

**ACCELERATED COLLABORATIVE TEACHING (ACT)
PREPARATION PROGRAM
ELPS 541A/SPED 541B: Getting Started – Introduction to Teaching in Urban Schools
ACT XXV11–Fall 2024
August 26, 2024 – December 9, 2024**

SYLLABUS
Michael D. Eisner College of Education, California State University, Northridge

ACT Core Class Zoom Link - <https://csun.zoom.us/j/83596806581> Meeting ID: 835 9680 6581

Course Title: Getting Started – Introduction to Teaching in Urban Schools

Instructors:

Ms. Phyllis Gudoski	CSUN (ED 2216)	818-677-2554	phyllis.gudoski@csun.edu
Ms. Michele Parsons	LAUSD	818-252-5442	michele.parsons@csun.edu

The Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills. We commit ourselves to, and expect our candidates to:
 - Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
 - Acquire professional and pedagogical knowledge;
 - Acquire pedagogical content knowledge;
 - Use professional standards and empirical research to develop and evaluate programs and guide practice;
 - Capitalize on advancements in technology to promote learning;
 - Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
 - Understand, apply, and engage in scholarship and research.

- 2. 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 commit ourselves to, and expect our candidates to:**
 - Develop knowledge and skills that research, and evidence have shown to positively impact schools and communities;
 - Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
 - Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
 - Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
 - Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
 - Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.
- 3. We value ethical practice and what it means to become ethical and caring professionals. We commit ourselves to, and expect our candidates to:**
 - Engage in inquiry about what it means to be an ethical and caring professional;
 - Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
 - Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
 - Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.
- 4. 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 commit ourselves to, and expect our candidates to:**
 - Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
 - Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
 - Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
 - Identify and use professional and community resources.
- 5. 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 commit ourselves to, and expect our candidates to:**
 - Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
 - Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;

- Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
 - Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
 - Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.
- 6. We value creative, critical, and reflective thinking and practice. We commit ourselves to, and expect our candidates to:**
- Engage in continuous and critical reflection;
 - Participate in ongoing professional development;
 - Accept feedback and consider implications for practice and program renewal;
 - Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
 - Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

II. COURSE GUIDELINES:

Readings:

Journal articles as identified in the syllabus and on Canvas.

****Additional articles may be identified and are considered required readings.****

Catalog Description:

Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program and offered as the fall semester of a two-semester program.

Pre-requisites: Acceptance to the ACT Program

Co-requisites: Appropriate specialization courses

This course is the first core course designed to provide a knowledge base essential for elementary, secondary, and special education teachers. This course is co-taught with an emphasis on developing effective, collaborative, and reflective practitioners. Candidates apply the California Standards for the Teaching Profession (CSTP), Teaching Performance Expectations (TPEs) and Common Core State Standards (CCSS) in developing professional competencies. The themes introduced this semester, will be revisited throughout the year, and include learning and teaching, special populations [At-Risk, Special Needs, English Learners, Gifted], and cultural diversity. Topics include use of teaching and content standards in culturally reflective and responsive instruction, social and restorative justice, historical context of special education, range of settings and services for students with special needs, establishing an effective classroom environment, student assessment, social-emotional well-being, and professional collaboration. This course provides activities and discussion that emphasize the link between theory and practice.

Course Objectives:

Teacher candidates will demonstrate the ability to do the following:

1. Apply the CSTP, TPEs and CCSS in the development of instructional decision-making.
2. Analyze and apply how teachers' attitudes, assumptions, values, and beliefs inform instructional planning and practice for diverse populations.

3. Examine significant issues in diversity, multicultural, multiethnic, multilingual education in urban schools, social and restorative justice , social-emotional well-being, and their implications for teaching in urban schools.
4. Use knowledge of learning, language acquisition, culture, exceptionality, and gender to analyze instructional planning for students in urban settings.
5. Recognize the need to apply state-adopted academic content standards for effective planning and instruction for students with and without disabilities.
6. Identify and apply effective problem-solving strategies to facilitate teaching and learning for students with and without disabilities.
7. Describe and apply instructional accommodations and modifications for students with special needs in general education settings as identified in their IEPs.
8. Analyze and apply research-based theories and principles related to effective classroom environments and positive behavior supports in making sound instructional decisions for diverse populations.
9. Use empirical evidence to support professional instructional decision-making and reflective practice.
10. Describe purposes and principles of collaboration and consultation with other school professionals and parents and apply models of collaboration/consultation effective in promoting the achievement of K-12 students in urban schools.
11. Demonstrate an understanding of the historical, legal, and ethical perspectives that led to inclusive education for students with disabilities.
12. Identify the disability categories covered by IDEA, and the learning, behavioral and social characteristics of students with mild/moderate and extensive support needs.
13. Describe and analyze a variety of service delivery options used to facilitate the individualized, specialized instruction needed for effective inclusion of students with disabilities, students at-risk, and students who are gifted.
14. Describe the eight neurodevelopment constructs, and analyze their relationship to a strengths-based approach to teaching and learning to meet the needs of students with and without disabilities.

III. STUDENT REQUIREMENTS AND EXPECTATIONS

Attendance and Participation

Education is a social endeavor, and we learn from one another. If you are not present in class, we cannot benefit from your ideas, experiences, or observations. Due to the interactive nature of this course, attendance and participation are critical. Students are responsible for obtaining any missed information from a classmate. You will be signing-in on an electronic form during virtual teaching. **In-class virtual activities that earn points cannot be made up.**

Policy on Academic Honesty:

California State University, Northridge expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized access to CSUN computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the CSUN library will be dealt with appropriately.

Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor. In addition, students may be suspended or dismissed from the university upon the recommendation of the Department Chair or the Dean of the College of Education. In addition, students enrolled in credential or licensing programs may be suspended, dismissed, or denied recommendation for the credential or license for any violation of the published Code of Ethics.

Core Writing Standards:

This is a graduate course and students are expected to turn in papers and assignments of graduate quality. All work should represent your reflections and integration of information covered in class in an organized way. Written work should be well written, grammatically correct, and conform to the American Psychological Association (APA) style manual, 7th edition where appropriate. All assignments should be typewritten and double-spaced, using standard fonts (i.e., Times or Times New Roman, 12 point) and appropriate margins. Additionally, written assignments are to be clear in sentence construction and are to be proofread before they are uploaded on Canvas. Please discuss individual concerns with your Home Team instructor. **Unless otherwise specified, all writing assignments must have a cover page with the Home Team instructor's name and the date. Points will not be earned on assignments that do not conform to the *Core Writing Standards*. There will be no opportunities for resubmitting assignments to improve a grade.**

Students with Disabilities:

Students with disabilities are encouraged to register with the Disabilities and Educational Resource Services (DRES). Registration and completion of a services agreement must be done each semester. Staff within DRES will verify the existence of a disability based on the documentation provided and will approve accommodations for which the student is eligible. Students who are approved for test-taking accommodations must provide a proctor form to their faculty member signed by a counselor in DRES prior to making testing arrangements. The Disabilities and Educational Resource Services Center is located in Bayramian Hall, Room 110. Staff can be reached at (818) 677-2684. Requests for any special accommodations must be made to the instructor in advance of any quiz, assignment, or activity. The student's qualifications for accommodations must be on file with the Student Disability Office before the request is made. **Do note there is not a mid-term or final exam in this course, however, there are assignments, which students will be aware of on the first night of class in advance of assignment due dates.**

Professional Comportment:

As a student in a graduate class, you are expected to exhibit the behaviors of professional educators and professional students. This includes active and positive participation in class. Students are expected to treat their fellow students, the faculty, and guests with respect and courtesy. Unprofessional behavior will be addressed in accordance with the ACT Program Handbook. **Cell phones should be off during class and not be used unless for access to Zoom or for an in-class virtual activity.**

Please note the following:

- Students do not have to call or email individual instructors to report anticipated absences or late arrivals. Any late work should be uploaded directly to Canvas, unless the assignment has closed..
- Students are expected to do their own work. Penalties for plagiarism and academic dishonesty are outlined in the CSUN University Catalog and will be upheld vigorously.
- We encourage you to keep your camera on during Zoom sessions, however, we would require that it be on for the following: (a) presentation, (b) role play, (c) instructional exhibit, (d) ASL, or any other time you are answering a question, or speaking during the session.

As an ACT student, you are accountable for following policies, meeting expectations, and following through on professional responsibilities as stated in the ACT Program Handbook, unless otherwise stated in this syllabus.

Additional Information

- Be sure to have a cover page on **all** assignments you do outside of class that includes your name, specialization, group grading instructor, and the date. **There are no rewrites permitted on any assignments.**
- All assignments must be typed and uploaded on Canvas **on or before the due date and prior to class time (4pm).**
- **10% of the points will be deducted each week (or part thereof) for late assignments.**
- Students are expected to identify one or two classmates (or “buddies”) who can be approached for class notes, or information in the case of absences or tardiness. **It is each student’s responsibility to obtain this information.**
- You are responsible for keeping track of your own grades. Once an assignment is graded, please do not only look at your grade in gradebook, also review the assignment to view instructor’s comments.

IV, Assignments

	<u>Points</u>
Autoethnography	25
Defining My Cultural Identity	20
Pedagogy in Action	25
Critical Written Reflections	15
Professional Participation/Activities	130
(In-class Zoom and Blended Sessions)	
TOTAL	215

****Note:** More points may be added to the “in-class” Zoom activities category as determined by the instructors. ******

Explanation of Assignments

The three assignments below include a criteria chart with points for each section. Do take note of the points, as those with higher points would require a more in-depth response.

1. Autoethnography, 25 points, 5 to 7 pgs (MS/SS1.1, MS/SS1.1, MS/SS 4.6, MS/SS 6.2, MS/SS 6.3, MS/SS 6.5, MS/SS 6.5, MS/SS 6.7)

Similar to ethnography and its focus on the study of experience, an autoethnography includes observation of daily behavior, unearthing of local beliefs, and recording of life history. Rather than a portrait of the “other” (person, group, or culture), the difference is that the researcher is constructing a portrait of the self. An autoethnography includes research, narrative, and method that connects the autobiographical and personal to the cultural, social, and political.

An autoethnography is different from an autobiography because you are writing about yourself in relation to a group or community. For this assignment you are bringing a critical perspective to your life story in P-12 schools and transitioning into post-secondary education. You will be interweaving personal experience with the readings and discussing how the two relate. This assignment is an opportunity to reflect on how your race, class, gender, socio-economic status and/or other identities has affected your experiences in relation to schooling and your future role as an educator. Questions to consider when writing this assignment are:

- What, if any, privileges did you/ do you enjoy during your P-12 schooling?
- What hardships did you experience throughout your P-12 schools?
- How was race and/or gender discussed or how did it play out in your school and home life?
- What factor did gender play in your upbringing?
- How did social class shape the quality of the education that you received?
- How were your classes and/or school(s) stratified racially?
- What lessons did you learn about race, class, & gender (and/or other identities) in your community?
- Did the cultures of your schools differ from the culture of your neighborhood, city, country, etc.?

Students should incorporate any relevant readings or literature that has been covered in class as well as outside sources (3-5 sources) to write this paper in order to make connection between your experiences and various theories, ideas, and concepts discussed in the course. A thorough discussion will be facilitated regarding the details of this assignment prior to its due date.

2. **Defining My Cultural Identity:** Candidates will examine their cultural identity by creating a PowerPoint to depict aspects of their cultural identity, and to consider how culturally sustaining teaching approaches are influenced by your own cultural lens. (MS/SS 2.2) Instructions for completing “Defining My Cultural Identity” will be provided separately and on CANVAS, and also reviewed in class.
3. **Pedagogy in Action, 40 points total (5 pts outline, 10 pts presentation, 25 pts final paper), 6 to 8 pgs.** (MS/SS 1.5, MS/SS 2.4, MS/SS 2.4, MS/SS 4.1, MS/SS 4.1, MS/SS 4.2, MS/SS 4.2, MS/SS 4.6, MS/SS 4.6, MS/SS 5.7, MS/SS 5.7, MS/SS 6.3, MS/SS 6.3, MS/SS 6.4, MS/SS 6.5, MS/SS 6.6, MS/SS 6.7)

Through observation and interviews of teachers you will gain a better understanding how equity and diversity plays out in schools. For this assignment you will select a teacher who you think exemplifies critical pedagogical approaches and who, to the best of your knowledge, reflects the values of diversity and equity we are discussing in class and in text. This assignment will also provide you with a deeper understanding of the role of the teacher in all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students. You may find it more informative to interview/observe someone you do not immediately work with; this person could be from another school/district, a former educator that you once had, and/or a colleague’s cooperating teacher.

The interview will serve as the basis for a narrative paper regarding the teacher you have chosen. The narrative will be similar to the type of paper you might prepare when doing field research for a larger project. You will want to write the narrative in a way that reflects the richness of qualitative research and provides insight to this instructor. Your grade for this assignment will be based upon quality of interview results and your ability to correlate data to readings and class discussions to what you have observed.

You are required to provide the name and school information of the teacher you are interviewing by **week 8**. A suggested outline for the paper (no more than 2 pages) is due **week 10**. Your final paper is due **week 15** and should reference 3-5 or more peer-reviewed articles outside of the course readings. In addition to the paper, you will also be conducting a short final presentation which counts for 10 points towards your final grade.

4. **Critical Written Reflections (20%)** (2.2, 2.4, 3.2, 4.1, 5.7, 6.2, 6.6, 7.3)

Students will respond to four (4) assigned readings for their critical written reflections. Typed written responses should be no more than 2 pages dbl-spaced, Times Roman. In these reflections, students will summary and assess the main arguments made by the author(s). The following are suggested reflection questions:

5. What are the assumptions about schooling, society, and/or people that the author makes?
6. What view of the world does the author ascribe to?

7. How is this view similar or different to others that you know?
8. Are there issues critical to the subject matter not addressed fully by the author?
9. How has the author challenged your view of the issues examined?
10. What are the implications, positive or negative, of the conclusions drawn by the author?

5. Mandated Reporter Reflection:

Students will demonstrate understanding of their responsibilities as a mandated reporter and will reflect upon ethical issues and questions associated with this role, as well as how to collaboratively access resources for students at risk. **MM2.7, EX2.10 U6.6, MS/SS 6.6 10 points (5 points reflection; 5 points certificate)**

PARTICIPATION:

In-class: In-class activities will be completed regularly relating to that evening's presentation. In addition, candidates are expected to attend Zoom class and participate actively by being prepared to respond to assigned readings, application to classroom practice, and collegial collaboration. **In-class Zoom activities cannot be made up since they pertain to that evening's discussion and are considered participation points.**

Blended Learning Sessions: There are five blended learning sessions on Canvas pertaining to that particular week's content and readings. Each blended session will have directions for completing the activities. The blended sessions will have a one-week window in which they are to be completed. Blended Sessions must be completed before the beginning (3:59pm) of the following Monday's class. **Once the Blended Session window closes it will not be reopened for latecomers, as you have an entire week to complete the session.**

Grading

Grading is based on a total of 200 points (divided by 2 to create 100%). Attendance and participation in class are expected. A plus and minus grading system will be used.

A	=	95-100	A = Outstanding. The grade of "A" is reserved for those students
A-	=	90-94	whose performance is <i>truly</i> outstanding. Performance reflects an
B+	=	87-89	outstanding level of competency attainment -- including critical
B	=	83-86	analyses, information syntheses, and application of theory and
B-	=	80-82	research to practice. Projects and exams are comprehensive,
C+	=	77-79	thoughtful, well organized, and clearly written.
C	=	73-76	B = Very Good. Performance surpasses a basic level of
C-	=	70-72	competency attainment, understanding, and skill, and indicates
D+	=	67-69	an ability to integrate and apply information.
D	=	64-66	C = Satisfactory. Performance meets expectations for a basic level
D-	=	61-63	of competency attainment and understanding.
F	=	below 60	C- or Below = Failing. Performance does not meet expectations for a basic level of
			competency attainment and understanding. This does not constitute a passing score in
			the Core Class

CLASS DATES/TOPICS/READINGS/ASSIGNMENTS DUE

Sessions are subject to change with advance notice. You will be responsible for reading content material.

Class Dates	Topic	Readings	Assignments Due
Session 1 8/26/24	- Overview: Class Process & Setup, Course Expectations, ACT Student Responsibilities, Standards, Professional Responsibilities - Discuss Syllabus, Assignments and Canvas Blended Sessions - Introduction to Home Teams - Getting to Know You Activity/Survey		
9/2/24		Labor Day Holiday CSUN Campus Closed	
Session 2 9/9/24	- Theoretical Perspectives: Deficit to Asset Based Thinking (MS/SS 2.2, MS/SS 6.2, MS/SS 7.3) - Focus on typical and atypical development MS/SS 4.2 - Introduction to Neurodevelopmental (ND) Methodology: - ND Quiz: What do you do well? ND Construct: Overview 	Introduction to Neurodevelopment http://en.wikipedia.org/wiki/Neurodevelopmental_framework_for_learning	
Session 3 9/16/24 Blended Learning Session	“What the *#@!* Do We Know?”: The changing educational landscape – the history of race, Definition of culture, Characteristics of culture, Microcultures – SES, Gender, Ethnicity, Language, Exceptionalities, Religion, Geography, Cultural Identity, Sexual Orientation (MS/SS 6.7) U1.1 U2.2 U2.3 Mandated Reporter Requirements MS/SS 6.6 - Equality vs. Equity ONLINE ASSIGNMENTS: - Plickers Reflection - Language Construct Quiz U1.1	- Bowser, B.P., (2017). Racism: origin and theory. <i>Journal of Black Studies, Vol 48 No 6 pp.572-590.</i> - Gorski. (2016). “Rethinking the role of culture in educational equity: From cultural competence to equity literacy. - Thomas, C.M., (2020). Society and the classroom: Teaching truths and bridging diversity in a discordant era. <i>Educational Studies</i>, 56(1), 83–94, 2020.	

	• Cultural Competence Short Essay U1.1  ND Construct: Language MM1.3 EX1.8		
Session 4 9/23/24	• Introduction to Disabilities MM2.11, EX1.3 EX2.14 • History of Special Education MM6.3 EX6.4 • Laws that Govern Special Education MM5.3, 6.3 EX5.4, EX6.4 • Identifying Students with Mild/Moderate Support Needs and Students with Extensive Support Needs MS/SS 4.1 • Moving Towards Inclusive Practices in K-12 Classrooms • ND: Attention Case Studies  ND Construct: Attention	•History of Special Education https://www.sutori.com/story/evolution-of-special-education-in-the-united-states •Penn GSE: Perspectives on Urban Education (2022). Inclusion Census: How Do Inclusion Rates in American Public Schools Measure Up?	Personal Learning Inventory U6.2
Session 5 9/30/24 Blended Learning Session	• Part 1 - Looking at diversity issues through a pop cultural lens: Diversity Issue Movie Night • Part 2 – Discussion Forum Post • Discussion Forum Post + 2 Responses to posts	•Brown, A., et al. (2017). Classroom conversations of race and the disruption of social and educational inequities: A review of research. AERA Vol. 41, Disrupting Inequality Through Education Research (March 2017, pp. 453-476	Mandated Reporter Reflection
Session 6 10/7/24	• Racial Identity: Negotiating Racism & Racial Boundaries in Schools. U2.3, MS/SS 6.2 • Culturally Responsive Teaching U2.2 • Defining Your Racial Identity Case Study—Social Cognition: ID Student strengths, affinities, areas for improvement, possible management plan, and accommodations and interventions U2.1, (MS/SS 3.2)  ND Construct: Social Cognition MM1.7, EX1.4, U1.1, U2.1	•Fanagan, C., Hindley, A. (2017). Let's talk! Teaching race in the classroom. <i>Social Education</i> 81(1), 62–66. *Aguilar, E. (2019). Getting mindful about race in schools. <i>Educational Leadership</i> 62-67. •Will, M., Najarro, I. (2022). What is culturally responsive teaching? <i>Education Week</i> May 11, 2022 •Collins, D.L., et al., (2021). Critical race theory, <i>Leadership Journal</i>	
Session 7 10/14/24 Blended Learning Session	• A Look at how students are Placed in Special education Sample IEP and 504 Plan MM1.1 EX1.6, MS/SS 5.8 • Wordle	•Rein (2015) Separate but Special: Overrepresentation of Minority Students in Special Education in America's Most Diverse City	

	• ND Memory Quiz • IEP/504 Quiz MM1.1 EX1.6 • Short constructed IEP response MM1.1 EX1.6  ND Construct: Memory	•O'Connor, E.A. (2016). Teachers' knowledge of special education: What do they know?. <i>Insights into Learning Disabilities</i> 13(1), 7-18. •Connor, D., et al. (2019). Is a bridge even possible over troubled waters? The field of special education negates the overrepresentation of minority students: a DisCrit analysis. <i>Race Ethnicity and Education</i>	
Session 8 10/21/24	• Gender, Sexuality, Religion, Ageism  ND Construct: Social Cognition MM2.10 EX2.13	•Blackburn, M.V. & Pennell, S.M. (2018). Teaching students to question assumptions about gender and race. <i>Phi Delta Kappan</i>, 100 (2), 27-31. •Hansen, L.E. (2015). Encouraging pre-service teachers to address issues of sexual orientation in their classrooms. <i>Promising Practices</i>, 51-55. •Ciuffo, A., (2019) Rethinking conventions: Keeping Gender-Diverse Students Safe. <i>Educational Leadership</i> pp 70-76.	Defining My Cultural Identity U6.2
Session 9 10/28/24 Blended Learning Session	• Improving Student Outcomes by Working Collaboratively with Colleagues and Families U1.2, MS/SS 6.4 • Brochure for Family Involvement U1.2 • Resources for homeless and economically disadvantaged youth (MS/SS 2.4)  ND Construct: Language	•Baker, T. L., et al (2016). Identifying Barriers: Creating solutions to improve family engagement <i>School Community Journal</i>, v26 n2 p161-184 •Kaufman, T. (2017) Family engagement and student success: What the research says. understood.org •How family engagement leads to student success (2022) www.waterford.org	
Session 10 11/4/24	• Using Apps in the Classroom: Types and Examples  ND Construct: Temporal Sequential/Spatial Ordering	•Loveless, B. (2019). Are learning apps helping or hurting education?. <i>Education corner</i>.	
11/11/24		Veteran's Day Holiday CSUN Campus Closed	
Session 11 11/18/24	• Interventions to Support Diverse Learners MM2.6, 2.9 EX2.9, EX2.12 • RtI Quickwrite  ND Construct: Neuromotor MM2.3 Ex2.7	•The Teachers Response to Intervention (RtI) Guide: Tiers, Strategies and More (2017) •Strategy vs. Intervention Guide, Broward County Public Schools (2014)	

Session 12 11/25/24 Blended Learning Session	- Defining Multiculturalism: Implications for Students & Teachers - English Learners (MS/SS 5.7, - Video Reflection—Assignment Guide: Social Issues/Challenges and Supports/Scaffolds U2.1  ND Construct: Higher Order Cognition	- Lopez, A.E., (2017). Is it time for the sixth dimension of multicultural education?: Resistance and praxis in challenging times. <i>Multicultural Perspectives</i>, 19(3), 155-161. - Hadjioannou, X., (2016). Addressing the needs of 21st-century teachers working with culturally and linguistically diverse students. <i>The CATESOL Journal</i> (28.2) - Taylor, R., et.al.(2016). Preservice teacher's perceptions towards multicultural education & teaching of culturally and linguistically diverse learners. <i>Multicultural Education pp 42-48</i>	My ND Strengths, Weaknesses and Affinities Linguistically affirming practice activity (MS/SS 7.3)
Session 13 12/2/24	Social Justice and Restorative Justice U2.1, U2.1, (MS/SS 2.1)	- Fronios, T.,et.al., (2019). Restorative justice in U.S. schools: An Updated Research Review. <i>WestEd</i> - We are Teachers (2021). What teachers need to know about restorative justice. - Learning for Justice (2023). Critical Practices for Social Justice Education	
Session 14 12/9/24	- Neurodevelopment – A Review - Putting it All Together – Semester Review - Evaluation	Review ND Strategies Pages posted on Canvas Home Page	

TPE	PAGE
SS/MS	
1.1	6
1.1	6
1.5	7
2.1	12
2.2	9
2.2	7
2.4	11
2.4	7
2.4	7
3.2	10
4.1	10
4.1	7
4.1	7
4.2	9
4.2	7
4.2	7
4.6	6

4.6	7
4.6	7
5.7	12
5.7	7
5.7	7
5.8	10
6.2	9
6.2	6
6.3	6
6.3	7
6.3	7
6.4	11
6.5	6
6.5	6
6.5	7
6.6	9
6.6	8
6.7	9
6.7	6
6.7	7
7.3	9
7.3	12