

Teacher Education Department Course Outline

ITL 604 Learners & Learning I

Mission of the Sanford College of Education

The Sanford College of Education prepares educators as lifelong learners, reflective practitioners, and ethical professionals. Our mission is accomplished in a learning community through professional preparation programs, partnerships with schools, and educational research.

Conceptual Framework

The values and beliefs of the National University Sanford College of Education are captured in the following brief summary of our conceptual framework. The conceptual framework aligns with course and program learning outcomes. You are developing the qualities described as you completed the assignments and master the learning outcomes.

The **Sanford College of Education** envisions faculty and candidates as **STARS**, lifelong learners committed to:

- **Scholarship** in knowledge, theory, and practice;
- **Teamwork** with P-12 schools, other professionals, and the community;
- **Active Reflection** for continuous improvement in order to meet the needs of all learners;
- **Responsible Citizenship**, ethical practice, understanding of and ability to work with diversity in its many forms;
- **Standards of Exemplary Practice** for professional educators.

Course Description

Examines psychological, socio-cultural, linguistic, and other factors influencing development, learning, and the full range of learners, including English Learners, standard- English learners, students with disabilities, and students with other needs. Considers a variety of data to identify appropriate strategies and community-based resources to support all learners and their families.

Course Learning Outcomes (CLOs)

1. Critique the effects of social, cultural and physical factors (e.g. race, religion, socioeconomic status, language, health, trauma, homelessness, drugs, immigrant status, incarceration, foster care, gender and sexual identity, funds of knowledge, prior experiences, medically fragile, etc.) on students' development.
2. Summarize a variety of developmentally and ability appropriate instructional strategies, resources and assistive technology (including principles of universal design and multi-tiered systems of support) to support access to the curriculum for all learners.
3. Analyze various methods of communicating in a timely manner with students and families/guardians, regarding achievement expectations and student progress.
4. Analyze strategies for all K-12 students to self-advocate, self-monitor, self-assess and self-regulate in all settings, to meet their individual learning needs.
5. Examine the 13 federal categories of exceptionality and other special needs; assessments used in the process of early screening and/or identification; legal mandates regarding services for students with special needs; issues related to common medications

administered to children and adolescents. Utilize research and critical thinking to solve problems.

6. Summarize the process and techniques of assessing proficiency levels of English Language Learners in order to identify appropriate research based strategies to teach and support learning and language development of these students.
7. Create a bank of experts and resources to support community-family-school relationships and their impact on a learner's success in school.

Prerequisites

Completion of ILT 600 Orientation

Note: This course is part of the graduate program, as you prepare papers and written work, please use the APA publication manual:

- American Psychological Association. (2010) Publication Manual of the American Psychological Association, Sixth Edition. Washington, D. C.: American Psychological Association.

Also see www.apastyle.com (Supplemental material and guides on APA format.)

Required Reading:

Ca Dyslexia Guidelines

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

A Message from the State Superintendent of Public Education	v
Acknowledgments.	vii
Introduction.	1
Chapter 1 A Twenty-First Century Definition of Dyslexia	3
Chapter 2 Neuroscience of Dyslexia.	6
Chapter 3 Dyslexia as a Language Definition	9
Chapter 4 Characteristics of Dyslexia by Age Group Strengths and Weaknesses	14
Chapter 5 Socioemotional Factors of Dyslexia	24
Chapter 6 When the Concern May Not Be Dyslexia	26
Chapter 7 Dyslexia in English Learners	33
Chapter 8 Pre-Service and In-Service Preparation for Educators	38
Chapter 9 Screening and Assessment for Dyslexia	42
Chapter 10 Special Education and 504 Plans	59
Chapter 11 Effective Approaches for Teaching Students with Dyslexia.	63
Chapter 12 Assistive Technology	75
Chapter 13 Information for Parents and Guardians	81
Chapter 14 Frequently Asked Questions	95
Appendix A Assessment Tools	99
Appendix B Assistive Technology Resources	103

Appendix C Legal Citations	104
Appendix D Long Citations	107
Glossary	112
References	116

The CA MTSS Framework. https://drive.google.com/file/d/1jvy6fZpSshkn7K7YG_Ql1Fd-gxspblM8/view

MTSS <https://ocde.us/MTSS/Pages/CA-MTSS.aspx>

English Learner Roadmap Principles Overview
(<https://www.cde.ca.gov/sp/ml/rmprinciples.asp>)

Summary of Outcomes, Themes, Assignments and Grading Criteria

Week 1

Theme:

Social, Cultural, and Physical Factors in the Development of Children

Course Learning Objectives:

- CLO 1: Critique the effects of social, cultural, and physical factors (e.g. race, religion, socio-economic status, language, health, trauma, homelessness, drugs, immigrant status, incarceration, foster care, gender and sexual identity, funds of knowledge, prior experiences, medically fragile, etc.) on students' development.
- CLO 7 Create a bank of experts and resources to support community-family-school relationships and their impacts on a learner's success in school.

Weekly Learning Objectives:

- Examine how the term "funds of knowledge" can be applied to identify a learner's prior knowledge while acknowledging lived experiences.
- Evaluate a learner's identity as an important aspect to providing instruction by reviewing personal stereotypes, culture, and implicit bias.
- Distinguish elements of the standards, including the core common to ensure grade level content instruction.
- Identify sources of where to find grade-level standards.

Assignments

- Discussion – Meet and Greet (not graded)
- Discussion – Funds of knowledge
- Assignment 1A Personal Identity Analysis
- Assignment 1B Unpacking the TPE's

Week 2

Theme:

Social Cultural and Physical Factors in Development of Children

Course Learning Objectives:

- CLO 5: Examine the 13 federal categories of exceptionality and other special needs; assessments used in early screening and/or identification; legal mandates regarding services for students with special needs; and issues related to common medications administered to children and adolescents.
- CLO 2: Explain a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology (including principles of universal design and multi-tiered systems of support) to support access to the curriculum for all learners

Weekly Learning Objectives:

- Identify the five core competencies of Social Emotional Learning.
- Understand the 13 categories that students can qualify for within IDEA regulations and identify the eligibility process for special education services.
- Compare and contrast the components of a 504 plan and an IEP to ensure legal compliance with ADA and IDEA regulations. Read: California Dyslexia Guidelines Chapters 5, 7, 9, and 10.
- Examine state and school district data-driven systems to analyze data of the learner, the school and district, and the community.
- Evaluate the assets that may or may not be evident in data-driven systems.
- Interpret reading skills, vocabulary, and instructional approaches

Assignments 5.2b.

- Discussion – MTSS Refer to <https://ocde.us/MTSS/Pages/CA-MTSS.aspx> and access the framework: (Access the C A MTSS Framework HERE) Provide a clear outline of the framework
- Discussion 13 categories that students can qualify within IDEA regulations
- Assignment 2A Asset Identification Data Analysis Refer to: <https://www.cde.ca.gov/ci/pl/assetbasedpedagogies.asp> and address the section for : English Learner Roadmap Principles Overview (<https://www.cde.ca.gov/sp/ml/rmprinciples.asp>) and Multi-Tier Systems of Support (<https://www.cde.ca.gov/ci/cr/ri/index.asp>).
- Assignment 2B SEL Playbook
- Assignment 2C Fundamentals of Reading

Week 3

Theme:

Assessing proficiency Levels of English Language Learners & Providing Academic Support for All Learners

Course Learning Objectives:

- CLO 2: Explain various developmentally and ability-appropriate instructional strategies, resources, and assistive technology (including principles of universal design and multi-tiered systems of support) to support access to the curriculum for all learners.
- CLO 3: Analyze various methods of communicating promptly with students and families/guardians regarding achievement expectations and student progress.)
- CLO 4: Analyze strategies for all students to self-advocate, self-monitor, self-assess, and self-regulate in all settings to meet their individual learning needs.

Weekly Learning Objectives:

- Discuss how a teacher can increase students' confidence, self-advocate, and achieve academic success.
- Examine the advantages of using a self-directed behavior strategy and identify examples of self-regulation.
- Develops a plan to implement collaboration and communication with the family, including how to support student success.
- Recall the CA ELD standard proficiency levels and the ELPAC performance level descriptors.
- Compare and contrast the learning needs and assets of 3 focus students.

Assignments

- Discussion – Develop a plan to implement collaboration and communication with the family, including how to support student success.
- Assignment 3A: Asset Identification of 3 Focus Students Based on the California Dyslexia Guidelines Chapters:4, 6, and 9)
- Assignment 3B Field Experience assignment

Week 4

Theme:

Individual Learning Needs

Course Learning Objectives:

- CLO 2: Explain a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology (including principles of universal design and multi-tiered systems of support) to support access to the curriculum for all learners.
- CLO 6: Summarize the process and techniques of assessing proficiency levels of English Language Learners to identify appropriate research-based strategies to teach and support the learning and language development of these students

Weekly Learning Objectives:

- Formulate instructional strategies to address inclusive practices.
- Identify elements in planning for inclusive practices.
- Determine appropriate supports and strategies to differentiate instruction for 3 focus students.

Assignments

- Discussion – Formulate instructional strategies to address inclusive practices Assignment 4A: Strategies and Support identification of Whole Class and 3 Focus Students Refer to chapter 4 California Guidelines

Assignment Descriptions

Week One - Assignment 1A - Personal Identity Analysis

Consider the very many elements that comprise your own identity, and think about where they originated, and what their implications are. How does your identity impact how you approach the world, and the way the world approaches you? How has this impacted you as a learner? As a teacher? (TPE 6.2)

Week One Assignment 1B - Unpacking TPE Rubrics

Analyze the given Reflective Practice Rubric by unpacking the learning expectations by addressing specific questions. Unpacking the rubrics will assess your learning by clarifying the criteria and specific skills you are expected to acquire in all courses throughout the program. (TPE 3.1)

Assignment 2A - Asset Identification

Consider the way data-driven systems describe your school community. What criteria are measured and how are they discussed? What is not captured in the framing of the collected data? What doesn't get measured at all? What assets can you identify and leverage for the benefit of your students? (TPE 5.1)

Assignment 2B – SEL Playbook - Building Healthy Relationships

We will examine building healthy relationships through the lens of Social Emotional Learning. By implementing the tenets of building relationships, teachers can enhance the learning environment and improve academics. (TPE 2.1)

Assignment 2C – Fundamentals of Reading

Create an infographic (using Venngage, Piktochart, Visma, etc.) on The Fundamentals of Reading. For each key vocabulary term, you must include the connections to the grade level you wish to teach. Watch the Video and read the provided material on Foundational concepts in Reading. Prepare an infographic summary of key reading terms

Assignment 3A - Focus Student Assignment

This assignment aims to prepare you to consider the diverse needs of all your students when planning lessons. For this assignment, you will complete three tables (one for each Focus Student) with the help of the resources in the assignment. (TPE 4.1)

Assignment 3B - Field Experience (Reflection and Meeting Notes)

Part Two of your Field Experience. The first is a Collaborative Meeting note-taking template. Use this to take notes in the left column about your students in the simSchool module before the collaborative meeting. Afterward, you will use these notes to complete the second document, a Field Experience Reflection. (TPE 4.6)

Assignment 4A - Strategies and Support Identification – Signature Assignment

This assignment aims to prepare you to consider the diversity of assets of all your students when planning lessons. You will use Week 3's completed tables that identified assets and gaps and continue to add to them by completing tables (one for each focus student) which is considered an extension of the work in Week Three. This week, you will feel your Focus Students (FS) and identify supports and strategies that align with the assets and gaps you identified last week. (TPE 1.4, 4.4,5.1)

Discussion Board Topics

Week 1

Examine how “funds of knowledge” can be applied to identify a learner’s prior knowledge while acknowledging lived experiences. (TPE 1.2)

Week 2

Understand the 13 categories that students can qualify for within IDEA regulations and identify the eligibility process for special education services. Compare and contrast the components of a 504 plan and an IEP to ensure legal compliance with ADA and IDEA regulations. (TPE 1.1) **Read Chapter 10 from the California Dyslexia Guidelines**

Week 3

Develop a plan to implement collaboration and communication with the family, including how to support student success. (TPE 6.3)

Week 4

Respond by developing a video (2-5 minutes) or written reflection (1/2 page) of what you learned from the video and 1-2 instructional strategies you would use in your classroom. Consider the following instructional strategies: explicit direct instruction, learning styles, choice, cooperative learning, small group, direct interactive instruction, or other instructional strategies that would allow you address differentiation and inclusive practices. (TPE 6.3)

Assessment Summary

Assignment	Assignment Due	Points
Discussion: Meet and Greet	Week 1	N/A
Discussion Week 1: Funds of knowledge	Week 1	10
Assignment 1A Personal Identity Analysis	Week 1	24
Assignment 1B Unpacking the TPE's	Week 1	18
Discussion Week 2 – 13 categories that students can qualify within IDEA regulations	Week 2	10
Assignment 2A Asset Identification Data Analysis	Week 2	40
Assignment 2B SEL Playbook	Week 2	30
Assignment 2C Fundamentals of Reading	Week 2	10

Discussion Week 3- Collaboration and communication with the family	Week 2	10
Assignment: 3A Focus Students Assignment	Week 3	30
Field Experience –Assignment 3C - Field Experience (Reflection and Meeting Notes)	Week 3	30
Discussion Week 4 – Inclusive Practices	Week 4	10
Assignment 4A: Strategies and Support identification of Whole Class and 3 Focus Students – Signature Assignment	Week 4	30
Knowledge Checks	Week 1-4	46
Bonus Points		8
Total		

** Note the last day of the course is the last Saturday

Micro-Competencies

This course uses micro-competencies quizzes. This tool will help you identify what you already know, and give you specific resources to build the knowledge you need to gain. Your participation in micro-competencies quizzes accounts for 20 points of your total course grade.

- To earn the total amount of points available for each week you must engage with the Knowledge Checks (KC) associated with the Micro-Competencies (MC) you will be assigned each week.
- Points will be awarded each week of the course based on your participation (not your score) in the KC and studying the Learning Resources you will be provided. **It is important to note that your KC score (out of 5) does not represent the grade you will receive.**

Discussion Boards

Threaded discussions will be held on a weekly basis and are worth between 5 points each. Every Discussion Board requires one posting of at least 150 words (limit 300 words) and at no less than 50-300 words.

Candidates will participate in threaded discussions which will focus the discussion on important issues in Learning. Candidates will be expected to participate in each discussion with questions, answers, and comments expressing their opinions. The discussion prompts are not intended as essay questions, but rather to foster dialogue and encourage candidates to express their opinions as in a traditional oral group discussion.

Candidates are required to post one original entry and at least two responses to other postings per threaded discussion question. Initial post is due on Wednesday before midnight and responses to other postings no later than Sunday at midnight. Late posting will not receive credit.

Participation: Brightspace - extra credit

Participation in person or via Zoom Collaborate Sessions provide an opportunity for your instructor to get to know you, gives you opportunity to discuss content and requirements, and demonstrate your knowledge. For participation onsite, candidates will receive 2 points per week² if they

participate onsite.

Online courses will have one Collaborate Session per week scheduled for 2+ hours, from 5:30 to 6:30 pm, usually. Your instructor will let you know which evening. Although the expectation is for you to attend live, if you are *unable* to do so, the session will be recorded. Individuals not attending live are required to view the recorded session and complete a worksheet prepared for them. This is to be submitted by Friday of the week of the session unless your instructor tells you otherwise. (For hybrid and onsite courses Collaborate Session content will be incorporated into the onsite session each week.)

All assignments must follow APA format.

Grading will follow the university catalogue guidelines. The readings, handouts, and assignments will focus on best practices for teaching all students. Candidates are expected to log into the course, a minimum of twice a week, actively participate, and complete all assignments and activities identified in the course outline. Participants are required to adhere to course outline, assignment instructions, and rubrics specific to the assignments.

Please check the course calendar for details regarding due dates. Grades are based on points accumulated from all assignments, collaborative group activities and class participation. Each candidate may accumulate a total of points.

Course Grading

Please Note: Grades will be based on the points described in the assignments of this syllabus.

Grading Scale

Letter	Percentage	Letter	Percentage
A	96-100	A-	90-95
B+	87-89	B	84-86
B-	80-83	C+	77-79
C	74-76	C-	70-73
D+	67-69	D	64-66
D-	60-63	F	0-59

For Graduate work at National University, the grade of A is awarded only in cases of clearly exceptional performance on all assignments. Students working on a master's degree are expected to maintain a 3.0 (B) average.

NU policy requires students to be in "Good Academic Standing" with the University before they can be accepted for an internship.

Standards and Grading for Written Work:

All assignments must be original. Assignments using AI; Course hero or misrepresented as one's own will be sanctioned and receive zero points on the task. Written assignments will be graded on both process and content. The process of papers consists of grammar, punctuation, consistent

thought, strong opening and closing statements that are appropriately linked and ideas that are supported with relevant content. The content encompasses the expression of authenticity, analysis, scholarship and meaning in your writing.

Papers and additional assignments that require writing are used as assessments in this course. The instructor's role is to evaluate the student's learning in the course, and therefore, the instructor will grade assignments based on course criteria. Writing will be used in the assessment; however, this is not a writing course, and students should contact the writing center for support. In other words, the professor does not teach students how to write if they are not performing at a graduate-level proficiency and will only assess the assignments for learning.

Consistent with the standards for written work established by the National University and well-established criteria for the graduate-level scholarship, all written work submitted to complete course requirements must adhere to the guidelines established by the Publication Manual of the American Psychological Association (6th Edition), **otherwise known as the APA Style Manual**. Students unfamiliar with APA style requirements should immediately contact the National University Writing Center or NU library for direction and assistance.

Candidates are expected to:

- Demonstrate the dispositions expected of teacher candidates.
- Be honest in all coursework.
- It is essential to bring the following attitudes to the class discussions:
 - Willingness to accept the challenge of reading text and research concerning teaching and learning.
 - Willingness to discuss, read, and write independently and in small and large groups;
 - Willingness to listen with an open mind to the ideas and informed opinions of others;
- Willingness to express ideas in clear, concise English.
- Use APA format on written work acknowledging sources with complete citations.

Attendance: (online courses)

It is expected that candidates will:

- Log in to the class every two days. Check announcements and emails.
- Questions and concerns can be expressed in Virtual Office.
- Contact the Help Desk immediately if technology problems prevent your access to doing the work required. Also, inform your instructor of unexpected delays.
- Acknowledge that failure to post responses and submit assignments by the day required may result in receiving no credit for the work.
- Submit assignments weekly. Assignments cannot be posted all at once during the last week.

Late Work Guidelines

- Unless prior permission has been given to the candidate, late work will not be accepted, and no credit will be given for that assignment.
- With prior permission, late work is accepted, and you will receive a deduction of 2 points per day in the grade for each day it is late.
- The candidates are responsible for ensuring assignment files and links can be accessed. If the file cannot be accessed, it will not be eligible to receive full credit.

Additional expectations include:

All coursework must be original. Assignments using AI: Course hero or misrepresented as one's own will be sanctioned and receive zero points on the task.

- Civility in behavior and expression is required. Civility includes the consideration of ethics in how class members treat one another.
- Relying solely on examples from experience or personal opinions is a strategy that will not yield passing credit. Linkage is best demonstrated by discussing concepts (describe, relate, compare, contrast, etc.) and citing them, even in the context of personal experiences or opinions.
- Students are expected to participate in all class activities, complete reading as scheduled, and turn in all assignments on time. Failure to do so will result in a deduction of points from the final grade given.
- As this is a learning environment, an open exchange of ideas is expected. Questions and discussion are expected and encouraged; at a minimum, tolerance of alternative viewpoints is expected. Students are also likely to engage in dialogue as a learning exercise and skill development for exercising leadership.
- Submitted papers and other assignments are original (no part of the paper was used in another assignment or course), individual, and your best effort. Plagiarism will not be tolerated, resulting in a failing grade or further disciplinary action, including expulsion.
- Students are also expected to read all assigned material before the class session in which the material is presented and be prepared to contribute to discussion and dialogue.

Incomplete

An **incomplete** is a grade given to a student at the instructor's discretion when a student has completed two-thirds of the course's sessions and assignments and cannot complete the remaining course requirements due to unfortunate circumstances beyond the student's control. The students must convey this circumstance to the instructor (verbally and in writing) before the final day of the course. Suppose an instructor decides that an incomplete is warranted. In that case, the "incomplete" grade is posted online to the grades department and the Office of the Registrar, along with a statement by the instructor detailing what the student needs to do to remove the incomplete. However, if the student does not comply with the instructor's requirements to remove the grade within the specified time frame for removal, the "incomplete" grade turns into an "F" grade. Incomplete assignments must be submitted within 10 days.

Withdrawal

A **withdrawal** signifies that a student has withdrawn from a class after beginning the third- class session. Graduate students who desire to withdraw must notify the admissions advisor before the beginning of the final session.

Students with Disabilities

Students seeking special accommodations due to a disability must apply with supporting documentation, as explained under this subject heading in the General Catalog. Instructors are required to provide such accommodations if they receive written notification from the University.

Writing Across the Curriculum

Students must demonstrate writing skills in describing, analyzing, and evaluating ideas and

experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the paper.

Assistance in meeting the written requirements for the course is available from the on-site and online Writing Centers. Students may submit drafts of papers and outlines to the writing assistants and meet with them to discuss strategies for improving their papers. More information is available in the [NU Writing Center](#).

The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers and the like: [Reference Tools - Citations](#)

National University Library

National University Library supports academic rigor and student academic success by providing access to scholarly books and journals electronically and in hard copy. Print materials may be accessed at the Library in San Diego or through document delivery for online and regional students. Librarians can provide training, reference assistance, and mentoring at the San Diego Library and virtually for online or regional students. Please take advantage of [Library resources](#).

Contact the Library: RefDesk@nu.edu

- (858) 541-7900 (direct line)
- 1-866-NU ACCESS x7900 (toll free)
- Use the Library Training Tools (on the Library Homepage) for additional help.

Technology

Students are expected to be competent in using current technology appropriate for this discipline. You must be able to use word processing, spreadsheet, and presentation software. Examples of these kinds of programs are Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

You must also be able to use an internet browser and an e-mail program. You will also be asked to create a presentation using a digital tool of your choice (e.g., Keynote, PowerPoint, Prezi, Google Slides, or other applications of your choosing).

Course materials and *digital* learning modules will be presented. Students will gain practice using digital literacy skills that require the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. Faculty may use the online chat feature for lectures and question/answer sessions if synchronous discussions are held during the class session

If you have further questions, you may contact the Technical Support department.

You can view detailed information about system requirements by clicking **National University Support** in the course's main navigation menu on the left. From there, select **Technical Requirements**.

Diversity

Learning to work with and value diversity is essential in every class. Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom.

National University Privacy Policy

National University is firmly committed to protecting the privacy of its community.



**National University,
Sanford College of Education**

For specific details regarding the National University System Privacy Policy, please see our [privacy statement](https://www.nu.edu/privacy/) on the NU.edu website. (<https://www.nu.edu/privacy/>)