ITL608 Design and the Process of Teaching

Course Outline

Course Learning Outcomes:

CLO 1: Analyze the function of each stage of a cyclical model utilized to prepare for learning and teaching that reflects evidence of high expectations and meets the needs of all learners. (TPE 1.3, 1.4, 1.7, 1.8, 2.5, 3.2, 3.3, 3.4, 7.5, 7.6. 7.8, 7.10,)

CLO 2: Design an instructional plan based on data from multiple measures and sources (e.g. IEPs, student work, self-assessment, EL proficiency data, etc.) selecting methods and strategies to ensure all learners (including the full range of English learners and students with special needs) thrive (e.g. socially, emotionally, intellectually, academically, etc.) within (a) an equitable and inclusive learning environment, but also (b) in real-world environments. (TPE 1.3, 1.6, 3.2, 3.3, 3.6, 4.4, 4.7, 4.8, 5.1, 5.2, 5.3, 5.7, 5.8, 7.5, 7.6. 7.8, 7.10,)

CLO 3: Assess how the instructional plan developed during the planning stage is used to guide and monitor student learning and engagement, and modify instruction in real time. (TPE 1.1, 1.2, 1.8, 3.3, 3.7, 3.8, 5.2, 7.5, 7.6. 7.8, 7.10,)

CLO 4: Analyze multiple forms of evidence gathered during and after instruction (e.g. instructional plan, learners' products, observations notes, various assessments and student self-assessment, etc.) to determine if the objective(s) was/were met and instruction was effective.

(TPE 1.8, 4.4, 5.2, 5.3, 5.4, 5.5, 7.5, 7.6. 7.8, 7.10,)

CLO 5: Reflect upon new and/or revised understandings about learning and teaching (e.g. strategies, multi-tiered instructional approaches, instructional technology/assistive technology, developmentally, culturally and linguistically appropriate learning activities, instructional materials and resources, etc.) to apply in future planning and teaching for all learners, including the full range of English learners and students with special needs. (TPE 4.4, 5.3, 5.6, 6.1, 7.5, 7.6. 7.8, 7.10,)

Course Title: ITL 608 Design and the Process of Teaching Course

Lead: Dr. Valerie Amber Course Prerequisite:

ITL 606 Learners and Learning II

Course Description

Candidates integrate principles of learning theories and factors influencing human development when designing instruction and evaluating instructional effectiveness. Candidates will utilize a four-stage cyclical model of planning, teaching, analyzing and reflecting in the process of learning and teaching to ensure all students' equitable access to the curriculum.

Required Texts and Readings

Links to additional required electronic readings and video resources are listed in the course outline and Brightspace course as applicable.

Executive Summary of the ELA/ELD Framework for California Public Schools Framework for California Public Schools: Kindergarten through Grade Twelve. Introduction to the ELA/Literacy Shifts of the Common Core State Standards

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

Weekly Calendar of Course Assignments

*Note: Refer to online course for more detailed information about assignments, along with weekly reading, lectures, and additional learning resources. All initial posts for discussions are due by Wednesday, and all responses to others along with all other assignments are due Sunday. "Due" means submitted by midnight in whatever time zone from which you are posting.

WEEK ONE:

Overview of the Lesson Plan Model

During the first week of the class you will:

1. *Learn about the National University Evidence-Based Lesson Plan Model (LMM).*
2. *Learn how the Principles of Universal Design for Learning (UDL) are integrated into the four stages of the Lesson Plan process.*

Week One—Assignment 1A: Lesson Plan Stage 1 Part 1 (20 points)

Week One—Discussion (10 points)

Week One—Zoom Session (2 points)* Participation in live session (extra credit).

Week One – Knowledge Checks – 7 Micro-Competencies (MC) worth 2 points each (14 points total) --

WEEK TWO:

Designing a Lesson Plan *During Week*

Two you will:

1. *Complete the stage 1 of the Lesson Plan.*
2. *Review assessment strategies, including how to gather information about students' knowledge/skills prior to and during instruction.*
3. *Assess your students' levels of proficiency and submit the first part of your lesson plan's stage 2.*

Week Two – Assignment 2A – Complete Lesson Plan Stage 1 (20 Points) this lesson will include elements on how to implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of **Universal Design for Learning; (7.2)**

You will submit the first stage of the lesson plan known as "planning."

Week Two – Assignment 2B – Getting to Know Your Students – Stage 2 (20 points)

You will submit the first part of stage 2 of the lesson plan: Getting to Know Your Students. Here you will gather comprehensive and thorough information of your whole classroom or focus students. You will gather information relevant to your students: ELPAC levels, present levels, proficiency areas, and prior knowledge.

Week Two – Discussion (10 points)

Week Two – Zoom Session (2 points)* Participation in live session (extra credit).

Week Two – Knowledge Checks - 6 Micro-Competencies (MC) worth 2 points each (12 points total)

WEEK THREE:

Implementing a Lesson Plan; Analyzing/Reflecting on Outcomes

During this week you will

1. *Identify various ways to help students with problem-solving by completing a SEL playbook.*

2. *Teach a simulation to practice the art of teaching.*

Week Three Assignment 3A – SEL Playbook

You will complete a SEL Playbook by going to sanfordinspire.org and completing the assigned Social Emotional Learning Playbook. You will complete 5 interactive cards (30 points).

Week Three Assignment 3C – Field Experience SimSchool (TPA 7.4)

You will complete an assigned module through SimSchool. You will actively participate in a simulated teaching experience working to "practice" various instructional and behavioral strategies as well as gain an understanding and application of a lesson plan (20 points). This lesson plan will include effective strategies to create environments that foster students' oral and written language development, including discipline-specific academic language.

Week Three – Discussion (10 points)

Week Three -- Zoom Session (2 points) *Participation in live session (extra credit).

Week Three – Knowledge Checks - 6 Micro-Competencies (MC) worth 2 points each (12 points total)

WEEK FOUR:

Apply knowledge gathered during Analysis and Reflection to
Lesson Plans *During the*

final week you will

1. Learn about managing the classroom environment and student behavior within the framework of Learning Theories discussed in ITL 606 and the Lesson Plan Model.
2. Submit your Lesson Plan: Stages 1 and 2.
3. Create and submit a link to your final LinkedIn account of evidence of your learning from your foundation courses.

Week Four – Signature Assignment: Submit your lesson plan – only stages 1 and 2. Stage 1 consisted of the planning and stage 2 consisted of the teaching component (40 points).

Week Four- Discussion: Share your Fieldwork paper and with three big ideas you took away from this assignment and comment on 2 posts submitted by classmates (10 points).

Week Four – LinkedIn: Submit a link to your LinkedIn account demonstrating your knowledge and application of theories and principles from your foundation courses, ITL 600, 604, 606, and 608 (40 Points).

Week Four – Zoom Session (2 points) *Participation in live session (extra credit).

Week Four – Knowledge Checks - 3 Micro-Competencies (MC) worth 2 points each (6 points total).

Assignment Summary:

Assignment	Assignment Due	Points
Week 1: Assignment 1A – Lesson Plan Stage 1 Part 1		20
Week 1: Discussion		10
Week 1: Knowledge Checks Quizzes		14
Week 1: Zoom Sessions		-
Week 2: Assignment 2A: Complete Lesson Plan Stage 1		20
Week 2: Assignment 2B: Getting to Know Your Students		20
Week 2: Discussion		10
Week 2: Knowledge Checks Quizzes		12
Week 2: Zoom sessions		-
Week 3: Assignment 3A: SEL Playbook		30
Week 3: Assignment 3C: Field Experience SimSchool		20
Week 3: Discussion		10

Week 3: Knowledge Checks Quizzes		**12**
Week 3: Zoom sessions		**-**
Week 4: Signature Assignment: Lesson Plan Stages 1 and 2		**40**
Week 4: Discussion—Share assessment and provide feedback to 2 classmates		**10**
Week 4: Zoom Sessions		**-**
Week 4: Knowledge Checks Quizzes		**6**
Week 4: LinkedIn		**40**
Total		

GRADES	Percentage	Point Range
A	96-100	4.0
A-	90-95	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

Course Expectations:

Students in online classes are expected to actively participate in class and sign into class at least twice a week. All students are expected to complete examinations as scheduled, and to turn in all assignments on weekly. They cannot be submitted all at once at the end of the course. 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. In order to help you develop the knowledge and critical thinking skills needed for today's educators, you will hear narrated PowerPoint sessions, threaded discussions, assignments and activities.

It is expected that students will:

1. Listen to all narrated PowerPoint sessions.
2. Log into the class a minimum of twice per week. Participation in the discussions only on the last day of the class is not encouraged.
3. Notify NU tech support immediately if technology problems persist.

4. Acknowledge that failure to post responses and submit assignments by the day required may result in receiving no credit for the work.

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.

Standards and Grading for Written Work:

Note: 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.

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

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 course on writing and students should contact the writing center for support. Please note that I am particularly picky about

grammar, spelling, and syntax errors. In other words, the professor does not teach students how to write if they are not performing at a graduate level proficiency but assess the assignments for both learning and grammar/spelling/syntax.

Consistent with the standards for written work established by National University and well established criteria for 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 and or NU library for direction and assistance. www.apastyle.com. Student papers will be submitted as a Microsoft word (.doc or .docx) document. All text should be double-spaced, use a Times New Roman 12-point font, left justified and include one-inch margins. An "Abstract" or "Executive Summary" is neither required nor desirable for this particular course.

Meaningful class discussion participation:

Student participation in the threaded discussions is an essential element of effective learning in this course. Students will bring questions and/or comments relevant to the assigned reading for critique and discussion in class. Quality of comments is as important as quantity and should contribute to the learning environment.

Writing Center:

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written material must follow specific standards regarding citations of authors' work within the text and references at the end of the paper. Grades will be assigned for written material in accordance with the University catalog. Assistance in meeting the written requirements for the course is available from the onsite 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.

Course Grading:

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

Definition of Grades:

A	90 – 100%	Outstanding Achievement
B	80 – 89%	Commendable Achievement
C	70 – 79%	Marginal Achievement
D	60 – 69%	Unsatisfactory Achievement
F *	0 – 59%	Failing

Weekly Readings:

The reading for this class is substantial and students are encouraged to create a reading schedule in order to not fall behind. Each week also contains virtual lectures, short video clips, and/or discussion questions.

Reading the assigned textbook content prior to viewing or participating in these other class activities will help you tremendously.

Narrated PowerPoints:

There will be weekly narrated PowerPoint presentations posted during this course, always by the Sunday before a week begins. These will offer you additional and enhanced information about the course content. If you have additional questions after viewing the presentation, please email or call or text the professor for clarification. Note, these sessions are not mandatory and are not graded, but you are encouraged to view/listen to them.

Discussion Boards and or Blogs:

Participating in course discussion boards is a key component of online coursework. The discussion boards are the same as the classroom discussion in the classroom. You are expected to post your own response to the discussion prompt each week not later than WEDNESDAY, as well as respond to one classmate's posting for each question. Your initial response should be thoughtful, well-written, and between 200-400 words. Your response should make use of course material from the week. Your response to a classmate's posting should be critical, respectful, and supportive, and contribute to the discussion and also be at least 200 words.

As the discussion is a live text, it is over after the due date and no late posts will be allowed or receive any credit. It would be of no use to allow late posts as they do not add to the classroom discussion. The expectation is that posts address the question and are an addition to the discussion that encourages others to respond. Remember that the discussion board is the location of our classroom conversations.

Grading of discussion board is based on evaluation of all postings. The following are considerations used when grading

- Is the response timely, complete, and well written?
- Is the response thoughtful and does it critically analyze the unique contributions of other students?
- Does the response consistently link theory and practice in order to create new understandings and considerations?

Meaningful participation in the threaded discussions requires bringing new information that is relevant to the topic at hand. Outstanding (A) postings will contain all of the following criteria:
- Participant submitted their first post prior to the end of Wednesday.
- Participant wrote a substantive reply to the messages of at least one classmate for that session prior to midnight on Sunday.
- Make specific and detailed connection between course material and real-life situations or experiences.
- Posts are reflective in nature and thought provoking for the reader. As a result, the post may leave the reader with a question to consider.
- Comments--questions were responsive to the discussion questions.
- Helped keep the group on task.
- Comments or questions significantly enhanced the quality of discussion (i.e. illustrated a point with examples, suggested new perspectives on an issue, asked questions that helped stimulate further discussion, etc.)
- Comments--questions provided evidence that the participant had read the assigned reading in preparation for that discussion board.
- Participant displayed a professional demeanor, and conducted themselves in a way that is respectful to others' opinions.
- Participant spent an adequate amount of time in the discussion area in order to review each response of his/her classmates.
- Participant posted to the discussion board on at least two different days during the week's discussion.

Assignments:

Specific instructions and requirements for each assignment are located within the week in which they are due. Late submission after the due date, unless previously agreed upon with the instructor, will not be accepted and will result in the 0 point grade. You can also look at the course Calendar and Outline for specific dates that all exercises and activities are due.

Zoom Live Options – Extra Credit

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

*	OPTION 1 (Synchronous/2 points): Attend the online live Collaborate session that 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 One online live Collaborate session and then respond to the following two prompts by clicking in the "Create a Thread" button of the assignment link by Friday of Week One 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.