in-class sessions. Because of the demanding pace of the course, an excess of unexcused absences will be assigned a failing grade if the student meets the following criteria:

1 unit course = unexcused absence of 3 or more hours

2 unit course = unexcused absence of 6 or more hours

3 unit course = two or more unexcused absences for scheduled class meetings or fails to participate for the equivalent of two weeks of course activities

 4 unit course = three or more unexcused absences for scheduled class meetings or fails to participate for the equivalent of three weeks of course activities

Assignments are to be submitted *in* person *by the due dates.*   Late assignments will affect your grade as 1 point is deducted for each day late. All work must be typed, in 12-point font, and double-spaced unless otherwise directed by the instructor. When citing sources, please use APA format and provide a reference list when appropriate. Paginate any paper of more than 2 pages and **be sure your name and date are on the paper**. Please proofread all work. Do not rely on spell-check programs. NDNU Instructional Computing Center (SM 117, CU 5) is available for student use.

As a courtesy to the instructor and your fellow students, please turn off all cell phones and other

electronic devices during class. If there is a reason to have your cell phone on, please put it on
vibrate. While computers/tablets may be useful at times during seminars, there will also be times when they are a
distraction. Thus, *there will be times when you are asked to put your
computers/tablets away.*

This course supports your field experience (student teaching). IF YOU ARE NOT student teaching/interning in a primary (K-3) grade this semester, please notify the course instructor (as clearance is needed from the EDU office).

Course Average Student-Workload Expectations
Typically, a 3-unit graduate course entails 180 hours of student engagement over the semester, or 2.5 hours of in-class time and roughly 9.5 hours of outside-class time per week for a 15-week course. Assignments are made in accordance with this expectation.

Workload Distribution ~ Hours in class = 35   Assigned Readings = 65   Assignments =   80

Resubmission of Assignments
To honor the learning process, students may re-submit any assignment during the semester for an improved grade. Students must re-submit within one class period after receiving the teacher's comments.

Grading System
Points and Letter Grades will be given. Course requirements are weighted:

Attendance/Participation   27 points
(approx 2 points per class, including your attendance and involvement in discussions) .
Class discussion should reflect the thoughtful and thorough reading of all the assigned material by its due date. Missing more than 1 class will require a 3-page paper summary of readings and reduced participation points.

- **Read Aloud Project-**   **10 pts**

- **Chapter Presentations-**   **5 pts**

- **Shared Reading Project-**   **10 pts**

- **Science of Reading Quiz -**   **10 pts**

- **Dyslexia Guidelines Signs & Symptoms - 5 pts**
- **Phonemic Awareness Chart -   5 pts**
- **Case Study and Reading Lesson—   20 pts**
- **Writing Video Tape Presentation -   8 pts**

                                                                100 points

The A or A- grade presumes professionalism, **excellent** class participation, and high-quality written work with strong **reflective** thinking.

For this class, the points and letter grades are as follows:

Points Grade:

96-100 A
91-95 A-
86-90 B+
81-85 B
76-80 B-
71-75 C+
70... C

Letter grades at NDNU:
GRADE POINTS per unit
A 4.0
A- 3.7
B+ 3.3
B 3.0
B- 2.7 requires a B+ in another equal unit class
C+ 2.3 requires an A- in another equal unit class

C   2.0 requires an A in another equal unit class
C- 1.7 not acceptable
D+ 1.3 not acceptable
D 1.0 not acceptable
D-   .7 not acceptable
F   0 not acceptable

The instructor reserves the right to make changes to the syllabus/schedule as needed.

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Notre Dame de Namur University
Program Director: Stephanie Demaree
Email: sdemaree@ndnu.edu

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Course Evaluations/Teaching Effectiveness Surveys:

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions: To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous and are not available to faculty until after course grades are posted.

Course meeting schedule

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMSN TPEs	ESN TPEs
#1 August 30, 2023 **Kim and Judy**	Introduction/Syllabus Assignment Overview-Discuss Syllabus/Projects In class Sign up for Chapter Presentations ● "Putting Reading First" article (Vocabulary of Reading Terms for Primary Instruction) ● Cambourne/Dweck ● Becoming an effective literacy teacher ● Read Aloud & Literacy ● Interactive Read Aloud Model-The Empty Pot-Demi ● Ready For RICA (RFR) Ch. 1	Readings Due Fundamentals of Literacy Instruction and Assessment Chapter 1 (Okay to skim pgs 1-8) Read closely pgs. 9-18 Equipped for Reading Success - Chapter 1 **Ready for RICA** - Ch. 4 *California Dyslexia Guidelines* Download. Read Chapters 1 & 2	I - 1.1 1.3, 2.2		

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMSN TPEs	ESN TPEs
#2 September 6, 2023 Judy* Kim @6:00	● *Sign up for CDG chapter presentations The Science of Reading (SOR) & Evidence-Based Practices (1.5 hrs). 1. SOR Quizlets & Quiz 2. Defining the Science of Reading 3. Summaries of Research Studies 4. Models/Theories of Reading Instruction 5. Post-NRP Outcomes & Related Legislation 6. Young's Ladder of Reading *Interactive Read-Aloud" sample 2	**Readings Due**: ***Fundamentals*** Chapter 2 **Eq/uipped** Ch. 3, p. 19-21; 24-25 ==**How We Read A Graphic Literacy Cartoon.pdf**==, p. 9 - 12 **Structured & Typical Literacy Practices - Reading Rockets, pp 1-4** **Bring RFR and Fundamentals to class.** **Due: bring Read Aloud book with annotations and vocabulary list.**	P - 1.1, 1.3, 3.1 P - 1.3, 1.6,7	I - 1.4	I - 3.1 to 3.5

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMSN TPEs	ESN TPEs
#3 September 13,2023 *Kim** *Judy**	<u>Read Aloud Presentations</u> **Science of Reading, Part 2.** 1. Quizzes on SOR 2. Neurobiology of Reading 3. Getting to Word Recognition 4. Partner Discussion of How You Learned to Read 5. Introductory Brain Map of the Reading Brain 6. Importance of Early Identification 7. Dyslexia	**Assignment 1 Due- Read-Alouds - 10 PTs** **Readings Due:** ***Equipped*** Chapter 4 **Fundamentals** Chapter 6 ***CA Dyslexia Guidelines***, *Ch. 4* **Structured & Typical Literacy,... pp 5 -8**	7 P - 1.6 I - 1.4 P - 1.3 I - 1.3	I - 1.1 I - 5.1 I - 1.3	I - 1.5 I - 1.8

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMSN TPEs	ESN TPEs
#4 September 20, 2023 *Judy*	**SOR, Part 3. Structured Literacy, Phonemic Awareness** 1. Referral and Aspects of Assessment, MTSS 2. Structured Literacy 3. Phonological Processing including Phonemic Awareness. 4. Quizlet 1 5. Sound production 6. CDG Ch. 3 Presentation **7. Presentation CDG Ch. 3** Flashcards -Prep For Quizlet 2 on .Phonemic Awareness	**Readings Due:** *Fundamentals* **Chapter 7** *Equipped* **Chapter 5 & 6** *RFR* **- Ch 3, pp. 24 and 25, 28 - 30** **Bring to class today:** **Zarrillo RFR Kilpatrick's Equipped (2016)** **PhonemicAwarenessActivities.pdf (TaskCards)** **Assignment Due: Review Ch. 4 in CDG** **Quizlet #1 today** **Chapter Presentation Due:** California Dyslexia Guidelines Chapter 3	7 I - 1.2 A - 3.1	P - 1.2	P - 1.7

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMSN TPEs	ESN TPEs
#5 September 27, 2023 *Judy*	**SOR, EBP, SL, Part 4** 1. Six Layers of PA 2. PA Practice 3. Quizlet 2 4. Orthographic Mapping 5. When a Reader is Stuck 6. Practice Quizlet #2 7. **Chapter Presentation Due:** California Dyslexia Guidelines, Chapter 5 Preparing for the Quiz on November 29th	**Readings Due:** **Equipped** **Chapters 10 & 11** *RFR* **Chapter 5** *Summary of the Relationship between Phonemic Awareness and Orthographic Mapping* **Assignment Due: Read ReallyGreatReading.Phonemic Awareness AND ANSWER Six (6) questions (Phonemic Aware- ness Chart: 6 Layers) - 5 pts** ****Bring Equipped and Fundamentals texts with you Today.** **Quizlet #2 today** **Chapter Presentation Due:** California Dyslexia Guidelines Chapter 5	**7** P - 3.2, I - 3.8 I - 3.2, 3.3, 3.4 I - 4.2, 4.3, 4.4 P - 1.5 P - 3.2	I - 3.1 4.4	I - 3.4 4.5

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMSN TPEs	ESN TPEs
#6 October 4, 2023 **Judy**	Quizlet #3 is Embedded **SOR, Part 5.** 1. Practice with Exception Words 2. Tips,Tricks and Strategies: **Videos** 3. Orton-Gillingham videos 4. Review of New Legislation etc. 5. Ever-Changing Science. Science.Two Examples. 6. Phonics Summary 1	**Reading Due:** **RFR Chapter 6 & 7** **Fundamentals, Chapter 8** **Structured & Typical Litera- cy,...** **pp 9 to end** *A Movement Rises to Change the Teaching of Reading* *"10 Reasons Three Cueing is Ineffective"*	P&A 1.4, 1.8, 7	P 5.1 7	
#7 **Oct. 11, 2023** **Judy**	Phonics 2 Summary Orthographic Mapping Assessment: The PAST	**Readings Due:** **Fundamentals of Literacy** **Chapter 3 & 9** **RFR Ch. 2 & 15** *"At A Loss for Words"* **Chapter Presentation Due:** California Dyslexia Guidelines Chapter 8	P 1.4, 3.2, 3.3, 4.3, 4.4 5.1, 5.2,5 .8 7	P 3.2, 3.3 4.3, 4.4 5.1 5.2	P 3.3, 4.5, 5.3

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMSN TPEs	ESN TPEs
#8 October 18th, 2023 Kim	Assessments **DIBELS & running records**	**Chapter Presentation Due:** California Dyslexia Guidelines Chapter 9	P: U1, 4, 6, 7	P M5	P E2
#9 October 25, 2023 Kim	Ready for RICA - Focus on Multlingual Learners Fluency	**Readings Due:** **Fundamentals Chapter 10 & 11,17** **RFR - 8 and 9** **Chapter Presentation Due:** California Dyslexia Guidelines Chapter 10	P 1.4, 1.8 2.5 3.2 7	P 2.1	P 2.1
#10 November 1, 2023 **Kim**	Guided Reading Shared Reading (Go over assignment) Shared Reading Assignment 2023	*RFR 10* **Chapter Presentation Due:** California Dyslexia Guidelines *Chapter 11*	P 1.4, 1.8 2.5, 3.2 7	I 2.1	I 2.1
#11 November 8, 2023 **Kim**	Word Study techniques Comprehension Vocabulary	**Readings Due: Fundamentals of Literacy** **Chapters 12, 13** *RFR Ch 11 & 12*	P 1.4,1.8 7	P 5.1, 5.6	

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMSN TPEs	ESN TPEs
		Chapter Presentation Due: California Dyslexia Guidelines ***Chapter 6***			
#12 November 15, 2023 Kim/ Judy*	*Dyslexia Guidelines: Chapter 7 in class reading *Small Group work/ Case Study Prep **Reading Case Study** *Shared Reading Presentations" *Cont. Comprehension: Slides*	**Assignment Due:** **Present Shared Reading assignment 10pts** *RFR- 13, 14*	P 1.4, 1.5, 1.6, 1.8. 3.2, 5.7 7	P 1.3, 5.4, 5.5	
#13 **November 22, 2023** ***Kim***	Asynchronous Session Spelling Stages **Complete Science of Reading Pre-Test: Submit**	**Review Chs. Ready for RICA** Fundamentals Chapter 16 *RFR Read Ch. 17* *Science of Reading Assignment Due Mon. Nov. 27, electronically*	I 1.2, 2.5, 3.2 7	I 3.2	I 3.2

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMSN TPEs	ESN TPEs
	to: jbuttrill@mindspring.com				
# 14 November 29, Kim *Judy (1 hr)*	*Writing Workshop* *Writing Lesson* **Writing Lesson Video** Read Chapter 14 Dyslexia guidelines in class *Science of Reading Quiz – Review & Test*	*Due:* **Reading Case Study** *-20pts* **RFR Read over the Appendix.** *Science of Reading Quiz*	P 1.3, 2.2, 2.5, 3.2, 5.1, 5.2, 6.4 7	P 2.1, 3.2, 5.1	
# 15 December 6 Kim	Writing Process- *Writing Workshop Video Sharing* *RICA* Literate environment/ Reflection Potluck	**DUE: Writing Lesson Video** **-8pts** **Due: L. Environment Analysis preparation paper (done in class)**	P 2.2, 2.3, 2.5, 3.2, 4.6 7	P 2.1, 2.2, 3.2	

NOTE: The instructor reserves the right to make changes in the syllabus. The actual dates on which these sessions occur may be changed during the semester but not without advance notification.

NDNU School of Education, MSCRED & SPED
EDU 4336: ELEMENTARY MATHEMATICS
Fall 2023 (2 units)

Instructor Contact Information:	Kelly Vaughn, Ph.D. Email: kvaughn@ndnu.edu or k.vaughn.ndnu.sep@gmail.com
Course Schedule:	Mondays 7:30 – 9:00 p.m August 28, 2023 – November 13, 2023 Online. We "meet" at the InSpace link located in your ***Canvas account*** (If you want to access InSpace externally out of Canvas, please contact me)
Office Hours:	Please email instructor for an appointment

Catalog Course Description. Emphasizes content and method of teaching elementary math concepts. This course includes all eight strands of the state mathematics framework. Students learn hands-on methods designed for prospective teachers.

Course Overview. A summary course in fundamental mathematical concepts designed for teachers of multiple subjects with emphasis on content standards and methods of teaching elementary mathematics using education technology and hybrid manipulative materials, as well as self and authentic math assessments that incorporate real-life or relevant problem-solving experiences. The course includes theories and instructional practices for developing mathematical reasoning for all learners with a focus on problem solving strategies that can be modified to address the diversity within the classroom. Students will implement a variety of math instructional strategies and techniques as required by California Commission on Teacher Credentialing (CTC) guidelines to address teaching diverse school populations with differences in learning styles, primary languages, socio-economic status, cultural groups, and ethnic groups. Direct instruction, questioning techniques, small group discussions, and higher order thinking skills are included in this course. Students will practice *reflection* as an integral part of professional growth as math educators. Please note that this course is typically taken in tandem with the EDU 4119 Assessment course, and as such will complement components with that course with focus on the California Teaching Performance Assessment (CalTPA Cycle 2).

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Pedagogical approaches include the following (examples shown in parentheses):
❑ Presentations (lectures assisted by Google Slides, inSpace sharing, or other visuals)
❑ Discussions (students actively engaged in discussing course content)

❏ Cooperative learning (small team structure emphasizing learning from and with others)
❏ Facilitation of CalTPA Cycle 2 Portfolio

The seminar format of EDUC 4336 requires the active and respectful participation of all students. As an experiential course, it is structured around discussion and small team activities. Therefore, it is critical that all students keep up with the readings and actively participate in class. Students should be prepared to discuss the content readings in relation to teaching culturally and linguistically diverse students, as well as to ask questions for clarification, exploration, or discussion.

Learning Outcomes:

Teacher Candidates will be able to:	Universal TPEs	MMSN TPEs	ESN TPEs
Develop teaching strategies and practices for teaching mathematics that fosters the creation of a growth-mindset interactive classroom of student learners focused on topics within the framework of the Common Core State Standards.	P: 1.3, 1.5, 2.1, 2.2, 3.3, 3.8 P/A: 1.1, 1.4, 3.1, 3.5, 4.4,	P: 1.5, 1.6, 2.1, 2.5 P/A: 1.4, 1.7, 3.1, 4.1	P: 1.10, 1.11, 2.8, 2.12 P/A: 1.4, 1.9, 3.3, 4.3
Explore how developmental stages, different learning styles, first languages, diagnoses, and varied abilities/backgrounds of learners affect the formation and development of a learner's mathematical understanding, both procedural and conceptual.	P: 1.1, 1.6 P/A: 3.2, 3.6, 4.4, 5.8	P: 1.2, 1.3, 1.7 P/A: 3.2, 4.1	P: 1.4, 1.7, 1.8, 3.1 P/A: 3.4, 4.3
Develop the ability to interpret and analyze the results from student assessments as a means to help evaluate instructional effectiveness as well as to guide and plan appropriate future learning experiences aimed at nurturing learners' success and positive attitude toward mathematics.	P: 1.8 P/A: 4.4, 5.1, 5.2, 5.3, 6.1	P/A: 4.1, 5.1, 5.6	P/A: 4.3, 5.2, 5.7
Identify and discuss the teacher's role in providing different models of instruction in a variety of settings and using a variety of resources (e.g. problem solving, Internet, gaming, literature, grade-level teams, colleagues).	P: 3.7, 6.5 P/A: 4.4, 4.7, 4.8	P/A: 4.1	P/A: 4.3

NDNU Hallmarks. As one of the learning communities of Notre Dame de Namur, NDNU adheres to seven hallmarks that describe the essential characteristics, values, and activities of all its learning communities. The overarching theme for this semester's course connects

to the following hallmark: We develop holistic learning communities which educate for life (Hallmark Seven). For more information on the Notre Dame de Namur hallmarks, see https://www.ndnu.edu/about-ndnu/. Please also note "We acknowledge that Notre Dame de Namur University sits on the unceded ancestral homeland of the Ramaytush Ohlone who are the original peoples of the San Francisco Peninsula. We recognize that we benefit from living and working on their traditional homeland, and we affirm their sovereign rights as first peoples."

Readings and Coursework. There are two required readings:
1. Mathematical Mindsets: Unleashing Students' Potential through Creative Mathematics, Inspiring Messages and Innovative Teaching, 2nd Edition (2022). Author Jo Boaler. Best to buy the e-book ($15.00) at this site: https://www.wiley.com/en-us/Mathematical+Mindsets%3A+Unleashing+Students%27+Potential+through+Creative+Mathematics%2C+Inspiring+Messages+and+Innovative+Teaching%2C+2nd+Edition-p-9781119823070
2. Other required readings as listed in this syllabus. Look for the appropriate links in the "Course Meeting Schedule" as well in your Canvas Assignments.

Course Evaluation. Grades for this course are as follows:

A+	100% and above	A	93 - 99%	A-	90 - 92%
B+	88 - 89%	B	83 - 87%	B-	80 - 82%

A grade of B- or better is required for this course according to the course catalog and handbook. Thus any grade 79% and below in this course is considered a failing grade. Evaluation is given to the following major requirements:
1. _Class Attendance, Participation, & Exit Ticket_: **30% of the course grade.**
2. _Homework Assignments_: **20% of the course grade.**
3. _Math Assessments Descriptions_: **30% of the course grade**
4. _Presentation on "What-if Scenario: Reteach or Extend the Math Lesson?"_: **20% of the course grade.**

All work is due on the dates listed in the "Course Meeting Schedule" section of this syllabi for the opportunity to earn full credit. All work must be submitted electronically on the assigned sections of _Canvas_ (email attachments are accepted if having technical issues with Canvas). When citing sources, please use APA format and provide a reference list when appropriate. Please proofread all the work. Do not rely only on spell check programs. **The last day for any work to be considered for late/partial credit is November 30, 2023.**

Course requirements.

Notre Dame de Namur University
Program Director: Stephanie Demaree
Email: sdemaree@ndnu.edu

1. *Class Attendance, Participation, & Exit Ticket*: Students are expected to attend **ALL** class sessions. Students who miss more than one class session can expect a lowered course grade in the following manner: A to A-; A- to B+, etc. A student's attendance at school functions where the student is either a student teacher or an intern may be excused as long as the student provides documented evidence to the instructor (please note that by doing so, the student may receive credit for attendance but not for any in-class activities that day). Students are also expected to participate actively in every session, by critically analyzing, asking questions, making observations about the readings, and submitting online assignments in a timely manner. A student may be excused from attending one class session but only with documented evidence to the instructor.

2. *Homework Assignments:* In addition to the weekly exit ticket, there are 5 homework assignments. See the "Course Meeting Schedule" section of this syllabus for more details; also look into your Canvas Assignments. Each homework assignment is due before the next class meeting by uploading onto Canvas.

3. *Math Assessments Descriptions*: There are two parts to this assignment
   a. The first part is to provide a draft version of your responses to the following document: EDU 4336 Math Assessment Descriptions. You will be assigned a partner and class time in which you will exchange each other's drafts, listen to your partner's draft work, and provide both oral and written feedback when asked to do so.
   b. The second part is to revise your draft after your partner's feedback and submit the final version by the deadline assigned by the instructor.

4. *Presentation on "What-if Scenario: Reteach or Extend the Math Lesson?"*: On the deadline your "Math Assessment Descriptions" final assignment is turned in, you will randomly pick a what-if scenario corresponding to your proposed formal assessment: Most students did not meet expectations, Most students did meet or exceed expectations, 25% of your class still did not meet expectations, few students still did not meet expectations are they all have IEP and/or 504 plan, few students did not meet expectations and they are all designated ELs. This assignment also comprises of two parts:
   a. The first part is to submit the written final version of your responses to the following document: EDU 4336 Reteach or Extend the Math Lesson?
   b. The second part is to give an oral presentation based on your document answers.

Average Student Workload Expectations. This 2-unit graduate course entails a minimum of 120 hours of student engagement over the semester. This is composed of 30 hours of in-class time, and 90 hours of reading, researching, writing, and other class preparations.

CalTPA Connection. In order for our students to have the best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. CalTPA Cycle 2 (Multiple Subjects–Math) Steps 1 and 4 are integrated in this course.

SERVICES

Academic Success Center (ASC). The Academic Success Center (ASC) is your one-stop learning hub for in-person and online support services, including 1-to-1 writing consultations for all NDNU writing assignments as well as job materials, online workshops and group appointments, 24/7 on-demand online subject tutoring through TutorMe, research guidance, academic advising, and interactive resources designed in collaboration with faculty to help you save time and avoid stress. The ASC is here to help you achieve your academic and professional goals. Access Handshake, NDNU's official job and internship portal, through the ASC. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you'll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you - 80% of students with a complete Handshake profile get messaged by employers. All ASC services are included with your tuition and available even after you graduate! Access the ASC site in Canvas to see all the resources available, to schedule an appointment, or to contact us. Have a question? Just ASC!

Academic Advising and Success Coach. The Academic Advisor and Success Coach provides guidance as you put together a plan for completing your degree requirements, helps you register for classes, answers any other questions about academic policies and procedures. Check your NDNU students email regularly for drop-in hours, special events, and resources. While students are ultimately responsible for knowing their degree completion requirements, your Academic Advisor and Success Coach is a great resource and available to meet through multiple mediums (in-person, Zoom, Skype, FaceTime, Text messaging, IMessage, WeChat and telephone). Plan to connect with them at least once each term (or more) to get their assistance with selecting, changing, adding, or dropping classes. Your program may require you to check in with your advisor during the advanced registration period. To fulfill this requirement, please email your advisor, academicadvising@ndnu.edu, or call them (650-508-3542) to schedule an online appointment (https://calendly.com/ndnu)

Disability Resource Center (DRC). Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (i.e., scheduled surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for
any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

Library. Part of the Academic Success Center, the Gellert Library is here to support your research needs. Students can use the online catalog to find academic peer-reviewed journal articles, ebooks, print materials, and more. The library website offers guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-

one with a librarian via Zoom. To connect with a librarian please contact asc@ndnu.edu or schedule an appointment on the library homepage.

POLICIES

Academic Integrity. NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

Course Evaluation. Students are expected to complete and submit course evaluations, which will allow NDNU to improve the learning experience for students in each course and to maintain the quality of our academic programs. Note: Course evaluation survey results are anonymous (do not identify individual student respondents) and will not be available to the instructor until after they have posted their grades. **Teaching Effectiveness Surveys.** Surveys will be available online through the Campus Portal 2 weeks prior to the end of the semester and will close the Wednesday following the end of the term.. Your feedback regarding courses and faculty is especially important to NDNU, to your faculty, and to me as the instructor for this course. Your feedback helps us to review and improve their teaching, helps for department and programs review to improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty. ***Directions:*** To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you are enrolled. Your feedback is particularly important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous and are not available to faculty until after course grades are posted.

COVID-19. NDNU recommends employees and students working or learning on campus to be fully vaccinated [https://www.ndnu.edu/resources/covid-19-info/]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

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Program Director: Stephanie Demaree
Email: sdemaree@ndnu.edu

Email Communications. In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette. All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class. No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Course Meeting Schedule

NOTE: The instructor reserves the right to make changes in the syllabus. The actual dates on which these sessions occur may be changed during the semester but not without advance notification. Unless otherwise noted, class meetings will be online at the InSpace link located in your ***Canvas account.***

DATE	THEME, ACTIVITIES, and FOLLOW UP WORK	Universal TPEs	MMSN TPEs	ESN TPEs
8/28 (1)	**Activities:** Introductions and review of course syllabus. Overview on "Fixed vs. Growth Mindset."	P: 1.1, 1.3, 1.4, 1.5,	P: 1.4, 1.5, 1.6, 1.7,	P: 1.4, 1.9, 1.10, 1.11,

	Follow up after class: 1. Finish Exit ticket on Canvas by tomorrow. 2. Read: Boaler Ch. 1 & 4 3. **f(A)$_1$=Observe a veteran teacher grade teaching a math lesson + reflection (due before session 2)**	2.1, 2.2, 3.1, 3.3, 3.5, 3.8, 4.4	2.1, 2.5, 3.1, 4.1	2.8, 2.12, 3.3, 4.3
9/11 (2)	**Activities:** Academic Language and Vocabulary. Math ways to help English Learners and Students with documented learning needs (IEP/504 Plans) **Follow up after class:** 1. Finish Exit ticket on Canvas by tomorrow.. 2. Read: "What's the BIg Deal about Vocabulary?" 3. **f(A)$_2$=Write up an informal mini lesson plan that will allow your students to use Frayer Model or Four-Square Graphic Organizer (due before session 3).** Be prepared to share with the class at the next meeting.	P: 1.1, 1.6 P/A: 3.1	P: 1.2, 1.3, 1.7	P: 1.4, 1.7, 1.8, 3.1
9/18 (3)	**Activities:** Debrief our recently submitted homework assignments. Manipulatives, Games, and Technology for students and teachers. **Follow up after class:** 1. Finish Exit ticket on Canvas by tomorrow.. 2. Read: Boaler Ch. 9 3. **f(A)$_3$=Write up an informal mini lesson plan on doing a hands-on lesson using manipulatives, games or technology (due before session 4).** Be prepared to share with the class at the next meeting.	P: 3.7 P/A: 1.4, 3.6, 4.4, 4.8	P: 1.4 P/A: 4.1	P: 1.9, P/A: 4.3
9/25 (4)	**Activities:** Debrief our recently submitted homework assignments. Levels of Understanding, Counting Collections. Math Assessments-Evaluating Student Assessments for Patterns. **Follow up after class**: 1. Finish Exit ticket on Canvas by tomorrow.. 2. Read: Bloom's Taxonomy: Levels of Understanding.	P: 1.8	P: 4.1, 5.1, 5.6	P: 4.3, 5.2, 5.7
10/2 and	**NO CLASS MEETINGS FOR THESE TWO WEEKS.**	P: 3.7	P: 1.4	P: 1.9,

10/9 (5)	**Homework, all due by 10/15:** 1. Finish Exit ticket 2. **f(A)$_4$=Write up an informal mini lesson plan on doing a hands-on lesson using counting collections.** 3. Read: Boaler Ch. 8 4. Write a draft of your EDU 4336 Math Assessment Descriptions. For the 10/16 class meeting, be prepared to share what in-progress work you have so far.	P/A: 1.4, 3.6, 4.4, 4.8	P/A: 4.1	P/A: 4.3
10/16 (6)	**Activities: Be prepared to share a draft of the Math Assessment Description in our class meeting; we will do an in-class feedback activity.** **Follow up after class**: 1. Finish Exit ticket on Canvas by tomorrow.. 2. **Work on EDU 4336 Math Assessment Descriptions** (Final version due on Canvas before 10/23) 3. Read- Boaler Ch. 3	P/A: 1.1, 1.4, 3.1, 3.2, 3.5, 3.6, 4.4, 5.8	P/A: 1.7, 3.1, 3.2, 4.1	P/A: 1.4, 1.9, 3.3, 3.4, 4.3
10/23 (7)	**Activities:** Directions for the Final Presentation assignment: Reteach or Extend the Math Lesson? Problem Solving and Flexible Thinking. Teaching from a Common Core Standard. **Follow up after class**: 1. Finish Exit ticket on Canvas by tomorrow.. 2. Read Number Talks and Number Strings articles.	P: 3.7, 6.5	P: 4.1	P: 4.3
10/30 (8)	**Activities:** Number Talks/Number Strings. **Follow up after class**: 1. Finish Exit ticket on Canvas by tomorrow.. 2. **f(A)$_5$=Write up an informal mini lesson using a technique from either "Number Talks" or "Number Strings" (due before session 9).** Be prepared to share with the class at the next meeting. 3. Read: Boaler Ch. 5	P: 3.7 P/A: 1.4, 3.6, 4.4, 4.8	P: 1.4 P/A: 4.1	P: 1.9, P/A: 4.3
11/6	**Activities:** Debrief our recently submitted homework assignments. Teaching	P: 1.8, 4.4,	P/A: 4.1,	P/A: 4.3,

(9)	and Technology for the CAASPP. **Follow up after class**: 1. Finish Exit ticket on Canvas by tomorrow.. 2. Read: Boaler Ch. 7 3. Complete EDU 4336 Reteach or Extend the Math Lesson? (due session 10)	5.1, 5.2, 5.3, 6.1	5.1, 5.6	5.2, 5.7
11/13 (10)	**Activities: Oral Presentations on "Reteach or Extend the Math Lesson" due today!** **Follow up after class: Finish Exit ticket AND upload your completed EDU 4336 Reteach or Extend the Math Lesson? on Canvas by tomorrow.**	P/A: 4.4, 4.7, 4.8, 5.1, 5.2, 5.3, 6.1	P/A: 4.1, 5.1, 5.6	P/A: 4.3, 5.2, 5.7

Notre Dame de Namur University

School of Education

EDU 4337, Social Studies Methods, 1 Unit
Fall 2023, Mondays, 7-9:30 PM • October 23-December 4

Instructor
Kelly Delaney, Ed.D. St. Mary's Hall #105 **Office hours: by appointment**
kdelaney@ndnu.edu 650.508.3702

Overview
In this hands-on course, student teachers will support each other to develop expertise in planning, implementing, and assessing social studies curricula. They will experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a highly diverse, multilingual, and multicultural population.

In this course, the instructor believes that social studies is not just a state mandated, fact-heavy subject; it is the place where children learn how to be good people. To teach it well, professional educators must understand not only the content of the discipline, but specific thinking skills and academic language. To share these topics and skills effectively, teachers must also understand the developmental levels, interests, and abilities of the students they teach. In balancing each of these important elements of instruction, teachers influence the learning of students on a daily basis. Through careful planning, a good educator can meet student needs by presenting social studies content in the context of a stimulating, culturally responsive learning environment. This course, therefore, will ask student teachers to examine their own beliefs about social studies. They will then explore up-to-date pedagogical strategies in the discipline to guide students to move **beyond rote memorization** and instead to question, investigate, inquire, observe, measure, synthesize, and evaluate—all in a collaborative setting that encourages wonder and a desire to keep learning. This course aims to prepare truly effective social studies teachers who can bring history alive and connect people, movements and events from the past and around the world, to the lives of children in contemporary California classrooms.

Course Goals
This course is designed to give student teachers the opportunity to develop, refine, and demonstrate their social studies teaching knowledge, skills, and abilities during their student teaching placement. Students will learn how to plan for instruction when teaching students from diverse backgrounds. They will develop and present effective social studies lessons, using a variety of instructional strategies to monitor, adjust, and assess instruction to enhance learning for all students.

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Learning Outcomes

Learning goals for students in this class are:

Learning Outcomes	Universal TPEs	MM TPEs
Using California State Standards and frameworks to set goals for instruction in Social Science	**I, P, A** 1.5, 3.3, 3.5, 4.3, 4.4, 5.1	**I, P, A** 2.8
Understanding student learning assets and needs and planning for diverse learners	**I, P, A** 3.1, 3.5, 3.6, 4.3, 4.4, 4.8, 5.1	**I, P, A** 2.1, 2.8, 3.1, 5.6
Planning effective lessons and units in social science	**I, P, A** 1.5, 3.6, 4.8	**I, P, A** 2.8, 3.1
Monitoring, adjusting and assessing instruction	**I, P, A** 3.3, 3.5, 3.6, 4.4, 5.1	**I, P, A** 5.1, 5.2
Implement subject specific pedagogical skills	**I, P, A** 1.5	
Reflecting on and adjusting their own practice based on analysis of own learning	**I, P** 6.1	

Credit Hours:

This 1-unit course, delivered over a 5 week semester, will approximate 60 credit hours.

Course Number	Hours in Class	Reading	Written Assignments	Course Units
EDU 4337	15	20	25	**1**

Required texts

All required reading will be in the form of articles posted on Google Classroom. No textbook is required.

Communication

Instructors will send regular messages to students in this course through **NDNU student email accounts** and Google Classroom. Students must regularly check these accounts for important information about class meetings and assignments. Issues with NDNU email accounts should be directed to OIT at 508-3555 or helpdesk2@ndnu.edu .

Attendance*

This class is packed with information. Since each class is scheduled for three instructional hours, even one absence creates a big gap. For this reason, the following attendance rules apply:

> **Students are expected to attend and participate in every one of the five mandatory class sessions**. Leaving class 30 minutes or more early or arriving 30 minutes or more late is equal to half a class absence. **Please note**: a student who misses 20% or more of the course content (e.g., two class sessions) will not receive a passing grade in this course.

> **If any absence occurs, it is the student's responsibility to communicate to the instructors** about completing a make-up assignment. If you know you are going to miss a class, prior communication is mandatory by phone or email.

> **In the event of a documented illness or other excused absence (e.g. bereavement) on behalf of the student**, the instructors may provide a make-up assignment based on the readings, depending upon how much class time is missed. Additionally, an incomplete may be assigned.

Developing as a professional educator

Collegial participation is a requirement of this course. The *California Standards for the Teaching Profession (CSTPs) and Teaching Performance Expectations (TPEs)* requires teachers to collaborate effectively with colleagues, families, and community members. We will maintain this standard in this course by listening respectfully to each other, helping each other develop as teachers, and encouraging each other to improve. Use of electronic devices should be limited to professional use related to class discussions and materials in keeping with these standards.

Academic Honesty

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources **(e.g. for lesson plans cite the source)** and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content if such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.

NDNU Mission Statement:

"Founded upon the values of the Sisters of Notre Dame de Namur and rooted in the Catholic tradition, Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply values and ethics in his or her personal, professional, and public life." We will apply the NDNU Mission in this course through community engagement with the students at our school sites and reflect on the experience personally in terms of social justice, equity, values, ethics, and best practices in teaching.

NDNU Hallmarks:

Hallmarks are the essential **characteristics, values** and **activities** of a Notre Dame learning community. The hallmarks below will be addressed in this course:

- ***We honor the dignity and sacredness of each person.*** Through developing working relationships with the students we serve, we will honor each student's personhood as we support them in the learning process.
- ***We educate for and act on behalf of justice and peace in the world.*** Through teaching student's science and social studies, we are ensuring that every student has equity and access to a supportive educational experience.
- ***We commit ourselves to community service.*** By engaging with students in our local community through educational engagement, we are committed to community service.
- ***We embrace the gift of diversity.*** We embrace the opportunity to teach students from pluralistic backgrounds in a diverse schools and neighborhood communities.
- ***We create community among those with whom we work and with those we serve.*** We work collaboratively with pre-service teaching colleagues, master teachers, professors and students by creating a caring learning community.
- ***We develop holistic learning communities which educate for life.*** Teaching students science and social studies in a community setting builds their content knowledge as well as our professional teaching relationships.

Academic Success Center (ASC)
The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand subject-specific tutoring through TurorMe. Additionally, the ASC Canvas site

offers resources to help you save time and avoid stress. Access the ASC Canvas site to see all of the resources available, to contact us or to schedule an appointment. Have a question? *Just ASC!*

Disability Resource Center

If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical) be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as soon as possible. Accommodations are not provided retroactively. Please contact the Disability Resource Center by email at DRC@ndnu.edu or by phone at 650-508-3670.

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library homepage.

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact your instructor(s) immediately and do not attend in-person classes until testing negative.

Course Evaluations/Teaching Effectiveness Surveys:

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal.   Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve our teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions:

To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "**You have an active survey**" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

REQUIRED COURSE ASSIGNMENTS

1. **Social Science Lesson Plan**   (160 pts)
   (U 1.1, 1.6, 3.1, 3.2, 3.3, 3.5, 4.4, 5.1, 5.2, 5.8, 6.1 IPA)
   (M 1.2, 3.1, 5.1 IPA) (E 3.1, 3.3, 3.4, 5.2 IPA) (U 1.3, 2.1, 2.2, 2.3, 3.6, 4.3 IP)
   (M1.4, 2.1 IP) (E 1.7, 1.9, 2.5 IP) (U1.4, 1.5, 2.4, 3.7, 4.6, 4.7 I)
   (M 1.7, 2.4, 2.8, 2.10 I) (E 1.4 I)
   - Design and teach an Social Science Lesson
   - Include all relevant documents including handouts, assessments, rubrics, etc.
   - Use ALL elements in the NDNU lesson plan template and the rubric that will be posted on the Moodle and provided in class.
   - Final copies are due at the last class meeting on Moodle at midnight.
   - **Due Date: December 4th**

Social Studies Lesson Plan Rubric

Subject: _____   **Grade Level:** _____ **Central Focus:** _____

	1	5	10
Connection to Content Standards (Only 1, words—not just numbers):	1	5	10
Content Goal/Objective for the Lesson: (Only 1 sentence, tied to activities/assessments):	1	5	10
Connection to ELD Standards (Only 1, words—not just numbers):	1	5	10

Notre Dame de Namur University
Program Director: Stephanie Demaree
Email: sdemaree@ndnu.edu

Language Goal/Objective for the Lesson: 1   5   10
(Only 1 sentence, tied to activities/assessments):

Checking for Understanding and Assessments: 1   10   20
(diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

Higher Order Thinking (HOTs)   1   5   10
(How are students doing higher level thinking during this lesson? Use specific words from Bloom's Taxonomy like *analyze, create, synthesize, evaluate, infer,* etc.)

Student Assets   1   5   10
(What assets do students bring with them to the classroom? What student knowledge, skills, backgrounds and interests can you connect to the lesson to spark student engagement?)

Lesson Delivery: 1   15   30
Include (as in lesson plan template) time estimates for each activity, "teacher will" and "student will" for each section below including intro, instruction, and closure. (If you use the template this chart is built in.)

Introduction/Set/Hook:
(connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

Instruction:
(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc)

Closure: (Reflection, ensure comprehension, review, link new learning, etc.)

Language Demands   1   10   20

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

1) *What vocabulary will students be using?*

2) *Content Specific instructional strategies to support language development and* **WHY** *these strategies are likely to support language development. (Be sure to include both "teacher will" and "student will" as in lesson plan template. If you use the template this chart is built in.)*
>> *Reading—*

>> *Writing—*

>> *Speaking—*

>> *Listening—*

Instructional Strategies to support students
>> **a) Scaffolding:** *for all students/learning modalities*   1   5   10
>> (lots of strategies to support everyone)
>> **b) Differentiations:** *for EL/GATE/early finishers*   1   5   10
>> (specific things different for only some students)
>> **c) Adaptations:** *for students w IEPs/504s*   1   5   10
>> (specific things for only some students)

2. Collaborative Resource List (50 points)
(U 1.6, 2.4, 4.6, 5.2, 5.8, 6.1, 6.3, 6.4 IP) (M 2.4, 2.8 IP) (E 2.4, 3.1, 5.2, 6.2 IP)
- The class will create a resource list on Google Classroom that will include books, videos, websites, apps, conferences, organizations and other social studies resources.
- Each student will be responsible for 5 posts that include relevant information about how to find the resource including title, author, organization, ISBN, links, etc.

- Each post should also include a short blurb describing the resource including an estimate about age/grade level range that might find it useful. Anything useable for K-12 is fine but it should be ***Social Studies related***—not just resources generally for teachers.
- I will post the assignment on Google Classroom after the first class meeting that will include several examples. Students may post at any point after that but all 5 posts must be uploaded prior to our class meeting on November 27 for credit. Grade will be based on completion and following above guidelines. (50/0)
- **Due Date: November 27th**

3. Class Participation (120 points)

Developing as a professional educator is an integral part of the TPEs, therefore collegial participation is a requirement of this course. Social Studies as a discipline also requires a collaborative learning environment so the following will be included in your participation grade:

- Participating constructively and actively in class discussions and activities both in person, asynchronously, and online. Be professional, thoughtful and conscious of the feelings of others but still honest in person, during threaded discussions and zoom meetings. This is a skill you must develop to communicate with students, so practice on your fellow classmates. We expect our students to do these things, so we must be capable of modeling this behavior for them. Be nice but be honest. Be respectful of your classmates and your instructor both in how you comport yourself and how you participate. Be mindful of whether you are dominating the discussion or remaining silent and push yourself to participate more equitably.

- Practice lesson plans created in pairs or groups in class should be detailed, thoughtful and appropriate. They should include all parts of the NDNU lesson plan template unless otherwise noted by the instructor. Since students are already writing lesson plans in their placements, particular attention will be placed on connecting to standards, strong objectives, multiple assessments, and layers of support. All lessons should be engaging and use an equity lens.

- Reflections on the readings should not be a summary or a critique of the readings, but rather a commentary on how the readings connect to your teaching practice and your knowledge of your students. How do the readings impact your thoughts about teaching social studies? What might you do differently based on what you have read? What might it look like to put some of the suggestions in the readings into practice?

- Meeting deadlines for assignments. Late assignments will be penalized with a letter grade/day deduction (e.g. and A becomes a B and so on).

Grading

Final grades are calculated using total points earned out of total points possible.

Passing		Grades B- and higher		
A+	100%	A	95 - 99.99%	A-	94 - 90%
B+	89 - 87%	B	87 – 84%		
Not Passing		Any grade below B		B-	83 - 80%
C+	79 - 77%	C	76 - 73%	C-	72 – 70%
D+	69 – 67%	D	66 – 63%	D-	62 – 60%
F	59% and below				

COURSE SCHEDULE

Class #1: Everything is Social Studies   October 23, 2023   @NDNU
(U 1.1, 1.6, 2.1, 2.2, 2.3, 3.2, 6.2 IP)
(M 1.7, 2.4, 2.10, 3.2 IP)
(E 1.4, 1.7, 1.9, 2.4 IP)

- Identity Development
- Community Building
- Good SS teaching exploration
- Theme lesson planning

Class #2: Critical Thinking & Controversy   October 30, 2023   Asynchronous
(U1.6, 2.4, 3.3, 4.3, 4.4, 4.6, 5.2, 5.8, 6.1, 6.3, 6.4, IP)
(M2.4, 2.8 IP)
(E2.4, 3.1, 5.2, 6.2 IP)

- Read articles on Google Classroom
- Write reflection on articles and upload to Google Classroom

Class #3: Equity, Diversity & Engagement   November 6, 2023   @NDNU
(U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP)
(M 1.2, 1.4, 2.4, 2.1, 2.10, 5.1 IP)

(E1.4, 1.7, 2.5, 3.1, 3.3, 5.2, 6.4 IP)
• Constructive Conversations Video & Discussion • Second Set Partners Video & Discussion • Cross-Curricular lesson planning • Project Based Learning group lesson
Class #4: Planning & Assessment   **November 13, 2023**   **Asynchronous** (U1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IP) (M2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP) (E1.4, 1.7, 1.9, 2.4, 2.5, 3.2, 3.3, 3.4, 5.2 IP)
• Read lesson planning PPT on Google Classroom • Review final lesson plan rubric on syllabus on Google Classroom • Review exemplars of strong Social Studies lesson plans posted on Google Classroom • Begin work on final lesson plan • Work on Social Studies Resource list due next class
Class #5: Historical Processes   **November 27, 2023**   **ZOOM**
• Citizenship and Critical Thinking • Resource List Sharing • Lesson Planning Support & Questions
Final Lesson Plan Due   **December 4, 2023**   **NO MTG** **Submit on Google Classroom tonight!**
Class Over—Enjoy your break!

**All elements of this syllabus and class content are subject to change at the discretion of the instructor.

EDU 4338/Curriculum: Science

Stephanie Demaree, Ed.D. St. Mary's Hall, #205
Office hours: By appointment, and before or after class
(650) 508-3738
sdemaree@ndnu.edu

Semester: Fall 2023, Section -01
Format: F2F in SM 203, Asynchronous, and Synchronous on zoom (https://zoom.us/j/99304333040)
Day/Time: Mondays, 7:15-9:45 PM, August 28-October 2
Note: Science Materials Storage Room, SM 205 (use sign-out sheet to check out non- consumable materials [e.g., hand lenses, thermometers, etc.] and take consumable materials [e.g., construction paper, dry beans, etc.] for your science investigations!)

Overview:

In this hands-on course, student teachers will support each other to develop expertise in planning, implementing, and assessing science curricula. Student teachers will experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a highly diverse, multilingual, and multicultural population.

In this course, the professor believes that science is not just a state-mandated, fact- heavy subject; it is a field of exciting investigation for children. To teach them well, professional educators must understand not only the content of the discipline, but specific thinking skills and academic language used in the content area. To share these topics and skills effectively, teachers must also understand the developmental levels, interests, and abilities of the students they teach. In balancing each of these

important elements of instruction, teachers influence the learning of students daily. Through careful planning, a good educator can meet student needs by presenting science content in the context of a stimulating, culturally supportive learning environment. This course, therefore, will ask student teachers to examine their own beliefs about science. They will then explore up-to-date pedagogical strategies in the discipline to guide students to move beyond rote memorization and instead to question, investigate, inquire, observe, measure, synthesize, and evaluate—all in a collaborative setting that encourages wonder and a desire to keep learning. This course aims to prepare truly effective science teachers who can bring their classrooms alive.

Course Goals:

This course is designed to give student teachers the opportunity to develop, refine, and demonstrate their science teaching knowledge, skills, and abilities during their student teaching placement. Students will learn how to plan for instruction when teaching students from diverse backgrounds. They will develop and present effective science lessons, using a variety of instructional strategies to monitor, adjust, and assess instruction to enhance learning for all students.

Learning Outcomes	Universal TPEs	MMSN TPEs
Use California State Frameworks and school district guidelines to establish grade-level appropriate goals and standards for instruction in science	I,P&A:1.5, 3.3,3.5,4.3, 4.4, 5.1	I, P &A 2.8
Use multiple methods to learn about students prior to planning for instruction, drawing on a variety of information sources	I&P: 4.8 I,P&A:3.1, 3.3, 3.5, 3.6 4.3,4.4, 5.1	I, P &A:2.1, 2.8, 3.1, 5.6
Plan and develop effective instructional units and lesson plans	I&P: 4.8 I, P&A: 1.5,	I, P &A:2.8, 3.1
Make adaptations for diverse learners, including special education, special needs, ELD, and GATE students	I&P: 4.8 I,P&A:3.5 3.6, 4.4	I, P&A: 3.1, 5.6
Implement subject-specific pedagogical skills	I, P&A: 1.5, 3.3 I,4.3, 4.4	
Monitor, adjust, and assess instruction to enhance learning for all students	I, P&A: 3.3, 3.3, 3.6, 4.4, 5.1	I, P&A: 5.6
Reflect on their own science teaching and revise teaching practices considering analysis of their own learning	I&P: 6.1	I&P: 6.1

Credit Hours:

To meet the CLOs identified for this course, the expectations are that this 1-unit course, delivered over a 5-week semester, will approximate 45-60 hours of engagement. **Hours of engagement will occur in synchronous (live via Zoom during the course meeting time), face to face on campus, and asynchronous (independent work during course meeting time) formats.**

CalTPA Connection:

The Embedded Signature Assignment (ESA) for this course is the Identified Instructional Strategies section of science inquiry lesson plan which connects to Cycle 1, Step 1, GTKYS.

Required text:

<u>Teaching Science through Inquiry-Based Instruction</u>, Bass, Contant, Carin and Tweed, Thirteenth Edition, ISBN 9780134515472

Communication:

The instructor will send regular messages to student teachers in this course through NDNU student email accounts as well as post messages, announcements, and assignments on the course Google Classroom (GC) page. Candidates must regularly check their student email accounts and GC for important information about class meetings and assignments. Issues with NDNU email accounts should be directed to OIT at 508-3555 or helpdesk2@ndnu.edu.

Attendance:

This course is packed with information. Since each class session is worth 20% of the total instructional time, even one absence creates a significant gap in instruction and learning. For this reason, the following attendance rules apply:

Student teachers are expected to attend every one of the five mandatory class sessions. Signing off from or leaving the class 30 minutes or earlier or logging on to or arriving to class 30 minutes or more late is equal to half a class absence. **Please note**: a student teacher who misses 20% or more of the course content, *equivalent to one class session,* will not receive a passing grade in this course.

The ONLY exception: excused absence. If an excused absence occurs, it is the student teacher's responsibility to communicate to the professor about completing a significant make-up assignment and providing documentation. **In accordance with the NDNU catalog, a documented absence includes medical emergency with a doctor's note or other excused absence (e.g., bereavement).**

Developing as a professional educator:

Collegial participation is a requirement of this course. The *California Standards for the Teaching Profession (CSTPs) and Teaching Performance Expectations (TPEs)* require teachers to collaborate effectively with colleagues, families, and

community members. We will maintain this standard in this course by listening respectfully to each other, helping each other develop as teachers, and encouraging each other to improve.

Academic Honesty:

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources (e.g., for lesson plans cite the source such as FOSS or Scott Foresman) and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.
Consult the NDNU Catalog regarding the consequences of misrepresenting your work.

NDNU Mission Statement:

Founded upon the values of the Sisters of Notre Dame de Namur and rooted in the Catholic tradition, Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply values and ethics in his or her personal, professional, and public life." We will apply the NDNU Mission in this course through teaching meaningful science to the students at our school sites and reflect on the experience personally in terms of social justice, equity, values, ethics, and best practices in teaching.

NDNU Hallmarks:

Hallmarks are the essential **characteristics, values,** and **activities** of a Notre Dame learning community. Hallmarks two through seven will be addressed in this course:

- ***We honor the dignity and sacredness of each person.*** Through developing working relationships with the students we serve, we will honor each student's personhood as we support them in the learning process.
- ***We educate for and act on behalf of justice and peace in the world.*** Through teaching student's science, we are ensuring that every student has equity and access to a supportive educational experience.
- ***We commit ourselves to community service.*** By engaging with students in our local community through educational engagement, we are committed to community service.
- ***We embrace the gift of diversity.*** We embrace the opportunity to teach students from pluralistic backgrounds in diverse schools and neighborhood communities.

- ***We create community among those with whom we work and with those we serve.*** We work collaboratively with pre-service teaching colleagues, master teachers, professors, and students by creating a caring learning community.
- ***We develop holistic learning communities which educate for life.*** Teaching students science in a community setting builds their content knowledge as well as our professional teaching relationships.

Academic Success Center:

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the **ASC site in Canvas** to see all the resources available, to contact us, or to schedule an appointment. Have a question? *Just ASC!*

Library:

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers like The New York Times and The Wall Street Journal. The library website hosts several guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To contact a librarian please contact library@ndnu.edu or schedule an appointment on the library homepage.

Disability Resource Center:

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (i.e., scheduled surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. **https://www.ndnu.edu/campus-life/disability-resource- center/.** Please meet with the DRC staff through a virtual meeting to verify your eligibility for any classroom accommodations; and, for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

Student Life and Wellness Services:

https://www.ndnu.edu/resources/wellness-resources/ **offers a set of resources curated by graduating Clinical Psychology Students. Resources for mental wellness, substance abuse/addiction, physical health, housing, food, financial support have been sourced, together with a set of affordable mental health counseling services.**

Course Evaluations/Teaching Effectiveness Surveys:

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions:

To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you are enrolled. Your feedback is especially important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

<u>REQUIRED COURSE ASSIGNMENTS</u>

1. **Final: Inquiry Science Lesson   (100**
- Design and teach an Inquiry-based Science Investigation and full Lesson Plan using the NDNU LP template ***(see criteria sheet and rubric in Google Classroom)***
- Include with LP **ALL** relevant documents such as student assessment samples, rubric(s)/checklist(s), data sheets, lab sheets, graphic organizers, or other handouts that you plan to use with students.

***<u>Due Date:</u>* October 9th by midnight in GC**

2. **Class Meeting 2: Homework. NASA Express Newsletter (10 points)**

You are required to *subscribe* to the NASA Express Newsletter. The NASA EXPRESS newsletter features updates from NASA and STEM associates about workshops, internships, and fellowships; applications for grants

or collaborations; promotions for student and educator opportunities; online professional development; and other announcements. The newsletter will be delivered to your inbox each Thursday.
- *Sign up* for the NASA EXPRESS newsletter at https://www.nasa.gov/stem/express. **Post a screenshot of your "Welcome to NASA" confirmation email with your name or email visible to GC. <u>Due Date:</u> On or before September 11th**

3. **Class Meeting 4: ASYNCHRONOUS. Assessment and Tech Connections— Virtual Reality, Virtual Field Trips, Virtual Simulations: Graphic Organizer (30 points)   ADD activities for asynch**
- Using Center 1: Smithsonian Museum of Natural History, Tour the Sant Ocean Hall Virtual Field Trip and **complete the columns on chapters 7 and 8** as an example in class together ("I do") then **complete the columns on chapters 7 and 8 for centers 2 and 3** ("you do"). Center 4 is optional and for extra credit only. See Graphic Organizer in GC for links. Submit in GC.

   <u>Due Date:</u> October 2nd

4. **Class Participation (100 points)**

Developing as a professional educator is an integral part of the TPEs (Teaching Performance Expectations) and Program Learning Outcomes, therefore collegial participation is a requirement of this course. The discipline of science includes team inquiry and problem solving, and additionally, teacher collaboration is part of the TPEs. We will maintain the TPEs in this course by listening respectfully to each other, helping each other develop as teachers and encouraging each other to improve. Your participation grade includes:
- Following **course policies** on attendance and communication.
- Participating **constructively and actively** in class discussions and activities, including science investigations, in-class writing exercises, etc. Passive learners will receive a lower grade in participation.
- Being prepared each week in class with **homework (HW) activities** completed, reading assignments completed and prepared to discuss major topics
- ***Regarding electronic devices (such as laptops, cell phones, etc.):*** *Please be respectful of your student teacher colleagues and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will be reflected in your participation grade.* **You MUST use the video function during synchronous class meetings. Meeting online in this regard is no different than when we meet physically on campus F2F.**

- **Assigned readings** are expected to be completed prior to class sessions to promote active participation in discussions and class activities.
- Meeting **deadlines** for assignments. **All deadlines are firm. Late assignments will be penalized with a letter grade/day deduction (e.g., an**
  /A/ becomes a /B/ and so on).
- <u>Due Date:</u> **Professor will calculate and post after last class meeting (no action needed from candidate in GC)**

Final grades are calculated using total points earned out of total points possible.

Passing		Grades B- and higher	
A+ 100%	A 95 - 99.99%	A- 94 - 90%
B+ 89 - 87%	B 87 – 84%	
Not Passing	Any grade below B	B- 83 - 80%
C+ 79 - 77%	C 76 - 73%	C- 72 – 70%
D+ 69 – 67%	D 66 – 63%	D- 62 – 60%
F 59% and below		

<u>Course Calendar*</u>
*Subject to change at professor's discretion

F2F: Class #1 **   **August 28th**

Chapter 1: Science and Science Education

Chapter 2: Getting Ready for Inquiry Instruction

**Note: Per notifications via email chapters 1 and 2 should be read in preparation for tonight's class session.

- Intro's, review syllabus, expectations, assignments, and GC

- What is inquiry science? (I&P U1.1) (I, P&A U3.3)
- Evolution of science education (I U2.5) (I, P&A U 3.1)
- NGSS standards and NDNU Lesson Plan Template (I, P&A M1.2) (I U2.5) (I, P&A U 3.1) (I&P U 3.2) (I, P&A U3.3) (I, P &A U3.6) (I, P&A M3.1) (I, P&A U4.4) (I, P&A M5.6)
- "Doing" science and engineering using Process Skills (I&P U1.4) (I, P&A U3.3) (M, DAPELD #1)
- Process of Teaching Science (planning and preparation) (I U2.5) (I, P&A U 3.1) (I&P U 3.2) (I, P&A U3.3) (I, P&A M3.1) (I, P&A U4.4) and preview Light but Strong lab inquiry activity (I,P&A U1.5) (I, P &A U3.6) (I&P U4.8)
- *Required readings for next class session:* Science chapters 3 & 4
- *Assignments: Sign up for NASA Express Newsletter; **Confirmation due in GC Sept. 11**, and Work on Science Inquiry Lesson Plan. Remember the* <mark>*next class meeting is F2F in 2 weeks!*</mark>

Labor Day—NO courses at NDNU today September 4th

<mark>**F2F:**</mark> **Class #2**   **September 11th**
Chapter 3: Creating a Positive Classroom Environment
Chapter 4: Learning Science with Understanding

- Physical environment of science lab/classroom
- Physical environment of science lab/classroom (I&P U2.2) (I, P &A M 2.8) (I, P&A M3.1)
- Creating a Community of Science Learners (I, P&A U1.6) (I&P U2.2) (I U2.5)
- Classroom management for inquiry science and Science Safety Procedures (I&P U2.2) (I&P U6.5)
- Strategies for enhancing learning (I&P U1.4) (I, P&A M1.2) (I, P&A U3.3) (I, P&A U4.4)
- Elements of Effective Science Instruction (I&P U1.4) (I&P U1.8) (I, P&A U3.3) (I, P&A U4.4)
- Common Misconceptions in Science (I&P U1.8)
- Conduct Cartesian Diver lab investigation and Measuring the Volume of your Hands

investigation (I, P&A U1.5) (I, P &A U3.6) (I&P U4.8)
- Archimedes Principle or float/sink Investigation (I, P&A U1.5) (I, P &A U3.6) (I&P U4.8)

DUE in GC: NASA Express Newsletter Confirmation

Required readings for next class session: _Science chapters 5 & 6_

Assignments: _Work on Science Inquiry Lesson Plan and remember the_ next class is **on ZOOM!**

ZOOM: Class # 3   September 18th
Chapter 5: Engaging in Inquiry-Based Instruction and Using the 5E Model
Chapter 6: Effective Questioning
- Instructional Models (I&P U1.8) (I, P&A U3.3) (I, P&A U4.4) (I&P U4.8)
- Levels of Inquiry (I, P&A U3.3)
- 5-E model of inquiry (instruction section of LP Template) (I,P&A U1.5) (I, P &A M2.1) (I&P U 3.2) (I, P&A U3.3) (I, P&A U4.4)
- Types of questions/responses (I&P U1.8) (I, P&A U3.3) (I, P&A U3.5) (I, P&A U 5.1)
- 5-E Nutrition Lab Investigation (I, P&A U1.5) (I, P &A U3.6)
- Friction/Forces/Motion Investigation

Required readings for next class session: _Science chapters 7 & 8_

Assignments: _Remember the_ next class is **ASYNCHRONOUS!** _You will_ work on your own and at your own pace_. See GC under class meeting #4 for directions. Work on Science Inquiry Lesson Plan_

ASYNCHRONOUS: Class #4   September 25th Chapter 7: Assessing Science Learning

Chapter 8: Using Technology Tools and Resources for Science Learning

- <u>Refer to GC under Class Meeting 4 Docs for all directions and</u> <u>assignments</u>
- Types of Assessment in Science (I&P U1.8) (I, P&A U4.3) (I, P&A U 5.1) (I, P&A M5.6)
- Establish when to use which assessment type and why (I&P U 3.2) (I, P&A U3.5) (I, P&A U4.3) (I, P&A M5.6)
- Embedding technology in the classroom using on-line simulations, virtual field trips and virtual reality goggles (I&P U1.4) (I, P &A M2.1) (I, P&A U3.3) (I, P &A U3.6) (I, P&A U4.4) (I&P U4.8)
- Using NASA resources (I, P&A U1.5) (I, P &A M2.1) (I, P &A U3.6) (I&P U4.8)

Required readings for next class session: Science chapters 9 & 10

Assignment: **Complete the Assessment and Tech Connections— *Virtual Reality, Virtual Field Trips, Virtual Simulations: Science* Centers Graphic Organizer and SUBMIT in GC.**

- *Using Center 1: Smithsonian Museum of Natural History, Tour the Sant Ocean Hall Virtual Field Trip and complete as an example in class together ("I do" and "we do"), then complete the columns on chapters 7 and 8 for centers 2 and 3 ("you do"). Center 4 is optional and for extra credit only.*
- ***Be ready to discuss and debrief on ZOOM; submit GraphicOrganizer in GC on October 9th***
- *Work on Science Inquiry Lesson Plan and remember the next class meeting, which is our last, is on zoom!*

Zoom: Class # 5   October 2nd

Chapter 9: Connecting Science with Other Subjects

Chapter 10: Making Science Accessible for All Learners

- Discuss and debrief Assessment Types and Virtual Reality, Virtual Field Trips, Virtual Simulations: Science Centers Graphic Organizer (I, P&A U1.5) (I, P &A U3.6)

- <mark>Integrating science with other subjects (</mark>I&P U1.7) (I, P&A U3.3) (I, P&A U3.5) (I, P&A U4.3)
- Diversity in the science classroom (I, P&A U1.6) (I&P U2.2) (I U2.5)
  Teaching science for all students including English-learners and students with exceptionalities including DYSLEXIA using IRIS resources and Dyslexia Guidelines (I&P U1.4) (I,P&A U1.6) (I, P&A M1.2) (I&P U2.2) (I U2.5) (I, P &A M2.1) (I, P &A M 2.8) (I&P U 3.2) (I, P&A U3.5) (I, P &A U3.6) (I, P&A M3.1) (I, P&A U4.4) (M, DAPELD #2)
- Mission Design Patch and Field Trip to the Moon investigations (I, P&A U1.5) (I&P U1.7) (I, P&A U3.3) (I, P &A U3.6)

➢ ***Assessment and Tech Connections—***
Virtual Reality, Virtual Field Trips, Virtual Simulations: Science Centers Graphic Organizer DUE in GC

Assignment: *Work on Science Inquiry Lesson Plan,* ***<mark>due next week!</mark>***

<mark>**FINAL DUE (NO CLASS MEETING)**</mark>   **October 9th**
-   **Due in GC at Midnight**

Class Over…Have a Great Winter Break!

Google Classroom Directions:

1. ***Open our GC page by using the email invite or class code.***
2. **This link demonstrates how to log into GC as a student:**
   https://support.google.com/edu/classroom/answer/6020297?hl=en&co=GENIE.Platform%3DDesktop&oco=1#zippy=%2Ci-forgot-or-lost-the-class-code%2Cmy-class-code-doesnt- work

3.   ***Try using your NDNU email or personal email to log in rather than your work/school email especially if the GC page won't open.***

To Submit a Paper/Assignment in GC: https://support.google.com/edu/classroom/answer/6020285

You can:
- Attach one or more files to your assignment.
- Upload photos from a camera roll.
- Open and work on files you own in Google Docs, Slides, Sheets, and Drawings and then attach them to your assignment.

Start BY:
- Go to classroom.google.com.
- Click the class and then Classwork.
- Click the assignment and then View assignment.

To attach an item:
- Under Your work, click Add or create and then select Google Drive, Link Link, or File.
- Select the attachment or enter the URL for a link and click Add.

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Email: sdemaree@ndnu.edu

To attach a new document:

- Under Your work, click Add or create and then Docs, Slides, Sheets, or Drawings
- A new file attaches to your work and opens. Click the file and enter your information.
- (Optional) To remove an attachment, next to the attachment's name, click Remove.
- (Optional) To add a private comment to your teacher, under Private comments, enter your comment and click Post.
- Click Turn In and confirm. The status of the assignment changes to Turned in.

Notre Dame de Namur University

Course Title: EDU 4333-Elementary Reading/Language Arts: Upper Grades Description: 3 Units

Prerequisite: EDU 4330–Elementary Reading/Language Arts: Primary Grades Semester: Fall 2023

Class Meetings: Wednesdays, 4:30-7:00pm

Location: Hybrid Course, see course session details
In person: Saint Mary's Room 202
Zoom: https://zoom.us/my/**jcostantino**
In Space: See Canvas Tab (student work space available)

Instructor: Julie Costantino, M.Ed

Contact Information: jcostantino@ndnu.edu
650-966-9241 *(personal cell, please text first to identify yourself)*
Office Hours by appointment: Bookings Link Course Description

EDU4333 Elementary Reading/Language Arts: Upper Grades (3) Prerequisite: EDU4330 Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.

Learning Objectives

1. To explore the nature of reading and writing as developmental processes and various facets of comprehension and composition in other content areas as well as in literature and language, particularly for a full range of learners in upper

elementary schools. The full range of learners includes struggling readers, readers with special needs, students with dyslexia, English learners of varied levels of educational backgrounds and cultural backgrounds, speakers of non-dominant varieties of English, typologies of English learners, and advanced learners. (TPE 1, 6, 7)

2. To identify essential elements of a balanced and comprehensive language arts program for the upper elementary grades based on the CA English/ Language Arts Common Core Standards. To consider how different organizational and instructional approaches, such as reading and writing workshop and literature and thematic units, can accomplish a balance of meaning and skills, of different modes and styles, English language learners, etc. (TPE 1, 2, 4, 5, 6, 7)

3. To explore language acquisition and development through listening, speaking, reading, and writing for both first-and second-language learners (ELLs). Consideration will be given to the full range of learners identified in (1) above. To investigate factors affecting student performance in the language arts and to adjust activities and materials to fit the diverse needs of the full range of students. (TPE 2, 4, 5, 7)

4. To explore in-depth various methods of assessment geared to upper elementary students who are speaking non-dominant varieties of English. Implement an assessment plan designed to determine a student's abilities and needs and recommend appropriate instruction to meet the needs of the learner. Reflect on the effectiveness of the assessment plan. (TPE 2, 3, 5, 7)

5. To facilitate the process of becoming an effective reading/language arts teacher, including the development of a philosophy, planning, strategies, resources—including technological resources, organization, selection of materials for all students, including a wide range of learners identified in (1) above. Each teacher candidate will give emphasis to facilitating self-evaluation. (TPE 2, 4, 5, 6, 7)

Cal TPA Connection

In order for our students to have the best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. CalTPA Cycle 2 (Multiple Subjects–Reading) Steps 1, 3 and 4 are integrated in this course

Texts from EDU 4330

- Hougen, Martha Clare, and Susan M. Smartt. *Fundamentals of Literacy Instruction & Assessment, Pre-K-6*. Paul H.

Brookes Publishing Co., 2020.
- Honig, Bill, et al. *Teaching Reading Sourcebook*. 3rd Edition. CORE, 2018.

New Texts for EDU 4333

- Harvey, Stephanie & Goudvis, Anne. *Strategies That Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge*. 3rd Edition. Portland, Maine: Stenhouse Publishers, 2017. (HARVEY)
- Rossi, Joanne & Schipper, Beth. *Case Studies in Preparation for the CA Reading Competency Test*. 4th Edition. Boston: Allyn & Bacon, 2012.
- Diamond, Linda, and B. J. Thorsnes. *Assessing Reading: Multiple Measures*. 2nd Edition. Arena Press, 2018.

Free ELECTRONIC LINKS to Required Texts

- *Put Reading First*

- **https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf**

- *California Dyslexia Guidelines*
  - **https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf**

RICA Prep Materials used to reinforce learning in 4330 and 4333, Strongly Recommended

- Teachers Study Guide Team, RICA Test Prep Study Questions. 2018
- Zarrillo, James. Ready For Rica: A Test Preparation Guide for California's Reading Instruction Competence Assessment. Pearson, 2017. (TEST PREP)

Grading System

Letter grades will be given. Course requirements will be weighted as indicated in Appendix D, Final Grade but fall into three categories:

- Assignments (Quiz, Reading Reflections, Field Experience ELA Observations): 55 points
- Projects and Performance Assessment (Narrative Unit, Case Study, Weekly ELA Schedule): 80 points
- Attendance (Present and Focused in Class, Thoughtful Participation, Completion of Classwork): 90 points

Credit Hours

To meet the Course Learning Outcomes identified for this course, the expectations are that this 3-unit course, delivered over a 15-week semester, will approximate 135 credit hours, broken down below:

- Course Number: EDU 4333
- Hours in Class: 30
- Reading: 45
- Written Assignments: 30
- Outside Collaboration: 30
- Course Units: 3 Grading

A grade of A or A- presumes high quality written work and excellent oral participation as well as strong reflective thinking. The following chart explains the meaning of letter grades at the Notre Dame de Namur University:

Grade Grade Points per Unit
A 4.0
A- 3.7
B+ 3.3
B 3.0
B- 2.7 (requires a B+ in another class of equal unit value) C+ 2.3 (requires an A- in another class of equal unit value) C 2.0 (requires an A in another class of equal unit value)

D+ 1.3 (not acceptable) D- .7 (not acceptable)
F 0 (not acceptable) Disability Resource Center

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Email: sdemaree@ndnu.edu

The Disability Resource Center (DRC) serves as the liaison for students with disabilities. Students with a diagnosed disability who have met the college's academic standards and have confirmed their intention to enroll, may request accommodations. Please note that access may not be the same as success and getting a desired grade. We want you to succeed but we cannot make changes in academic expectations or responsibilities strictly to foster your success. We must focus on issues of access. That is why we look forward to meeting and speaking with you at length about your past experience in educational settings.

Notre Dame de Namur University is dedicated to providing access for students who have documented disabilities and have registered with the DRC. We encourage you to contact the Disability Resource Center in the early stages of your college planning as reasonable accommodations are not provided retroactively. Should you have any other questions, please feel free to contact us.
Disability Resource Center Notre Dame de Namur University Chapel Annex 1500 Ralston Ave. Belmont, CA 94002

Academic Success Center

The Academic Success Center (ASC) is your one-stop learning hub at NDNU. The ASC supports all NDNU students at every step of their education and professional journeys. Succeed on your scheduled with ASC services and resources:
On-demand subject tutoring

- Have your questions answered immediately with a 24/7 on demand online tutoring
- Connect with a subject–matter expert in about one minute
- Test prep support

Personalized writing tutoring

- Meet one-to-one with a writing expert for help with any writing assignment at any stage of the writing process, including job materials

Career Support

- Take your resume, cover letter, and and linked profile to the next level by scheduling a tutoring session and reviewing ASC

resources

Interactive workshops

- Master common writing challenges quickly by attending a 30-minutes ASC workshop.
- Topics include resumes, cover letters, grammar, APA, and more.

Want to learn more about why current NDNU students describe the ASC as an "amazing" place?
 Schedule a virtual tour today!
Remember. . .if you have a question, just ASC! Academic Honesty

NDNU's core values include learning, integrity, and honesty, values we live out in all areas of our learning community. Academic honesty means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic honesty is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations

Course Evaluations/Teaching Effectiveness Surveys

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions: To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "*You have an active survey*" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a

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link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

Hallmarks are the essential **characteristics, values** and **activities** of a Notre Dame learning community. Hallmarks two through seven will be addressed in this course:

- We honor the dignity and sacredness of each person: *Through developing working relationships with the students we serve, we will honor each student's personhood as we support them in the learning process.*
- We educate for and act on behalf of justice and peace in the world: *Through teaching student's science and social studies, we are ensuring that every student has equity and access to a supportive educational experience.*
- We commit ourselves to community service: *By engaging with students in our local community through educational engagement, we are committed to community service.*
- We embrace the gift of diversity: *We embrace the opportunity to teach students from pluralistic backgrounds in diverse schools and neighborhood communities.*
- We create community among those with whom we work and with those we serve: *We work collaboratively with pre-service teaching colleagues, master teachers, professors and students by creating a caring learning community.*

We develop holistic learning communities which educate for life: *Teaching students science and social studies in a community setting builds their content knowledge as well as our professional teaching relationships.*

Student Course Requirements
1. Attendance and Participation: Students are required to attend ALL scheduled class meetings (in-person or online); where non-attendance will be considered in the grading process and reflected upon the course grade awarded. A student's attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/approval for the instructor. Absences may also be excused for illness, last minute emergencies, bereavement, etc. but students must make arrangements with the instructor.

Please note that for an excused absence, the student may receive credit for attendance but will need to turn in assignments due at that class and make up missed in-class activities that day. A one-two page write up of the readings, connections to field work, and questions that remain will be required within a week of the absence to make up for work. Because of the demanding pace of the course, an excess of unexcused absences will be assigned a failing grade if the student meets the following criteria:

3 unit course = two or more unexcused absences for scheduled class meetings or fails to participate for the equivalent of two weeks of course activities

Participation includes, but is not limited to: attendance, completing assigned readings, engaging in discussions, and participating in individual and small group activities. Since your active presence is expected, please refrain from engaging in distracting activities during class such as: texting, emailing, internet surfing, phone calls, and checking your smartphone or computer.

2. Completion of Field Experience: Students are required to spend at least **<u>10 hours</u>** observing and participating in language arts activities in an elementary classroom. It is the intent of this assignment that you observe in real classrooms the topics being studied in class. Since you have various placements, there is some degree of flexibility about the grade level of these hours, however **at least 6 hours should be in an upper grade elementary/middle school/high school classroom (grades 4-12) to observe, participate, or teach a lesson.** If you do not have access to an upper grade classroom, please see me so I can connect you with possibilities. These observations are to be live and give you the chance to see another teacher's classroom and instructional routines. Your own placement can be counted toward these hours.

   The **log** (see Appendix C) that you turn in to capture your observations should contain the **date of the observation, the topic of the lesson you observed, some brief notes about what you saw,** and the **amount of time spent observing**. You do not need any signatures from those teachers whom you observe. **Log is due on December 13, 2023 via Canvas.**

3. Completion of Assignments: **Reflections** on text readings and journal articles are required throughout the course. From all the readings, choose 3. Due dates are posted in the syllabus. Incorporate responses to the following elements: Identify one main idea, and discuss this in light of your personal classroom experience. All journal articles can be accessed through the library

data base – Academic Search Complete EBSCO, A-Z if they aren't linked for you.

4. Completion of Literature Unit and Case Study: The case study (individual) and the literature unit will be outside of class assignments (small group assignment). *Both of these assignments will be shared with the class through individual presentations.* Assignments are detailed in Appendices A and B, and more information will be provided in class. The exam will involve a synthesis of various theories, ideas, and strategies from the course integrated into a sample plan of a typical week in an upper elementary grade. The various sections of the exam will be addressed within the course sessions and will be completed in class on December 6, 2023.

5. Completion of Final Exam/Performance Assessment: The exam will involve a synthesis of various theories, ideas, and strategies from the course integrated into a sample plan of a typical week in an upper elementary grade. The various sections of the exam will be addressed within the course sessions and will be completed in class on December 6, 2023.

Course Outline & Alignment to Teaching Performance Expectations

Be aware that the instructor may modify assignments and schedules as dictated by the needs and interests of the class as the course progresses. Some modification of the assignments may be negotiated with the instructor. The instructor reserves the right to refuse or to mark down for late work. Please proofread assignments thoroughly and submit via Canvas.

TPEs are indicated as I for Introduced, P for Practiced, and A for Assessed

Date Session	Topic/Assignments	Universal TPEs	MMSN TPEs	ESN TPEs
Pre-Reading	Sort, Search, Discover: Spelling in the Child Centered Classroom. Fresch, Mary Jo, Wheaton,	1.4 (P) 1.8 (P) 3.2 (P)	3.1 (P)	3.3 (P)

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Pre-Reading Cont. Complete prior to session 1	Ailen *The Reading Teacher*: September 1997, Volume, 51, No. 1, pp. 20-31 Traditional Spelling Lists: Old Habits are Hard to Break. Children, Katherine, Jones, Jennifer. *Reading Today*, June/July, 2012, pp. 9-11. When Kids Can't Read, What Teachers Can Do: Prologue and Chapters 1-2 (pages 2-22) RICA Prep: Chapters 1, 2, 3: Skim and mark areas for clarification			
Session 1 August 30 In Person	Topics: Introductions and EDU 4333 Book Clubs Canvas and Syllabus Overview Primary Spelling and Writing Conventions Readings for Next Class: Strategies that Work: Chapters 1-3 When Kids Can't Read, What Teachers Can Do: Chapters 4-5 Teaching Reading Sourcebook: The Big Picture, pages 2-18 Case Study: Practice, bring notes to class based on the prompt *No books needed in class next week.	1.4 (P, A) 1.8 (P, A) 3.2 (P) 5.1 (P) 6.4 (P) 7.3 (P)	3.1 (P) 5.1 (P)	5.1 (P)

Session 2 September 6 In Person	Topics:	4.3 (P) 5.1 (P) 5.2 (P) 6.2 (P)	4.2 (P) 5.2 (P)	4.4 (P) 5.3 (P)
	What is Reading?			
	Asset based language/Case Study Practice Literacy Instruction in CA			
	Overview of RICA, EDU 4333 Assessments			
	Readings for Next Class:			
	Teaching Reading Sourcebook: MTSS For Reading Success, pages 744-753			
	Xie, Yuxuan. "California's Reading Wars History." EdSource, EdSource, 10 May 2023, edsource.org/2022/californiasreadingwarshistory /677192. (Read over California's Reading Wars Timeline to understand how reading instruction in California has shifted since the 1970s.)			
	The Science of Reading: Making Sense of Research. Shanahan, Timothy. *The Reading Teacher*: 2020, Vol. 74, No. 2, pp. 119-125.			
	Using think alouds to enhance children's comprehension monitoring abilities. Baumann, James F., Jones, Leah. A. *The Reading Teacher*: Nov. 1993, Vol. 47, Issue 3, pp. 184-193.			
	RICA Prep			
	RICA Prep, Chapters 5- Chapter 6			

| Session 3 September 13 In Person | Topics: Language Arts in Upper Grades Review of the Reading Process Striving Readers: Habits to Build Readings for Next Class: Strategies that Work: Chapter 4 Ready for RICA- Chapter 2, pages 14-24 (Be able to compare and contrast running records and miscues.) Learning from their Miscues: Differences in readability and text difficulty. Beaty, Lauren, Care, Esther. *Australian Journal of Language and Literacy*: October 2009, Vol. 32, Issue 3, pp. 226-244. Reading diagnosis—qualitative or quantitative? Goodman, Yetta. *Reading Teacher*: April 1997, Vol. 50, Issue 7, p. 534. Common Types of Reading Problems and How to Help Children Who Have Them. Spear-Swerling, Louise. *Reading Teacher*. Mar 2016, Vol. 69, Issue5, pp. 513-522. *Video:* MISCUE QUALITATIVE ANALYSIS 2.4.B | 1.1 (P) 1.8 (P) 2.1(P) 2.6 (P) 3.5 (P) 6.2 (P) 7.3 (P) | 1.2 (P) 1.7 (P) 2.1 (P) 3.1 (P) | 2.11 (P) 3.2 (P) 3.3 (P) |

Session 4 September 20 In Person	Topics:	2.1 (P) 2.2 (P) 5.1 (P) 5.2 (P) 5.3(P)	2.1 (P) 5.2 (P)	5.3 (P)
	Modeling the Reading Process with Think-Alouds Introduction to Shared Reading			
	Reading Assessments to Inform Instruction IRIs/Miscue Analysis			
	Running Records Self-Assessment			
	Overview of Literature Unit Groups			
	Text Selection			
	Readings for Next Class:			
	Strategies that Work Chapter 4 Ready for RICA – Chapters 5 & 6			
	Using think alouds to enhance children's comprehension monitoring abilities, Baumann, James F., Jones, Leah. A. *The Reading Teacher*: Nov. 1993, Vol. 47, Issue 3, pp. 184-193.			
	Making sense of reading. Smith, Frank. *Harvard Educational Review*: August 1977, Vol. 47, pp. 386-395.			
	The Science of Reading: Making Sense of Research. Shanahan, Timothy. *The Reading Teacher*: 2020, Vol. 74, No. 2, pp. 119-125.			
	Videos: Think Aloud https://www.youtube.com/watch?v=Y-tv-cmi6MA			
	https://www.youtube.com/watch?v=IO42Cyx-uCw *Videos:* Shared Reading			
	https://www.youtube.com/watch?v=UvwDUorz6s w			

	https://www.youtube.com/watch?v=jfGjgOc-rJw				
Session 5 September 27 In Person	Topics: Reading Recap: Focus on Assessment Which assessment for which audience? A Deep Dive into Miscue Analysis Narrative Instruction Into, Through, and Beyond Questioning Elements of Story Readers Workshop, looking ahead Readings for Next Class: Strategies that Work: Chapter 9 Ready for RICA: Chapters 12 and 14 When Kids Can't Read, What Teachers Can Do: Chapters 19 and 20 Teaching Reading Sourcebook: pages 609-632 The Art of Asking Questions: Unlocking the Power of a Coach's Language. Hudson, Alida, Pletcher,	2.1 (P) 2.2 (P) 5.1 (P) 5.2 (P) 5.3 (P) 7.4 (P)	2.1 (P) 5.2 (P)	5.3 (P)

	Bethanie. *The Reading Teacher*: 2020, Vol. 74, No. 1, pp. 96-100 "I Could Just Go Free in my Mind": Combining Critical Literacy, Reader Response, and Writer's Workshop in the Elementary Classroom. Gregg, Sara C., Hoyle, Kamania, Flint, Amy. *Illinois Reading Council Journal*: Fall 2012, Vol. 40, Issue 4, pp. 19-25. Videos: Reader's Workshop https://www.youtube.com/watch?v=Tr2wRR7s0V U Mini-Lesson in Reading Workshop ***Reading Reflection #1 due next week***			
Did you turn in your reading reflection #1 to Canvas? Session 6 October 4 **Zoom**	<u>Topics:</u> • Case Study Practice: Domain IV, Vocabulary, Academic Language, and Background Knowledge (p.50) • A Comprehensive ELA Upper Grade Program: • CCSS • Text Complexity • Higher Order Thinking Skills • Assessment and Instruction: Which Assessment for Which Audience? • Guide to Miscue Analysis • Assessing Reading: Multiple Measures <u>Readings for Next Class:</u> • Strategies that Work: Chapters 6 and 7 • Ready for RICA: Chapter 13 • Using retrospective miscue analysis to inquire: Learning from Michael. Martens, Prisca, Cousin, Patricia Tefft. *Reading Teacher*: Vol. 52, Issue 2, pp. 176-181.	4.2 (P) 4.4 (P) 5.1 (P) 5.2 (P) 5.3 (P) 6.1 (A) 6.2 (A) 6.7 (A) 7.4 (P) 7.5 (P) 7.10 (P)	4.4 (P) 5.2 (P)	4.4 (P) 5.1 (P)

	• Teaching Reading Sourcebook: pages 634-64768, then skim the "How?" Section from pages 648-680; find 2 examples of strategies you can explain to a classmate *Choose a student for Case Study* *Work on your narrative Unit with your group Book title for Narrative Unit must be approved by Instructor by October 11*			
Session 7 October 11 In Person	Topics: • Miscue Analysis, a model for your case study • Case Study Practice: • Domain III, Fluency: Second Grade Group, page 36 • Domain IV, Vocabulary, Academic Language, and Background Knowledge: Fourth Grade Class, pages 50-51 • During Reading Strategies: Give it a Try with *It Ain't So Awful, Falafel* • Looking Ahead: Independent Reading, Literature Circles, Comprehension Strategies Readings for Next Class: • Strategies that Work: Chapters 8 and 10 • Literature Circles for Students with Learning Disabilities. Anderson, Peggy L, Corbett, Leann. *Intervention in School & Clinic*: Sept. 2008, Vol. 44, Issue 1, pp. 25-33. • Literature Circles 2.0: Updating a Classic Strategy for the 21st Century. Penton	4.2 (P) 4.4 (P) 5.1 (P) 5.2 (P) 5.3 (P) 7.4 (P) 7.6 (P) 7.7 (P) 7.10 (P)	4.4 (P) 5.2 (P)	4.4 (P) 5.1 (P)

	• Herrera, Luis Javier; Kidwell, Tabitha. *Multicultural Education* , Winter2018, Vol. 25 Issue 2, p17-21. • Clarifying Differences Between Reading Skills and Reading Strategies. Afflerbach, Peter, Pearson, P. David, Paris, Scott. *Reading Teacher*. Feb 2008, Vol. 61, Issue 5, pp/ 264-373. Rough draft of Literature Unit, suggested timeline to stay on track			
October 18 Session 8 In Person	<u>Topics</u>: • Content Area Text Features • Organization of Expository Text • What Students Need to Know • Pre-Reading Strategies • Chapter Walks Readings for Next Class: • Complete your Literature Units (In Space is available in Canvas for virtual group meetings) • Fundamentals of Literacy Instruction & Assessment, PreK-6: Chapters 14-15 • Teaching Reading Sourcebook: pages 682- 701; Skim the "How?" section, pages 702- 742; find 2 strategies you can explain to a classmate • Text Structure Strategies for Improving Expository Reading Comprehension. Roehling, Julia V., Hebert, Michael, Nelson, J. Ron, Bohaty, Janet J. *The Reading Teacher*. July, 2017, Vol.71, Issue 1, pp.71- 82. • Checking for Understanding Digitally During Content Area Learning. Fisher, Douglas, Frey, Nancy. *Reading Teacher*. Nov 2015, Vol. 69, Issue 3, pp. 281-	1.3 (P) 1.8 (P) 3.2 (P) 3.3 (P) 3.5 (P) 4.4 (P) 5.8 (P) 7.4 (P) 7.6 (P) 7.7 (P)	3.1 (P) 4.4 (P)	

	286. • Teacher Modeling Using Complex Informational Text. *Reading Teacher*: July 2015, Vol. 69, Issue 1, pp. 63-69.			
October 25 Session 9 In Person	Topics: • 21st Century Reading • Informational Text • Disciplinary Literacy <u>Readings for Next Class:</u> • No readings for next class • Work on Narrative Units and Case Studies • Revisit Observation Log and calendar remaining observations ***Reading Reflection #2 due next week***	1.4 (P) 3.3 (I/P) 3.5 (P) 3.7 (P) 4.6 (P) 4.8 (P) 7.1 (P) 7.2(P)	2.8 (P) 3.1 (P) 4.2 (P)	1.3 (P) 1.7 (P) 2.3 (P)
Did you turn in your reading reflection #2? November 1	Topic: • Presentation of Narrative Units Readings for Next Class: • Strategies that Work: Chapters 11, 12, 13 • Ready for RICA: Chapters 15, 16	1.4 (A) 3.3 (A) 3.5 (A) 3.7 (A) 4.6 (A) 4.8 (A) 7.1 (A) 7.2(A)	2.8 (A) 3.1 (A) 4.2 (A)	1.3 (A) 1.7 (A) 2.3 (A)

Session 10 Zoom	• Vocabulary: The Key to Teaching English Language Learners to Read. *Reading Improvement*: Winter 2007, Vol. 44, Issue 4, pp. 189-193. • Critical Literacy's Ongoing Importance for Education. Janks, Hillary. *Journal of Adolescent & Adult Literacy*: 2014, Vol. 57, Issue 5, pp. 3249-356. • Exploring Digital Literacy Practices in an Inclusive Classroom. *Reading Teacher*: Vol. 69, Issue 2, pp. 195-205. • Using Texting to Help Families Build Their Children's Vocabulary at Home. Snell, Emily, Wasik, Barbara, Hindman, Annemarie. 2020, *The Reading Teacher*: 2020, Vol. 74, No. 1, pp. 49-57. Videos: Structural Analysis • https://www.youtube.com/watch?v=ow6C QasA3UM • https://www.youtube.com/watch?v=Y-tv- cmi6MA ***Bring student writing samples to class next week***			
Session 11 November 8 In Person	<u>Topics:</u> • Content Area Reading: Review of Key Ideas • Supporting Multilingual Learners • Content Area Literacy • Structural Literacy • Technology Rich Instruction & Literacy • Case Study: Review of Requirements, Notes on Writing Samples • If time, practice: Domain V: Comprehension • Eighth Grade Group, page 64	1.4 (P) 3.3 (P) 3.5 (P) 3.7 (P) 4.6 (P) 4.8 (P) 7.1 (P) 7.4 (P)	2.8 (P) 3.1 (P) 4.2 (P)	1.3 (P) 1.7 (P) 2.3 (P)

		Readings for Next Week:			
		• Strategies that Work: Chapter 14 (pages 253-270) Ready for RICA: Chapter 17 • Motivating Writers with Authentic Audiences. Ring, Megan. *The Reading Teacher*: 2020, Vol. 74, No. 1, pp. 101-102. • Stirring Up Justice: Adolescent Reading, Writing and Changing the World. *Journal of Adolescent & Adult Literacy*: 2005, Vol. 49, Issue 4, pp. 318-339 • Growing Extraordinary Writers: Leadership Decisions to Raise the Level of Writing Across a School and a District. Reading Teacher: Calkins, Lucy, Ehenworth, Mary. *Reading Teacher*: July 2016, Vol. 70, Issue 1, pp. 7-18.			
Session 12 November 15 Zoom		Topics: • Case Study Presentations Readings for Next Week: • Dyslexia Guidelines, chapters 4 (pages 19- 23) and 11 • Teaching and Learning about Cultural Diversity: Becoming a Multicultural Teacher. Miller, Howard. *Reading Teacher*: 2001, Vol. 55, Issue 4, pp. 346-347. • "I'm Not Stupid": How Assessment Drives (In)appropriate Reading Instruction. *Journal of Adolescent & Adult Literacy:* 2009 ***Reading Response #3 due next class***	4.2 (A) 4.4 (A) 5.1 (A) 5.2 (A) 5.3 (A)	4.4 (A) 5.2 (A)	4.4 (A) 5.1 (A)

	Happy Thanksgiving No class – continue reading!			
Did you turn in Reading Respons e #3? Session 13 November 29 In Person	Topics: • support in Upper Grades • Mini Case Studies RICA Prep	1.4 (P) 1.8 (P) 3.2 (P) 5.1 (P) 6.1 (P) 6.4 (P) 6.4 (A) 6.7 (A) 7.2 (P)	3.1 (P) 5.1 (P)	5.1 (P)
Session 14 December 6 In Person	Topics: • Compilation of Final Upper Grade Schedule for Reading/Language Arts: Partner work • Gallery Walk • Anchor Charts Readings for Next Week: • Ready for RICA: Review Chapters 16-19 Consider when you will take RICA and calendar study time	1.4 (P/A) 1.8 (P/A) 3.2 (P/A) 5.1 (A) 6.4 (A)	3.1 (P/A) 5.1(P/A)	5.1(PA)

| Session 15 December 13 In Person | Topics:

 • Semester and Resource Review
 • RICA Prep
 • Course Evaluations Complete as soon as possible:

 • Register for RICA

 • *Optional: Take the FREE RICA Prep Class offered by SDCOE*
 https://www.sdcoe.net/educators/educator- preparation

 Note: *If you are finished with the credential*

 program, but you haven't passed RICA and hold a public school position, you will not be eligible for a clear credential and may need to enroll in an additional 1 unit course at NDNU and be supervised. Please meet with Credential Analyst and Advisor for details. | 1.4 (P/A)
 1.8 (P/A)
 3.2 (P/A)
 5.1(P/A)
 6.4 (P/A) | 3.1(P/A)
 5.1(P/A) | 5.1 (P/A) |

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Choose a children's literature selection–a chapter book– to work with.

6. Choose a children's literature selection –- **a chapter book** – to work with.
a. **Confirm** your choice with the instructor by *October 11, 2023*.
b. **Read** your selection more than once.
c. Think about/jot down **your reactions/responses** to the book as a reader.
d. Identify the appropriate **grade level(s) and class** where you would use this unit. **Give a description of the school, the make-up of the class** (socioeconomic, cultural groups, etc.), **the developmental levels**, and the **different needs** that you would have to address.
e. Write a 2-3-sentence **summary** of the book to refresh the memory of the reader of your unit.
f. Identify at least one message, **theme or essence** of the book, which will give focus to your unit.
g. Tell about the **author** of the book you chose.
h. List your **goals** for the unit **and what Common Core content standards** are aligned with these goals. You must **justify your selections** of the goals and the standards by **stating the rationale** for your choices.

2) Brainstorm a list of **activities** related to the book. Organize your list by categorizing the activities into two webs/tables:
Language Arts Web/Table – include listening, speaking, reading and writing.

Literary Elements Web/Table – include genre, setting, character, setting, plot, theme, mood, point of view, etc., as appropriate.

Further organize your unit by deciding for which phase – **Into, Through or Beyond** – each activity is most appropriate. **Mark** each activity **I,T,B** as appropriate.

3) Develop a **list of questions** for literature log/discussion for each chunk of the book. Include no more than 3-5 per chapter. Include Into and Beyond questions as well as Through.

4) Develop a **commentary** on your unit:

i.   Write a brief (1-2 paragraph) **rationale** for why you have chosen this book. Articulate **criteria** that justify your choice.
j.   Write a brief (1-2 paragraph) for the activities you chose based on the needs of the students. Star (*) the activities in the webs that are designed to meet the students' needs. (Cite researchers such as, Peregoy & Boyle, or Harvey & Goudvis or Zwiers in your rationale.)
k.   Write a brief (1-2 paragraph) explanation of how to make fitting **connections with students of diverse cultures**, languages and needs.
l.   Tell how you will **assess** whether students have achieved the goals. Be sure that your assessments are aligned with your goals and content standards.

Students should clear the book for this unit with the instructor by **Wednesday, October 11**. A rough draft should be finished by **October 18, 2023.** You do not have to turn in the rough draft, this is meant as a benchmark for your progress on the unit. The written unit is due by **Wednesday, October 25, 2023**. Complete unit will be roughly 5-7 pages, word processed and proofread. Document any resources used (APA Style).

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For SPED Candidates:

For Mild/Moderate Candidates: Follow General Education procedures in terms of their relevance to the students in your classroom situation. For those procedures/materials that may not be appropriate for your students, please prepare alternative instructional practices/materials and turn the plan in to the instructor on **Wednesday, October 11**, when the book choice is due. You and the instructor will review the plan and collaborate to accept or alter the plan should there be a need for changes that reflect the intent of the assignment.

For Moderate/Severe Candidates: Follow General Education procedures in terms of their relevance to the students in your classroom situation. In those cases, such as, non-verbal students, suggest some alternative instruction/activities that might be relevant to the population and reflect the area of literature, e.g., use of listening, picture books, pictures in sequence, etc. You and the instructor will review the plan and collaborate to accept or alter the plan should there be a need for changes that reflect the intent of the assignment.

For all SPED Candidates, rubrics will be created to reflect the emphasis of the plans.

Appendix A, continued
Narrative Unit, Performance Assessment Rubric **Name:** **Book Title:**

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Book Choice *by November 1, 2023*	
Part 1: Context and Class Description • School and students for whom the unit has been designed • Book details including: Summary, Essence, Author Information, Related Books for extended reading (optional), Social Emotional Learning (SEL) Connection	**/5**
Part II: Instructional Activities at a Glance (2 visuals) • Overview of Instructional Activities at a Glance (week by week list displayed on a calendar, matrix, chart, or web) • Overview of instruction categorized by Into, Though, Beyond and aligned to standards and resource	**/7**
Part III: Questions • Novel is divided into 3-4 sections with key questions identified • Selection of Questions shows Depth of Coverage and Critical Thinking, Standards based (use Blooms and Webb's Depth of Knowledge as resources)	**/7**

Part IV: Commentary & Rationale
    •   Rationale for book selection and activities
 	
    •   Criteria
 	
    •   Connections to Diverse Populations
 	
    •   Goals for Unit
    •   State Adopted Standards Cited
    •   Justification for Choices of Goals
    •   Assessment
	/7

Form
    •   Presentation
    •   Mechanics
	/4

Comments	**Total** **/30**

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Appendix B
Case Study Assignment Details
The purpose of this assignment is to learn more about one individual and his/her literacy development, to broaden the ability to use a variety of assessment techniques, and to further the ability to base instruction on the results of assessment.

Steps	Suggested Timelines and Due Dates
Select an upper grade student (grades 3-8), if possible an English language learner reading either a level less than fluency or two or more years below grade level. Please get verbal permission from your master teacher and the student, and written permission from the student's parent or guardian. A model letter is available. In the case study itself, use a pseudonym in referring to the student to protect his/her identity.	Choose student for case study: October 11 Obtain parent permission and begin gathering information about student: Week of October 9
Write a brief description of your student. Cover such factors as family background, ethnicity, primary language, previous school experience, ability to speak and/or read in the primary language, etc. Refer to any records that are available to you about the student.	Weeks of October 16 and October 23

Collect information about the student's literacy behaviors from a variety of sources. Be sure to include their strengths, strategies currently being used with the student, and what the student is ready for next as described below:. 7. **Interviews and analysis:** • Interview the students about his/her reading and writing (interests, strategies, etc). The instructor will supply two sample reading interest surveys that can serve as the basis for interviews. • Use this information to write a brief reflection (1-2 paragraphs) as to the rationale for your analysis and the sense you make of what the student can do and what the student needs next. 8. **Reading assessments:** **2A.** Administer a running record/miscue analysis.	Weeks of October 16 and October 23

- Have the student read aloud while you record both the miscues and the reading behaviors that the students exhibits. Use the markings for the different types of miscues, and record other reading behaviors that you observe eg foot tapping, yawning, restlessness,, and apparent eyestain. So not supply any unknown words for the student, as this will not provide an accurate record of his/her strategies for word attack.
- Immediately after the student finishes reading, ask him/her to do a retelling of all that he/she remembers. During the retelling, use prompts when necessary, such as "What happened next? But do not give the student any hints. Keep as accurate a record the retelling as possible, and if necessary, make an audio recording for future analysis.
- Ask 5 comprehension questions (one main idea or synthesis, 2 factual or literal, 1 inference, and 1 open ended). Note whether you had to use a prompt in getting an answer from the students.
- Conference with the students and ask the student for comments on the reading, his/her reactions, what s/he did well, what needs work, what are the goals s/he has for himself.
- Share your observations with the student and point out the strengths and needs, goals, strategies, etc.
- Analyze and record observations on the attached case study form
- Write a brief reflection (1-2 paragraphs) as to the rationale for your analysis and the sense of what the student can do and what s/he needs next.

2B Administer an additional assessment from any of the required texts from class,

- Provide a description of the assessment and a rationale for why you selected this assessment
- Analyze and record data from this assessment.
- Write a brief reflection (1-2 paragraphs) to the rationale for your analysis and the sense of what the student can do and what s/he needs next.
9. **Writing assessment:**
- Collect writing samples from the student. Make copies of at least three written pieces.

• Analyze and record observations on attached case study form. • Write a brief reflection (1-2 paragraphs) as to the rationale for your analysis and the sense you make of what the student can do and what s/he needs next.	
Pull together all the information you have gathered into a coherent picture, summarizing and integrating what you have learned in each of the sections. Make some recommendations/goals for this student.	Weeks of October 23 and October 30
Finally, **write one final reflection (1 page)** in which you share what you have learned about working with the ELL/struggling readers as a result of this case study.	Week of October 30
Organize most salient points of your learning into a slide presentation (via Google slides, Canva, Power Point, or Prezi) to present to the class.	Weeks of November 6 and November 13 **Case Study Presentation: November 15**
For SPED Candidates:	
Mild Moderate: Follow General Education procedures in terms of their relevance to the students in your classroom situation. For those procedures/materials that may not be appropriate for your students, please prepare alternative instructional practices/materials and turn the plan in to the instructor. You and the instructor will review the plan and collaborate to accept or alter the plan should there be a need for changes that reflect the intent of the assignment.	

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Extensive Needs: Follow General Education procedures in terms of their relevance to the students in your classroom situation. In those cases, such as non-verbal students or non- readers/writers, suggest some alternative instruction/activities that might be relevant to the population and reflect the area of literature, e.g., use of listening, picture books, pictures in sequence, etc. You and the instructor will review the plan and collaborate to accept or alter the plan should there be a need for changes that reflect the intent of the assignment.

For all SPED Candidates, rubrics will be created to reflect the emphasis of the plans.

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Appendix B, continued	
Case Study Assignment Rubric **Name:_____Grade Level:_____**	
Reading Assessments	
Strategies and Behaviors Observed: includes interview, miscue/running record, retelling, comprehension questions, assessment conference, assessment B and corresponding data/notes	**/4**
Strategies and Skills Needed: includes word analysis, comprehension, fluency, monitoring	**/4**
Student Comments: includes how he/she views self as a reader and goals for reading	**/2**
Recommendations/Teacher Goals: includes what to do next and why tied to data	**/4**
Writing Assessment	
Strategies and Behaviors Observed: includes interview, ideas, organization, sentence fluency, voice, word choice, conventions, handwriting	**/4**

Strategies and Skills Needed: includes ideas, organization, sentence fluency, voice, conventions, mechanics, and hand writing where applicable	**/4**
Student Comments: includes interview, views of self as a writer, goals for writing	**/4**
Coherent Picture/Summary	**/4**
Final Reflection	**/3**
Comments	**Total** **/33**

Appendix C
Field Experience Log
Name:_____
As part of the requirements for this 3 unit course, **you are required to observe and/or participate in 10 hours minimum of literacy instruction in an upper elementary or secondary classroom (grades 4-8).** It is the intent of this exercise that you observe in real classrooms the topics being studied in class. To best inform your learning, you should observe *at least two different teachers*. Your own teaching can count toward this total, however, you must also observe two other teachers.   The menu below shows options for your observation of and/or participation in literacy instruction. Please choose at least one observation from column 3.   Here is a sample observation log. The template can be found in Canvas on the assignments page.

Tier 1 Instruction: Integrated Literacy Lesson	Content Area Literacy	Tier 2 Instruction: Strategic Reading Inrerventon
Tier 1: Lesson in Writing/Effective Expressioin	Family Engagement	Tier 2 Instruction: Writing/Effective Expression
Tier 1: Reading Complex. Text/Monitoring Comprehension	Individual Reading Assessment	Teri 3 Instruction: Intensive Reading Intervention

Date	Grade	Observation Type	Teacher Name	Observations	Time	Hours
9/18/23	4	Indiv Read. Assessment	Jane Doe	Student is at station so teacher could five assessment 1:1; Teacher………..	9:00-9:45	.75

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Total (must add up to at least 10 hours)					

Appendix D	
Final Grade	
Syllabus Quiz *due August 31, 2023*	**/5**
Reading Reflections	**/15**
#1 *due October 4, 2023*	/5
#2 *due November 1, 2023*	/5
#3 *due November 29, 2023*	/5
Narrative Unit See rubric, Appendix A *Due October 25, 2023*	**/30**
Case Study See rubric, Appendix B *Due November 15, 2023*	**/33**
Field Experience Log Appendix C *Due December 13, 2023*	**/30**
Performance Assessment: Weekly ELA Schedule *Due December 5, 2023*	**/20**
Attendance & Thoughtful Participation	**/90**
Total **/223**	
Comments:	

NDNU School of Education, MSCRED & SSCRED
EDU 4345/4445/4446:
STUDENT/INTERN TEACHING SEMINAR (Second Semester)
Fall 2023 (4 units)
[Updates in red]

Instructors Contact Information:	Kelly Vaughn, Ph.D. Email: kvaughn@ndnu.edu or k.vaughn.ndnu.sep@gmail.com Also check with your assigned University Supervisor
Course Schedule:	Tuesdays 4:30 – 6:00 p.m August 29, 2023 – December 5, 2023 Hybrid Format. If on campus, the location is St. Mary's Hall 115 or other location arranged by your University Supervisor. Otherwise we meet at the InSpace link located in your *Canvas account EDU 4445-2 [not EDU 4345 or 4445-1]*. If you want to access InSpace externally out of Canvas, please contact me.
Office Hours:	Please email instructor for an appointment

Catalog Course Descriptions
- **EDU 4345:** Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. CalTPA is the focus of this course.

- **EDU 4445:** Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. Preparation of a professional portfolio is required for both Multiple Subject and Single Subject candidates.
- **EDU 4446:** Candidates are provided with an opportunity to continue to reflect upon and improve their field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally at least one-half of the class is focused on the candidates' concerns. May be repeated for credit. Prerequisite: EDU 4442 OR EDU 4445.

Course Overview. This weekly seminar provides an opportunity for student and intern teachers to deepen their understanding of teaching through ongoing reflection and discussion of their successes and challenges as they complete their second student teaching placement. The class provides a forum for addressing and sharing each participant's weekly experiences with other teacher candidates. The seminar requires students to discuss and reflect on methods, strategies, assessments, student work, and curriculum organization as they grow in their pedagogical skills. Students will practice *assessment and reflection* as an integral part of professional growth.

In this final semester of student teaching, candidates will complete and submit their CalTPA Cycle 2. This TPA provides evidence of teaching competence consisting of artifacts documenting teaching and learning during a learning segment lasting approximately one week. It includes commentaries explaining, analyzing, or reflecting on the artifacts. In constructing their Cycle 2, candidates will apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning. The purpose of the TE is to demonstrate readiness for a full-time classroom teaching assignment. It is aligned with the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE), and the relevant California student academic content standards and/or curriculum frameworks.

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Pedagogical approaches include the following (examples shown in parentheses):
- Presentations (lectures assisted by PowerPoint or other visuals)
- Discussions (students actively engaged in discussing course content)
- Cooperative learning (small team structure emphasizing learning from and with others)

This seminar format requires the active and respectful participation of all students. As an experiential course, it is structured around discussion and small team activities. Therefore, it is critical that all students keep up with the readings, submit their weekly assignments on time, and actively participate in class.

Learning Outcomes:

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Teacher Candidates will be able to:	Universal TPEs
Engage and support all students in learning	P: 1.7 P/A: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8
Create and maintain effective environments for student learning	P: 2.1, 2.2, 2.3, 2.4 P/A: 2.5, 2.6
Understand and organize subject matter for student learning	P: 3.4 P/A: 3.1, 3.2, 3.3, 3.5, 3.6, 3.7
Plan instruction and design learning experiences for all student	P: 4.2, 4.5, 4.6 P/A: 4.1, 4.3, 4.4, 4.7, 4.8
Assess student learning	P: 5.5, 5.6 P/A: 5.1, 5.2, 5.3, 5.4, 5.7, 5.8
Reflect and develop as a professional educator	P: 6.2, 6.3, 6.4, 6.7 P/A: 6.1, 6.5, 6.6

NDNU Hallmarks. As one of the learning communities of Notre Dame de Namur, NDNU adheres to seven hallmarks that describe the essential characteristics, values, and activities of all its learning communities. The overarching theme for this semester's course connects to the following hallmark: We develop holistic learning communities which educate for life (Hallmark Seven). For more information on the Notre Dame de Namur hallmarks, see https://www.ndnu.edu/about-ndnu/. Please also note "We acknowledge that Notre Dame de Namur University sits on the unceded ancestral homeland of the Ramaytush Ohlone who are the original peoples of the San Francisco Peninsula. We recognize that we benefit from living and working on their traditional homeland, and we affirm their sovereign rights as first peoples."

Readings and Coursework. All required readings, including CalTPA-related documents, will be embedded into this syllabus. Look for the appropriate links in the "Course Meeting Schedule" as well in your Canvas Assignments

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Course Evaluation. Grades for this course are as follows:

A+	100% and above	A	93 - 99%	A-	90 - 92%
B+	88 - 89%	B	83 - 87%	B-	80 - 82%

A grade of B- or better is required for this course according to the course catalog and handbook. Thus any grade 79% and below in this course is considered a failing grade. Evaluation is given to the following major requirements:

1. *Attendance, Participation, & Weekly Exit Tickets*: **50% of the course grade.**
2. *University Supervisor Report*: **50% of the course grade.**

All work is due on the dates listed in the "Course Meeting Schedule" section of this syllabi for the opportunity to earn full credit. All work must be submitted electronically on the assigned sections of *Canvas* (email attachments are accepted if having technical issues with Canvas). When citing sources, please use APA format and provide a reference list when appropriate. Please proofread all the work. Do not rely only on spell check programs. **The last day for any work to be considered for late/partial credit is December 16, 2023.**

Course Requirements.

1. *Attendance, Participation, & Weekly Exit Tickets*: Students are expected to attend **ALL** class sessions. Students who miss more than one class session can expect a lowered course grade in the following manner: A to A-; A- to B+, etc. A student's attendance at school functions where the student is either a student teacher or an intern may be excused as long as the student provides documented evidence to the instructor (please note that by doing so, the student may receive credit for attendance but not for any in-class activities that day). Students are also expected to participate actively in every session, by critically analyzing, asking questions, making observations about the readings, and submitting online assignments in a timely manner. A student may be excused from attending one class session but only with documented evidence to the instructor. **Every week there are exit ticket questions that you will need to complete in Canvas EDU 4345/4445.**

2. *University Supervisor Report*: The University Supervisor will inform the instructor of the student/intern teacher's assignment and final grade. Please be aware that K-12 school calendars do not align with NDNU academic calendar, and as such students must remain at their schools to the last date as stated in their teaching assignments.

Average Student Workload Expectations. Typically, a 4-unit graduate course entails 240 hours of student engagement over the semester, or 4 hours of in-class time and roughly 12 hours of outside-class time per week for a 15-week course. Because this course includes student teaching off-site, in-class time is modified accordingly. Thus the assignments are made in accordance with this expectation.

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Workload Distribution	Approximate Hours
In-Class meetings	20
Student Teaching and University Supervisor Debriefings	150
Preparation for CalTPA Teaching Event	70

CalTPA Connection. In order for our students to have the best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For both seminar (EDU 4345/4445/4446) and CalTPA support classes (EDU 4886, section 2), CalTPA Cycle 2 in its entirety is integrated in this course.

SERVICES

Academic Success Center (ASC). The Academic Success Center (ASC) is your one-stop learning hub for in-person and online support services, including 1-to-1 writing consultations for all NDNU writing assignments as well as job materials, online workshops and group appointments, 24/7 on-demand online subject tutoring through TutorMe, research guidance, academic advising, and interactive resources designed in collaboration with faculty to help you save time and avoid stress. The ASC is here to help you achieve your academic and professional goals. Access Handshake, NDNU's official job and internship portal, through the ASC. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you'll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you - 80% of students with a complete Handshake profile get messaged by employers. All ASC services are included with your tuition and available even after you graduate! Access the ASC site in Canvas to see all the resources available, to schedule an appointment, or to contact us. Have a question? Just ASC!

Academic Advising and Success Coach. The Academic Advisor and Success Coach provides guidance as you put together a plan for completing your degree requirements, helps you register for classes, answers any other questions about academic policies and procedures. Check your NDNU students email regularly for drop-in hours, special events, and resources. While students are ultimately responsible for knowing their degree completion requirements, your Academic Advisor and Success Coach is a great resource and available to meet through multiple mediums (in-person, Zoom, Skype, FaceTime, Text messaging, IMessage, WeChat and telephone). Plan to connect with them at least once each term (or more) to get their assistance

with selecting, changing, adding, or dropping classes. Your program may require you to check in with your advisor during the advanced registration period. To fulfill this requirement, please email your advisor, academicadvising@ndnu.edu, or call them (650-508-3542) to schedule an online appointment (https://calendly.com/ndnu)

Disability Resource Center (DRC). Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (i.e., scheduled surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for
any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

Library. Part of the Academic Success Center, the Gellert Library is here to support your research needs. Students can use the online catalog to find academic peer-reviewed journal articles, ebooks, print materials, and more. The library website offers guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact asc@ndnu.edu or schedule an appointment on the library homepage.

POLICIES

Academic Integrity. NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

Course Evaluation. Students are expected to complete and submit course evaluations, which will allow NDNU to

improve the learning experience for students in each course and to maintain the quality of our academic programs. Note: Course evaluation survey results are anonymous (do not identify individual student respondents) and will not be available to the instructor until after they have posted their grades. **Teaching Effectiveness Surveys.** Surveys will be available online through the Campus Portal 2 weeks prior to the end of the semester and will close the Wednesday following the end of the term.. Your feedback regarding courses and faculty is especially important to NDNU, to your faculty, and to me as the instructor for this course. Your feedback helps us to review and improve their teaching, helps for department and programs review to improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty. *Directions:* To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you are enrolled. Your feedback is particularly important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous and are not available to faculty until after course grades are posted.

COVID-19. NDNU recommends employees and students working or learning on campus to be fully vaccinated [https://www.ndnu.edu/resources/covid-19-info/]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communications. In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette. All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class. No student may record any classroom activity without first obtaining express consent from the

instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Course Meeting Schedule

NOTE: The instructor reserves the right to make changes in the syllabus. The actual dates on which these sessions occur may be changed during the semester but not without advance notification. Unless otherwise noted, class meetings will be online at the InSpace link located in your **Canvas account EDU 4445-2.**

Date Or Session	Topic/Assignments	Universal TPEs
8/24 **In-Person**	**All Student/Intern Teacher Orientation at 4:30pm at the NDNU Library: Meet your University Supervisor.**	
8/29	**STEP 1: PLAN** **Topics:** Course syllabus and any FAQs on student teaching. Framework on Cycle of Teaching. Why assessments and rubrics?	P: 5.1, 5.2, 5.7, 5.8
9/5	**Topics:** Context of our classes: What do we know about our classes so far (Part A)? And how do we plan for our students' learning progress (Part B)?	P: 1.7, 2.1, 2.2, 2.3, 2.4, 5.1, 5.2, 5.3, 5.6, 5.7, 5.8
9/12	**MEET WITH SUPERVISORS TODAY, NO CLASS MEETING.** Consult with your university supervisor on meeting time and location. Please note there is still an exit ticket due this Friday, working with CalTPA Part B.	P/A: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.5, 2.6
9/19	**Topics:** Debrief on our Context and Learning Segment ideas (Parts	P: 3.1, 3.2, 3.3, 3.4, 3.5,

	A and B). What is the difference between informal, student self, and formal assessments (Part C)?	3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8
9/26	**Topics:** Check in. Debrief on our Part C work. Panel of NDNU alums sharing their last semester of student/intern teaching. Tips on successful CalTPA submission. Any Q and A on Parts D-F? **Note there are no class meetings for next two Tuesdays, but remember the following deadlines listed on your Canvas assignments tab.**	P: 3.3, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7
10/10	**MEET WITH SUPERVISORS TODAY, NO CLASS MEETING.** Consult with your university supervisor on meeting time and location. Please note there is still an exit ticket due this Friday.	P/A: 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.7, 4.8
10/17	**STEP 2: TEACH AND ASSESS** **Topics:** Suggestions and tips for videotaping. Also practice previous CalTPA videos to look for the following annotations: (1) Assessing Student Learning and Development of Academic Language; (2) Students Using Educational Technology; (3) Providing Content-Specific Feedback to Students; (4) Assessing Student Learning and Use of Higher-Order Thinking Skills.	P: 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8
10/24	**Topics:** Check in. Panel or guest teacher explaining the induction/new teacher experience. Any Q and A on videos (Part G) or Reflecting on Informal Assessments (Part H)? **Note there are no class meetings for next two Tuesdays, but remember the following deadlines listed on your Canvas assignments tab.**	P: 5.2, 5.4, 5.5, 5.6, 6.3, 6.7

11/7	**MEET WITH SUPERVISORS TODAY, NO CLASS MEETING.** Consult with your university supervisor on meeting time and location. Please note there is still an exit ticket due this Friday.	P/A: 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 6.1, 6.5, 6.6
11/14	**STEP 3: REFLECT** **Topics:** Debrief on our Part H work. Brainstorm and reflect on *analyzing student work* and *providing effective feedback* (Parts I & J).	P: 5.1, 5.2, 5.3, 5.5, 5.7
11/21	**Topics:** Debrief on our Part J work. Q & A on Part I. What are the ways assessments inform and educate us on our teaching practices? (Part K)	P: 5.3, 5.5
11/28	**STEP 4: APPLY** **Topics:** Check in. Mock job interview class activity. Any Q and A on reteach/extend video (Part L)?	P: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6
12/5	**Topics:** Celebration & Debrief on the second semester student/intern teaching experience. Guest Speaker Terry Hanna on the preliminary credential application process.	P: 6.7

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NOTRE DAME de NAMUR UNIVERSITY

EDU 4342/4442 Student/Intern Teaching Seminar I

Fall 2023

Tuesdays 430-630 PM, St Mary's 117

Instructor:	**Kelly Delaney, Ed.D**
Office Hours:	**by appointment, St. Mary's 210**
Phone:	**650.508.3702**
E-mail:	**kdelaney@ndnu.edu**

Course Description

This weekly seminar provides an opportunity for student and intern teachers to deepen their understanding of teaching through ongoing reflection and discussion of their successes and challenges as they begin their first student teaching or intern placement. The class provides a forum for addressing and sharing each participant's experiences with other teacher candidates and the instructor, with the goal of problem-solving issues that arise in real classrooms. The seminar requires students to discuss, analyze and reflect on methods, strategies, assessments and curriculum organization as they grow in their pedagogical skills. The goal of this class is to help student teachers to become reflective practitioners who continually improve their teaching practice.

NDNU Hallmarks

Hallmarks are the essential **characteristics, values** and **activities** of a Notre Dame learning community. Hallmarks two through seven will be addressed in this course:

- *We honor the dignity and sacredness of each person.* Through developing working relationships with the students we serve, we will honor each student's personhood as we support them in the learning process.

- ***We educate for and act on behalf of justice and peace in the world.*** Through creating lesson plans imbued with subject matter content and multicultural theory, we are ensuring that every student has equity and access to a supportive educational experience.
- ***We commit ourselves to community service.*** By engaging with students in our local community through education, we are committed to community service.
- ***We embrace the gift of diversity.*** We embrace the opportunity to teach students from pluralistic backgrounds in a diverse schools and neighborhood communities. By engaging in a diversity experience, we will connect key course learnings to ideas, beliefs, traditions, or cultural artifacts that are different from our own.
- ***We create community among those with whom we work and with those we serve.*** We work collaboratively with pre-service teaching colleagues, master teachers, professors and students by creating a caring learning community where each person is valued.
- ***We develop holistic learning communities which educate for life.*** Teaching students subject matter content and building our own pedagogical knowledge strengthen our professional teaching relationships.

Course Evaluations/Teaching Effectiveness Surveys
Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions
To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "***You have an active survey***" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

Learning Outcomes
Goals for the instructor and students are:

Learning Outcome	Universal TPEs	MM TPEs	ESN TPEs
Engage and support all students in learning	1.1, 1.3, 1.4, 1.5, 1.6, 1.7 PA	1.2, 1.3, 1.4, 1.6, 1.7 PA	1.4, 1.5 P
Create and maintain effective environments for student learning	2.1, 2.2, 2.3, 2.5, 2.6 PA	2.4 P 2.8, 2.9, 2.10 PA	2.3 P
Understand and organize subject matter for student learning	3.1, 3.2, 3.3, 3.5, 3.6 PA 3.4, 3.7,	3.1 PA	3.2 P

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	3.8 P		
Plan instruction and design learning experiences for all students	4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8 PA 4.6 P	4.2, 4.4 PA 4.6, 4.7 P	4.1 PA
Assess student learning	5.1, 5.2, 5.5, 5.7, 5.8 PA 5.3, 5.4, 5.6 P	5.2 PA	5.1 PA
Reflect and develop as a professional educator	6.1, 6.2, 6.3, 6.5, PA 6.4, 6.7 P	6.1, 6.2 PA 6.3 P	6.1 PA

Texts
Marzano, Robert J. *The New Art and Science of Teaching.* (Bloomington, IN: ASCD, 2017).

CalTPA Connection. In order for our students to have best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For this course, the following assignments are used to integrate into the CalTPA portfolio:

Course Assignment:	Found in CalTPA Candidate Handbook:
Rough Draft Cycle 1	Cycle 1, Steps 1-4

Average Student Workload Expectations
Typically, a 4-unit graduate course entails 240 hours of student engagement over the semester, or 4 hours of in-class time and roughly 12 hours of outside-class time per week for a 15-week course. Because this course includes student teaching off-site, in-class time is modified accordingly and course assignments are made to align with this expectation.

Estimated Workload Distribution: Hours in Class/Supervisor Meetings 22
Assignments 20
Student Teaching 225

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Total Hours   267

Communication
Instructor will send regular messages to students in this course through NDNU student email accounts. Students must regularly check their student email account for important information about class meetings and assignments. Issues with NDNU email accounts should be directed to OIT at 508-3555 or helpdesk2@ndnu.edu.

Students with Academic Challenges
If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical) be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as soon as possible. Accommodations are not provided retroactively. The Disability Resource Center can be contacted by email at DRC@ndnu.edu or by phone at 650-508-3670.

Library
The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, ad print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library homepage.

Academic Success Center (ASC)
The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand subject-specific tutoring through TurorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC Canvas site to see all of the resources available, to contact us or to schedule an appointment. Have a question? *Just ASC!*

Course Requirements

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Privacy, Confidentiality & Behavior

The themes and discussion in this course require a high level of engagement, professionalism, respect and discretion. Due to the sensitive nature of the work, and the fact that participants must make personal and professional connections in order to participate meaningfully, it is important that students maintain the privacy of those with whom they interact outside of our classroom as well as those within our classroom. So do not share someone else's business.

Also please be mindful that everyone is at a different point in her or his journey. All of us must listen respectfully, speak truthfully, expect and embrace discomfort, and be mindful of the feelings of others. Open dialogue is critical to the work we will do in this class, and this requires a high level of engagement with and awareness of others.

As this class requires a high level of engagement and participation, students must participate constructively and actively in all class discussions and activities. Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructors and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will negatively impact your participation grade.

ZOOM Etiquette

This is a graduate level class and you are working toward state certification as a professional educator. As such, professional standards are required for all class meetings. These include but are not limited to, professional dress, environment and behavior—both toward the instructor and peers. You are expected to have your camera on at all times, unmute your microphone, and participate in both whole class and small group discussions. You are responsible for establishing an environment that is respectful of your peers and that includes being mindful of changes in a professional manner. You will be working with students in this same environment and remember that every day is a potential job interview, so be thoughtful at all times.

Academic Honesty

Students are expected to uphold all standards of academic honesty. Cheating, plagiarism, false citations, and the submission of false data are all inexcusable at the graduate level and seriously undermine academic scholarship as a whole.

Assignments & Grading

Technical Considerations

All papers must be typed, double-spaced, 12-point Times New Roman font with 1-inch margins. All citations, whether in-text or in a reference list, must follow APA guidelines. For tips about APA formatting visit http://owl.english.purdue.edu/owl/resource/560/02/ . Late assignments will not be accepted.

Attendance & Participation   50 points
Students must attend orientation and ALL in-class meetings and participate in whole class and small group activities appropriately. Students who miss one or two class sessions will receive a lower grade, regardless of the reason. Students who miss more than two class sessions will fail the course and have to repeat student/intern teaching seminar. Excused absences include attendance at school functions where the student is either a student teacher or an intern or an illness or family bereavement where documentation is provided. Students should schedule school activities around seminar sessions and other classes at NDNU. Student teaching/interning is NOT an excuse to be regularly tardy or absent from seminar or other classes. Teachers always have lots of competing demands on their time, and balancing those demands and learning to manage time wisely is one of the most important challenges that must be learned in order to pass student teaching.

University Supervisor Report   250 points
(U 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 5.1, 5.2, 5.5, 5.7, 5.8, 6.1, 6.2, 6.3, 6.5 PA)
(U   3.4, 3.7, 3.8, 4.6, 5.3, 5.4, 5.6, 6.4, 6.7 P)
(M   1.2, 1.3, 1.4, 1.6, 1.7, 2.8, 2.8, 2.10, 3.1, 4.2, 4.4, 5.2, 6.1, 6.2 PA)
(M   4.6, 4.7, 6.3 P)
(E   1.4, 1.5, 2.3, 3.2, 5.3 P)
(E   4.1, 5.1, 6.1 PA)
A final report and recommendation from your University Supervisor comprises 50% of your course grade. This will be based on the professional behavior checklist, mid-term and final evaluations, as well as attendance, performance and feedback from the cooperating teacher and other school site personnel. Supervisors will be looking to see growth over the course of the semester and willingness to accept and implement feedback along with other criteria outlined in evaluative documents. The University Supervisor will inform the instructor comments on student/intern teacher's assignment and final grade. Please be aware that K-12 school calendars do not align with the NDNU academic calendar, and as such students must remain at their schools to the last date as stated in their teaching assignments. A grade of "IP" will be issued until the teaching assignment is completed and the University Supervisor provides a completed evaluation and grade.

Readings & Discussion   100 points

(U 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7   P)

(M   1.1, 1.3, 1.5, 1.7, 2.4, 2.8, 2.10, 3.1, 4.2, 4.6, 4.7, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3 P)
(E   1.5, 2.3, 3.2, 4.1, 5.1, 5.3, 6.1 P)

Students must complete the assigned reading by the dates listed on the syllabus and be prepared to discuss it during class. Failure to be prepared will result in a drop in points for each time this happens. A textbook will be on reserve in the library for those who need access to it in case shipping of books is delayed. This copy must stay in the library so all students have access to it.

Observation Hours Log, Discussion & Artifact Show & Tell 100 points

(U 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 21., 2.3, 2.4, 2.5, 2.6, 3.4, 3.7, 3.8, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.3, 6.1, 6.2, 6.3 P)
(M   1.3, 1.7, 2.4, 2.8, 2.9, 2.10, 3.1, 4.2, 4.6, 4.7, 5.2, 6.1 P)
(E   1.4, 2.3, 3.2, 4.1, 5.3, 6.1P)

During semesters of fieldwork (student teaching/interning), students must spend 20 hours observing other veteran teachers. This should add up to 40 hours over the course of two semesters. For student teachers, this can be done any time that does not interfere with your student teaching hours. For interns, this can be done on prep periods, holidays, or on pre-determined work/prep days. All students should talk to classmates and colleagues who may have different holiday/PD days than your assigned school.

Students should observe in a range of settings and schools. Begin with your own subject area. Literacy in ELA or other subjects should also be a priority. Observe other subject areas in your same grade level at your assigned school. For example, once you have decided on focus students, try to observe them in other classes to see what is working or not for them in other classes. Observe your same subject/grade level in another school or district. Observe your subject area in other grades/schools/districts. Observe teachers that you have been told are excellent in their field (even if that isn't your subject area).
The goal of this assignment is to observe the widest range possible of teachers working in the field so that students can see examples of as many good models of teaching as possible. If you end up watching someone who does not turn out to be a very good model, that is ok, we can learn from watching bad teachers as well. But try to see good ones whenever possible. The goal is to improve your own teaching practice, so you should be watching and taking notes with the intention of figuring out what things the teachers are doing that you could use in some way in your own classroom.

We will discuss these observations in class and you will be required to share specific things you have learned and how you have implemented them into your own lessons and classroom. Learning from each other is a very important best practice of all strong

teachers. And if you are going to have longevity in the profession, you will need to know how to watch someone else and adapt their best ideas to your classroom context.

There are several parts to this assignment.
1. You will keep an hours log showing that you observed for 20+ hours in various classrooms. 2. You will discuss these observations multiple times during seminar with classmates.
3. You will present specifics about what you have borrowed from other teachers in a more formal presentation that includes a tangible artifact of some kind.

Show & Tell presentations: you will need to show and explain specific strategies that you saw in other classes and explain/show how you adapted them for your classroom. This can either be graphic organizers, projects, readings, apps, videos, materials, or instructional strategies that you re-used or adapted for your classroom. You will need to give credit to the teacher who gave you the idea and then explain/show how you adapted it for your classroom. You will also need to have a tangible artifact to show in class of some kind so that classmates might also be able to use this approach in their classrooms. Assignment graded based on completion: 100% or 0.

Schedule of Classes and Assignments

*These dates may change due to technology scheduling—be aware and be flexible! All changes will be noted and clarified at least a week prior to any change and will be also noted in Google Classroom.

Date	Topics	Readings Due	Assignments Due
PA 8/29	ZOOM CLASS: Syllabus (U 1.1, 2.1, 2.2, 2.3, 4.1, 4.6, 6.4 P) (M 2.4, 6.1 P) (E 1.4, 1.5 P)		Textbook ordered
9/5	Building Relationships (U 1.1, 1.2, 2.1, 2.2, 2.3, 5.2, 5.6, 6.2, 6.3 P) (M 2.4, 5.3 P) (E 1.4, 1.5, 3.2 P)	Chapter 9	

9/12	NO CLASS: Crew Meeting Supervisor Feedback Monthly Meeting (U 1.1, 1.2, 1.8, 2.1, 2.2, 2.3, 2.5, 5.6, 6.3, 6.4 P) (M4.2, 4.4, 4.6, 5.3, 6.1 P) (E 1.4, 1.5, 3.2 P)		
9/19	Learning Goals/Objectives (U 1.1, 1.5, 2.5, 6.3 P) (M 4.4, 5.2 P) (E 1.4, 1.5)	Chapter 1	Begin observations in other classrooms
9/26	Student Assets & Engagement (U 1.1, 1.4, 1.6, 1.7, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 4.4, 5.5, 6.2 P) (M 1.6, 2.8, 5.2 P) (E 1.4, 1.5, 2.3, 3.2, 6.1 P)	Chapter 7	
10/3	Scaffolding & Differentiation (U1.1, 1.4, 1.6, 2.2, 2.3, 4.1, 4.2, 4.4 P) (M 1.2, 1.4, 1.6, 2.8, 2.9, 3.1, 4.2, 4.4, 6.1 P) (E 1.4, 1.5, 2.3, 3.2, 6.1 P)	Chapter 6	
10/10	NO CLASS: Crew Meeting Supervisor Feedback Monthly Meeting (U 1.1, 1.2, 1.8, 2.1, 2.2, 2.3, 2.5, 5.6, 6.3, 6.4 P) (M4.2, 4.4, 4.6, 5.3, 6.1 P) (E 1.4, 1.5, 3.2 P)		
10/17	Assessment & Planning (U 1.1, 1.3, 1.5, 1.6, 2.2, 2.3, 2.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 5.1, 5.7, 5.8, 6.1, 6.2, 6.3, 6.5 P) (M 1.2, 1.3, 1.4, 1.6, 2.8, 2.9, 3.1, 5.2, 5.3, 6.1, 6.2 P) (E 1.4, 1.5, 2.3, 3.2, 4.1, 5.1 P)	Chapter 2	
10/24	Higher Level Thinking (U 1.5, 2.5, 4.4, 5.2 P) (M 2.8, 3.1, 4.4, 5.2 P) (E 1.4, 1.5 P)	Chapters 4 & 5	

10/31	<mark>NO CLASS:</mark> Work on Observation Assignment		
11/7	<mark>NO CLASS: Crew Meeting</mark> Supervisor Feedback Monthly Meeting (U 1.1, 1.2, 1.8, 2.1, 2.2, 2.3, 2.5, 5.6, 6.3, 6.4 P) (M4.2, 4.4, 4.6, 5.3, 6.1 P) (E 1.4, 1.5, 3.2 P)		
11/14	Classroom Management 1 (U 1.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.9, 2.10, 4.1, 4.2, 4.4, 4.5, 6.1, 6.2, 6.3, 6.5 P) (M 1.7, 2.1, 4.2, 4.4, 4.6, 4.7, 5.2, 5.3, 6.1, 6.2, 6.3 P) (E 1.4, 1.5, 2.3, 3.2, 4.1, 5.1, 6.1 P)	Chapter 3	Observation Artifacts Show & Tell
11/21	<mark>NO CLASS</mark>: Thanksgiving Holiday		
11/28	Classroom Management 2 (U 1.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.9, 2.10, 4.1, 4.2, 4.4, 4.5, 6.1, 6.2, 6.3, 6.5 P) (M 1.7, 2.1, 4.2, 4.4, 4.6, 4.7, 5.2, 5.3, 6.1, 6.2, 6.3 P) (E 1.4, 1.5, 2.3, 3.2, 4.1, 5.1, 6.1 P)	Chapters 8	
12/5	Last Class—Meet off campus Final questions re next semester		

Notre Dame de Namur University
Program Director: Stephanie Demaree
Email: sdemaree@ndnu.edu

NDNU School of Education, MSCRED & SSCRED
EDU 4886, section 2:
CALTPA CYCLE 2 SUPPORT FOR MULTIPLE/SINGLE SUBJECT TEACHER CANDIDATES
Fall 2023 (0.5 units)
[Updates in red]

Instructor Contact Information:	Kelly Vaughn, Ph.D. Email: kvaughn@ndnu.edu or k.vaughn.ndnu.sep@gmail.com
Course Schedule:	Tuesdays 7:30 – 9:00 p.m August 29, 2023 – December 5, 2023 Online Format on zoom. The link is: https://zoom.us/j/93615077839?pwd=VE5UZTJJc0F2SmNscUx QcGhyOGRKUT09 Meeting ID: 936 1507 7839 Passcode: CalTPA
Office Hours:	Please email instructor for an appointment

Catalog Course Description. CalTPA Cycle 2 Support: Focuses on small cohort and 1:1 coaching for individuals who need to successfully pass CalTPA Cycle 2 as part of their credential requirements. Individuals will meet online with a TPA coach to review their Cycle 2 submission, review rubric feedback, and revise their document for resubmission.

Sections:
- 4886, section 1: Students are to enroll in this course in tandem with their corresponding first student/intern seminar class: EDU 4342, 4442. Both courses are taken concurrently in the same semester. Only exceptions are made with approval of the program advisor.

- 4886, section 2: Students are to enroll in this course in tandem with their corresponding second student/intern seminar class: EDU 4345, 4445, 4346, 4446. Both courses are taken concurrently in the same semester. Only exceptions are made with approval of the program advisor.
- 4886, section 3: Students have submitted CalTPA in the past, completed any of the seminar course numbers below prior to Fall 2023, and/or completed a previous EDU 4886 course.
- 4886, section 4: Students are to enroll in this course in tandem with their corresponding Ed Specialist student/intern seminar class: EDU 4230, 4231, 4236. Both courses are taken concurrently in the same semester. Only exceptions are made with approval of the program advisor.

Learning Outcomes:

Teacher Candidates will be able to:	Universal TPEs
Engage and support all students in learning	P/A: 1.1, 1.4, 1.8
Understand and organize subject matter for student learning	P/A: 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8
Plan instruction and design learning experiences for all student	P/A: 4.3, 4.4, 4.7, 4.8
Assess student learning	P/A: 5.1, 5.2, 5.3, 5.5, 5.8
Reflect and develop as a professional educator	P/A: 6.1, 6.5

NDNU Hallmarks. As one of the learning communities of Notre Dame de Namur, NDNU adheres to seven hallmarks that describe the essential characteristics, values, and activities of all its learning communities. The overarching theme for this semester's course connects to the following hallmark: We develop holistic learning communities which educate for life (Hallmark Seven). For more information on the Notre Dame de Namur hallmarks, see https://www.ndnu.edu/about-ndnu/. Please also note "We acknowledge that Notre Dame de Namur University sits on the unceded ancestral homeland of the Ramaytush Ohlone who are the original peoples of the San Francisco Peninsula. We recognize that we benefit from living and working in their traditional homeland, and we affirm their sovereign rights as first peoples."

Readings and Coursework. All required readings, including CalTPA-related documents, will be embedded into this syllabus. Look for the appropriate links in the "Course Meeting Schedule" as well in your Canvas Assignments.

Notre Dame de Namur University
Program Director: Stephanie Demaree
Email: sdemaree@ndnu.edu

Course Evaluation. This course is graded on a pass/no pass basis. To earn full credit and a pass grade, you must do the following: (1) Attend all class meetings, (2) Submit all CalTPA Drafts on time, and (3) Submit proof of CalTPA submission to Pearson by the deadlines listed below in "Course Requirements."

Course Requirements.

1. *Class Meetings:* Attend all mandatory class meetings and individual meetings when scheduled by your instructor. Since as a class we do not meet every Tuesday, some free Tuesdays may be taken by individual meetings between a student and instructor for individualized CalTPA feedback. Please refer to the dates listed below in the "Course Meeting Schedule" section on specific class dates.

2. *Drafts of CalTPA Cycle 2, Steps 1 to 4*: Provide draft versions for each of the following forms by the assigned deadlines stated later in this syllabus (see schedule outline). You will submit them in our Google Classroom "Classwork" tab. For your reference, all the Cycle 2 parts are located below:

   a. Part A: Written Narrative Contextual Information
   b. Part B: Learning Segment Template
   c. Part C: Written Narrative Assessment Descriptions
   d. Part D: Description/Blank Copies Informal Assessment (read pages 13-15 for directions)
   e. Part E: Description/Blank Copies Student Self-Assessment and Rubric (pages 13-15 for directions)
   f. Part F: Description/Blank Copies Formal Assessment and Rubric (pages 13-15 for directions)
   g. Part G: 4 Annotated Video Clips
   h. Part H: Written Narrative Analysis of Informal and Student Self-Assessment
   i. Part I: Formal Assessment Responses 3 Students (read pages 22-25 for directions)
   j. Part J: Written Narrative Analysis Formal Assessment Results
   k. Part K: Written Narrative Next Steps
   l. Part L: 1 Annotated Video Clip

3. *Proof of CalTPA Submission*: Please email or upload onto your Canvas your proof of CalTPA submission, such as screenshot or PDF email receipt. ***Please note that your grade will be listed as "In Progress" (IP) to allow you to submit your CalTPA to Pearson by the following deadlines: January 18, 2024 (Fall semester cohort); May 31 2024 (Spring semester cohort).***. Exceptions to these deadlines are made with valid documentation (such as medical issues, personal emergency) to the instructor. ***Otherwise, if you do not show evidence of CalTPA submission by this deadline , you will receive a grade of "no pass" reported to the registrar's office.***

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CalTPA Connection. In order for our students to have the best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For both seminar (EDU 4345/4445/4446) and CalTPA support classes (EDU 4886, section 2), CalTPA Cycle 2 in its entirety is integrated in this course.

SERVICES

Academic Success Center (ASC). The Academic Success Center (ASC) is your one-stop learning hub for in-person and online support services, including 1-to-1 writing consultations for all NDNU writing assignments as well as job materials, online workshops and group appointments, 24/7 on-demand online subject tutoring through TutorMe, research guidance, academic advising, and interactive resources designed in collaboration with faculty to help you save time and avoid stress. The ASC is here to help you achieve your academic and professional goals. Access Handshake, NDNU's official job and internship portal, through the ASC. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you'll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you - 80% of students with a complete Handshake profile get messaged by employers. All ASC services are included with your tuition and available even after you graduate! Access the ASC site in Canvas to see all the resources available, to schedule an appointment, or to contact us. Have a question? Just ASC!

Academic Advising and Success Coach. The Academic Advisor and Success Coach provides guidance as you put together a plan for completing your degree requirements, helps you register for classes, answers any other questions about academic policies and procedures. Check your NDNU students email regularly for drop-in hours, special events, and resources. While students are ultimately responsible for knowing their degree completion requirements, your Academic Advisor and Success Coach is a great resource and available to meet through multiple mediums (in-person, Zoom, Skype, FaceTime, Text messaging, IMessage, WeChat and telephone). Plan to connect with them at least once each term (or more) to get their assistance with selecting, changing, adding, or dropping classes. Your program may require you to check in with your advisor during the advanced registration period. To fulfill this requirement, please email your advisor, academicadvising@ndnu.edu, or call them (650-508-3542) to schedule an online appointment (https://calendly.com/ndnu)

Disability Resource Center (DRC). Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (i.e., scheduled surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for

any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

Library. Part of the Academic Success Center, the Gellert Library is here to support your research needs. Students can use the online catalog to find academic peer-reviewed journal articles, ebooks, print materials, and more. The library website offers guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact asc@ndnu.edu or schedule an appointment on the library homepage.

POLICIES

Academic Integrity. NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

Course Evaluation. Students are expected to complete and submit course evaluations, which will allow NDNU to improve the learning experience for students in each course and to maintain the quality of our academic programs. Note: Course evaluation survey results are anonymous (do not identify individual student respondents) and will not be available to the instructor until after they have posted their grades. **Teaching Effectiveness Surveys.** Surveys will be available online through the Campus Portal 2 weeks prior to the end of the semester and will close the Wednesday following the end of the term.. Your feedback regarding courses and faculty is especially important to NDNU, to your faculty, and to me as the instructor for this course. Your feedback helps us to review and improve their teaching, helps for department and programs review to improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty. *Directions:* To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you are

enrolled. Your feedback is particularly important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous and are not available to faculty until after course grades are posted.

COVID-19. NDNU recommends employees and students working or learning on campus to be fully vaccinated [https://www.ndnu.edu/resources/covid-19-info/]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communications. In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette. All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class. No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Course Meeting Schedule

NOTE: The instructor reserves the right to make changes in the syllabus. The actual dates on which these sessions occur may be changed during the semester but not without advance notification. Unless otherwise noted, class meetings will be online at the InSpace link located in your *Canvas account.*

Notre Dame de Namur University
Program Director: Stephanie Demaree
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Date Or Session	Topic/Assignments	Universal TPEs
Class Meeting 1 [8/29]	**Introduction and Syllabus**	
Class Meeting 2 [9/12] **[9/13 7:45pm]**	**Overview and FAQ on Parts A and B, plan for students' respective CalTPA drafts.** **Follow up after class:** Complete Parts A and B drafts before the next class meeting.	P: 1.4, 3.1, 3.2, 3.6, 4.4, 4.7, 4.8, 6.5
Class Meeting 3 [9/26]	**STEP 1: PLAN** **Assignments due: Part A: Written Narrative Contextual Information and Part B: Learning Segment Template drafts** **Activities:** We'll go into depth on the feedback of our Parts A and B drafts. Overview and FAQs on Parts C-F. Please note it seems a lot but Parts D-F are really blank copies of your 3 assessment types. **Follow up after class:** Complete Parts C-F drafts before the next class meeting.	P/A: 1.1, 1.4, 3.1, 3.2, 3.5, 3.6, 4.4, 4.7, 4.8, 5.1, 5.3, 6.5
Class Meeting 4 [10/17]	**Assignments due: Drafts of the following** 1. **Part C: Written Narrative Assessment Descriptions** 2. **Parts D-F: Please upload copies for Informal (Part D), Student Self-Assessment (Part E), and Formal Assessments (Part F) you are using for this submission, and rubrics for Parts E and F. Refer to your CalTPA handbook (around pages 13-16) for further directions.** **Activities:** We'll go into depth on the feedback of our Part C, and if time Parts D-F, drafts. Overview and FAQs on Part G: 4 video clips	P/A: 1.1, 1.4, 3.1, 3.2, 3.5, 3.6, 4.4, 4.7, 4.8, 5.1, 5.3, 6.5

	Follow up after class: Complete Part G video clips with annotations before the next class meeting. Best to email your instructor with a shared link to your video clips.	
Class Meeting 5 [11/7]	**STEP 2: TEACH AND ASSESS** **Assignments due Mon 11/6: Part G [4 video clips with annotations] draft** **Activities:** We'll go into depth on the feedback of Part G video clips with annotations. Overview and FAQs on Part H. **Follow up after class:** Complete Part H draft before the next class meeting.	P/A: 1.1, 1.8, 3.3, 3.5, 3.6, 3.8, 4.3, 4.4, 4.7, 4.8, 5.1, 5.2, 5.3, 5.5, 5.8
Class Meeting 6 [11/14]	**Assignments due Mon 11/13: Part H: Written Narrative Analysis of Informal and Student Self-Assessment draft** **Activities:** We'll go into depth on the feedback of our Part H. Overview and FAQs on Parts I and J. Note for Part I, you are to submit 3 student work samples on the same formal assessment. Select samples that reflect "exceeds standards/high" "meets standards/average" and "does not meet standards/low." **Follow up after class:** Complete Parts I and J drafts before the next class meeting.	P/A: 1.1, 1.8, 3.3, 3.5, 3.6, 3.8, 4.3, 4.4, 4.7, 4.8, 5.1, 5.2, 5.3, 5.5, 5.8
Class Meeting 7 [11/28]	**STEP 3: REFLECT** **Assignments due Mon 11/27: Drafts of the following** 1. **Part I: Formal Assessment Responses 3 Students Refer to both your google classroom and CalTPA handbook (around pages 22-25) for directions.** 2. **Part J: Written Narrative Analysis Formal Assessment Results** **Activities:** We'll go into depth on the feedback of our Part J, and if time Part I. Overview and FAQs on Parts K and L. Please note that Part L is a 5th video clip that demonstrates you conduct a reteach or extension mini lesson based on your students' formal assessment scoring results.	P/A: 5.2, 5.8

| Class Meeting 8 [12/5] | **STEP 4: APPLY**

Assignments due Mon 12/4: Drafts of the following

1. **Part K: Written Narrative Next Steps**
2. **Part L: 5th Annotated Video Clip**

Activities: We'll go into depth on the feedback of our Parts K and L. Final debriefing on the Cycle 2 process. | P/A: 5.2, 5.3, 5.8, 6.1 |

Besides our NDNU CalTPA support resources, The California Commission on Teaching Credentialing (or CTC for short) will hold live CalTPA office hours on zoom for any teacher candidate on Wednesdays 4:15-5:00pm. The link is here: https://us02web.zoom.us/j/89310433740

NDNU School of Education
EDU 4886, section 1:
CALTPA CYCLE 1 SUPPORT FOR MULTIPLE SUBJECT AND SINGLE SUBJECT TEACHER CANDIDATES
Fall 2023 (0.5 units)
[Updates in red]

Instructor Contact Information:	Kelly Delaney Email: kdelaney@ndnu.edu
Course Schedule:	About every other Tuesday on 7:30 – 9:00 p.m August 31, 2023 – November 30, 2023 Online Format on zoom. The link is: https://zoom.us/j/93615077839?pwd=VE5UZTJJc0F2SmNscUxQcGhyOGRKUT09 Meeting ID: 936 1507 7839Passcode: CalTPA

Notre Dame de Namur University
Program Director: Stephanie Demaree
Email: sdemaree@ndnu.edu

Office Hours:	Please email instructor for an appointment

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Sections:
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TPEs and Elements: TPE 1, Elements 1, 4; TPE 2, Element 2; TPE 3, Elements 1, 2, 3, 5; TPE 4, Elements 1, 4, 7; TPE 6, Element 5
MMSN TPEs and Elements: TPE 2, Elements 1, 2, 7, 8, 9; TPE 3, Elements 1, 2; TPE 4, Elements 1, 2, 6; TPE 6, Element 1

Learning Outcomes:

Teacher Candidates will be able to:	Universal TPEs
Engage and support all students in learning	P: 1.6 P/A: 1.1, 1.4, 1.5, 1.8
Create and maintain effective environments for student learning	P: 2.1, 2.4 P/A: 2.2, 2.3, 2.5, 2.6
Understand and organize subject matter for student learning	P/A: 3.1, 3.2, 3.3, 3.5,

Plan instruction and design learning experiences for all student	P: 4.2, 4.5 P/A: 4.1, 4.4, 4.7,
Assess student learning	P: 5.2, 5.8
Reflect and develop as a professional educator	P/A: 6.1, 6.5

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Course Evaluation. This course is graded on a pass/no pass basis. To earn full credit and a pass grade, you must do the following: (1) Attend all class meetings, (2) Submit all CalTPA Drafts on time, and (3) Submit proof of CalTPA submission to Pearson by the deadlines listed below in "Course Requirements."

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2. *Drafts of CalTPA Cycle 1, Steps 1 to 4*: Provide draft versions for each of the following forms by the assigned deadlines stated later in this syllabus (see schedule outline). You will submit them in our Google Classroom "Classwork" tab. For your reference, all the Cycle 2 parts are located below:

   a. Part A: Written Narrative Contextual Information
   b. Part B: Lesson Plan
   c. Part C: Lesson Plan Rationale

    d. Part D: Related Instructional Resources and Materials (read page 16 for directions)

    e. Part E: 3 Annotated Video Clips (read pages 17-20 for directions)

    ~~f. Part H: Written Narrative Analysis of Informal and Student Self-Assessment~~

    ~~g. Part I: Formal Assessment Responses 3 Students (read pages 22-25 for directions) KV will update later~~

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SERVICES

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Academic Advising and Success Coach. The Academic Advisor and Success Coach provides guidance as you put together a plan for completing your degree requirements, helps you register for classes, answers any other questions about academic policies and procedures. Check your NDNU students email regularly for drop-in hours, special events, and resources. While students are ultimately responsible for knowing their degree completion

requirements, your Academic Advisor and Success Coach is a great resource and available to meet through multiple mediums (in-person, Zoom, Skype, FaceTime, Text messaging, IMessage, WeChat and telephone). Plan to connect with them at least once each term (or more) to get their assistance with selecting, changing, adding, or dropping classes. Your program may require you to check in with your advisor during the advanced registration period. To fulfill this requirement, please email your advisor, academicadvising@ndnu.edu, or call them (650-508-3542) to schedule an online appointment (https://calendly.com/ndnu)

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Library. Part of the Academic Success Center, the Gellert Library is here to support your research needs. Students can use the online catalog to find academic peer-reviewed journal articles, ebooks, print materials, and more. The library website offers guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact asc@ndnu.edu or schedule an appointment on the library homepage.

POLICIES

Academic Integrity. NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

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Course Evaluation. Students are expected to complete and submit course evaluations, which will allow NDNU to improve the learning experience for students in each course and to maintain the quality of our academic programs. Note: Course evaluation survey results are anonymous (do not identify individual student respondents) and will not be available to the instructor until after they have posted their grades. **Teaching Effectiveness Surveys.** Surveys will be available online through the Campus Portal 2 weeks prior to the end of the semester and will close the Wednesday following the end of the term.. Your feedback regarding courses and faculty is especially important to NDNU, to your faculty, and to me as the instructor for this course. Your feedback helps us to review and improve their teaching, helps for department and programs review to improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty. *Directions:* To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you are enrolled. Your feedback is particularly important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous and are not available to faculty until after course grades are posted.

COVID-19. NDNU recommends employees and students working or learning on campus to be fully vaccinated [https://www.ndnu.edu/resources/covid-19-info/]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communications. In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette. All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

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Recording of Class. No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Course Meeting Schedule

NOTE: The instructor reserves the right to make changes in the syllabus. The actual dates on which these sessions occur may be changed during the semester but not without advance notification. Unless otherwise noted, class meetings will be online at the InSpace link located in your ***Canvas account.***

Date Or Session	Topic/Assignments	Universal TPEs
1: 8/29	**STEP 1: PLAN** **All teacher candidates meet via zoom with Vaughn to discuss course overview, CalTPA Cycles 1 overview and rubrics. Overview and FAQ on Part A.** **Follow up after class:** Work on Part A. You may use this to help you brainstorm ideas: Part A workbook.	
P 2: 9/12	**Check in: Focus Students 1, 2, and 3**	P: 1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5, 4.1, 4.2, 4.4, 4.5, 4.7, 5.2, 5.8
3: 9/26	**Assignment due today: Part A: Getting to Know Your Students draft** **Activities:** We'll go into depth on the feedback of our Part A draft. Overview and FAQs on Parts B, C and D. Please note that Part D are blank copies of the materials to accompany your lesson plan.	P/A: 1.1, 1.4, 2.2, 3.1, 3.2, 3.3, 3.5, 4.1, 4.4, 4.7, 6.5

	Follow up after class: Complete Part B	
4: 10/10	**Assignment due today: Part B: Lesson Plan draft** **Activities:** We'll go into depth on the feedback of our Part B draft. FAQs on Parts C and D. Please note that Part D are blank copies of the materials to accompany your lesson plan. **Follow up after class:** Complete Parts C and D drafts before the next class meeting.	P/A: 1.1, 1.4, 2.2, 3.1, 3.2, 3.3, 3.5, 4.1, 4.4, 4.7, 6.5
5: 10/24	**STEP 2: TEACH AND ASSESS** **Assignments due today: Part C: Lesson Plan Rationale and Part D [Copies of Materials to accompany your LP] drafts** **Activities:** We'll go into depth on the feedback of our Part C, and if time Part D, drafts. Overview and FAQs on Part E: 3 video clips **Follow up after class:** Complete Part E video clips with annotations before the next class meeting. Best to email your instructor with a shared link to your video clips.	P/A: 1.1, 1.4, 2.2, 3.1, 3.2, 3.3, 3.5, 4.1, 4.4, 4.7, 6.5
6: 11/7	**STEP 3: REFLECT** **Assignments due today: Part E [3 video clips with annotations] drafts** **Activities:** We'll go into depth on the feedback of Part E video clips with annotations. Overview and FAQs on Part F. **Follow up after class:** Complete Parts F draft before the next class meeting.	P/A: 1.5, 1.8, 2.2, 2.3, 2.5, 2.6, 4.4

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7: <mark>11/14</mark>	**STEP 4: APPLY** **Assignment due today: Part F: Reflection on What You Learned Template draft** **Activities:** We'll go into depth on the feedback of our Part F. Overview on Part G.	P/A: 1.1, 6.1
8: 11/28	**Assignment due today: Part G: Application on What You Learned Template draft** **Activities:** We'll go into depth on the feedback of our Part G. Final debriefing on Cycle 1 process	P/A: 3.2, 4.4, 6.1

Besides our NDNU CalTPA support resources, The California Commission on Teaching Credentialing (or CTC for short) will hold live CalTPA office hours on zoom for any teacher candidate on Wednesdays 4:15-5:00pm. The link is here: https://us02web.zoom.us/j/89310433740

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Literacy TPEs Planning Document

I	P	A	Literacy TPE
4342 4104 4107 4330	4330 4333	4330 4333 Cal TPA	7.1 Plan and implement evidence-based literacy1,2 instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards3 and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
ST/Intern Orientation ST/Intern Seminars 4230 4231 4342 4345 4442 4445 4330	ST/Intern Seminars 4230 4231 4342 4345 4442 4445 4330 4333 4200 4234	4330 4333 ST/Intern Seminars 4230 4231 4342 4345 4442 4445 Cal TPA	7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

4110 4200 4234 4237 4410	4237 4110		
ST/Intern Orientation (word bank) 4104 ST/Intern Seminars 4230 4231 4342 4345 4442 4445 4330 4110	ST/Intern Seminars 4230 4231 4342 4345 4442 4445 4333 4200 4234 4237 4110	Cal TPA	7.3 Incorporate asset-based pedagogies, 4 inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.5
ST/Intern Orientation 4100	4333 4200 4234	Cal TPA	7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices;

(trauma informed) 4330 4333	4237		and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
4330	4330 4333	4330 RICA	7.5 Foundational Skills. Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
ST/Intern Orientation 4330 4110	4330 4333 4336 4337 4338 4110	4330 4333 Cal TPA Cycle 1	7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

4330 4107 4110	4330 4333 4336 4110	4333	7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
4113 4207 Assistive Tech 4330 4333	4330 4333	Cal TPA Cycle 1 RICA	7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
4336 4337 4338 4330 4110	4330 4333 4336 4337 4338	4333 4338	7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including

	4110		the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.7
4119 4330 4333 4110	4119 4330 4333 4110	4119 4330 4333	7.10 Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.8 Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.9 If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
ST/Intern Orientation ST/Intern Seminars 4342 4345 4442 4445 4107 4330 4110	ST/Intern Orientation ST/Intern Seminars 4342 4345 4442 4445 4107 4330 4333 4110	Cal TPA Cycle 1 *(focal student 1)* 4330 4333	7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

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Orientation for Student Teachers: Multiple Subject, Single Subject, and Education Specialist is held at the beginning of each semester for candidates entering their first semester of Student/Intern Teaching. The list of Presenters in the Orientation Slide sections provides more details about the Orientation sequence for each topic on the flyer including the workshops in visual and performing arts.

Orientation Slides	*Notre Dame de Namur University*	*Cal TPA*
Relive the highlights of orientation! Schedule of Presenters	Academic Success Center Life & Wellness Resources Calendar Academic Year 22-23	Registration Link How to register for Cal TPA: Presentation Slide Deck *Presenter:* Kelly Vaughn kvaughn@ndnu.edu
Lesson Planning	*NDNU Fall Orientation* August 21-24, 2023	*Universal Design for Learning (UDL)*

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NDNU Annotated Sample Template	*Resources Game Boar* Move around the game board to review the week's activities and learning. *Bookmark this page for reference.**	Resources: Video: The Myth of Average Video: The 7-10 Split UDL Overview & Resources UDL at a Glance
Arts Integration *Creative Compassio11afe Webdife* **Folder of Resources** *Presenter:*	*Physical Education* *Presenter:* Cameron Oates cameron.oates@sesd.org	*Music Instruction* *Presenter:* Roger Jones rojoprodo@gmail.com

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School of Education ♦ Professional Behavior Checklist

Check one: _____Candidate _____Instructor _____Supervisor _____Cooperating Teacher	
Candidate Name:	**Evaluator Name:**
Candidate Signature:	**Evaluator Signature:**
Date(s): Midterm _____ Final _____	**Course Number and Name:** EDU

Never - Seldom - Sometimes - Often - Consistently **1 2 3 4 5**	**Score** **MIDTERM**	**Score** **FINAL**	**Comments**
1. Communicates effectively in oral form			
2. Communicates effectively in written form			
3. Works collaboratively and cooperatively with partner and in groups			
4. Responds favorably to suggestions for improvement			
5. Acts with poise, mature judgment, fairness, and self-control			

6. Demonstrates good listening skills			
7. Demonstrates ability to respond and adapt to changing situations.			
8. Is punctual and regular in attendance			
9. Sets appropriate priorities			
10. Meets deadlines			
11. Demonstrates a willingness to learn			

Revised, August 2023

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School of Education ♦ Professional Behavior Checklist

12. Exhibits the ability to make effective and timely decisions			
13. Strives continually for professional growth and development			

14. Demonstrates respect for personal, family, cultural, and community values		
15. Exhibits creativity and initiative		
16. Portrays a professional image consistent with school rules, regulations and standards, including attire and grooming		
17. Handles all professional responsibilities in an ethical manner		

Comments:

Link to Commission Approved California Teaching Performance Expectations: http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf

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Transition from General Education and Education Specialist Credential Programs to Induction Document

Candidate Name:	Credential Received: Multiple Subject ☐
University Supervisor:	Single Subject ☐ SS Content area(s):
District- Employed Support Provider:	Special Education M/M ☐ M/S ☐

Step 1: Based on evidence gathered during your teacher preparation program, please use the space below to describe your strengths in relation to the following:

TPE Domain	Describe the work you have done in this area during your credential program. Where would you like to go from here? What Professional Learning Opportunities would you like to receive within each area as you enter your teaching career?
TPE 1 (CSTP 1) Engaging and Supporting All Students in Learning	
TPE 2 (CSTP 2) Creating and Maintaining Effective Environments for Student Learning	
TPE 3 (CSTP 3) Understanding and Organizing Subject Matter for Student Learning	
TPE 4 (CSTP 4) Planning Instruction and Designing	

Link to Commission Approved California Teaching Performance Expectations: http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf

Learning Experiences for All Students	
TPE 5 (CSTP 5) Assessing Student Learning	
TPE 6 (CSTP 6) Developing as a Professional Educator	

Step 2: Reflect on evidence gathered during your teacher preparation program and identify one to four tentative professional growth goals. (Box expands and/or use additional pages).

Step 3: The candidate is responsible for completion of this document during the 3-way meeting when the candidate, University Supervisor, and District Employed Support Provider complete the final Evaluation of Student/Intern Teacher Effectiveness form at the conclusion of the second semester student/intern teaching placement. A copy of the document should be submitted by the University Supervisor along with the Evaluation of Student/Intern Teacher Effectiveness. The candidate should retain a copy to submit to his/her Induction Program Support Provider.

_____   _____   _____
Candidate Signature/Date   University Supervisor Signature/Date   District Employed Supervisor Signature/Date

Document Source: San Mateo County Office of Education BSA Transition Document 2016-2017

Institution Name
Program Coordinator Name
Program Coordinator Email

Link to Commission Approved California Teaching Performance Expectations: http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf

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