



Instructor:
XXXXX

Email: XXXXXXXX

Phone:
XXXXXXX

Online Office Hours:
By Appointment

Classroom/Time:
Zoom Link:
Meeting ID:
Passcode:
Tuesdays 7:00 – 9:45

YOU ARE ON NATIVE LAND

the Sesevitam, the first people of this ancestral and unceded territory of Sesevenga that is now occupied by our institution; and it honors their elders, past and present, and the Sesevitam descendants who are citizens of the Fernandeño Tataviam Band of Mission Indians. We recognize that the Sesevitam are still here and we are committed to lifting up their stories, culture, and community.

Course Description

This theory-into-practice introductory teacher education course focuses on the foundations of education and the practical applications of human learning theory and teacher effectiveness research in specific relation to elementary instruction and classroom management.

Credential candidates are introduced to important theorists in educational psychology, standards-based lesson planning and instructional design, culturally relevant teaching practices, and strategies that can be employed to modify instruction to meet the diverse learning needs of the full range of learners including struggling readers, students demonstrating atypical development, English learners, and advanced learners. Each candidate develops a Classroom Management Plan describing a range of positive behavioral support strategies and methods for creating respectful, safe, organized, inclusive, and caring learning environments that promote the social-emotional well-being of all students. This course requires candidates to develop a thorough understanding of how students learn and how that learning is tied directly to the candidate’s teaching.

Pictures: Top left to right: Lankershim ES (1889) Melvin ES (1963) Bottom Left to Right: Encino ES (1946), Pacoima ES (1964), Chatsworth Park ES (1902)

Conceptual Framework

- The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:
 - *We value academic excellence in the acquisition of research-based professional knowledge and skills.*
 - *We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.*
 - *We value ethical practice and what it means to become ethical and caring professionals.*
 - *We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.*
 - *We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.*
 - *We value creative, critical, and reflective thinking and practice.*

Essential Questions

- What kind of teachers do we want to be?
- What experiences do we and our students bring to the classroom? How do we recognize, honor and celebrate those experiences in our classrooms? Why is it important to do so?
- How might we conceptualize academic success and student learning according to critical, anti-oppressive, and culturally sustaining pedagogies?
- How do children develop? How do they learn best?
- In order to best support the socio-emotional and academic development of all students, how should classrooms be designed physically and mentally?
- What is motivation and how can we provide motivating learning experiences for all students?
- What are the hallmarks of effective and emancipatory education, including in online settings?
- What are the research-based best practices and strategies for planning lessons that engage students?
- How can we create lessons that are brain friendly?
- How can we not only involve families and stakeholders in our classrooms, but how can we engage them and elicit feedback?

Pre & Co-Requisites

Prerequisites: Admission to the Multiple Subject Credential Program or under Intent to Apply Status (ITA). Corequisite: EED 520. Intent to Apply (ITA) students who are enrolled in this course are required to perform 20 hours of fieldwork observation hours. Students who are taking EED/EPC 500 concurrently with EED 520, Reading for Diverse Learners, are required to do 20 hours of fieldwork in the reading course. The field placement in EED 520 will serve as the site for any field based assignments in EED 500. EPC 315 may be substituted for EED/EPC 500 only if completed previously as an undergraduate student. (Cross-listed with EPC 500).

Course Objectives

- Candidates begin to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively. (TPE 6.1-6.7.)
- Candidates learn how developmental, social, emotional, cognitive, linguistic, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and instructional skill strongly affect individual learning. (TPE 1.1, 1.2, 1.6, 1.8, 2.1-2.6, 3.2, 3.6, 4.1, 4.2, 4.1-3, 4.7-8).
- Candidates learn about positive interventions and supports that promote optimal social-emotional growth, development, and individual responsibility to create a caring classroom environment that promotes productive student learning for a diverse and inclusive student population. (TPE 1.1, 1.3, 1.6, 2.1-2.6, 5.8, 6.2, 6.5, 6.6, 6.7.)
- Candidates are introduced to standards-based lesson planning and universal principles of instructional design, as well as the California Common Core or state-adopted academic content standards, and the Elementary Education Department's lesson plan format. Candidates learn about the professional obligation to prepare lesson plans that include differentiated instruction or modifications based on diverse learning needs of the full range of learners, for example struggling readers, students demonstrating atypical development, English learners, and advanced learners. (TPE 3.1-3.8, 4.1-4.8, 6.1, 6.4, 6.6.)
- Candidates learn about their own values and biases to develop positive behavior supports and plan effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence. (TPE 2.1-2.6, 6.1, 6.2, 6.3, 6.4, 6.5.)
- Candidates read, analyze, discuss, and evaluate professional literature pertaining to teacher effectiveness research and use sources of professional information to develop a practical Classroom Management Plan that includes effective research-based classroom strategies, diverse and inclusive teaching techniques, optimal classroom environment design, parent involvement strategies, and positive classroom management procedures. (TPE 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.6, 1.8, 2.1-2.6, 3.1-3.8, 4.1-4.8, 5.1, 5.2, 5.6-5.8, 6.1-6.3, 6.4, 6.5, 6.6, 6.7.)
- Candidates are introduced to the use of educational technology and how teachers can use technology to facilitate the teaching and learning. (TPE 1.8, 1.4, 2.2, 3.6, 3.7, 3.8, 4.4, 4.6-4.8, 6.6.)
- Candidates understand the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) (TPE 1.8, 4.1, 4.4, 5.1-5.8.)



Expectations

Although each of us comes to the classroom with our own worldviews, we must engage in classroom discussions and activities in good faith as we practice the values we hope to teach our own students. Among these values are respect, integrity, reciprocal support that is both critical and constructive, a willingness to listen as well as share our own knowledge/experiences, and openness to taking intellectual and emotional risks. Students are also expected to provide equitable contributions to any and all partner/group assignments in terms of effort, and commitment to quality products.

Course Texts & Assignments

- Sousa, David A. (2017). How the Brain Learns. (5th ed.) Corwin
- Wong, H. (2018). The First Days of School: How to Be an Effective Teacher. (5th ed.) Mountain View: Harry K. Wong Publications.

NOTE: All other readings will be provided via links and PDF files. These can be found in three areas: Weekly Resource Google Document, Canvas (Bitmoji) Home Page, Canvas Modules.

Assignments	Points (700 Total)
Reading Response Journals (6 @ 20 pts each)	120
Classroom Management Plan	100
Lesson Plan	80
Lesson Plan Presentation	60
Family Engagement Plan	40
Peer Check-Ins (5 @ 10 points each)	50
Field Notes (20 hours of Classroom Observation)	80
Mandated Reporter Training (upload a certificate of completion of CA-mandated training)	20
Weekly Participation (Class discussions, group work, writing prompts, peer feedback, etc.) 15 weeks @ 10 each	150

Pictures: Left to right: Gledhill ES, Chase St. ES, Plummer ES

Course Texts & Assignments Continued

Relevant details, including assignment parameters and rubrics, will be shared in class and uploaded to Canvas well in advance of the due date.

Class Participation: Your participation and preparation factor heavily into your final grade. You are expected to contribute to each class session by reading the appropriate materials, finding resources, and working in small/large groups. At times, you may be asked to prepare a short video, respond to a forum post online, contribute to group work, and, of course, and participate in class discussions. Certain weeks, you will also participate in Your grade will be assessed regularly throughout the semester.

Partner Check Ins: Although we are not together in class for now, I want to provide opportunities for you to interact with your peers outside of the classroom. You will be matched with two classmates during certain weeks over the course of the semester. You may text, call, grab a coffee, or email each other. I will provide instructions and prompts to get the conversation going, but you are welcome to just chat for a while, vent, cry on each others' shoulders, etc.

Reading Response Journals: You will respond to prompts about course content, current events, and/or educational experiences. These assignments are fundamental to your success in this course: Peers may occasionally read your writing/journal entry and I will respond to, and assess each entry. Prompts will be a mix of academic and creative writing. You should consider these journal assignments as a model for how you might engage your own students in the writing processes. Details to be shared each week.

Classroom Management Plan: Through your exploration and learning for this course you will beginning to develop your own ideas about how you want to design and manage your own classroom. While there is no "best" way to design and manage a classroom, teachers can develop their own teaching style and a way to manage their classrooms in a way that is best for them and their students. This Classroom Management Plan will reflect what you have learned about yourself, about being an educator, and about how children learn and thrive with the understanding that every teacher's classroom management plan remains fluid as they grow their practice and experience ever evolving classes. Rubric (expectations & procedures, classroom layout, student demographics, planning schedule, lesson strategies, assessment) distributed in class.

Lesson Plan & Lesson Plan Presentation: Over the course of this class, we will explore how to design and deliver standards-based instruction in ways that are engaging for students. Ultimately, you will design your own lesson for a particular grade and subject area. You and your peers will share and provide feedback before presenting them to your classmates. The lesson plan assignment presentation is an opportunity to practice speaking and listening in a formal setting in front of an audience. This assignment directly relates to the modes of speaking/listening that you are also expected to develop in your own students and is therefore highly relevant practice for current & future teachers. Rubric distributed in class.

Family Engagement Plan: To culminate your experience in this course, you will use all of the learnings from class and from your readings to **develop a strategic plan to engage families in your classroom**. You will share how you plan to illicit feedback and input from those closest to your students. You will describe **why this input is important to expanding your teaching practice and how these relationships will impact student learning in your classroom**. Rubric (conferences, newsletter) distributed in class. **6.4**

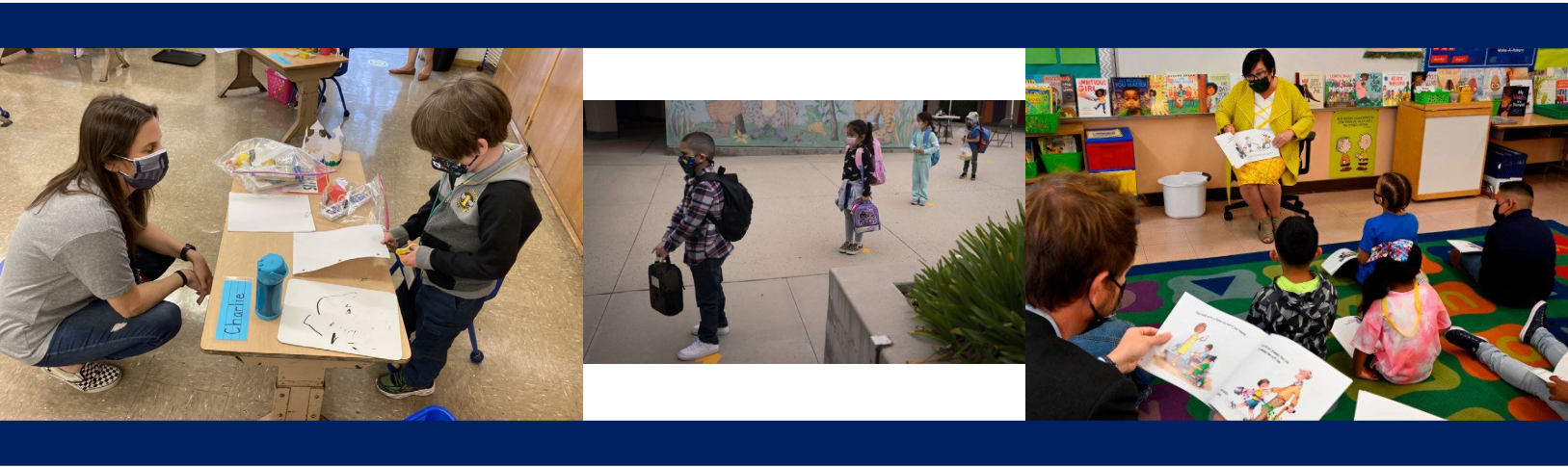
*All assignments should adhere to APA 7th edition and be turned in on Canvas by the specified due date and time. While minor technical difficulties are to be expected, consistent failure to attach the document(s), save in the proper format, or any other issues with turning in the assignment will result in a lowered final grade. Late assignments are not accepted unless prior arrangements have been made.

Note: Similar to how we should approach the U.S. Constitution, this syllabus is flexible enough to meet the needs and changing circumstances of those to whom it applies. Readings may be modified & the tentative schedule is subject to change as needed. I will give you sufficient notice prior to any changes.

Course Grading Scale

Be aware that issues with attendance and professionalism can result in further points being subtracted after all the assignments have been calculated together.

99-100%	A+	88-89%	B+	78-79%	C+	68-69%	D+
94-98%	A	83-87%	B	73-77%	C	63-67%	D
90-93%	A-	80-82%	B-	70-72%	C-	60-62%	D-



“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

— Paulo Freire

Student Resources & University Policies

As a school stakeholder responsible for the well-being and education of children, professionalism is of the utmost importance. This includes expectations that all students will: (1) prepare in advance by completing readings and assignments prior to class, (2) participate fully in class discussions and activities, (3) reference readings, and raise questions about the material and subject, (4) actively listen to everyone who inhabits our scholarly community. Below, you will find other issues related to professionalism that are part of class and program expectations.

Upholding Professional Standards Relating to Knowledge, Performance, and Professional Dispositions: The Student Delay/Withdrawal Process

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and dispositions recognized by the education profession. Obtain detailed information about the delay/withdrawal process, the Statement of Concern form, student appeals, and the list of Qualities Important to Future Teachers and Educational Professionals at www.csun.edu/education/eed/delay_withdrawal/index.html

Attendance:

Students are expected to attend all scheduled classes on scheduled days for the entire designated class time. Because learning takes place as a result of active participation in discussion and class activities, attendance in this course is critical. If you find yourself in a tough spot regarding attendance, please proactively communicate with me so that we can problem solve together. In general, you are allowed one absence for any reason without having it affect your grade (this is your one excused absence). The accumulation of more than 1 absence will result in the loss of one third of a letter grade from your final grade for each subsequent absence (i.e. A- converts to a B+).

Please send me an email or text if you will not be in class so that I can adjust my planning for small group work accordingly.

Resources & Policies

Accommodations for Students with Disabilities

CSUN is committed to providing equitable access to learning opportunities for all students. The Disability Resources and Educational Services (DRES) or the National Center on Deafness (NCOD) are campus offices that collaborate with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please visit DRES at <https://www.csun.edu/dres> or call (818) 677-2684 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you need to contact NCOD, please call (818) 677-2054. If you are already registered with DRES or NCOD and have a current letter requesting accommodations, please contact me as soon as possible to provide me with written documentation and to review how your accommodations will be applied in our course. Remember, accommodations are your legal right! I am dedicated to cultivating a classroom environment that is as accessible as possible to all students. I invite you to discuss your learning needs with me, regardless of your documentation status with DRES/NCOD.

Counseling and Psychological Services.

Maintaining one's mental and emotional health is always important -- being a human is hard! However, given the added stressors of COVID-19, antiblack racisms, and xenophobia, among other issues, it is more important than ever to get the support you deserve. I can attest to the many benefits of therapy and am willing to talk with any student about my experiences. For information about counseling and psychological services offered to students, please visit <https://www.csun.edu/counseling> and let me know how I can help.

Bias-Based Incident Reporting

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are unjust and inappropriate in our classroom or on campus. What should you do if you witness or experience a bias incident? See it? Hear it? Submit a report online at <https://www.csun.edu/stophate/report-incident> or by calling 818.677.2077. If someone is in immediate danger or experiencing an emergency, call 911.

Ethics/Academic Integrity:

The CSUN Code of Ethics, which includes plagiarism, cheating, fabrication, and the facilitation of such acts, applies to this course. Please review the university policy at <https://catalog.csun.edu/policies/student-conduct-code/>

If You Need Financial Aid or Other Assistance

The Financial Aid and Scholarship Department can help you work through financial difficulties and concerns in order to help you progress towards earning a degree. In addition to advising students on financial aid and/or tuition, they also have emergency funds for CSUN students experiencing emergency financial crisis related to COVID-19 or other issues. Find out more at <https://www.csun.edu/financialaid>.

Resources & Policies

Sexual Misconduct and Title IX

Title IX and CSUN's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, I can help you locate the appropriate resources. You can visit <https://www.csun.edu/eqd/title-ix> to learn more about what constitutes sexual misconduct and violates Title IX.

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. CSUN's Title IX Coordinator is:

University Hall, Room 285
Phone: (818) 677-2077

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially with CSUN's Care Advocate. CSUN's Care Advocate is:

Klotz Student Health Center, Room 140G
Phone: (818) 677-7492

Equal Treatment

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

Covid-19 + Trauma:

Please visit the following websites for comprehensive information, resources, and support for students who may be struggling with traumas associated with anti-black and other racisms or have concerns about healthcare, technology and access, etc. Again, I am also here to help you navigate any issues that may arise this semester, both personally and academically.

<https://www.csun.edu/csunasone/>

<https://www.csun.edu/covid-19/covid-19-information-students>

Resources & Policies

General Policies

Check your e-mail daily. PLEASE DO NOT MESSAGE ME VIA CANVAS. Set up alerts from Canvas so that Announcements and messages sent through Canvas go directly to your email. You are responsible for all information sent via email and Canvas. You are also responsible for all course content, announcements and syllabus changes announced in class.

Please:

- Use our course time productively; refrain from texting, sending emails, or checking messages, etc.
- Refrain from chatting with others when class members, including the professor, are speaking. Talking while others are talking communicates disregard for the message and messenger. Please be aware that as the host of our Zoom meetings, I can see the content of any private messages you send through that platform.
- Feel free to have a beverage and food during class.
- Refrain from behaviors that distract presenters/peers or which communicate disrespect to others in the class.

Course Concerns:

I am here to help you. If there are any potential issues that may hinder your academic engagement or progress this semester, please share them with me as soon as you know about them so that we can work together to devise a plan to address those needs and concerns. Similarly, if you have other questions, comments or concerns about our class, please speak to me directly. If you are uncomfortable speaking with me for any reason, please contact the chair of the department, Dr. Gregory Knotts, at greg.knotts@csun.edu.

EED 500 – Foundations of Elementary Teaching – Fall 2024

Week/ Date	To Be Read/Completed Prior to Class	Class Topics	Assignments & Due Dates
Week 1 Aug 31	1. Wong: pp. 2 -11 2. A Summary of Fixed and Growth Mindsets 3. Complete the Mindset Survey	<ul style="list-style-type: none"> ■ Introductions, Class Norms, Routines & Procedures ■ Syllabus Overview, Assignments Overview ■ Course Frameworks ■ What Kind of Teacher Do I Want to Be?: Unpacking values, biases, and dispositions ■ What Makes Teachers Effective? ■ What Type of Classroom Do I Want to Design? How can I apply knowledge of students' prior experiences, interests, and social-emotional learning needs, and funds of knowledge? ■ Context, structure, and history of public education in California 	Reading Response Journal #1: Due by Sept. 10, at 7:00 PM 1.1, 6.2, 6.7
Week 2 Sept. 7	1. Slavin: Ch. 11 2. Wong: pp. 94 – 99 & pp. 104 - 109	<ul style="list-style-type: none"> ■ Effective Classroom Environments ■ Maintaining high expectations for all students ■ Classroom Management vs. Discipline: Clear expectations for positive classroom behavior, interactions, routines, procedures, and norms ■ What's Your Classroom Management Style? 	RRJ # 2: Due by Sept. 14 at 7:00pm 2.5, 2.6
Week 3 Sept. 14	1. Sousa: pp. 269 – 271 2. Slavin: Ch. 3 3. Explore the CASEL Website	<ul style="list-style-type: none"> ■ What is Social Emotional Learning? ■ Trauma Informed Teaching ■ Literacy instruction, language and literacy development, social and emotional learning, and trauma-informed practices ■ Introduce Classroom Management Plan ■ Introducing instruction and assessment that reflects the interconnectedness of academic content areas ■ Using instructional time to maximize learning opportunities 	Partner Check-In #1 before Sep. 21 at 7:00pm Classroom Management Plans Due by Sep. 30 at 7:00pm 2.4, 4.3, 4.4, 7.4
Week 4 Sept. 21	1. Slavin: Ch. 10 2. 21 st Century Article or Video	<ul style="list-style-type: none"> ■ Can Teachers Motivate Students? ■ How Do Teachers Engage Students in Learning? ■ What Are 21st Century Learning Skills? ■ Are "Learning Styles" Really A Thing? ■ Classroom Management Connection ■ Promoting socio-emotional growth, development, and fostering a caring community 	2.1
Week 5 Sept 28 Peer Fdbk	1. Sloan: Ch. 3	<ul style="list-style-type: none"> ■ Peer Feedback Exchange: Share your classroom management plan and provide feedback for your partner. Submit feedback on Canvas 	RRJ #3: Classroom Management Feedback Due by Sept. 29 at 7:00pm

<p>Week 6</p> <p>Oct. 5</p>	<ol style="list-style-type: none"> 1. Slavin: Ch. 7 2. Sloan: pp. 312-319 3. Wong: pp. 220 - 242 4. CSUN Lesson Plan Template 	<ul style="list-style-type: none"> ■ What Makes a Lesson Plan Effective & Engaging? ■ Creating learning environments, encouraging positive interactions, promoting diverse and multiple perspectives ■ Monitoring student learning and adjusting instruction while teaching ■ What to Consider When Lesson Planning: using and adapt resources, standards-aligned instructional materials, and a range of technology for equitable access ■ Lesson Plan Components 	<p>Partner Check-In #2 by Oct. 12 at 7:00pm</p> <p>1.8, 2.2, 3.6</p>
<p>Week 7</p> <p>Oct. 12</p>	<ol style="list-style-type: none"> 1. Sousa: Ch. 4 2. Slavin Ch. 8 	<ul style="list-style-type: none"> ■ How the Brain Learns: Jigsaw Activity & Presentations ■ What is Constructivist Theory? ■ Introduce Lesson Plan Assignment: Plan, design, implement, and monitor instruction in the content area(s) of instruction ■ Getting kids to make meaning: Prior knowledge, using complex literary and informational texts, questioning, reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines ■ Getting kids to content knowledge: integrating reading, writing, listening, and speaking in discipline-specific ways ■ Understanding how integrated and designated ELD are related and connect with content areas and topics 	<p>Reading Response Journal #4: Due by Oct. 19 at 4pm</p> <p>Lesson Plan Assignment Due Nov. 9 by 7:00pm</p> <p>3.3, 7.6, 7.9, 7.11</p>
<p>Week 8</p> <p>Oct. 19</p>	<ol style="list-style-type: none"> 1. Explore the CDE's Common Core Website 2. Wong: pp. 220 – 237 & 244 - 257 	<ul style="list-style-type: none"> ■ What Are the Common Core State Standards? ■ Breaking Down the Standards ■ Evidence-based literacy instruction and literacy-related standards ■ Standards vs. Skills ■ Incorporating the visual and performing arts? To be or not to be. ■ Why and When Do We Assess Students?: Collecting and analyzing assessment data and modifying instruction over time ■ Assessment Types: purposes, characteristics, and appropriate uses of different types of assessments and the use of rubrics ■ What can student self-assessment look like? ■ Using assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction ■ Backwards Design Revisited ■ Subject matter, real-life contexts, active learning, and motivation 	<p>Partner Check-In #3 before Oct. 26 at 7:00pm</p> <p>1.3, 1.7, 3.1, 5.1, 5.2, 5.3, 5.8, 7.1</p>

<p>Week 9</p> <p>Oct. 26</p>	<p>1. Slavin: Ch. 4</p> <p>2. What Is Differentiated Instruction?</p>	<ul style="list-style-type: none"> ■ Designing Differentiated Instruction, Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support learners, accommodations and/or modifications as needed to promote student access to the curriculum ■ Evidence-based literacy instruction, MTSS, and Dyslexia: a Primer ■ Student Diversity & Special Populations, first and/or second language acquisition, English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and scaffolding across content areas. ■ Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language ■ Interpreting English learners' assessment data in planning instruction ■ Getting to Know Students Deeply: typical and atypical child development – helping know their specific learning needs (and successfully participate in transition plans: IEP, IFSP, ITP, and 504 plans.) ■ Critical and creative thinking, analysis, inquiry, and problem solving. 	<p>1.4, 1.5, 1.6, 3.2, 3.5, 4.2, 4.5, 5.7, 7.2</p>
<p>Week 10</p> <p>Nov. 2</p> <p>Peer Feedback</p>		<ul style="list-style-type: none"> ■ Peer Feedback Exchange: Share your lesson plan with your partner and provide feedback for your partner's lesson plan. Submit feedback on Canvas ■ Collaborate with other educators to plan for effective subject matter instruction ■ Access resources for planning and instruction with colleagues 	<p>RRJ #5: Lesson Plan Feedback Due by Nov. 4 at 7:00pm</p> <p>3.4, 4.6</p>
<p>Week 11</p> <p>Nov. 9</p>		<ul style="list-style-type: none"> ■ Lesson Plan Presentations ■ Modeling an inclusive learning environment that is physically, mentally, intellectually, and emotionally healthy and safe 	<p>2.3</p>
<p>Week 12</p> <p>Nov. 16</p>	<p>1. Wlazlinski & Cummins, Ch. 4 (Canvas)</p>	<ul style="list-style-type: none"> ■ Engaging Families: Why/how It's Important to maintain communication ■ How to effectively manage assessment data and when, how, and how often to communicate assessment to families ■ Engagement vs. Involvement ■ Working with Parents, Paraprofessionals and Communities ■ Kitchen Sink Topics: Homework, Grading, & Teacher Bias ■ Standards-related learning needs, assessment data, language proficiency status, for short-term and long-term instructional planning ■ Planning instruction that promotes and encourages student participation ■ Family Engagement Plan Assignment 	<p>Family Engagement Plan Assignment Due by Dec. 3 at 7:00pm</p> <p>1.2, 4.1, 4.7, 5.4, 5.5</p>

Week 13 Nov. 23	ASYNCHRONOUS CLASS	<ul style="list-style-type: none"> Teacher Self Care Activity Assignment: Details will be shared in class. 	
Week 14 Nov. 29	1. Wong: pp. 290 - 325	<ul style="list-style-type: none"> Becoming Part of the Professional Community; Making and Maintaining Professional Relationships; professional learning goals and engaging with colleagues How do you plan to conduct yourself with integrity and model ethical conduct for yourself and others? Professional roles and responsibilities: mandated reporters, use of social media, and other digital platforms and tools. Modeling and developing digital literacy Use digital tools and learning technologies for integrated, technology-rich Teaching strategies aligned with the internationally recognized educational technology standards Working with professionals to interpret assessment results across ELD populations Induction Tier 2 Reflective Practice 	3.7, 3.8, 4.8, 5.6, 6.3, 6.5, 6.6
Week 15 Dec. 7	LAST CLASS!	<ul style="list-style-type: none"> What Kind of Teacher Do I Want To Be? Revisit: subject matter, pedagogical knowledge, to planning, instructing Course Debrief Looking Forward 	Reading Response Journal #6 due by Dec. 10 at 7 PM 6.1
Week 16	FINALS WEEK: NO CLASS!!!	<ul style="list-style-type: none"> Family Engagement Plan Assignment Due by Dec. 13 at 7:00pm 	

LEGEND

1.1	I	Class 1, Page 11
1.4	I	Class 9, Page 13
1.5	I	Class 9, Page 13
1.6	I	Class 9, Page 13
1.7	I	Class 8, Page 12
1.8	I	Class 8, Page 12
2.1	I	Class 4, Page 11
2.2	I	Class 8, Page 12
2.3	P	Class 11, Page 13
2.4	I	Class 3, Page 11
2.6	I	Class 2, Page 11
3.1	I	Class 8, Page 12

3.2	I	Class 9, Page 13
3.3	I	Class 7, Page 12
3.4	P	Class 10, Page 13
3.5	I	Class 9, Page 13
3.6	I	Class 6, Page 13
3.7	I	Class 14, Page 14
3.8	I	Class 14, Page 14
4.1	I	Class 12, Page 13
4.2	I	Class 9, Page 13
4.3	I	Class 3, Page 11
4.4	I	Class 3, Page 11
4.5	I	Class 9, Page 13
4.6	P	Class 10, Page 13
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