## Sanford College of Education

Teacher Education Department

ITL530- Optimized Learning Community Syllabus

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

Research-based strategies and models managing an equitable and inclusive K-12 learning environments. Social-emotional growth, development, and individual responsibility. Positive interventions and supports, restorative justice, and conflict resolution practices. Prevention of common classroom problems. Effectively work with challenging students. Establishment of safe classroom and school environments to prevent bullying.

# Course Learning Outcomes

* Design ways to establish, maintain, and monitor inclusive learning environments by using an array of positive behavioral supports ensuring each student is treated fairly and respectfully by adults and

peers, thrives through social-emotional growth, and expresses appropriate developmental and individual responsibility.

* Create projects to examine legal, ethical, professional and effective practices needed to establish social-emotionally learning environments designed to address bullying prevention, challenging students, families, community resources and educational/school supportive structures.
* Develop procedures to manage the implementation of classroom rules, classroom traffic flow, paperwork, and mutual behavioral norms to facilitate positive interactions.
* Propose a classroom management plan to establish a classroom culture from the first day of school representing an equitable and inclusive learning community with classroom rules and consequences, organizational procedures for instruction, and specific procedures for transitions.
* Design plans for promoting positive behavior management by using behavioral supports, such as Multi- Tiered System of Supports (MTSS), conflict resolution, restorative justice, and similar group practices.

# Required Readings

[Executive Summary of the ELA/ELD Framework for California Public](https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf) [Schools](https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf)

[Framework for California Public Schools: Kindergarten](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf) [through Grade Twelve.](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf)

[Introduction to the ELA/Literacy Shifts of the Common Core State](https://player.slideplayer.com/20/6043838//h) [Standards](https://player.slideplayer.com/20/6043838//h)

Ca Dyslexia Guidelines

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

A Message from the State Superintendent of Public Education v

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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)

# Major Content Areas for each week

1. Creating Safe and Effective Learning Environments for K-12 Students
2. Developing Supportive and Productive Learning Communities
3. Using Positive Behavior Management Strategies with K-12Students
4. Designing an Effective Classroom Management Plan with MTSS/Schoolwide Positive Behavior Intervention Support

# Course Specific Expectations

1. Students are expected to attend all class sessions, participate in all class activities, complete assessment measures and assignments as scheduled. Failure to do so will result in losing points.
2. Students are expected to obtain a Mastery level (80% of criteria) on all assignments.
3. Students are expected to integrate course readings, educational research and literature, multimedia sources, and lecture concepts into all appropriate assignment requirements.
4. Students are expected to submit all written assignments in accordance with the American Psychological Association (APA) Style Guidelines.

**For guidance with APA format, an *excellent* tutorial is available at** <http://flash1r.apa.org/apastyle/basics/index.htm> To access the website, copy and paste the web address into your browser. Clicking on this particular link may not work.

# Assignment Due Dates

All assignments are due on Sunday of each week, except the last week. For the last week of the course, assignments are due on Saturday (last day of course), no exceptions. All assignments must be submitted by the last day of the course.

Late Policy

* + 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 will receive a deduction of 2 points per day in the grade for each day it is late, up to 3 days. No exceptions. Discussion Board (DB) posts must be submitted by Wednesday and the 2 peer responses by Sunday. No credit will be given for late DB posts or peer responses.
	+ It is the candidate’s responsibility to ensure assignment files and assignment links can be accessed. No assignments will be given credit submitted after end of course date.

Additional expectations include:

* + 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 on personal opinions is a strategy that will not yield passing credit. Linkage of course concepts is best demonstrated by discussing them (describe, relate, compare, contrast, etc.) and citing them, even if 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 expected 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 and will result in a failing grade or further disciplinary action including expulsion.
	+ Students are also expected to read all assigned material prior to 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 **discretion of the instructor** when a student has completed two-thirds of the course’s sessions and assignments and is unable to complete the remaining requirements for the course due to unfortunate circumstances beyond the

student’s control. The students must convey this circumstance to the instructor (verbally and in writing) prior to the final day of the course. **If** an instructor decides that an incomplete is warranted, 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 Instructors

requirements to remove the grade within the specified time frame for removal, the

“incomplete” grade turns into an “F” grade.

# 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 submit an application 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 are expected to 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 on-line 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 NU Library Reference Tools.

# National University Library

National University Library supports academic rigor and student academic success by providing access to scholarly books and journals both 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 are available to provide training, reference assistance, and mentoring at the San Diego Library and virtually for online or regional students. Please take advantage of Library resources:

[NU Library](https://nu.libguides.com/library/) (https://nu.libguides.com/library/)

Contact the Library: RefDesk@nu.edu

# Overview of ITL530: Optimized Learning Community

Each week scaffold will extend your understanding of how to effectively implement Social Emotional Learning within the classroom and school community environments. This course primarily addresses Universal Teacher Performance Expectations (UTPEs) 2: Creating and Maintaining Effective Environments for Student Learning and 4: Planning Instruction and Designing Learning Experiences for All Students. All pre-service teacher candidates in California must meet the UTPEs along with any additional credential specific TPEs in a robust program of preparation to serve ALL learners. Teaching and learning are complex processes.

This course was also updated and aligned to the Literacy TPE 7 Standards

Teaching involves more than delivering curriculum, teachers need to get to know the whole child: their assets, needs, developmental levels, culture, and prior lived experiences. Once a teacher has gained insight into the whole child, it is then that they can truly design a positive learning environment where the learners will feel safe to thrive.

This course intends to extend your thinking on how to effectively shape inclusive, equitable, culturally responsive, and positive learning environments to promote optimal academic and social-emotional growth for ALL learners. The planning and facilitation of appropriate learning environments, which embed effective, evidence-based social-emotional practices will likely “look” different than what you may have experienced in your PK-12 educational journey. The shift in context of education and paradigm of how to effectively meet the needs of ALL learners through the lens of Social-Emotional Learning (SEL) may require you to stretch, learn, grow, and try teaching strategies you did not experience in school.

ITL530 may be completed at a variety of points during your academic pursuit and the course was intentionally created with this at the forefront of the design process. You may find yourself exploring SEL Playbook resources you have explored previously from a different lens or the content may be entirely new to you.

Together, as a community of learners we will lean into the learning together!

***Stretch your mindset*** to make the **connections** to everything you are learning; do not view them in silos as they all intersect!

Week One: Inclusive Learning Environments

Self-regulation, Self-control, Positive Behavioral Interventions and Supports (PBIS), Stereotype Threats, Growth Mindset, and Addressing Instances of Intolerance

The Week One weekly learning objectives are as follows:

1. Discuss the difference between self-regulation and self-control
2. Plan positive and inclusive learning environments based on PBIS and SEL strategies used to develop positive and inclusive learning environments
3. Explain how specific strategies can be used to establish an inclusive learning environment that

addresses intolerance based upon a student’s race, religion, sexual orientation, gender, and/or class

1. Describe strategies to reduce stereotype threats and promote growth mindset in the learning environment

Week One serves as a foundational understanding that will build throughout each week through the completion of your Signature Assignment. Specifically, the Week One discussion and assignments address UTPEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.3, 4.6, 4.7, and 4.8. 7.1, 7.4Throughout the course, you will notice the connections of UTPEs to one another and the overall teaching and learning process. Teaching-and-learning is an interconnected process and Week One will build your understanding of inclusive learning environments as they relate to self-regulation, self-control, PBIS, stereotype- threats, growth mindset, and how to address instances of intolerance in the educational context. Be sure to review the instructional resources, rubrics, and due dates to set yourself up for success and meet or exceed expectations while we work through Week One.

## CONNECT ~ Now, keep in mind the specific Week One assignments and learning as you begin Week Two. The goal is to make connections from Week One to the Week Two content!

Week Two: Positive Relationships and Equitable Learning Environments

Building Positive Relationships, Community/School Support Resources, School -Family Partnerships, Equitable Learning Environments, Teacher Performance Assessment Connections

The Week Two weekly learning objectives are as follows:

1. Discuss effective SEL strategies to address challenging behaviors and proactive building positive relationships (student-student, student-teacher, teacher-support staff, etc.) in the classroom,/li>
2. Identify community and educational/school supportive resources to promote positive SEL and support the growth and development of all students
3. Explain the relationship building skills needed to establish school-family partnerships
4. Analyze the facilitation of equitable learning environments and SEL strategies apparent in the classroom

This week, you will focus on course content that aligns with UTPEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.3, 4.6, 4.7,

4.8.,7.1,7.4, and 7.11 These are the same UTPEs addressed in Week One with the intention to extend your foundation of knowledge and build in Week Three and Four. This week’s assignments are rich with resources, but you will also need to conduct independent, independent research.

Reliable sources are academic rich, supported by literature, published by professional organizations, or are located in peer-reviewed academic journals. Reviewing outside sources can be invigorating as you make connections between an article and the sources cited within an article. You can then dig deep into the references of an article and explore related research. You will want to avoid informal sources, such as Wikipedia, when conducting independent research.

In Week Two Assignment 1, you will have the opportunity to connect with your local community by researching community and educational/support resources. The assignment was created to connect with support resources (agencies/service providers) and expand knowledge of how to support ALL students in the learning process. You will also reflect on the relationship building skills needed to work with support resources to promote student success. The assignment contains clear expectations for content as does the rubric. **Note**: Please always reach out to your professor with questions as they arise.

In Week Two Assignment 2, you will watch videos titled, “Building and Belonging Classroom” and “Creating a Positive Learning Environment.” You will then read and examine each TPA Cycle 1 Rubric (1.1 – 1.8) to build context for the expectations within the TPA (criterion and level descriptors) to frame your thinking around TPE 2 and 4. The assignment was created in alignment with the Universal Design for Learning (UDL) framework in mind as you may choose your product (e.g., graphic organizer, written paper, PowerPoint, video, etc.) to meet expectations. Be sure to attend to the assignment instructions and rubric to explore content needed within your product.

You will notice the Teacher Performance Assessment (TPA) rubrics are introduced this week as a course resource. As you review the rubrics, you will notice language of the ITL530 assignment instructions and rubrics mirror the TPA rubric language as relevant to each assignment. It is important for you to become familiar and conversant with the TPA Essential Questions and Rubrics to frame your thinking when you take the TPA. Multiple and Single subject candidates have experienced the TPA requirement to earn a credential for a number of years. Education Specialists will participate in the TPA as a requirement of earning the credential beginning Fall 2022. As you engage with classmates in course discussions and complete assignments, citing sources and including formal references is key to rely on evidence-based practices rather than assertions or opinions. The “why” behind your instructional choices is an essential component of the TPA. Although the TPA is viewed as an assessment, it really is evidence of effective teaching for ALL teachers, it is you “talking your instructional practice” of planning, instruction, assessment, and reflection.

## CONNECT ~ Think about how this week’s subtopics intersect with last week’s...now take these intersections forward into Week Three. Also take the time as you reflect to notice what is similar to your educational experiences and what is different. Recognizing the shifts being made to be more culturally responsive when cultivating your classroom culture is essential!

Week 3: Supporting Instruction!

Classroom Resources, MTSS, UDL, Restorative Practices, and Instructional Choices

The Week Three weekly learning objectives are as follows:

1. Evaluate classroom resources that could be used to promote productive student learning that reflect diversity and are culturally responsive (rules, traffic flow, paperwork, and/or mutual behavioral norms) to aid in planning for a learning environment
2. Describe behavioral expectations and supports outlined within students with Dyslexia, MTSS and UDL
3. Examine strategies to resolve conflict through restorative practices in given scenarios/videos
4. Justify the inclusion of “social emotional learning strategies” and “student misconceptions” sections

when developing lesson plans

This week, you will focus on course content that aligns with UTPEs 2.1, 2.2, 2.3, 2.5, 2.6, 4.1, 4.2, 4.3, 4.4, 4.5,

4.7, 4.8, 7.1,7.4, and 7.11

This week’s discussion focuses on selecting and evaluating classroom resources that could be used to promote productive student learning that reflect diversity and are culturally responsive. You are urged to consider evidence-based resources such as the National University SEL playbooks or other external resources to expand

your individual depth of knowledge in this practical experience. Hopefully, resources chosen will benefit your current and/or future students! Examining and commenting on resources posted by classmates in the discussion is intended to broaden your repertoire of skills! The goal is to learn to promote productive student learning by managing the implementation of classroom rules, traffic flow, paperwork, and mutual behavioral norms that facilitate positive interactions that reflect diversity and are culturally responsive. This is no small task for a classroom teacher, but it is attainable, so start collecting resources now. This discussion is the foundation for Week Four’s SEL Toolbox Assignment.

Week Three Assignment 1 has several components and resources to review. If you have reviewed any of the Playbook 9 Card 1 content previously in a course, be sure to use the frame of thinking of the current course to complete the assignment. All resources focus on behavioral expectations and supports outlined within Multi- tiered Systems of Support (MTSS) and UDL.

After reviewing the assigned resources, reflect on a lived experience as a student or instructional leader (e.g., instructional assistant, coach, para-professional, teacher, etc.) in which you encountered conflict. Then, write a paper or create a presentation in which you:

* Objectively summarize your experience.
* Identify at least three specific strategies that could have been implemented to promote inclusive, safe, and equitable learning environments in your lived experience
* Explain how each UDL engagement checkpoints (i.e., strategy) may be used to specifically promote inclusive, safe, and equitable learning environments in your lived experience
* Support each strategy with at least two sources (Minimum six citations, two for each of the three strategies)

For this assignment, you may submit a written response, presentation, or graphic organizer. Your submission should include a title page / slide, in-text citations, and a Reference page / slide formatted according to APA 7th Edition guidelines. **Note**: Please keep in mind that this is an academic presentation. As such, your presentation should be professional and creative. Include only media and graphics that are relevant (if you choose to include them). Be sure to use appropriate design, theme, and font. While your presentation should be informative, slides shouldn't be text-heavy; use number and / or bullet points to deliver talking points.

In preparation of Week Four Assignment 2 (in which you will record yourself teaching a lesson, annotate the video clip, and reflect on your video of classroom instruction), you will complete a written learning map planning activity. For Week Three Assignment 2, you will develop a learning map (stage one and stage two) for a lesson applicable to your chosen credential program (grade level, developmental characteristics, content of choice). Under the scope of this course, you will need extensive explanation in the Social Emotional Learning Strategies and Student Misconceptions sections in Stage One. In alignment with TPA expectations, you will explain the “what” you plan to do within the lesson in these sections as well as the “why” behind their choices. You will need to include citations within these sections and a Reference page to support your instructional choices from a foundation of research rather than opinions. The TPA Cycle 1 Rubric 1.5 will be helpful to acquaint yourself with the rubric located in the course content.

## CONNECT ~ Think about how the knowledge and skills developed in Week One through Week Three will assist to apply your learning through the lens of a practitioner in action!

Week 4: Let’s Apply Our Learning!

Legal and Ethical Considerations, SEL Classroom Resources, Facilitation of Classroom Instruction , and Reflection

The Week Four weekly learning objectives are as follows:

1. Discuss legal and ethical considerations of facilitating inclusive learning environments with effective SEL strategies to promote learning for all students
2. Evaluate SEL classroom resources for their applicability to support development and facilitation of an equitable and inclusive learning community with high expectations and appropriate support, student participation, classroom rules and consequences, organizational procedures for instruction, and specific procedures for transitions
3. Facilitate classroom instruction that promotes a positive learning environment, impacting student’s

academic and social-emotional learning

This week, you will focus on course content that aligns with UTPEs 2.2, 2.3, 2.4, 2.5, 2.6, 4.5, 4.6, 4.7, 7.1,7.4, and 7.11

This week’s discussion will assist you to explore SEL as it applies to ethical decision-making and social responsibility. In the discussion, after exploring the applicable resources, you will articulate legal and ethical considerations of facilitating inclusive learning environments with effective SEL strategies to promote learning for all students. In the initial discussion post, you will choose **two** skills involved in ethical decision making and responsibility to summarize. In the summary, include implications in classroom practice. You will also explain **three** positive aspects of developing ethical decision making and social responsibility skills for students you serve (or will serve). The last component of the initial discussion post is the selection of a minimum of **two** relevant practices to a grade level applicable to your credential program to present including the title, description, duration, and implications of the chosen practices on student development. You will engage with fellow students in a minimum of two response posts to extend the discussion, make connections, and clarify thinking as a community of learners. The discussion process and selection of classroom practices will aid in the understanding of the purposeful development of an inclusive learning environment for students as part of the broader class community and apply the understanding when planning future lessons. The discussion is aligned with the TPA Cycle 1 Rubric 1.4, Criterion 1, Level 5.

For the purpose of deepening the “why” behind chosen SEL strategies intended to promote (1) facilitation of an equitable and inclusive learning community with high expectations and appropriate support, (2) student participation, (3) classroom rules and consequences, (4) organizational procedures for instruction, and (5) specific procedures for transitions, you will create an extensive SEL Toolbox with intent to utilize chosen resources in a classroom setting or during instructional planning for Week four Assignment 1. The directions and a helpful template are included for your use and graphic organization of content.

The Signature Assignment (i.e., Week Four Assignment 2) is intended to move instructional planning into action! You will video record yourself facilitating a lesson in an instructional setting. You may utilize the

learning map submitted in Week Three or revise the learning map to be more cohesive or thoughtfully planned based upon instructor feedback on your previously submitted/graded assignment. You will submit the learning map Stage One and Two, a five-minute video clip, and written annotations to address the following essential question:

How does the candidate (you) maintain a positive and safe learning environment that supports all students to access and meet the content-specific learning goal(s), connect to students’ prior learning, and establish clear learning expectations? (CAL TPA Cycle 1, Rubric 1.5)

# Reflective Discussion Posts and Teaching Videos

**Rationale of using video reflection as a medium**: As a teacher, you need to get comfortable with having others watch you teach as well as watching yourself teach. Teachers in the 21st Century do not teach in a silo with their door closed; inclusive classrooms include co-teaching, intervention specialists, and many other support roles who will be in your classroom. Gaining confidence presenting in front of others is an important aspect of teaching. Also, in order to pass the CalTPA, you will be recoding yourself teaching and will have to annotate your instruction. ITL will scaffold your ability to present in front of others as well as enhance your ability to deeply reflect. **The CalTPA** will not judge you on your APA, but it **does require you to be able to reflect in writing on your teaching**: planning, instruction, assessment, and reflection!

***Connections made* in ITL530 are your foundation moving into a variety of future ITL courses, fieldwork, and ultimately a classroom of your own!** ~ You will continue to build your knowledge and the skills you have in UTPE 2: Creating and Maintaining Effective Environments for Student Learning and 4: Planning Instruction and Designing Learning Experiences for All Students as you continue your academic and professional journey to earn a teaching credential.

# Assignment Summary

|  |  |  |
| --- | --- | --- |
| **Graded Activity** | **Due** | **Points** |
| Week One Discussion: Self-Regulation and Self- Control | Week One – Initial post due by Wednesday, 11:59 p.m. PST. Two response posts due by Sunday, 11:59 p.m. PST. | 5 |
| Week One Assignment One: PBIS and Social- Emotional Learning | Week One – due by Sunday, 11:59 p.m. PST | 10 |
| Week One Assignment Two: Inclusive Learning Environments | Week One – due by Sunday, 11:59 p.m. PST | 15 |
| *Week One Synchronous Live Options* | *Instructor’s Preference* | *2 (EC)* |
| Week Two Discussion: Addressing Challenging Behaviors and Building Positive Relationships | Week Two - Initial post due by Wednesday, 11:59 p.m. PST. Two response posts due by Sunday, 11:59 p.m. PST. | 5 |
| Week Two Assignment One: Building Positive Relationships and Community/School Support | Week Two – due by Sunday, 11:59 p.m. PST | 10 |
| Week Two Assignment Two: Equitable Learning Environments | Week Two – due by Sunday, 11:59 p.m. PST | 15 |
| *Week Two Synchronous Live Options* | *Instructor’s Preference* | *2 (EC)* |
| Week Three Discussion: Classroom Resources | Week Three - Initial post due by Wednesday, 11:59 p.m. PST. Two response posts due by Sunday, 11:59 p.m. PST. | 5 |
| Week Three Assignment One: Behavior Supports and Restorative Practices | Week Three – due by Sunday, 11:59 p.m. PST | 10 |
| Week Three Assignment Two: Learning Map | Week Three – due by Sunday, 11:59 p.m. PST | 20 |
| *Week Three Synchronous Live Options* | *Instructor’s Preference* | *2 (EC)* |
| Week Four Discussion: Legal and Ethical Considerations | Week Four- Initial post due by Wednesday, 11:59 p.m. PST. Two response posts due by Sunday, 11:59 p.m. PST. | 5 |
| Week Four Assignment One: Social-Emotional Learning Toolbox | Week Four – due by Sunday, 11:59 p.m. PST | 10 |
| Week Four Assignment Two (Signature Assignment): Social-Emotional Learning in Action | Week Four – due by Sunday, 11:59 p.m. PST | 30 |
| *Week Four Synchronous Live Options* | *Instructor’s Preference* | *2 (EC)* |
| ***WEEK FOUR* THE CLINICAL PRACTICE AND CREDENTIALING DEPARTMENT IN THE SANFORD COLLEGE OF EDUCATION REQUIRE EVERY CANDIDATE TO COMPLETE THEDISPOSITION FORM PRIOR TO APPLYING TO STUDENT TEACH OR BECOME AN INTERN.** |
| **TOTAL POSSIBLE COURSE ASSIGNMENTS*****TOTAL EXTRA CREDIT POSSIBLE (EC)*** |  | **140*****6*** |

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 |

(Please refer to the National University policies regarding grades of incomplete or withdrawals from a course, found in the current National University General Catalog online.)

# Supplemental Course Information

Form and Style for Written Work

The form and style of the profession of education and special education is that of the American Psychological Association (APA). For guidance with APA format, an *excellent* tutorial is available at [APA Style](https://www.apastyle.org/index).

Synchronous Live Options – Extra Credit

During each week, you will have an opportunity to engage in a synchronous session with your instructor and classmates or an asynchronous experience covering content that has already been presented in your course. Please select one of the two options below. You are highly encouraged to complete Option 1.

* Option 1 (Synchronous/2 points): Attend the live session via your online course. The session will be held for one hour per the scheduled day and time, unless otherwise specified by the instructor.
* Option 2 (Asynchronous/2 points): Review the archived recording of week’s online live session and then respond to the following two prompts by clicking in the "Create a Thread" button of the assignment link by Friday of that week or according to a deadline established by the instructor.
	+ What "aha" moment did you have concerning what was discussed during the live session recording? In other words, what information or concept surprised you or enlightened you, perhaps something you had not understood clearly before or which you had never considered?
	+ Generate one or two questions based on what was discussed during the live session recording.