

Appendix C
Literacy Instruction Certification Teaching
Performance Expectations (TPEs)
Preliminary Multiple Subject, Education Specialist Mild to Moderate and Extensive Support Needs

Table 3.1. Teaching Performance Expectations: Foundational Skills

Indicate in which courses the literacy concepts are:

- 1) introduced and are covered primarily,
- 2) where there are opportunities for candidates to practice the concepts and
- 3) how candidate’s knowledge of the pedagogical skills related to these concepts are assessed.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B). Programs may list as many places as necessary to ensure the concept is covered thoroughly. Reviewers will not only look to make sure each is covered but also that the topics are covered in appropriate depth that candidates have the knowledge, skills, and abilities of a beginning teacher.

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
a. print concepts, including letters of the alphabet	<p>ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a)</p> <p>ITL 604 (W3) Assignment: 3-A focus student back3Aa)</p> <p>ITL 510 (W1) Reading Rocket #1 W1 (a) Return</p> <p>ITL 510 (W1) 1.1Assessment a</p> <p>ITL 510 W4 Signature Assignment Toolkit and Resources for Literacy Instruction in the Classroom Part 1Glossary. Return a</p>	<p>ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a)</p> <p>ITL 604 (W3) Assignment: 3-A focus student . (go back 3Aapracticed)</p> <p>ITL 510 (W1) Reading Rocket #1 W1 (a) Return</p> <p>ITL 510 (W1) 1.1Assessment a</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return a</p>	<p>ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a)</p> <p>ITL 604 (W3) Assignment: 3-A focus studen (go back 3Aapracticed)</p> <p>ITL 510 (W1) Reading Rocket #1 W1 (a) Return</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return a</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
b. phonological awareness, including phonemic awareness	<p>ITL 604 (W2) Fundamentals of Reading/Foundational Skills (b)</p> <p>ITL 604 (W3) Assignment: 3-A (b)</p> <p>ITL 510 (W1) 1.1 Assessment b</p> <p>ITL 510 (W1) Reading Rocket #1 W1 (a) b Return</p> <p>ITL 510 W4 Signature Assignment Toolkit and Resources for Literacy Instruction in the Classroom Part 1 Glossary. Return b</p>	<p>ITL 604 (W2) Fundamentals of Reading/Foundational Skills (b)</p> <p>ITL 604 (W3) Assignment: 3-A (b)</p> <p>ITL 510 (W1) 1.1 Assessment</p> <p>ITL 510 (W1) Reading Rocket #1 W1 (a) b Return</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return b</p>	<p>ITL 604 (W2) Fundamentals of Reading/Foundational Skills (b)</p> <p>ITL 604 (W3) Assignment: 3-A (b)</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return b</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences	<p>ITL 604 (W2) Fundamentals of Reading/Foundational Skills (c)</p> <p>ITL 604 (W3) Assignment: 3A focus student Asset report include reading foundations to understand typical learner's assets. (c)</p> <p>ITL 510 (W1) 1.1Assessment C</p> <p>ITL 510 (W2) Reading Rockets Quizzes (c)(d) Return</p> <p>ITL 510 W4 Signature Assignment Toolkit and Resources for Literacy Instruction in the Classroom Part 1Glossary. Return c</p>	<p>ITL 604 (W2) Fundamentals of Reading/Foundational Skills (c)</p> <p>ITL 604 (W3) Assignment: 3A focus student Asset report include reading foundations to understand typical learner's assets. . (c)</p> <p>ITL 510 (W1) 1.1Assessment C</p> <p>ITL 510 (W2) Reading Rockets Quizzes (c)(d) Return</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return c</p>	<p>ITL 604 (W2) Fundamentals of Reading/Foundational Skills (c)</p> <p>ITL 604 (W3) Assignment: 3A focus student Asset report include reading foundations to understand typical learner's assets. . (c)</p> <p>ITL 510 (W2) Reading Rockets Quizzes (c)(d) Return</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return c</p>

			c ITL 510 W3 Designing Word Strategies: Alignment Analysis assignment.
7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*

<p>d. decoding and encoding, including morphological awareness</p>	<p>ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (d)</p> <p>ITL 604 (W3) Assignment: 3A focus student Asset report include reading foundations to understand typical learner's assets. (d)</p> <p>ITL 604 W4 Assignment 4A - Strategies and Support Identification, hands to understand typical learner's assets. (d)</p> <p>ITL 510 (W1) 1.1Assessment D</p> <p>ITL 510 (W2) Reading Rocket #2 (d) Return</p> <p>ITL 510 W4 Signature Assignment Toolkit and Resources for Literacy Instruction in the Classroom Part 1Glossary. Return d</p>	<p>ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (d)</p> <p>ITL 604 (W3) Assignment: 3A focus student Asset report include reading foundations to understand typical learner's assets. (d)</p> <p>ITL 604 W4 Assignment 4A - Strategies and Support Identification, hands to understand typical learner's assets. (d)</p> <p>ITL 510 (W1) 1.1Assessment D</p> <p>ITL 510 (W2) Reading Rocket #2 (d) Return</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom</p>	<p>ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (d)</p> <p>ITL 604 (W3) Assignment: 3A focus student Asset report include reading foundations to understand typical learner's assets. (d)</p> <p>ITL 604 W4 Assignment 4A - Strategies and Support Identification, hands to understand typical learner's assets. (d)</p> <p>ITL 510 (W2) Reading Rocket #2 (d) Return</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom</p>
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		Part II & III (17) components Respond d	Part II & III (17) components Respond d
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. (e)</p> <p>ITL 604 (W3) Assignment: 3A focus student Asset report include reading foundations to understand typical learner's assets (e)</p> <p>ITL 604 (W4) Assignment 4A - Strategies and Support Identification, (e)</p> <p>ITL 510 (W1) 1.1Assessment E</p> <p>ITL 510 W3 Reading Rocket (e, f) Return</p> <p>ITL 510 W4 Signature Assignment Toolkit and Resources for Literacy Instruction in the Classroom Part 1Glossary. Return e</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. (e)</p> <p>ITL 604 (W3) Assignment: 3A focus student Asset report include reading foundations to understand typical learner's assets. (e)</p> <p>ITL 604 (W4) Assignment 4A - Strategies and Support Identification, (e)</p> <p>ITL 510 (W1) 1.1Assessment E</p> <p>ITL 510 W3 Reading Rocket (e, f) Return</p> <p>ITL 510 W3 Designing Word Strategies: Alignment Analysis assignment. e</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. (e)</p> <p>ITL 604 (W3) Assignment: 3A focus student Asset report include reading foundations to understand typical learner's assets. (e)</p> <p>ITL 604 (W4) Assignment 4A - Strategies and Support Identification, . (e) Return</p> <p>ITL 510 (W2) Assignment 2.2 Running Records</p> <p>ITL 510 W3 Reading Rocket (e, f)</p> <p>Return</p> <p>ITL 510 W3 Designing Word Strategies: Alignment Analysis assignment.</p>

		ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Respond e	e ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Respond
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
f. instruction that is structured and organized as well as direct, systematic, and explicit	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 608 Week 4: Assignment 4A.(f) Unpacking TPE 7 Literacy Return</p> <p>ITL 510 W3 Reading Rocket (e, f) Return. Return</p> <p>ITL 510 (W1) 1.1Assessment F</p> <p>ITL 510 W4 Signature Assignment Toolkit and Resources for Literacy Instruction in the Classroom Part 1Glossary. Return f</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 510 W3 Reading Rocket (e, f) Return</p> <p>ITL 510 (W1) 1.1Assessment F</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return f</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 510 (W1) 1.1Assessment f</p> <p>ITL 510 W3 Reading Rocket (e, f) Return</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return f</p> <p>ITL 510 W3 Designing Word Strategies: Alignment Analysis assignment. Return</p>

<p>g. connected, decodable text</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 510 (W4) Reading Rockets (g). Return g</p> <p>ITL 510 (W1) 1.1Assessment G</p> <p>ITL 510 W4 Signature Assignment Toolkit and Resources for Literacy Instruction in the Classroom Part 1Glossary. Return g</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 510 (W4) Reading Rockets (g). Return g</p> <p>ITL 510 (W1) 1.1Assessment G</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return g</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 510 (W4) Reading Rockets (g). Return g</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return g</p> <p>ITL 510 (W2) Assignment 2.2 Running Records Return</p>
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 510 (W4) Reading Rockets (g). (h) (i). Return h</p> <p>ITL 510 (W1) 1.1Assessment H ITL 510 W4 Signature Assignment Toolkit and Resources for Literacy Instruction in the Classroom Part I Glossary. Return h</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 510 (W4) Reading Rockets (g). (h) (i). Return h</p> <p>ITL 510 (W1) 1.1Assessment H</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return h</p> <p>ITL 512 (W1) Student Learning Profiles h</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 510 (W4) Reading Rockets (g). (h) (i). Return h</p> <p>ITL 510 (W2) Assignment 2.2 Running Records h</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return h</p> <p>ITL 512 (W1) Student Learning Profiles h</p>

<p>i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 510 (W4) Reading Rockets (g). (h) (i). Return i</p> <p>ITL 510 (W1) 1.1Assessment I</p> <p>ITL 510 W4 Signature Assignment Toolkit and Resources for Literacy Instruction in the Classroom Part 1Glossary. Return i</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 510 (W4) Reading Rockets (g). (h) (i). Return i</p> <p>ITL 510 (W1) 1.1Assessment</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return i</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 510 (W4) Reading Rockets (g). (h) (i). Return i</p> <p>ITL 510 (W2) Toolkit and Resources for Literacy Instruction in the Classroom i Part I and Part II Return i</p>
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Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.

In the table template below, the TPE is presented either by sentence or by concept. Programs need not follow this precise format, in other words, they may combine and present the information for these concepts in any way they wish, but reviewers must be able to verify all aspects of the TPE language contained in the left-hand column.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
7.6/U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.	ITL 510 Assignment 3.2 Support Multilingualism and Multiliteracy in Language Development Translanguaging The advantages of multilingualism and multiliteracy Returnmm ITL 510 (W1) 1.1 Assessment MM. 1.2 ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan Return a	ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return ITL 510 (W1) 1.1 Assessment MM 1.2 ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan Return a ITL 512 Assignment 2.3 (W2) Multilingualism. Return MM	ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return

<p>a. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p>	<p>ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan Return a</p> <p>ITL 512 Anchor Charts (W3) Return a</p>	<p>ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan Return a</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return</p>	<p>ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan Return a</p> <p>ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return</p>
	<p>Introduce and Primary Coverage of Concepts</p>	<p>Opportunities to Practice</p>	<p>How Assessed</p>

<p>7.7/U7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.</p>	<p>ITL 510 (W1) 1.1Assessment Return ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan Return</p>	<p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return LD</p> <p>ITL 510 W3 Reading Rocket (e, f) Return</p> <p>ITL 510 (W1) 1.1Assessment Return</p>	<p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return LD</p> <p>ITL 510 (W1) 1.1Assessment Return</p> <p>ITL 512 (W3) Lesson Plan Part B Return oralwr</p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
a. Create environments that foster students' oral and written language development, including discipline-specific academic language.	<p>ITL 608 assignment 2A 2A Lesson plan Return</p> <p>ITL 516 Assignment: 3 Learning Map (Lesson Plan Assignment: 3 Learning Map (Lesson Plan Return</p> <p>ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan</p>	<p>ITL 510 W3 Reading Rocket (e, f) Return</p> <p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return a</p> <p>ITL 516 Assignment: 3 Learning Map (Lesson Plan Assignment: 3 Learning Map (Lesson Plan Return</p>	<p>ITL 512 (W3) Lesson Plan Part B Return LD</p> <p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return</p> <p>ITL 516 Assignment: 3 Learning Map (Lesson Plan Assignment: 3 Learning Map (Lesson Plan Return</p>
b. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.	<p>ITL 510 Collaborate/Reflection Session- Week 4 Digital and Media Literacy in Education Return</p>	<p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return b</p>	<p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return b</p>

		ITL 512 (W1) Student Learning Profiles 7.7/U7.7 b	ITL 512 (W3) Lesson Plan Part B Return
c. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	ITL 510 W2 Collaborate Return c ITL 510 Assignment 3.2 Support Multilingualism and Multiliteracy in Language Development Translanguaging The advantages of multilingualism and multiliteracy Return c Assignment 2. 1: Thematic Unit ITL 512 W2. Return	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return c ITL 510 Discussion (W-2). Return c Assignment 2. 1: Thematic Unit ITL 512 W2.	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return c ITL 512 (W1) Student Learning Profiles Return C ITL 512 Assignment 2.3 (W2) Multilingualism . Return C

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
7.8/U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.	Assignment 3.2 Support Multilingualism and Multiliteracy in Language Development Translanguaging The advantages of multilingualism and multiliteracy ITL 510Return EE ITL 512 Assignment 2.3 (W2) Multilingualism Return	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return ITL 512 (W1) Student Learning Profiles ReturnEE ITL 512 Assignment 2.3 (W2) Multilingualism Return	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return ITL 512 (W3) Lesson Plan Part B EE
a. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.	ITL 510 W2 Collaborate Session (Lesson 2) Knowledge check. Return a Assignment 2. 1: Thematic Unit ITL 512 W2 Return a	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return return a Assignment 2. 1: Thematic Unit Return a ITL 512 W2	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return return a ITL 512 (W3) Lesson Plan Part B Return Feedback

b. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.	ITL 608 assignment 2A 2A Lesson plan ITL 608 Discussion#3 Return Discussion 4 Discuss the Strengths and Weaknesses of Media and Digital Literacy Return ITL 510	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return b ITL 512 (W1) Student Learning Profiles bkey	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return b ITL 512 (W3) Lesson Plan Part B Return BKEY
c. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	ITL 608 Discussion #1 . Return	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components return c ITL 512 (W1) Student Learning Profiles Return c	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components return c ITL 512 (W3) Lesson Plan Part B Return Letter

Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).

		Opportunities to Practice*	How Assessed*
<p><i>TPE 7.2</i></p> <p>a) Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;</p>	<p>ITL 604 (W3) Assignment: 3A focus student report include reading foundations to understand typical learner's asset (r-a)</p> <p>ITL606 (W3) Assignment 3B (return)</p> <p>ITL608 (W2) Micro Competencies #5 (return)</p> <p>ITL608 Assignment 1A - Lesson Plan Stage One Return</p> <p>ITI 608 Discussion4 Return</p> <p>ITL 608 Micro Competencies #4. Return</p> <p>ITL 516 Assignment: 3 Learning Map (Lesson Plan Assignment: 3 Learning Map (Lesson Plan Return</p>	<p>ITL 606 W4 Assignment 4- Instructional Design- Teaching Return</p> <p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Returna</p> <p>ITL 512 (W1) Student Learning Profiles Return a</p> <p>ITL 516 Assignment: 3 Learning Map (Lesson Plan Assignment: 3 Learning Map (Lesson Plan Return</p>	<p>ITL 606 W4 Assignment 4- Instructional Design-Teaching Return</p> <p>ITL 608 (W2) assignment 2B 2A Lesson plan Return</p> <p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Returna</p> <p>ITL 512 (W3) Lesson Plan Part B Return UDL</p>

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		Opportunities to Practice*	How Assessed*
b) Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3– Referrals for intensive intervention);	<p>ITL 604 Discussion –W2 MTSS Refer to https://ocde.us/MTSS/Pages/CA-MTSS.aspx and access the framework:(Access the C A MTSS Framework (r)</p> <p>ITL 604 W2 Assignment 2A Asset Identification Data Analysis (b)</p> <p>ITL 606 3A Lesson Plan Rationale knowledge check b</p> <p>ITL 606 Micro Competencies W3</p> <ul style="list-style-type: none"> MC13 – Identify types of progress monitoring strategies MC14 – Identify CA Multi-tiered Systems of Support (MTSS) assessment elements (return) <p>ITL 606 Micro-Competencies W4 Return</p>	<p>ITL 606 3A Lesson Plan Rationale knowledge check b</p> <p>ITL 608 (W3) Assignment 3A. Return)</p> <p>ITL 606 3A Lesson Plan Rationale knowledge check b</p> <p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Returnmtss</p> <p>ITL 512 (W1) Student Learning Profiles b</p>	<p>ITL 606 3A Lesson Plan Rationale knowledge check b</p> <p>ITL 608 (W3) Assignment 3A. Return)</p> <p>ITL 606 Micro Competencies W3</p> <ul style="list-style-type: none"> MC13 – Identify types of progress monitoring strategies MC14 – Identify CA Multi-tiered Systems of Support (MTSS) assessment elements (return) <p>ITL 606 Micro-Competencies W4 Return</p>

	ITL 512 Anchor Charts (W3) Return ITL 608 (W3) Micro Competencies #9 MTSS/Tiers, Interventions (return) ITL 608 (W3) Assignment 3A. Return) ITL 608 Micro Competencies #4. Return		ITL608 (W2) Micro Competencies #5 (return) ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Returnmtss ITL 512 (W1) Student Learning Profiles b ITL 512 (W3) Lesson Plan Part B Return MTSS
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		Opportunities to Practice*	How Assessed*
c) Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	<p>ITL 604 (W2) Assignment 2A (c)</p> <p>ITL 604 assignment 2C (W2) Foundational Skills of Reading. Return</p> <p>ITL 604 (W3) Assignment: 3A focus student Asset report based on RGuidelines Chapters:4, 6, and 9). (a) (c)</p> <p>ITL 606 (W4) Threaded Discussion (r)</p> <p>ITL 606 W2 Assignment 2.b (c)</p> <p>ITI 608 Discussion4 Return</p> <p>ITL 510 W1Dyslexia 1 Return</p> <p>ITL 510 Assignment 3.1 Interview with Special Education Teacher. Return c</p>	<p>ITL 604 (W3) Assignment: 3A focus student Asset report based on RGuidelines Chapters:4, 6, and 9). (a) (c)</p> <p>ITI 608 Discussion4 Return</p> <p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return CDG</p> <p>ITL 510 W1Dyslexia 1 Return</p> <p>ITL 510 W2 Dyslexia#2 The Dyslexia and the Brain Module Return</p> <p>ITL 510 W3 Dyslexia#3 Screening and Assessment for Dyslexia Return 3</p> <p>ITL 510 W4 Dyslexia Return4</p> <p>ITL 510 W2 Dyslexia#2 The Dyslexia and the Brain Module Return</p>	<p>ITL 510 Discussion 3 W3 Return c</p> <p>ITL 510 (W4) Toolkit and Resources for Literacy Instruction in the Classroom Return CDG</p> <p>ITL 510 W1Dyslexia 1 Return</p> <p>ITL 510 W2 Dyslexia#2 The Dyslexia and the Brain Module Return</p> <p>ITL 510 W3 Dyslexia#3 Screening and Assessment for Dyslexia Return 3</p> <p>ITL 510 W4 Dyslexia Return4</p> <p>ITL 512 (W1) Student Learning Profiles c</p> <p>ITL 512 (W3)</p>

		ITL 510 W3 Dyslexia#3 Screening and Assessment for Dyslexia return 3 ITL 510 W4 Dyslexia4 Multilingual/Englis h Learners and Dyslexia. Return ITL 512 (W1) Student Learning Profiles c	Lesson Plan Part B ReturnCDG ITL 512 Teacher Philosophy (W4). Return
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		Opportunities to Practice*	How Assessed*
<p><i>TPE 7.10</i></p> <p>Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.</p>	<p>ITI 606 Assignment 3B (return)</p> <p>ITL 606 (w3) Discussion 3 (r)</p> <p>ITL 608 Discussion #2</p> <p>Return</p>	<p>ITI 606 Assignment 3B (return)</p> <p>ITL 606 (w3) Discussion 3 (r)</p> <p>ITL 510 (W1) 1.1Assessment</p> <p>R</p> <p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return monitor</p> <p>ITL 512 (W1) Assignment 1.1 Case Study Return Monitor</p>	<p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return monitor</p> <p>ITL 512 (W1) Student Learning Profiles Return Monitor</p> <p>ITL 512 (W3) Lesson Plan Part B Return Monitor</p> <p>ITL 512 (W1) Assignment 1.1 Case Study Return Monitor</p>

Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.	ITL 510 W3 <u>Dyslexia#3 Screening and Assessment for Dyslexia</u> ReturnLITProf ITL 510 Assignment 3.1 Interview with Special Education Teacher. returnu	ITL 510 (W1) 1.1Assessment Return ITL 510 W2Assignment 2.2 Running Record Assessment in Reading return ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return lit profile	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return lit profile ITL 512 (W1) Student Learning Profiles ScreReturn Screen ITL 512 (W3) Lesson Plan Part B Return Sreen
Understand how to appropriately assess and interpret results for English learner students.	ITL 510 W3 Dyslexia#3 Screening and Assessment for Dyslexia Return Und	ITL 510 (W1) 1.1Assessment Return ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components ReturnEL	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components ReturnEL

			ITL 512 (W1) Student Learning Profiles Return assess EL
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		Opportunities to Practice*	How Assessed*
<p>If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.</p>	<p>ITL 510 W3 Dyslexia#3 Screening and Assessment for Dyslexia Return if</p> <p>ITL 606 MC #22 W4 Return</p> <p>ITL 606 W4 Assignment 4A Instructional Approach Return</p> <p>ITL 608 Micro Competencies #4. Return</p>	<p>ITL 510 W3 Dyslexia#3 Screening and Assessment for Dyslexia Return if</p> <p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return IF</p> <p>ITL 512 (W1) Student Learning Profiles Return IF</p>	<p>ITL 510 W3 Dyslexia#3 Screening and Assessment for Dyslexia Return if</p> <p>ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components Return IF</p> <p>ITL 512 (W1) Student Learning Profiles. Return IF</p>

COURSES SYLLABI/OUTLINES

Foundation Courses: ITL 604, ITL 606, ITL 608,

Methods Courses: ITL 510, ITL 512, ITL 516

Rubrics: For Assessed Assignments

Micro Competencies do not have a rubric: they are assessed with the quizzes

Teacher Education Department Course/Syllabus/ Outline

ITL 604 Learners & Learning I

For teaching inspiration, please review or re-review this short video provided to teachers as they enter the teacher education program:

<https://youtu.be/a6NTnIeu59o>

Instructor:

Sanford College of Education Mission Statement

Our mission is to deliver accessible, world-class student experiences by providing quality programs and services that ensure student success through meaningful learning.

Mission of the Teacher Education Department

Our mission is to provide innovative, relevant, and inclusive educational experiences that prepare educators who inspire change and growth

Course Structure and Format Outline

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 Title: ITL604 The Learner and Learning I

Course Prerequisites: ITL600

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.

Summary of Outcomes, Themes, Assignments, and Grading Criteria

GAiIT: Generative Ai Inclusion Threshold Framework

<https://thegaiitframework.org/>

[The GAiIT Framework – A Methodology For Managing Ai with Academic Endeavors](#)



GAiIT Icons Key

- G:1 Ai Full Inclusion
- G:2 Ai Collaborate
- G:3 Limited Ai
- G:4 Basic Ai
- G:5 No Ai

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

Course Calendar Overview

604	Activities/ Topics	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points toward Grade
Week 1	Social, Cultural, and Physical Factors in the Development of Children	Discussion 1 Funds of knowledge				10
		Assignment 1-A Personal Identity	Rubric Provided with Assignment			24
		Assignment 1B Unpacking the TPE's	Rubric Provided with Assignment	Additional resources provided with the Assignment.		18
Week 2	Social, Cultural, and Physical Factors in the Development of Children	Discussion Week 2 -IDEA Regulations Provide a sample of a plan with reading interventions for Tier 1	Rubric Provided with Assignment.		TPE 7.2 (b) Introduce	10
		Assignment 2A Asset Identification Data Analysis	Rubric Provided with Assignment	Template is provided with Assignment.	TPE 7.2 (b) (c) Introduce	40

Week 3		Assignment 2B SEL Playbook	Rubric Provided with Assignment	Learning Portal link, template provided with Assignment.	30
		Assignment 2C Fundamentals of Reading/Foundational Skills	Rubric Provided with Assignment	PPT, video link, & links to external resources provided with Assignment. Three additional assignments with materials are also provided. <i>TPE 7.5/U7.5 (a,b,c,d,e,f,g,h,i) Introduce, Practice, & Assess</i> <i>TPE 7.2 c Introduce</i>	10
	Assessing Proficiency Levels of English Language Learners & Providing Academic Support for All Learners	Discussion Week 3- Collaboration and communication with the family Collaboration & Communication with Family			10
		Assignment: 3A Focus Student	Rubric Provided with Assignment	<i>TPE7.5/U7.5 (a, b, c, d, e) Introduce Practice & Assess</i> <i>TPE 7.2 (a, c) Introduce & Practice</i>	30
		Field Experience – Assignment 3C - Field Experience (Reflection and Meeting Notes)	Rubric Provided with Assignment	Links to many templates, videos, & links to external resources are provided with	30

the Assignment.				
Week 4	Individual Learning Needs	Discussion Week 4 – Inclusive Practices	Rubric Provided with Assignment	10
		Assignment 4A: Strategies & Support Identification Report	Rubric Provided with Assignment	30
		based on assets and reading foundations to understand typical learner's assets		
		Knowledge Checks: Micro Competencies	Quizzes	46
		Bonus Points: Zoom Collaborate	Rubric Provided	8
			Template provided	
			Total Points	155

*TPE 7.5/U7.5
(d, e)
Introduce
Practice &
Assess*

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 of 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 the 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, the 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.

Assignment: Discussion -W2 –*TPE 7.2 . Introduced. (return)*

Discussion W2

1. Read and answer each question, there may be more than one.
2. Post your responses in the appropriate threads. Students are required to make their initial post by Wednesday at 11:59 p.m. PST
3. Support all responses with details and examples as well as cite sources, if used, in APA format.
4. Respond to at least two of your classmates' postings. Responses are due by Sunday at 11:59 p.m. PST
5. Review your postings to see who has responded to you.

Best approach: Just "talk " to your fellow students. Have a conversation. If you do not count how many times you connect with your fellow students, you will give more than adequate responses. Initiate discussion, don't make a simple comment, such as "good work!" There will be no credit for such responses that end rather than foster discussion. Address fellow students with respect and acceptance that there may be a variety of personal views.

Instructions

Discussion – MTSS Refer to <https://ocde.us/MTSS/Pages/CA-MTSS.aspx> and access the framework:([Access the C A MTSS Framework HERE](#))

1-Provide a clear outline of the framework.

2- Discussion: 13 categories that students can qualify for within IDEA regulations. Provide one sample of a plan with interventions Tier 1. Identify the eligibility process for special education services.

3.Compare and contrast the components of a 504 plan and an IEP to ensure legal compliance with ADA and IDEA regulations. (TPE 1.1)

4.Read the California Dyslexia Guidelines: Provide three Key Concepts from: Chapter 6: When the Concern May Not Be Dyslexia

MLO 2B: Gain an understanding of the 13 categories that students can qualify within IDEA regulations and identify the eligibility process for special education services.

MLO 2C: Compare and contrast the components of a 504 plan and an IEP to ensure legal compliance of ADA and IDEA regulations.

Resources - Read and Watch

2. First, watch this video:

Direct link: [IDEA Basics: \(504 Plan\) How is an IEP Different from a 504 Plan?](#)

3. Next, Read the following contextual information:

If a child is struggling in school, having social or behavioral problems, or if you suspect they have one of the 13 categories of special education, you can request an evaluation. Some school districts recommend a Student Study Team (SST) before conducting an evaluation. To qualify for Special Education services, a child must meet the three prong test which includes: 1) a qualifying disability from the 13 categories; 2) a discrepancy between cognitive ability (learning potential) and academic achievement; and 3) the child requires Special Education services to “access” the general education curriculum for educational benefit. If the IEP team determines that the child does not qualify for services under IDEA, the child may qualify for accommodations (legally required in the classroom) under Section 504 of the American Disabilities Act of 1973.

Respond

After you've watched and read the resources, respond via a video reflection of how you, as a teacher, understand the eligibility process, the differences between a 504 and IEP, and one personal experience. The experience can be either positive or negative and relate to eligibility, the IEP process, IEP roles, or 504 process.

Instructions to Alternative Discussion Board Post – (If You Do Not Have a Personal Experience)

If you cannot think of a personal example, you may consider the following example to respond to your video reflection assignment:

Direct link: [The IEP Team Process \(Example\)](#)

Here is a scenario in which you will need to use AI to help determine if IEP or 504 would be the best route to take: A student has been recently diagnosed as hearing impaired. Enter into AI prompt: When should a teacher use an IEP and when should a 504 Plan to support a hearing impaired student.

4. Provide a video or written reflection of what you learned from the video as well as the video on the differences between an IEP and 504.
5. In addition to your summary of the videos, reflect by answering the following questions:

- How can I learn more about the IEP and 504 process?
- Compare and contrast AI findings.

- What difficulties may I experience as a general education teacher or special education teacher in the eligibility process? Consider a student you would need to qualify for services.
- What would I do if I disagree with an IEP team member's opinion?

Resources and Instructions

To make your video, you can choose to use Kaltura, or any other recording device/software you prefer (your phone, laptop, etc). You will just need to provide a link, attach, or embed your video.

If you need assistance, select the following link:

- [Creating a Webcam Video for Discussion Boards](#)Top of Form

- **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>).

TPE 7.2 (b) Introduced. (return)

TPE 7.2 Introduced return (c)

Assignment 2-A Asset Identification Data Analysis

Introduction

Consider the way your school community is described by data-driven systems. 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? *(The intention of this assignment is to learn where to find data about your school community, and to identify and examine the assets that may or may not be evident in those data.)*

Deliverable

Make sure you submit 4 parts of this assignment. You will fill out 4 respective templates for this assignment. Search available data and identify the assets of your school community. Use the provided tables as a guide and note that there are suggested data sources to guide your search beneath the category in each row.

1. Class Profile - use CAASPP data, diagnostic/assessment data provided by your school and other observations/data you've collected so far this year (i.e.: School Information System (SIS), family survey, get-to-know-you activities with students, language survey, Dyslexia screening).
 - Note: if you do not have a current classroom, you can log in to SimSchool and use class profile from the simulation. Check each of the learners' profiles and include your "future" classroom expectations. You can also use the focus students in Week 3A's assignment as your class profile (in Week 3 towards the end of the assignment page).
2. School Profile - use the online resources provided by the state Dept of Education, your school website, school LCAP plan
3. District Profile - use the online resources provided by the state Dept of Education, your district website
4. Community Profile - refer to US Census data, drive through your school community, interview community stakeholders (ask your students!)

Do not limit yourself to suggested data to report; add all information you find that you feel informs you about the profile!

- ✓ Explore how the school district sets up the Student Success Team
- ✓ How do schools implement the different levels for interventions (Tier 1-Tier 2 and Tier 3)?
- ✓ How do they identify that the student has dyslexia?)

Resources

In order to access some of the information, familiarize yourself with the following resources to use in the following activity. USE THEM ALL to complete the assignment.

- Sample School, District and Community Profiles for a local charter elementary school (shaded in pink to avoid confusion). They are attached at the end of this assignment.
- [An Asset-Based Approach to Teaching: What it is and Why it Matters](#)
- [Culturally Responsive Teaching and the Brain](#)
- CalTPA 2.0 Assessment Guide – In course resources
- [DataQuest](#) (CA Dept. of Education)
- [School and District Profiles](#)
- [School Accountability Report Card](#) (SARC)
- [California School Dashboard](#)
- [US Census Data](#)
- [Kids Count Data Center](#)
- Local City Webpage and Individual School District and School Website
- [California Department of Education School/District Profile Search](#)
- [ELPAC Test Results](#)
- [California Dyslexia Guidelines](#)

- 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 and self-advocacy 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 W3 – 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 Chapter 6: When the Concern May Not Be Dyslexia
- TPE7.5/U7.5 (a, b, c, d, e) Introduced Practiced & Assessed;
TPE 7.2 (a, c) Introduced & Practiced**
- Chapter 9: Screening and Assessment for Dyslexia
 - 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 for Identification of Whole Class and 3 Focus Students. [Refer to chapter 4, California Dyslexia 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/Foundational Skills. [a](#), [b](#), [c](#), [d](#), [e](#), [f](#), [g](#), [h](#), [i](#)

Link: [return to matrix: \(a, b, c, d, e\).f g h i](#) Return [7.2C](#)

TPE 7.5/U7.5 Introduced, Developed, & Assessed

TPE 7.2 C. Introduced

Create an infographic (using Venngage, Piktochart, Visme, etc.) on the Fundamentals of Reading/Foundational Skills. For each key term, you must include the connections to the grade level you wish to teach. Watch the Video and read the provided material on Foundational

skills in Reading. Prepare an infographic/Report in addition to a summary of key reading terms: 7.5/U7.5 (a,b,c,d,e,f,g,h,i)

Key Terms: *a.* print concepts, including letters of the alphabet; *b.* phonological awareness, including phonemic awareness; *c.* phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; *d.* decoding and encoding, including morphological awareness; *e.* text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity); *f.* instruction that is structured and organized as well as direct, systematic, and explicit; *g.* connected, decodable text; *h.* Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax; and *i.* Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

Assignment 2 C :

Introduction

This assignment is designed to make connections between key Reading Terms and CA Literacy Standards. For this assignment, you will be doing a Level 2 GAIIT with the development of the infographic.

[Foundational Reading Skills Primer: What They Are + Key Vocabulary Explained - Ignite Reading \(ignite-reading.com\)](https://www.ignite-reading.com/)

Read on for a comprehensive glossary including:

1. Definitions of key vocabulary terms related to foundational reading skills and other reading instruction terms educators use when talking about building a strong reading foundation for students

Key Terms: *a.* print concepts, including letters of the alphabet; *b.* phonological awareness, including phonemic awareness; *c.* phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; *d.* decoding and encoding, including morphological awareness; *e.* text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity); *f.* instruction that is structured and organized as well as direct, systematic, and explicit; *g.* connected, decodable text; *h.* provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax; and *i.* Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression)

2. Provide examples of these crucial literacy skills in action

CLO Alignment

- CLO 1: Interpret reading skills vocabulary and instructional approaches to meet the unique needs of learners (i.e., individual, small group, and/or whole class).
- CLO2: Compare knowledge of typical and atypical child and adolescent development in the identification of appropriate reading instructional services (including methodologies, strategies, resources, and technologies) to support a wide range of learners and ensure equitable access to the curriculum.

Deliverable

Create an infographic (using Venngage, Piktochart, Visme, etc.) on The Fundamentals of Reading. You are encouraged to use AI tools. **Select the 5 key terms (a, b, c, d, e) plus 7 other terms, up to 12 terms.** For each key vocabulary term, you must include the connections to the grade level you wish to teach. Respond to the following prompts: How are you currently teaching reading strategies in your teaching practices, and which learners are you targeting this strategy for (whom does it provide additional access to?) What resources are you using?

You must provide a reference page and have citations throughout your presentation of the fundamentals of reading. Be creative – you may use graphic images, pictures, charts or other multi-modal (be sure to use citations).

1. **Begin by Outlining Your Goals:** Start by defining the purpose of your infographic. Outline Your Goals: Start by defining the purpose of your infographic. What message or information do you want to convey? Consider scenarios like providing an overview of a topic, simplifying a complex process, displaying research findings, or summarizing a long report.
2. **Collect Data:** Gather the relevant data or content you want to include in your infographic. This could be statistics, facts, or key points related to your topic.
3. **Make Data Visualizations:** Transform your data into visual elements. Use charts, graphs, icons, or illustrations to represent the information effectively. Remember that clarity and simplicity are essential.
4. **Create Your Layout:** Choose an infographic template or create your own layout. Organize your content logically, ensuring a flow that guides the reader's eye from top to bottom or left to right.
5. **Add Style:** Make your infographic visually appealing by adding colors, fonts, and design elements. Use contrast, alignment, and spacing to create a cohesive and engaging design.
6. In addition, in your future writing of the CalTPA2 exam, you will have to use technology as a teaching tool to increase student learning, and not simply a presentation, and you should expose yourself to other presentation tools to create maximum student engagement. Here are some direct links for you to consider. These are all available for free. You can also be creative and venture out some other tools that are not listed here. The one consideration is that it must be viewable for free, without a need for a subscription service.

Presentation Technology Tools

Venngage

[How to Create an Infographic with Venngage \[Tutorial\] - YouTube](#)

Visme

[Tutorial: How to Easily Create Good Presentations – Make Professional, Interactive Presentations with Visme](#)

Piktochart

[Tutorial: A Simple Guide to Piktochart for Beginners](#)

Resources

In order to access some of the information, familiarize yourself with the following resources to use in the following activity. USE THEM ALL to complete the assignment. That being said, you should have all of these in your references and use them as citations, BUT you can also find additional resources with the criteria that the resource is current (in the last five years) and is research-based (not someone's opinion).

- <https://www.edutopia.org/article/science-reading-high-school>
- [Print Awareness and Alphabet Knowledge \(Video \(mometrix.com\)\)](#)
- <https://www.edutopia.org/article/helping-students-meet-reading-standards>
- [MS-SS Literacy Standard - TPEs \(ca.gov\)](#)
- [NU Library- Citing AI](#)

ITL 604 RUBRIC Assignment 2C

TPE 7.5/U7.5 (a,b,c,d,e,f,g,h,I,) Introduced, Practiced, & Assessed

Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

Criteria	Proficient (10 points)	Acceptable (8 points)	Developing (6 points)	Emerging (4 points)	Not Acceptable (2 points)
Text Reading Fluency	The content of the infographic assignment demonstrates a focused emphasis including spelling and syllable patterns, semantics, morphology and syntax	The content of the infographic assignment demonstrates inclusion of spelling and syllable patterns, semantics, morphology and syntax	The content of the infographic addresses some aspects of spelling and syllable patterns, semantics, morphology and syntax	The content of the infographic mentions a partial inclusion of limited aspects of text reading fluency	The content of the infographic does not include aspects of reading fluency
	4	3	2	1	.5
Comprehension and Effective Expression	The infographic includes plans for specific instruction designed to advance students' progress in the elements of foundational skills, language, and cognitive skills	The infographic includes concrete statements related to advancing students' progress in the elements of foundational skills, language, and cognitive skills	The infographic includes narrative related to the elements of foundational skills, language, and cognitive skills	The infographic includes limited narrative related to the aspects of comprehension and effective expression	The infographic does not in aspects comprehension and effective expression
Overall Quality	The infographic is exceptionally well-organized, visually appealing, accurate, creative, and clear.	The infographic is well-organized, visually appealing, mostly accurate, creative, and clear.	The infographic is somewhat organized and visually appealing, with some inaccuracies and limited creativity.	The infographic is poorly organized, not visually appealing, and has several inaccuracies and minimal creativity.	The infographic is disorganized, visually unappealing, inaccurate and lacks creativity.
Total	10	8	6	4	2

Assignment 3A - Focus Student Assignment

Return to matrix; ([a](#), [b](#) [Back3Ac](#) [d](#), [e](#), [r-a](#)) [r7.2c](#) [7.2A](#)

TPE 7.5/U7.5 (a, b, c, d, e) Introduced Practiced & Assessed Rubric at the end of the 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. This assignment is based on Reading foundations to understand typical learners' assets in order to provide a deeper understanding of the needs of all learners.

Assignment 3A

Introduction

This assignment aims to prepare you to consider the diverse needs of all your students when planning lessons.

Instructions

For this assignment, you will complete three tables (one for each Focus Student) with the help of the resources in the assignment.

Assignment 3A - Focus Students

Objective

This assignment aims to prepare you to consider the diverse needs of all your students when planning lessons. You'll do this by selecting three students to focus on (described below either in your own classroom or from the case studies towards the end of this document – only select 3), almost as “case studies.” By taking the needs of these three focus students into consideration, you will accomplish one of two things:

- either account for all the special circumstances in your classroom (less likely) or, (more likely)
- Strengthen your “intervention muscle”: the collection of habits, thought-patterns, strategies, creativity and magic (!) required to respond to the varied needs of a group of learners.

Deliverables

Three completed tables (one for each focus student). These are real-life students who trust that you will provide them with what they need to be successful. After reading the descriptors of each type of Focus Student (FS), think about what you know about each of them, learn what you can from others who know them, refer to available data (assessments, cumulative files, IEP folders, etc.) and make time to talk to each of them so that you can complete each FS profile. Spend the most time on the **synthesis**: considering each

child's assets and needs and including principles of universal design and multi-tiered systems of support (Be sure to *Read and Watch* the assigned resources before doing this part!)

DO NOT LIMIT YOURSELF TO SUGGESTED DATA TO REPORT; ADD ALL INFORMATION YOU FIND THAT YOU FEEL INFORMS YOU ABOUT THE FOCUS STUDENT PROFILE!

Aligned CLOs

All seven of the Course Learning Outcomes for ITL604 are aligned with this assignment. This is a great opportunity to synthesize your learning!

Resources (Read and Watch)

- [CalTPA Assessment Guide](#) (Differentiation Option: Use the Assessment Guide that corresponds with your credential – Multiple Subject, Single Subject or World Languages)
- CalTPA Assessment Guide Glossary (at the back of the Assessment Guide)
- ELPAC resources in Bb / SPED resources in Bb
- [An Asset-Based Approach to Education: What It Is and Why It Matters](#)
- [Your Students Have Assets Not Deficiencies](#)
- [TEDTalk: Temple Grandin, "The World Needs All Kinds of Minds"](#)
- California Dyslexia Guidelines Chapters:4, 6, and 9
- MTSS Refer to <https://ocde.us/MTSS/Pages/CA-MTSS.aspx> and access the framework:([Access the C A MTSS Framework HERE](#))

Focus Student 1(FS1) EL Assets and Learning Needs

Choose a district-identified English learner. This can be an English learner at any CELDT/ELPAC level. If you have only re-designated English learners in your class, you may select one of them or select a student who needs support for his or her language development based on either a Speech Designated IEP (not articulation) or based on literacy assessments.

In Week Four you will be taking this one step further and from learning more about your Focus Student you will then add two more columns: Need Identification and Support/Strategy Identification.

Focus Student 1(FS1) EL Assets and Learning Gaps Template

Focus on FS1's:	Assets	Gap Identification
Current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language (provide assessment data as well as qualitative insight)		
Prior academic knowledge (include assessment data, progress monitoring)		
Social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)		
Cultural and linguistic resources and funds of knowledge		
Prior lived experiences and interests		
Developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)		
Summarize FS1's Assets and Gaps		

Focus Student 2 (FS2) Special Education

Choose a student taught in the general education classroom (i.e., not pulled out for instruction during the lesson for the content you will teach) who the district has identified as having a disability with an IEP or a 504 plan or a student identified for GATE who will be participating in the lesson. If there are no identified

students in your classroom, select a student who has recently been referred for specialized support or who requires additional learning support in the general education setting.

When selecting Focus Student 2 in primary grades up to third grade classrooms where students have yet to be identified as having a special learning need, select a student who has been identified for support through the Multi-Tiered System of Supports (MTSS) process, who has recently been referred for evaluation, or who has gaps in the content area that is the focus of the lesson, include if you identify indicators of universal design for learning. Refer to the Ca Dyslexia Guidelines:

[California Dyslexia Guidelines](#)

Focus Student 2(FS2) Assets and Learning Needs Template

Focus on FS2's:	Assets	Gap Identification
Learning challenge (identified disability and IEP goals, focus of 504 plan or MTSS support, or need for greater instructional challenge through GATE)		
Prior academic knowledge (include assessment data, progress monitoring,		
Social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)		
Cultural and linguistic resources and funds of knowledge		
Prior lived experiences and interests		
Assistive technologies as appropriate		
Summarize FS2's Assets and Gaps		

Focus Student 3 (FS3) Gaps

Choose a student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention (e.g., does not participate, falls asleep in class, remains silent, acts out, demands attention).

Life experiences may include, but are not limited to, challenges in the home, community, or school as a result of discrimination, bullying, illness, loss of parents, divorce, trauma, homelessness, poverty, or incarceration, or as a result of needs as a Standard English learner; a migrant, an immigrant, or an undocumented student; or a student in foster care.

Focus Student 3(FS3) Assets and Learning Needs Template

Focus on FS3's:	Assets	Gap Identification
Life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support		
Prior academic knowledge (include assessment data, progress monitoring,		
Social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)		
Cultural and linguistic resources and funds of knowledge		
Prior experiences and interests		

Developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)			
Summarize FS3's Assets and Gaps			
<p>Focus Group Students (Examples / Case Studies)</p> <p>Focus Group Student #1: AG Multiple Subject AG has attended your school for two months now. Initially, she seemed to acclimate to the new school well. AG is a first-grade bilingual student who demonstrated significant difficulty in early literacy skills and auditory processing. Using conversational English allows AG to keep up with the lessons. She learns best when she is able to take her time. AG benefits from visual instruction and she likes active games. AG is a learner who remembers information better by moving, carrying subjects in the hands, or playing. AG falls below the mean with is MAPs scores in the areas of Math, Reading and Language Usage. She has had difficulty with change and demonstrated a low frustration-tolerance, particularly when engaging in academic or non- kinesthetic related tasks. Services: Push In 150 minutes/weekly; Pull Out 375 minutes/weekly. In addition to Speech Therapy sessions.</p> <p>Because of housing insecurity, AG has certain social-emotional needs that must be met in the classroom. She exhibits timid behavior and apologizes when she asks for help. She benefits from positive behavior affirmations. AG does not show confidence or personable skills with her peers or her teachers. Student self-identifies as Mexican and has an older sister and lives with their father. AG has several cousins who attend the same school and with whom she is close to. She stays after school almost every day for tutoring and homework help. She goes to the library every day.</p> <p>Focus Group Student #2: Single Subject SM SM is a 10th grade student. He attended a traditional schooling for middle school and transferred from the same district. He has a very strong sense of self and appears to be comfortable in his own skin. He talks about his family and how much they have helped him and supported him. Being the oldest child, he has a sense of responsibility within this family. SM has been through very tragic life experiences including parental divorce, child abuse, homelessness, gang violence, and more. SM has been able to hold down a steady job at McDonald's. He has a strong passion for music and rapping where he is able to express his emotions. He also loves to draw which helps him de-stress. SM's fascination for cars and racing is utilized and implemented in the class as an incentive to try his hardest and produce his best effort and work. SM continuously strives to work on given tasks and assignments during allotted classroom time. He is currently at or above grade level in all academic subjects.</p> <p>SM has been approaching staff to inquire about means to improve his classroom assessment scores in hope of achieving higher grades. He has involved a peer in the routine of going to teachers during lunch to ask for makeup work. Student still shows a need for supports initiating academic conversations with peers during group collaboration. SM is a bit more extroverted than the other students. He maintains a healthy relationship with fellow students in extracurricular activities and will engage in conversation them with some consistency. SM's parents do not speak English and thus, are unable to assist him in his English language development journey. Gap identification indicates SM is limited English proficiency. He can engage in dialogue/discussion of the English language with ease but struggles with reading and writing. He reads at a lower first grade level.</p> <p>Focus Student #3 – ER: EL Learner/Gen. Ed. “No good deed goes unpunished” is a reflection of this student’s life. ER was born in Mexico to parents that succumbed when he was 4 years old. He is in the 7th grade at Rock Hill Middle School, an urban school located in East Los Angeles. As a result, his Los Angeles aunt adopted him along with his four siblings. However, she passed away recently resulting in ER and his siblings being sent to foster parents.</p> <p>Due to speaking only Spanish with his parents and aunt, he has limited English proficiency. He takes pride in his Mexican heritage and finds comfort in the experience he shares with many of his peers and their ability to converse in both English and Spanish. He can engage in discussion of the English language with ease, but struggles with reading and writing, most notably in the area of decoding. As a result of his foster parents only speaking Spanish, he does not speak English at home and does not receive support in his English language development at home.</p>			

ER is a first-generation student that feels connected to the Mexican and Latinx presence and culture present within his community. He is able to communicate with fellow peers and bring his native language with him into the classroom given majority of the students in the classroom are dual English and Spanish speakers. ER's fascination for cars and racing is utilized and implemented in the class as an incentive to try his hardest and produce his best effort and work. ER maintains a close relationship with his siblings, who offer him support as he transcends adolescence.

ER's introverted nature limits his interactions with his peers and chances to work with other students. ER is a bit more introverted than the other students. He maintains a healthy relationship with fellow students and will engage in conversation with them with some consistency. -ER's parents do not speak English and thus, are unable to assist him in his English language development journey.

His classwork and curriculum may often not incorporate culturally relevant pedagogy or reflect relatable material, leading to disengagement of the lesson. He is familiar with all letters of the alphabet and their corresponding sounds but struggles in sound blending and decoding of multisyllabic words. As a result, he is hesitant to read out whole group given his limited vocabulary.

The following is some background to his academic level:

- Limited English proficiency. He can engage in dialogue/discussion of the English language with ease, but struggles with reading and writing –
- Reads at a lower first grade level.
- His current grade in ELA is a F but he does have a B in Math and a C in Science. He is passing his PE class with a solid A.

Focus Student #4 LC Special Ed. (Elementary)

LC is a highly intelligent and determined 5th grade student who is reading slightly below grade-level and has strengths in mathematics and science. His disability is in ED and SLD, which is linked to his outbursts and displays of violence. He is currently being served through a resource pull out model where he receives ELA support for one hour per day in the morning.

LC remains goal-oriented and works best when offered rewards to work towards, rather than consequences in response to undesired behavior. Through an analysis of his gaps, we recognize that he struggles to express his frustrations until he is highly triggered and needs additional supports in self-regulating and coping skills.

LC's disability is Specific Learning Disability (SLD) and Emotional Disturbance (ED)

- Goal 1: LC will read accurately novel grade level multisyllabic words in context and/or out of context as measured by curriculum-based assessments
- Goal 2: LC will use digital tools including keyboarding skills and internet to type 2 pages as measured by student work samples/teacher charted records
- Goal 3: When given a frustrating situation, with one prompt, LC will utilize coping strategies and return to and remain on task with a calm body and mind for a minimum of 10 minutes

Some of the assistive technology he uses include the following: an iPad, Google Classroom, and Speech-To-Text. However, LC has a lack of patience with technology i.e. glitches in iPad or slow service will frustrate him. If something takes too long to load, he will give up and refuse to work on it anymore.

His interests include soccer and Fortnite. Mom is also active in her child's education. She remains in contact with the teacher daily. LC's lived/previous experiences of trauma are linked to violent and aggressive outbursts. He will refuse to participate in classwork or demonstrate appropriate and respectful behavior if triggered and off baseline.

In terms of LC's social emotional skills, he maintains healthy relationships with his peers. He has many friends and will participate in games and friendly competitions such as soccer with his peers consistently. However, LC fails to share his frustrations with teachers and administrators until he is completely off his baseline, which is hard to calm him once he is triggered. He also responds negatively to direct teacher instruction (in small group) or when the teacher provides advice to him in front of other peers. Unfortunately, he resorts to violence such as throwing, punching, hitting, kicking and self-harm (banging his head against other items) when triggered.

Interestingly, LC is proficient in mathematics and has no math goals. Although he may grow frustrated with certain questions, when prompted by teacher, he will get back to work and answer the question with little to no teacher support.

- Assessment data shows that he will grow frustrated and upset if he perceives work as too difficult for him to complete.
- His current grades include: A Math, C ELA, A PE, F Science, and Social Studies F.
- LC is reading roughly at grade level but continues to work on decoding of multisyllabic words and is emerging in his ability to write paragraphs with supporting reasons.

Focus Student #5 (JB Special Ed.)

J.B. is a male, EL student with autism who receives specialized academic instruction (special education) services within a collaborative setting (general education). He is currently in the 9th grade attending Johnson High School. He learns best when using headphones and playing with a fidget. J.B. is working on self-regulating and self-advocacy. J.B. could benefit from taking notes online and additional instruction on math. He learns best when in a separate setting and with timed breaks. He is interested in computers and technology.

JB comes from a single parent home with his mother and no siblings. He lives in San Diego, CA, the Lincoln Park neighborhood. He has transferred from different schools but within the same district about five times. His mom is very supportive of his work and makes sure his work completion is on pace.

His IEP goals include the following:

- By annual review, when prompted by an adult Jacob will demonstrate an increased ability to take perspectives by identifying how his conversation partner might feel about Jacob's own verbal and nonverbal communication and implementing a better alternative in 80% of opportunities with minimal adult support.
- By February, when given a vocational task, Jacob will demonstrate the ability to stay on task for 15 minutes and complete the task with no more than 2 prompts, in 2 of 4 core classes as measured by teacher observations.
- By February 2020, when given a set of 10 problems requiring division single-digit divisor and multiple digit multiplication, Jacob will solve with 80% accuracy in 3 out of 4 trials as measured by student work samples or teacher kept data.

His IEP Services and Supports including the following:

- Specialized Academic Instruction
- Accommodations:
 - Direction given a variety of ways
 - Increased verbal response time
 - Preferential seating
 - Visual/picture supports
 - Calculator/multiplication table
 - Study Sheets
 - Extended time for completing assignments and tests
 - Breaks
 - Repeated review/drill
 - Small group instruction
 - Fidget/sensory object/rocking chair
 - Reminders to listen with whole-body (eyes on speaker, body calm and turned toward speaker, voice quiet)
 - Clarification of abstract/non-literal language
 - Use of self-talk by adult to make their own perspective clear (i.e. "I feel frustrated because students are talking")

JB is independent and does not ask for help. He is self-motivated and will advocate for himself for breaks, etc. Possibly related to his autism, J.B. tends to spend most of his time by himself, rather than in groups or in large settings. He avoids social interaction and does not hold membership within the classroom.

The following is JB's academic information:

- SBAC Math – Far Below Basic
- SBAC ELA – Far Below Basic
- MAPs (Measurement of Academic Performance) Fall '19
- Mathematics – 204
- ELA – 220
- ELA Grade – F

- Math Grade - F

J.B. doesn't want people to think of him differently, so he doesn't accept help often. This results in sustained struggle with academics, such as math which typically leads to him "shutting down." His desire to be independent and not receive help has impacted his attendance, which has resulted in negatively impacting his ability to self-regulate as well as his grades.

Focus Student #6 A.S. Bilingual

A.S is a 10th grade student. She is new to the region and has little connection to the students and community here. Her mother recently had to spend a few weeks in the hospital, and A.S. needed to be sent to Arizona for the duration. She struggles academically due to chronic absenteeism, with the additional weight of being an English learner with all English curriculum.

AS and her family are bilingual: Spanish and English. Dad, Mom, and Angel all have varied levels of fluency in both languages. AS's family is multi-ethnic: Central American and Mexican. Both parents have different religious practices. She tends to spend most of her time by herself during her appointment hours for coursework at her resource center. She avoids social interaction and does not hold membership within the classroom likely due to her chronic absenteeism as a result of her anxiety.

Student is an excellent note-taker, and benefits greatly from laid out, color-coded notes. Student then can review these notes with tutors outside of school. Much of classwork is group discussion, and so this student may need extra prep to feel they can participate effectively. Assessment data shows that AS is an English Language Learner and has Limited English Proficiency. She will grow frustrated and upset if she perceives work as too difficult for her to complete. Parents both speak limited English, but Spanish is primarily spoken at home. Gap Identification indicates

- Mathematics
- Operations and Algebraic Thinking
- Area of Need
- Statistics and Probability
- Strength
- Reading
- Literature
- Vocabulary Acquisition and Use
- Informational Text

During class A.S. is a student who benefits from taking notes. A.S. is successful at self-advocacy and usually asks for help when she needs it. She could benefit from additional time in the classroom and direct one-on-one support for her academic fluency.

RUBRIC ITL 604

Assignment 3A Focus Student Assignment

Assesses TPE 7.5./U7.5:

- print concepts, including letters of the alphabet
- phonological awareness, including phonemic awareness.
- phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences.
- decoding and encoding, including morphological awareness.
- text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)

Deliverable # #1: Three fully completed Focus Student tables with comprehensive synthesis of each student's present level of performance, gaps, and aligned interventions.

Deliverable # #2 Present levels of reading performance and aligned interventions for each student across the five TPE areas (a-e).

Deliverable: #3 Clarity, structure, accuracy, and presentation of tables and synthesis.

Criteria	Proficient (30 points)	Acceptable (20 points)	Developing (10 points)	Emerging (5 points)	Not Acceptable (2 points)
Completion of Tables and Synthesis	All three tables and synthesis are complete with all required details:- Table 1: EL Assets and Learning Gaps- Table 2: FS2 Special Education- Table 3: FS3 with Gaps Includes clear, comprehensive descriptions of assets, needs, and strategies aligned to TPE 7.5/U7.5 (a-e) . Incorporates UDL and MTSS principles throughout.	All three tables and synthesis are mostly complete with most required details. Descriptions of assets, needs, and strategies are present and generally align with TPE 7.5/U7.5 . Some mention of UDL and MTSS .	Some elements are missing or incomplete across the tables or synthesis. The alignment to TPE 7.5/U7.5 is partial. Limited mention or application of UDL and MTSS .	Only partial completion of tables or synthesis. Descriptions are vague or underdeveloped. Weak or inconsistent connection to TPE 7.5/U7.5 and minimal or unclear use of UDL/MTSS	Tables and synthesis are incomplete or missing. No clear connection to TPE 7.5/U7.5 . Lacks required components and principles.
	10	9	5	2	1
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Assessment of Present Levels & Intervention Strategies	Clear, comprehensive documentation of reading performance and gaps across all TPE 7.5/U7.5 (a-e) . Targeted, appropriate interventions are fully developed and individualized per student.	Most components of TPE 7.5/U7.5 are clearly described. Interventions are appropriate and mostly aligned to student needs.	Some reading areas or interventions are described, but others are missing or vague. Only partial alignment with TPE 7.5/U7.5 .	Few areas are addressed; interventions are general or underdeveloped. Weak or unclear alignment to the TPEs.	Reading performance and interventions are missing or not connected to TPE 7.5/U7.5 .
	10	9	4	2,5	,6
Overall Quality and Organization	Tables and synthesis are exceptionally well-organized , clearly written, accurate, and professionally formatted.	Tables are organized, mostly clear, and accurate. Minor formatting or clarity issues.	Some structure or clarity issues. Several inaccuracies or inconsistencies.	Poorly organized or difficult to follow. Many errors. Minimal attention to formatting or structure.	Tables are disorganized, confusing, and missing critical information.
	10	2	1	.5	.4
TOTAL	30	10	10	4	2

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. Address the areas for text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity). 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.

Return to matrix: [d](#) [e](#)

TPE 7.5/U7.5 (d)(e) Introduced Practiced, & Assessed

This week, you will work on 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)

Introduction

This assignment aims to prepare you to consider the diversity of assets of all your students when planning lessons.

Instructions

You will use Week Three's completed tables that identified assets and gaps and now 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 consider your Focus Students (FS) and identify supports and strategies that will align with the assets and gaps you identified last week.

Assignment 4A – Strategies and Support Identification of Whole Class and Three Focus Students

Objective

This assignment aims to prepare you to consider the diversity of assets of *all* your students when planning lessons. You'll do this by selecting three students to focus on (described below), almost as "case studies." By taking the assets and needs of these three focus students into consideration, you will accomplish one of two things:

- either account for all the special circumstances in your classroom (less likely) or, (more likely)
- strengthen your "intervention muscle": the collection of habits, thought-patterns, strategies, creativity and magic (!) required to respond to the varied needs of a group of learners through identifying what supports a teacher can provide and what research based strategies will fill the identified gaps.

By the end of the assignment and throughout this course, you will have identified and analyzed data, assets and gaps on three Focus Students which will have allowed you to determine appropriate supports and strategies; providing differentiated ACCESS to your instruction and learning.

Deliverables

You will use Week 3's completed tables that identified assets and gaps and now continue to add to them by completing these tables (one for each focus student) which is considered an extension of the work in Week Three . After reading the descriptors of each type of Focus Student (FS) identify supports and strategies that will align with the assets and gaps. Spend the most time on the synthesis: considering each child's assets and needs to identify supports and strategies to fill the gaps. (Be sure to *Read and Watch* the assigned resources before doing this part!)

DO NOT LIMIT YOURSELF TO SUGGESTED DATA TO REPORT; ADD ALL INFORMATION YOU FIND THAT YOU FEEL INFORMS YOU ABOUT THE FOCUS STUDENT PROFILE!

Aligned CLOs

All seven of the Course Learning Outcomes for ITL604 are aligned with this assignment. This is a great opportunity to synthesize your learning!

Resources (Read and Watch)

- [CalTPA Assessment Guide](#) (Differentiation Option: Use the Assessment Guide that corresponds with your credential – Multiple Subject, Single Subject or World Languages)
- CalTPA Assessment Guide Glossary (at the back of the Assessment Guide)

Focus Student 1(FS1) EL Supports and Strategies

Choose a district-identified English learner. This can be an English learner at any CELDT/ELPAC level. If you have only re-designated English learners in your class, you may select one of them or select a student who needs

support for his or her language development based on either a Speech Designated IEP (not articulation) or based on literacy assessments.

If you do not have a current student, you may choose from the list of case studies provided by your instructor.

Week Four:

You are basing your analysis on the assets and needs of the focus student and then identify supports and research based strategies that will allow the student to ACCESS your instruction and be able to PRODUCE evidence of their learning (meeting the objective).

Clarity around Strategies and Supports

Remember: an instructional strategy is what students will use to achieve their objective/goal; such as, I will use identifying details to be able to determine the main idea. Identifying details is the strategy and determining the main idea is the ultimate assessment.

Instructional support for a literacy objective may be the graphic organizer, vocabulary, or other sort types. The support is the structure you plan for, to support the learning of the strategy to achieve the objective.

"Instructional supports refer to those in- and out-of-class scaffolds that ensure that all students, regardless of previous academic preparation, can meet high expectations and rigorous standards. Student centered schools support students' ongoing academic development." – Stanford University

So, instructional support is what you will provide students to be able to access, to use the strategy to achieve the objective. Listen to that...

1. Students are given direct instruction
2. Students are provided with support(s) to organize their thinking or the process or manage their behavior
3. Students will use the support to be successful with the strategy taught.
4. Students will take the learning of the strategy to achieve the objective.

Supports may also include some of the UDL suggestions: Multiple means of expression, representation, or engagement. Check out the [UDL Checklist and website](#) (remember you can click on the different checkpoints in the various color-coded Guidelines for ideas).

Strategies

Remember that the students must use the strategy to achieve the objective!!! For example, if your objective is to have students be able to use inferencing of text details to be able to draw conclusions or identify the main idea THEN inferencing becomes your strategy to be able to draw conclusions. The skills the students need to have coming into the lesson to be able to inference is being able to identify text details. The supports you may decide on for the whole group, small groups or individual students will depend on the assets and gaps you have identified.

For example, in this objective, I may decide to provide students with a graphic organizer to organize their thoughts on identified details - leading to analyzing the details to identify inferences and ultimately draw conclusions. Or maybe I might for some students that may be overwhelmed with that, I may support them with color coding on the graphic organizer of the different steps OR maybe even have separate colored shapes of each step that they organize as they work through the objective tasks. I hope this begins to provide some clarity.

Just always keep in mind that the supports are NOT the strategy.

If I were you as you are deciding on research-based possible strategies to choose from, you may want to first look at [Goalbook App](#) AND [Goalbook toolkit](#). In fact, I would suggest having all of these resources pulled up and at your fingertips!! For EVERY class moving forward!

Other Strategy Resources

[Literacy in Action for all Content Areas](#)

Common Core Teaching Strategies RI [Grades 6-12](#)

Common Core Teaching Strategies RL [Grades K-5](#)

Common Core Teaching Strategies RI [Grades K-5](#)

[Teaching and Learning Strategies English Language Arts Reading Informational Text](#)

[Third grade Goalbook](#)

[UDL Aligned Strategies](#)

Focus Student 1(FS1) EL Supports and Strategies Template		
Focus on FS1's:	Supports Needed to Fill Identified Gaps	Suggested S
Current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language (provide assessment data as well as qualitative insight)		
Prior academic knowledge (include assessment data, progress monitoring)		
Social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)		
Cultural and linguistic resources and funds of knowledge		
Prior lived experiences and interests		
Developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)		
Summarize FS1's Supports and Strategies		

Rubric:

RUBRIC ITL 604

Assignment 4A: Strategies and Support identification of Whole Class and 3 Focus Students – Signature Assignment

Assesses: TPE 7.5/U7.5:

- d. decoding and encoding, including morphological awareness.
- e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)

Deliverable:

This week, you will work on your *Focus Students* (FS) and identify supports and strategies that align with the assets and gaps you **identified last week**. You will use Week 3's completed tables that identified assets and gaps and now continue to add to them **by completing these tables (one for each focus student), which is considered an extension of the work in Week 3**. After reading the descriptors of each type of Focus Student (FS) **identify supports and strategies that will align with the assets and gaps**. Spend the most time on the synthesis: considering each child's assets and needs to identify supports and strategies to fill the gaps

This assignment aims to prepare you to consider the diversity of assets of all your students when planning lessons. Address the areas for decoding and encoding, including morphological awareness and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity). 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.

Criteria	Proficient (30 points)	Acceptable (20 points)	Developing (10 points)	Emerging (5 points)	Not Acceptable (2 points)
Focus Student Tables & Synthesis	All 3 tables are fully completed with clear, new information	All 3 tables include new information that mostly aligns with	Some new information included, but not consistent across	Minimal new content: most tables repeat Week 3 information. Weak alignment of	Tables are incomplete or missing new information. No

	beyond Week 3. Supports and strategies align strongly with identified assets and gaps. Each table reflects deep consideration of each student's literacy needs and aligns with UDL and MTSS	assets and gaps. Synthesis is included and mostly clear. UDL and MTSS are referenced and somewhat integrated.	all three tables. Strategies only partially align to assets/gaps. UDL/MTSS mentioned, but not clearly applied.	supports to student needs. UDL and MTSS are minimally addressed.	clear alignment to TPEs or student needs.
	10	9	5	2	1
	Proficient	Acceptable	Developing	Emerging	Not acceptable
Assessment of Literacy Performance & Interventions	Clear and comprehensive description of each student's present literacy performance, including decoding, and fluency. All elements of TPE 7.5/U7.5 (d-e) are addressed with relevant and appropriate interventions.	Mostly clear descriptions of literacy performance and intervention ideas for each student. Most elements of TPE 7.5/U7.5 are addressed.	Some aspects of literacy performance described, but gaps remain. Limited interventions noted. Only some of the TPE 7.5/U7.5 components are addressed.	Few new details about reading performance; weak or missing interventions. Few elements of TPE 7.5/U7.5 included.	Inadequate or missing description of literacy performance and interventions. No evidence of TPE alignment.
	10	9	4	2,5	,6
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Overall Quality & Organization	Tables are exceptionally well-organized , clear, and fully accurate. Writing is professional and demonstrates attention to detail.	Tables are organized, generally clear, with minimal errors. Most ideas are presented logically.	Some organization is evident, but layout or clarity detracts from overall readability. Some inaccuracies noted.	Poor organization or clarity. Frequent inaccuracies and/or irrelevant information.	Tables are disorganized, confusing, or incomplete. Major errors present.
	10	2	1	.5	.4
TOTAL	30	10	10	4	2

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 the California Dyslexia Guidelines: Provide three Key Concepts from:

Chapter 6: When the Concern May Not Be Dyslexia

Chapter 10. Chapter 10: Special Education and 504 Plans

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 to address differentiation and inclusive practices. (TPE 6.3)

Required Reading:

Ca Dyslexia Guidelines

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

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>)

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/Foundational Skills	Week 2	10

Discussion Week 3- Collaboration and communication with the family	Week 2	10
Assignment: 3A Focus Students Assignment Based on the California Dyslexia Guidelines Chapters:4, 6, and 9)	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		155

** 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. The initial post is due on Wednesday before midnight, and responses to other postings are due no later than Sunday at midnight. Late posting will not receive credit.

Participation: Brightspace - extra credit

Participation in person or via Zoom Collaborate Sessions provides an opportunity for your instructor to get to know you, gives you the opportunity to discuss content and requirements, and demonstrates your knowledge. For participation onsite, candidates will receive 2 points per week 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 the 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 writing papers consists of grammar, punctuation, consistency

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 the 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 that 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 the 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.

Teacher Education Department
Sanford College of Education



Course Syllabus/Outline

ITL 606 The Learner and Learning II

Course Description

Examines theories and research regarding typical and atypical child and adolescent development and learning. Considers various data collection and assessment techniques guiding the selection of

effective instructional strategies, practices, resources, and technologies needed to create environments supporting the full range of learners and provide equitable access to the curriculum.

Course Learning Outcomes

Upon satisfactory completion of the course, candidates will be able to:

6. Compare a variety of learning theories and instructional approaches to meet the unique needs of learners (i.e., individual, small group, and/or whole class).
7. Compare knowledge of typical and atypical child and adolescent development in the identification of appropriate instructional services (including methodologies, strategies, resources, and technologies) to support a wide range of learners and ensure equitable access to the curriculum.
8. Compare the purposes, characteristics and appropriate use (and misuse) of a wide range of assessment practices, (e.g. formal and informal, formative and summative, progress monitoring, and multi- tiered systems of support, performance, etc.).
9. Analyze data from a variety of assessments and data sources (e.g. IEP, IFSP, ITP, 504), and their implications for learning objectives and plans; monitoring student progress; differentiating, making accommodations, and making adaptations; identifying strategies and environmental supports appropriate to the individual student's success, and incorporating critical and creative thinking.
10. Apply effective strategies for creating a learning environment that ensures students (and their families) are treated fairly and respectfully, and that addresses issues of intolerance and harassment (e. g., bullying, racism, sexism, etc.) among students and others in the educational community.

Course Calendar Overview

ITL 606	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points toward Grade
Week 1	Discussion 1				10
	Micro-Competencies				14
	Assignment 1A - Theory to Practice		Additional resources provided with the Assignment.	.	35
	Synchronous Session				2
Week 2	Discussion Week 2				10
	Micro-Competencies W2	Assessed with quiz scores	Template is provided with Assignment.		14

	10 & 11			
	Assignment 2A - Unpacking and Reflecting on TPE 3		Learning Portal link, template provided with Assignment.	30
	Assignment 2B - Meeting Students' Needs		PPT, video link, & links to external resources provided with Assignment. Three additional assignments with materials are also provided.	30
	Synchronous Session			2
Week 3	Discussion 3			10
	Micro- Competencies MC 13 MC 14	Assessed with quiz scores	Additional resources provided with the Assignment.	8
	Assignment 3A - Lesson Plan Rationale	Rubric Provided with Assignment	Additional resources provided with the Assignment.	25
	Assignment 3C - Field Experience Report and Reflection		Additional resources provided with the Assignment.	30
	Synchronous Session		Links to many templates, videos, & links to external resources are provided with	2

*TPE 7.2 c
Introduce*

*TPE 7.10
Introduce &
Practice*

*7.2 b Introduce
& Assess*

*7.2 b
Introduce,
Practice, &
Assess*

*TPE 7.2 a
Introduce*

*TPE 7.10
Introduce &
Practice*

		the Assignment.		
Week 4	Discussion 4	Rubric Provided with Assignment	<i>TPE 7.2 c Introduce</i>	10
	Micro-Competencies W4	Assessed with quiz scores	<i>TPE 7.2 b Introduce & Assess</i>	14
	Assignment 4A - Instructional Approach: Teaching	Rubric Provided with Assignment	<i>TPE 7.2 a Practice & Assess</i>	40
	Synchronous Session	Rubric Provided	<i>7.10 f, i Introduce</i>	8
			Total Points	155

For teaching inspiration, please review, or re-review this short video provided to teachers as they enter the teacher education program:

<https://youtu.be/a6NTnIeu59o>

Summary of Outcomes, Themes, Assignments, and Grading Criteria



GAiIT Icons Key

- G:1 Ai Full Inclusion
- G:2 Ai Collaborate
- G:3 Limited Ai
- G:4 Basic Ai
- G:5 No Ai

GAiIT: Generative Ai Inclusion Threshold Framework

<https://thegaiitframework.org/>

[The GAiIT Framework – A Methodology For Managing Ai with Academic Endeavors](https://thegaiitframework.org/)

Week 1




Course Learning Objectives

- CLO1: Compare a variety of learning theories and instructional approaches to meet the unique needs of learners (i.e., individual, small group, and/or whole class).
- CLO3: Compare the purposes, characteristics and appropriate use (and misuse) of a wide range of assessment practices, (e.g. formal and informal, formative and summative, progress monitoring, and multi-tiered systems of support, performance, etc.).

Weekly Learning Objectives

- Explain the differences between the theory of differentiated instruction and the theory of transformative learning. (CLO 1)
- Define the theoretical frameworks of inclusive education. (CLO 1)
- Compare the theory of constructivism and the theory of social emotional learning. (CLO1)
- Identify the types of instructional grouping to best meet the needs of learners through differentiation practices. (CLO 3)

Assignments

GAIIT Number	Assignment Title
	Discussion Meet and Greet (not graded)
	Week 1: Discussion
	Week 1: Assignment 1A - Theory to Practice

<https://thegaiitframework.org/>

[The GAIIT Framework – A Methodology For Managing Ai with Academic Endeavors](#)

Week 2

Course Learning Objectives

- CLO1: Compare a variety of learning theories and instructional approaches to meet the unique needs of learners (i.e., individual, small group, and/or whole class).

- CLO2: Compare knowledge of typical and atypical child and adolescent development in the identification of appropriate




instructional services (including methodologies, strategies, resources, and technologies) to support a wide range of learners and ensure equitable access to the curriculum.

- CLO3: Compare the purposes, characteristics and appropriate use (and misuse) of a wide range of assessment practices, (e.g. formal and informal, formative and summative, progress monitoring, and multi-tiered systems of support, performance, etc.).

Weekly Learning Objectives

- Identify attributes and characteristics of typical childhood and adolescence development. (CLO 2)
- Compare and contrast the attributes, characteristics, and causes of atypical childhood and adolescence development. (CLO 2)
- Identify and summarize differentiation strategies for atypical development to ensure equitable access to the curriculum. (CLO 1, 3)

Assignments

GAiT Number	Assignment Title
	Week 2: Discussion
	Week 2: Assignment 2A - Unpacking and Reflecting on TPE 3
	Week 2: Assignment 2B - Meeting Students' Needs

GAiT: Generative Ai Inclusion Threshold Framework

<https://thegaitframework.org/>

[The GAIIT Framework – A Methodology For Managing Ai with Academic Endeavors](#)

Week 3

Course Learning Objectives

- CLO1: Compare a variety of learning theories and instructional approaches to meet the unique needs of learners (i.e., individual, small group, and/or whole class).
- CLO2: Compare knowledge of typical and atypical child and adolescent development in the identification of appropriate instructional services (including methodologies, strategies, resources, and technologies) to support a wide range of learners and ensure equitable access to the curriculum.
- CLO3: Compare the purposes, characteristics and appropriate use (and misuse) of a wide range of assessment practices, (e.g. formal




and informal, formative and summative, progress monitoring, and multi-tiered systems of support, performance, etc.).

- CLO4: Analyze data from a variety of assessments and data sources (e.g. IEP, IFSP, ITP, 504), and their implications for learning objectives and plans; monitoring student progress; differentiating, making accommodations, and making adaptations; identifying strategies and environmental supports appropriate to the individual student's success, and incorporating critical and creative thinking.
- CLO5: Apply effective strategies for creating a learning environment that ensures students (and their families) are treated fairly and respectfully, and that addresses issues of intolerance and harassment (e. g., bullying, racism, sexism, etc.) among students and others in the educational community.

Weekly Learning Objectives

- Explore the purposes and characteristics of formative and summative assessments. (CLO 3)
- Explore the purposes and characteristics of a wide range of assessment practices (e.g., progress monitoring and multi-tiered systems of support). (CLO 3)
- Identify Social Emotional Learning assessments that facilitate learning. (CLO 5)
- Develop a lesson plan template. (CLO 1-5)

Assignments

GAiT Number	Assignment Title
	Week 3: Discussion
	Week 3: Assignment 3A Lesson Plan Rationale
	Week 3: Assignment 3C - Field Experience (Report and Reflection)

GAiT: Generative Ai Inclusion Threshold Framework

<https://thegaitframework.org/>

[The GAIT Framework – A Methodology For Managing Ai with Academic Endeavors](#)

Week 4

Course Learning Objectives



- CLO2: Compare knowledge of typical and atypical child and adolescent development in the identification of appropriate

instructional services (including methodologies, strategies, resources, and technologies) to support a wide range of learners and ensure equitable access to the curriculum.

- CLO4: Analyze data from a variety of assessments and data sources (e.g. IEP, IFSP, ITP, 504), and their implications for learning objectives and plans; monitoring student progress; differentiating, making accommodations, and making adaptations; identifying strategies and environmental supports appropriate to the individual student's success, and incorporating critical and creative thinking.
- CLO5: Apply effective strategies for creating a learning environment that ensures students (and their families) are treated fairly and respectfully, and that addresses issues of intolerance and harassment (e. g., bullying, racism, sexism, etc.) among students and others in the educational community.

Weekly Learning Objectives

- Identify how as a result of assessments and data sources, the information impacts the development of learning objectives and plans for student success. (CLO 4)
- Identify effective strategies for creating a learning environment that ensures students and families are treated fairly and respectfully. (CLO 5)
- Explore teaching practices that promote SEL and support integration of SEL within curriculum and instruction. (CLO 2, 5)
- Describe social justice practices that demonstrate competencies in creating culturally responsive classrooms. (CLO 5)

GAiT Number	Assignment Title
	Week 4: Discussion
	Week 4: Assignment 4A Instructional Approach: Teaching

GAiT: Generative Ai Inclusion Threshold Framework

<https://thegaitframework.org/>

[The GAIT Framework – A Methodology For Managing Ai with Academic Endeavors](#)

Assignments Overviews and Detailed Descriptions (by Week)

Week 1

Topics: Micro Competencies

MC 1 Areas of Focus:

Differentiated Instruction: Why, How and Examples (Teachings in Education)

Differentiated Instruction (Granite State College)

Differentiating Instruction: How to Plan Your Lessons (Education Week)

Defining Differentiated Instruction (Iris Center)

MC 2 Areas of Focus:

The Transformational Learning Process (ScienceDirect)

Transformative Learning: Theory to Practice

Teaching for Transformation: From Learning Theory to Teaching Strategies (Stanford)

Mezirow's Ten Phases of Transformative Learning

MC 3 Areas of Focus:

Theories-based Inclusive Education Practices

Introduction to Inclusion Basics

MC 4 Areas of Focus:

Resources: What is SEL? (CASEL)

Social-Emotional Learning, Explained (Education Week)

Social-Emotional Learning: What is SEL and Why SEL Matters (Committee for Children)

Why Social-Emotional Learning is Suddenly in the Spotlight

MC 5 Areas of Focus:

Constructivism (PB Works)

Theory: Constructivist Approach

Constructivism as a Theory for Teaching and Learning (Simply Psychology)

Constructivism and Social Constructivism in the Classroom (US Dublin)

MC 6 Areas of Focus:

The Jigsaw Method (Cult of Pedagogy)

Emphasize Flexibility and Adaptability When Grouping Students (edWeb)

Instructional Grouping in a Differentiated Classroom (Univ of Arkansas)

Instructional Grouping in the Classroom (Education Northwest)

MC 7 Areas of Focus:

Grouping Students in an English High School Class

Grouping Strategies - K20 Learn

Resource Differentiated Strategy Grouping

Week 1: Assignment 1A - Theory to Practice

Overview: Create an electronic presentation (Prezi, PPT, Weebly, etc.) on Learning Theories. You must include the connections to **UDL** and the current teaching schema of your class and your 3 Focus Students (ITL 604) for each

theory. How are you currently using theories in your teaching practices, and which learners are you targeting this learning theory for (who does it provide additional access to?).

Create an electronic presentation (Prezi, PPT, Weebly, etc.) on Learning Theories. You must include the connections to UDL and the current teaching schema of your class and your 3 Focus Students (ITL 604) for each given theory. How are you currently using theories in your teaching practices, and which learners are you targeting this learning theory for (who does it provide additional access to?).

Artificial Intelligence:

- This assignment requires custom images to enhance your content. The suggested AI software to create the graphics is a free CPT account, which allows 5 pictures daily; look at Dall-e. You will have limited access, Midjourney.com and [FLUX](#).
- You must provide a reference page and citations throughout your learning theories presentation. Be creative – you may use videos, pictures, charts or other multi-modal (be sure to use citations). [Artificial Intelligence: OpenAI, ChatGPT, LLMs, and More: Citations and Plagiarism](#)

Consider extending your learning to try something new besides PowerPoint, as it is a limited technological presentation tool. In addition, in your future writing of the CalTPA2 exam, you will have to use technology as a teaching tool to increase student learning, and not simply a presentation, and you should expose yourself to other presentation tools to create maximum student engagement. Here are some direct links for you to consider. These are all available for free. You can also be creative and venture out to other tools not listed here. The one consideration is that it must be viewable, for free, without a need for a subscription service. Note that the assignment states PowerPoint, which is acceptable if you plan to submit in this format.

Possible Presentation Software

[Prezi](#)

- [Tutorial](#)

[Canva](#)

- [Tutorial](#)

[Explain Everything](#) (there is a free version)

- [Tutorial](#)

[Visme](#)

- [Tutorial](#)

[Screencastify](#)

- [Tutorial](#)

Week 1 Resources

To access some of the information, familiarize yourself with the following resources for the following activity. USE THEM ALL to complete the assignment. That being said, you should have all of these in your references and use them as citations, BUT you can also

find additional resources with the criteria that the resource is current (in the last 5 years) and is research-based (not someone's opinion).

Learning Theory Resources

Differentiated Instruction

[Theory of Differentiated Instruction \(DI\)](#)

Transformative Learning

[Theory of Transformative Learning \(TL\)](#) (Use the links on the left hand side to review all aspects of TL)

[Transformative Learning: Theory to Practice](#)

Social Emotional Learning

[Social Emotional Learning Theory \(SEL\)](#)

Constructivism

[Constructivism Theory](#)

[Constructivism and Social Constructivism in the Classroom](#)

Behaviorism

(make sure that you include PBIS connections)

[Behaviorism in the Classroom](#)

[Behaviorism: Overview & Practical Teaching Examples](#)

Inclusive Education

[Inclusive Education](#)

Additional Resources on Learning Theories:

- [GSI Teaching and Resource Center](#) (look at the right side for a variety of theories)
- [Instructional Design](#)
- [Learning Theories](#) – The Theory Into Practice Database
- [Learning Theory and Instructional Design](#)

For Micro Competencies

Week 2

Week 2 Micro Competencies

MC 8 Areas of Focus:

- Important Milestones: Your Child By Five Years
- Typical and Atypical Child Development
- Ages and Stages of Development
- Early Identification: Normal and Atypical Development

- Toddler Development at 21 Months Old

MC 9 Areas of Focus:

- Ages and Stages of Development
- Typical and Atypical Child Development
- Important Milestones: Your Child by Five Years
- Early Identification: Normal and Atypical Development
- Toddler Development at 21 Months Old

MC 10 Areas of Focus:

- The Most Common Misdiagnoses in Children (Child Mind)
- Early Identification: Normal and Atypical Development (LD Online)
- Tips for Recognizing Learning Disorders in the Classroom (Child Mind)
- Not All Attention Problems are ADHD (Child Mind)

MC 11 Areas of Focus:

- The Ultimate List: 50 Strategies for Differentiated Instruction (Teach Thought)
- Addressing Atypical Students

Week 2: Assignment 2A - Unpacking and Reflecting on TPE 3

Overview for Intern Teacher

As an Intern Teacher you will complete this reflective practice activity of the Teacher Performance Expectations taking into consideration your current classroom of students. If you do not have a classroom yet, view this assignment through the lens of a student teacher.

Overview for Student Teacher

As a Student Teacher who does not currently have a classroom, you will reflect using your personal assets/strength areas (what comes naturally to you and draw from past experiences) and what areas you will need to engage in professional activities for growth.

Background

As a teacher candidate, you acquire knowledge and skills to understand and begin to apply the Teacher Performance Expectations. We utilize the TPEs because they also align with how districts will assess you and your readiness when you apply for a teaching position. After you receive your first teaching assignment, you will be required to clear your credential. Guess what, the TPEs come into play again! Induction programs (for clearing your credential) will evaluate your strengths and growth areas as a new teacher. In this course and future courses, the TPE assignments will prepare you and thus help you begin your own individual growth plan as you become a teacher. The goal is to be able to articulate and talk about your teaching practice using the academic language found in the TPEs, and your coursework will support this mission!

Considerations

As you internally reflect on your assets/strengths and areas of growth, remember you are considering ALL students, not just the students whom you easily connect with but also the students whom you may need to learn more about to engage them (cognitively and/or emotionally). It is natural that we build relationships with those with whom we have experiences or backgrounds that are similar; it is sometimes more difficult to engage with others whom we have differences with (religion, socioeconomic, gender, ethnicity, race).

Differentiation

Throughout this program, we will differentiate between Interns and Student Teachers in various assignments and activities. We will also differentiate between multiple and single-subject credential programs. The goal is to connect your own lived experiences, knowledge, and your credential area to all aspects of your learning. If you feel an assignment or activity does not differentiate, please share this with the Course Lead so adjustments can be made.

Intern Teacher

As an Intern Teacher you will complete this reflective practice activity of the Teacher Performance Expectations taking into consideration your current classroom of students. If you do not have a classroom yet, view this assignment through the lens of a student teacher.

Student Teacher

As a Student Teacher who does not currently have a classroom, you will reflect using your personal assets/strength areas (what comes naturally to you and draw from past experiences) and what areas you will need to engage in professional activities for growth.

TPE 3.1

TPE 3.1	Elements of Evidence of TPE 3.1	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	Uses state and district standards as curricular guideposts to align curriculum Uses assessments to provide the next structure for instruction Identifies and describes required grade-level skills in the content areas Scaffolds instruction so that early skills are foundational and requisite for later, more complex, higher-order skills and knowledge	Directions: Self-evaluate by highlighting the elements of the TPE in: Yellow if you are not familiar with the TPE Blue if you are moderately confident with the TPE Green if you are very confident with the TPE Student teacher: Consider your ability to engage others based on your	Directions: Identify three areas of growth <u>with an action</u> you will take to improve this area.

TPE 3.1	Elements of Evidence of TPE 3.1	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
	<p>Understands the importance of planned instruction to meet learning expectations</p> <p>Reinterprets historical events and literature based on the social understanding of the time</p> <p>Ensures that subject matter is not static; it changes</p> <p>Is familiar with how the content relates to students' development</p> <p>Knows the content, current findings, and how they are interpreted</p> <p>Is knowledgeable about subject matter. Is knowledgeable of student's cognitive development</p> <p>Builds bridges between the new skills and content and students' prior experiences</p> <p>Provides instruction that supports all students' learning</p> <p>Uses academic vocabulary</p> <p>Makes relevant connections to standards during instruction to extend student learning</p>	<p>knowledge of what you know about them. From the examples of evidence, select which ones you feel come naturally to you.</p> <p>Intern: Consider your ability to engage and support ALL your students. Reflect on your relationships with your students and select from the examples of evidence which ones you feel are your assets/strengths.</p>	<p>Directions: Describe examples of evidence you will need to learn about in order to engage ALL students and get to know them on all levels?</p>

TPE 3.1	Elements of Evidence of TPE 3.1	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
	<p>Integrates key concepts, themes, relationships, and connections across subject matter areas</p> <p>Incorporates different perspectives, appropriate to discipline</p> <p>Utilizes current understanding of relevant content standards and frameworks</p>		

TPE 3.2

TPE 3.2	Elements of Evidence of TPE 3.2	Current Assets And Strengths	Growth
Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.	<p>Understands students' individual cognitive, social, and physical development and scaffolds instruction accordingly</p> <p>Connects content to students' prior knowledge and their experiences</p> <p>Implementation of instructional strategies to match students' learning needs</p> <p>Engages and facilitates students' understanding by linking students' previous knowledge</p> <p>Scaffolds instruction to address achievement gaps for the full range of learners</p> <p>Builds understanding of English learners' levels of language acquisition to best support their learning</p> <p>Teaches specific academic language in ways that engage students in accessing subject matter text and/or learning activities</p>	<p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p> <p>Student Teacher and Intern Teacher:</p> <p>Consider your ability to communicate in effort to build relationships, share expectations and progress.</p>	Describe the communication tools you need to investigate and practice using?

TPE 3.2	Elements of Evidence of TPE 3.2	Current Assets And Strengths	Growth
	<p>Guides all students in using analysis strategies that provide equitable access of subject matter</p> <p>Uses some form of pre-assessment to make decisions about instruction, students' levels of readiness, interests, and learning profiles</p> <p>Designs instruction that is responsive to that motivates students</p> <p>Matches students' instruction with their pattern of abilities</p> <p>Acknowledges and understands students' cultural differences</p> <p>Transforms standards into incremental classroom targets and informs students of targets</p> <p>Checks for understanding so as to design instruction that meets students' learning needs</p> <p>Offers choices to encourage ownership</p>	Describe: What methods of communication do you currently have strengths in?	

TPE 3.3

TPE 3.3	Elements of Evidence of TPE 3.3	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement	<p>Knows how content is learned by students and when preparing to teach a concept considers students' prior knowledge and skills</p> <p>Organizes subject matter based on optimal pedagogical understanding to promote and support student learning</p> <p>Understand the different types of knowledge students must comprehend in order to master the subject matter, including</p>	<p>Directions: Self evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p>	<p>Directions: Identify 3 areas of growth <u>with an action</u> you will take to improve this area.</p>

TPE 3.3	Elements of Evidence of TPE 3.3	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.1	<p>factual, procedural knowledge, social skills, collaboration, group interaction, physical skills, and how it relates to students' development</p> <p>Plans a balanced program based on decisions about the skills and standards to be taught, determined by their priority or importance relative to students' level of knowledge</p> <p>Organizes and implements subject allowing adequate time for student comprehension and support for students' special needs</p> <p>Adjusts instruction within and across subject matter to ensure student learning</p> <p>Organizes instruction to reveal and value different cultural perspectives</p> <p>Organizes instruction to incorporate subject or grade-level expectations and curriculum frameworks to support student learning</p> <p>Implements instructional strategies to demonstrate key concepts and their interrelationships</p> <p>Analyzes collected assessment data to plan for future instruction</p> <p>Provides instruction using a variety of strategies including flexible groups, scaffolded instruction, cooperative groups, and individual needs</p>	<p>Green if you are very confident with the TPE</p>	

TPE 3.4

TPE 3.4	Elements of Evidence of TPE 3.4	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge	Long/short-term lesson plans/planning (unit plans, benchmark planning, grade level planning) Incorporate multiple means of representation, expression, and engagement	<p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p>	Directions: Identify 3 areas of growth with an action you will take to improve this area.

TPE 3.5

TPE 3.5	Elements of Evidence of TPE 3.5	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning	<p>Frontloading of vocabulary: word wall, choral reading</p> <p>Graffiti wall, Pair share; pair with peer mentors</p> <p>Game based: jeopardy</p> <p>Graphic organizers, note cards, pictures with definitions, Frayer model</p>	<p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p>	Directions: Identify 3 areas of growth with an action you will take to improve this area.

TPE 3.5	Elements of Evidence of TPE 3.5	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	<p>Struggling with reading; letter blocks; crashing game</p> <p>Modifications based on IEPs</p>	<p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p>	

TPE 3.6

TPE 3.6	Elements of Evidence of TPE 3.6	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	<p>Scanners to encourage academic responsibilities</p> <p>Access materials</p> <p>Haiku</p> <p>Socrative quiz maker: chunking of material, focus; questions</p> <p>Smartboards; laptops, iPads; PP; digital version of student selection, Data director</p> <p>Videos</p> <p>iPads as reinforcer or for expressive language</p> <p>Elmo, or other toys / assistive tools (age-relative)</p>	<p>Directions: Self evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very</p>	<p>Directions: Identify 3 areas of growth with an action you will take to improve this area.</p>

TPE 3.6	Elements of Evidence of TPE 3.6	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
		confident with the TPE	

TPE 3.7

TPE 3.7	Elements of Evidence of TPE 3.7	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet	<p>Model knowledge, skills, and fluency in using digital tools for instruction</p> <p>Have students use digital tools to learn, create new content, and demonstrate learning</p> <p>Model and promote digital citizenship and critical digital literacy</p> <p>Promote equal access of all students to digital tools and assure that students are safe in their digital participation</p>	<p>Directions: Self evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p>	<p>Directions: Identify 3 areas of growth with an action you will take to improve this area.</p>

TPE 3.8

TPE 3.8	Elements of Evidence of TPE 3.8	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Demonstrate knowledge of effective teaching strategies aligned with the	<p>Uses technology to deepen teaching and learning</p> <p>Provides opportunities for students to participate in a digital society and economy</p>	<p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p>	<p>Directions: Identify 3 areas of growth <u>with an action</u> you will take to improve this area.</p>

TPE 3.8	Elements of Evidence of TPE 3.8	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
internationally recognized educational technology standards	Uses established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications	<p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p>	

Week 2: Assignment 2B - Meeting Students' Needs. [\(return\)](#)

TPE 7.2 C Introduced

Overview: Meeting students' needs is the next aspect we will examine in Social Emotional Learning. Learning about who we are culturally as individuals, as learners, and as contributors to the classroom, school, and community can build the path to our own empowerment. Teachers can create a safe learning environment and improve academics by implementing strategies to support their needs. Explore these resources to discover valuable practices that impact student-teacher relationships.

Introduction

Meeting students' needs is the next aspect we will examine in Social Emotional Learning. Learning about who we are culturally as individuals, as learners, and as contributors to the classroom, school, and community can build the path to our own empowerment. Teachers can create a safe learning environment and improve academics by implementing strategies to support their needs. Explore these resources to discover valuable practices that impact student-teacher relationships.

Differentiation

Intern teachers, what SEL strategies are you currently implementing? Student teachers, where do you want to begin with strategies to support Diversity and Inclusion in your classroom?

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Considerations

Through your learning, how can you reflect on ways in which you can bring the whole child into classroom learning experiences? How will you create an environment that is safe, nurturing and empowering for each child that enters your room?

Self-identity

In Action: List 3 SEL strategies you heard the children suggest in the video “[Dear Teacher: Heartfelt Advice for Teachers from Students.](#)”

Snapshot: Read about the purpose and intention of the Star Student activity below. Describe the process you will use with your students (identify your grade level) to celebrate the uniqueness and likeness of each child’s identity.

By Angela Karem

Our identities affect the way we interact with the world, and the way the world interacts with us. Oftentimes, it is the early school experiences when children begin to learn about what identity is and how it relates to their classroom community. At the beginning of the year in my first-grade classroom, I create a space for my students to explore their own identity, share their identity with their classmates, and celebrate each student’s identity with a daily “Star Student.” Each day, a student is randomly selected to sit in the Star Student chair in front of the class and wear the Star Student Super Cape. Then, the “Reporters,” which are the classmates, ask the Star Student questions about her-/himself while scribing the answers, to write the Star Student’s “Article.” The Reporters asks questions like: “What is your favorite food/color/animal?,” “Where do you like to go with your family?,” “Who lives in your home with you?,” “What holidays do you celebrate?,” etc. Students make connections and discover likenesses with the Star Student as they gain a deeper knowledge of that student. Next, students write down one sentence of their choice from the “Article” scribed about the Star Student. These individually-written articles are treasured, and kept by each student until they have a complete set from each classmate. We then reflect and celebrate the uniqueness and likenesses of each student’s identity. This deep exploration of each student gives my young learners a lens into the importance of identity, and the need to observe each person’s unique identity.

Act on It: Set an attainable goal for yourself that articulates a vision you have for building classroom community.

Culturally and Responsive Teaching

SEL in Action: Watch the Culturally Responsive learning at the [San Francisco Public library video](#). Describe the four components of Academic Mindset?

Think About It: After viewing the video, reading the quotes, and reflecting, what are the core SEL values you will apply in your classroom to recognize and address culture and identity, through your teaching and your student's learning.

Think About It: Think about your answers to the previous questions posed in the “Think About It” section. Identify strategies you might use in your own classroom and develop a plan of action using the downloadable form provided. Add to Your Personal Action Plan.

Building the Classroom Community to Increase Understanding on Diversity and Inclusion of All Students

Refer to California Dyslexia Guidelines and explain how you would Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines

Intro: Watch the video on How to Create a Positive “Classroom” Environment!
What practices do you think schools should engage in to create a culture of respect and trust, and prepare students to learn? [How to Create a Positive “Classroom” Environment! \(Part 1\)](#)

In Action: This [Video series and collection of articles from Edutopia](#) show how teachers in Chicago use a holistic approach to foster language identity. After watching the videos reflect on *Using Diversity to Build a Culture of Belonging and Building a Community in the Classroom*; List 3 SEL strategies you observed.

Think About It: What does an inclusive classroom look like? Brainstorm and draw a concept map with the elements.

Act on It: Think about the intentional strategies listed above”. List three strategies that are appropriate for your grade level and subject area.

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Week 2 Discussion

Background

In preparing for the opening of the new K-8 school, Barlett Canyon Academy, it quickly becomes obvious to the principal, Ms. Patel, that "something different" will be needed with instructional strategies. Bartlett Canyon Academy is drawing its highly diverse student population from several local communities. Individual differences in educational backgrounds, special needs and home environments are substantial. Ms. Patel decides to approach her faculty.

"What is the best way to address our problem of such diverse learners?" begins Ms. Patel.

Ms. Díaz, a seasoned sixth grade teacher, suggests that classes at each grade level be organized into tracks to create high, average, and low groups. Each group then works with the same teacher throughout the day. "The plan makes sense," declares Ms. Díaz. "Teachers can work with students who have similar academic backgrounds. And, students who do poorly will not be frustrated as they are left behind, while students who do well will not have to feel like they need to wait for others." Mr. Yang, one of the kindergarten teachers, disagrees. "Students need to be exposed to a wide range of individual abilities, characteristics, talents, and so on. How can we ever help our students appreciate their own uniqueness and diversity if we continually group them together in a way that is more convenient for us than for them?"

Instructions

Discuss the ideas presented by Ms. Patel, Ms. Díaz, and Mr. Yang regarding between-class and within-class grouping. What are the positives? What are the constraints? Does the age level of children change with their needs?

Replies

Respond to at least two classmates. Please try to choose classmates' posts that have not been responded to yet.

Grading

This discussion is worth 10 points.

For Micro Competencies

MC 8

- [Important Milestones: Your Child By Five Years](#)

What developmental milestones is your 5-year-old reaching? (2023, July 21). Centers for Disease Control and Prevention. <https://www.cdc.gov/ncbddd/actearly/milestones/milestones-5yr.html>

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

- [Typical and Atypical Child Development](#)

Matrices. (n.d.). Typical and atypical child development. In *Module 2: Early Childhood, Ages 4-8* (pp. 1–6). <https://www.dhs.wisconsin.gov/clts/waiver/county/mod2-matrices.pdf>

The Wisconsin Department in Health Services (WDHS) is a leading researcher in childhood development. This chart lists typical and atypical development milestones for ages 4-8.

- [Ages and Stages of Development](#)

CA DoE. (2000). *Ages and stages of development*. California Department of Education.

As your child grows, you may find yourself searching for clues to her behavior. As a parent, you may hear the words “developmental stages.” This is just another way of saying your child is moving through a certain time period in the growing-up process.

- [Early Identification: Normal and Atypical Development](#)

Early identification: normal and atypical development. (n.d.). LD OnLine. <https://www.ldonline.org/ld-topics/early-identification/early-identification-normal-and-atypical-development>

Children's development usually follows a known and predictable course. The acquisition of certain skills and abilities is often used to gauge children's development. These skills and abilities are known as developmental milestones.

- [Toddler Development at 21 Months Old](#)

Toddler development at 21 months old. (2019, October 17). Hello Motherhood. <https://www.hellomotherhood.com/article/507571-toddler-development-at-21-months-of-age/>

Every child develops differently. Even children in the same family may develop at different rates. A typical toddler at 21 months may be ahead in some milestones and behind in others.

MC 9

- [Ages and Stages of Development](#)

CA DoE. (2000). *Ages and stages of development*. California Department of Education.

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- [Important Milestones: Your Child by Five Years](#)

What developmental milestones is your 5-year-old reaching? (2023, July 21). Centers for Disease Control and Prevention. <https://www.cdc.gov/ncbddd/actearly/milestones/milestones-5yr.html>

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Every child develops differently. Even children in the same family may develop at different rates. A typical toddler at 21 months may be ahead in some milestones and behind in others.

MC 10

- [The Most Common Misdiagnoses in Children](#)

Bubrick, J., Spiro, L. S., & Howard, J. (2023, October 30). *The most common misdiagnoses in children*. Child Mind Institute. <https://childmind.org/article/the-most-common-misdiagnoses-in-children/>

- [Early Identification: Normal and Atypical Development](#)

Early identification: normal and atypical development. (n.d.). LD OnLine. <https://www.ldonline.org/ld-topics/early-identification/early-identification-normal-and-atypical-development>

- [Tips for Recognizing Learning Disorder in the Classroom](#)

Jacobson, R. (2023, May 31). *Tips for recognizing learning disorders in the classroom*. Child Mind Institute. <https://childmind.org/article/recognizing-learning-disorders-in-the-classroom/>

- [Not All Attention Problems Are ADHD](#)

Bubrick, J., & Howard, J. (2023, October 30). *Not all attention problems are ADHD*. Child Mind Institute. <https://childmind.org/article/not-all-attention-problems-are-adhd/>

MC 11

- [The Ultimate List: 50 Strategies For Differentiated Instruction](#)

Heick, T. (2021, December 28). *The ultimate list: 50 strategies for differentiated instruction*. TeachThought. <https://www.teachthought.com/pedagogy/strategies-differentiated/>

- [Traditional vs Differentiated Assessment – Principles and Methods of Assessment](#)

Daizeabdao, V. a. P. B. (2015, July 22). *Traditional vs. Differentiated Assessment*. Principles and Methods of Assessment. <https://abdao.wordpress.com/2015/07/18/traditional-vs-differentiated-assessment/#content>

Week 3

Week 3 Micro Competencies Read the assigned reading and complete the quizzes in the modules

TPE 7.2 b. Introduced & Assessed. [\(return\)](#)

MC 12 Areas of Focus:

- Digital Assessment Tools in the K12 Classroom
- IEP at a Glance (8th Grader)
- A Roar in the Woods - Reading
- IEP at a Glance (1st Grader)
- Addition & Subtraction Fact Strategies
- Math Fluency Assessment

- Assessment in the K-12 Classroom

MC 13 Areas of Focus:

- Common Questions for Progress Monitoring
- Progress Monitoring within a Response-to-Intervention Model
- Progress Monitoring Tools to Make Learning Visible

MC 14 Areas of Focus:

- California MTSS and CA MTSS Professional Learning Institute
- Guide to Understanding California MTSS
- What is a Multi-Tiered System of Support (MTSS)?

MC 15 Areas of Focus:

- Tools to Assess Social and Emotional Learning in Schools
- SEL Assessment Guide (measuring SEL)
- Take the ACE Quiz - And Learn What It Does and Doesn't Mean

Week 3: Assignment 3A - Lesson Plan Rationale. [Return](#)

TPE 7.2 b. Introduced & Assessed

Overview: You will be presented with a series of prompts that will focus on students' assets, learning needs for the whole class, and on students. These will help you develop the rationale for your lesson plan by considering important considerations.

Instructions:

Thinking about the class context information and students' assets and learning needs for the whole class and focus students, briefly respond to the following prompts (no more than 7 pages). Type your responses underneath each prompt. Do not delete or alter the prompts. Indicate the content area standard and grade level.

Consider how your lesson plan in Week 4 will address the following areas. You will complete this lesson plan in Week 4: Assignment 4A.

1. Prior Academic Knowledge

Explain how the lesson plan will build on students' prior academic knowledge related to the content-specific learning goal(s) selected for the lesson. Include how the plan will implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1– Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention)

2. Student Assets and Learning Needs

Explain how the lesson plan will incorporate or build on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of the lesson.

3. Student Learning Activities

Explain why you selected the learning activities and how you will engage all students in higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer) and applications of concepts or skills to purposefully advance their understanding of the specific content (e.g., use of manipulatives, think-pair-share, models, drawings or maps, graphic organizers, performances, demonstrations, labs).

4. Instructional Strategies

Explain why you will use specific instructional strategies and what adaptations you might make to improve student access to learning. Describe how you will support student engagement with the content you are teaching in this lesson (e.g., modeling, scaffolding, asking questions, providing instructions to guide an activity).

5. Student Grouping

Explain your rationale for grouping students in this lesson—whole group, small group, pairs, individual—and why you think this will support student learning.

6. Academic Language Development

How will you address the academic language development needs of the students you are teaching, including English learners and Standard English learners? What vocabulary or terminology is necessary to access content? Make sure to include evidence-based literacy instruction and integrated content and literacy instruction drawing from assessments and any interventions for Tier 1.

7. Resources and Materials to Support Learning

Explain why you chose particular resources and materials to support student learning and language demands in this lesson. What is the difficulty level of text, materials, or resources needed for the lesson?

8. Assessments

Explain how the assessments will check students understanding of the content taught during the lesson.

9. Developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)

Explain how the lesson plan addresses the developmental considerations of your students.

10. Focus Students

Explain how the lesson plan addresses individual needs of the 3 focus students, including as appropriate, assistive technologies, and provides inclusive learning opportunities (if relevant, may include an explanation of additional support that occurs outside the classroom) to engage fully with the content of the lesson, include MTSS if applicable.

The 3 focus students can be from your own class, your ITL 604 class (previous course), or you may select from the avatars in SimSchool. You may also select from a list of focus students from the PDF in the LMS.

Focus Student 1:

Focus Student 2:

Focus Student 3:

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RUBRIC ITL 606

Assignment 3A - Lesson Plan Rationale.

TPE 7.2 b. Assessed

Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);

You will be presented with a series of prompts that will focus on students' assets, learning needs for the whole class, and on individual students. These will help you develop the rationale for your lesson plan by considering important considerations.

Deliverable:

#1 Briefly respond to the following prompts (no more than 7 pages). Type your responses underneath each prompt. Do not delete or alter the prompts. Indicate the content area standard and grade level.

#2 Clear alignment to the TPE 7.2 a: Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention).

#3 Clear and comprehensible responses to the prompts regarding:

- Prior Academic Knowledge
- Student Assets and Learning Needs

- Student Learning Activities
- Instructional Strategies
- Student Grouping
- Academic Language Development
- Resources and Materials to Support Learning
- Assessments
- Developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)
- Focus Students (**3 students**)

Criteria	Proficient 25 points)	Acceptable 20 points)	Developing 15points)	Emerging 10points)	Not Acceptable 5 points)
Responses to prompts	All 10 prompts are thoroughly addressed with clear, specific, and well-developed responses. Each response shows strong alignment to TPE 7.2b and clearly incorporates MTSS (Tiers 1–3) and evidence-based literacy instruction.	All prompts are addressed with mostly clear responses. Responses show general alignment to TPE 7.2b and some application of MTSS and literacy instruction.	Most prompts are addressed but lack depth or clarity. Limited application of MTSS or literacy instruction.	Several prompts are incomplete or vague. Weak alignment to MTSS or TPE.	Few or no prompts are adequately addressed. Lacks relevance and clarity.
	10	8	6	4	2
Completion of all Assigned requirements	All requirements are met:✓ Content area and grade level included✓ Responses typed under each prompt✓ Length within 7 pages✓ MTSS referenced appropriately across prompts✓	Most requirements are met. Minor issues with format or integration of MTSS.	Some required elements are missing or incomplete. MTSS integration is inconsistent.	Multiple assignment instructions not followed; weak MTSS inclusion.	Major components are missing or disregarded. MTSS not addressed.
	10	8	6	4	2.
Overall Quality and Organization	Writing is clear, professional, and well-organized. Demonstrates depth of understanding and thoughtful planning.	Mostly clear and organized with minor issues. General understanding evident.	Writing is uneven or lacks clarity; some errors present.	Writing is disorganized or unclear; frequent errors distract from content.	Poorly written and disorganized; lacks coherence or readability.
	5	4	3	2	1
TOTAL	25	20	15	10	5

Week 3: Assignment 3B - Field Experience Module

Acknowledgement [\(return\)](#)

TPE 7.10. Introduce & Practice,

TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.

Overview: To complete this acknowledgement, you must answer a question as a means of verifying that you have reviewed the Field Experience Module.

Field Experience Module

The field experience portion of this course takes what you are learning in your National University courses and puts it into action through simulated teaching.

1. Applying knowledge of differentiated instruction and individual learning needs to simulated teaching experiences.
2. Developing skills as a reflective educator in the process of teaching and learning: plan, teach, reflect, and apply.
3. Transfer content from the course to the classroom.

Diverse Learners and Reflection in simSchool.

TPE 7.2 a. Introduced. [\(return\)](#)

You will complete a module in simSchool focused on diverse learners and reflect upon your teaching experience. Think about what you have learned in the course in terms of Universal Design for Learning (**UDL**), differentiation, and assessments. Utilizing that knowledge, apply what you have learned to complete a simulated teaching experience.

simSchool Account

Log in to your simSchool account and complete the module for your credential (choose one) of the following options:

- Single Subject - Teaching Diverse Learners Secondary
- Multiple Subject - Teaching Diverse Learners Elementary

Professional Growth

As a teacher, the most professional growth comes from reflection. An effective educator approaches teaching in a cyclical manner: plan, teach, reflect, and apply.

To work through this process in your journey to become an effective educator, after the simSchool module, you will complete the module reflection.

Incorporate what you learned in the course as you reflect on your experience teaching the simSchool module. You will also reflect on this experience when you go into a K-12 school to complete your in-person observations as you continue moving through this program.

After completing the module and reflection, review the module's completion data. You will download the module report and upload it as your assignment in D2L (Brightspace), where your instructor will grade your work.

The Cycle of a Reflective Educator

Source: [About CalTPA](#)

Review

There are three specific tasks to complete regarding simSchool.

1. Complete one simSchool Module.
2. Reflect on simSchool Module.
3. Upload simSchool Module report to Brightspace assignment.

Complete Acknowledgement

Now that you have reviewed the Field Experience details, you will need to complete the Field Experience Acknowledgement to earn 10 points.

Week 3: Assignment 3C - Field Experience (Report and Reflection)

TPE7.2A

Overview: This assignment is Part Two of your Field Experience. You will upload 3 documents to receive a grade for the simSchool Module: K-5 Teaching Diverse Learners OR Teaching Diverse Learners (Secondary).

Background

This assignment is Part Two of your Field Experience. You will upload 3 documents to receive a grade for the simSchool Module: K-5 Teaching Diverse Learners OR Teaching Diverse Learners (Secondary).

Before you begin this assignment, watch the following videos.

simSchool Overview

Watch *simSchool Fast Facts: Teaching in simSchools* to learn more about this topic.

Watch the *simSchool Teach Aloud* to learn more.

Instructions

Complete Module: K-5 Teaching Diverse Learners (Multiple Subject candidates) OR Teaching Diverse Learners Secondary (Single Subject candidates).

1. To access SimSchool, go to ca.simschool.org.
2. Log in (you should have received login credentials). If not, email support@simschool.org.
3. Click on Modules and complete the tutorials and then complete the module K-5 or secondary: Teaching Diverse Learners. After completing the SimSchool module for Module: K-5 Teaching Diverse Learners or a secondary one, answer the reflection questions (attached below from the Guided Observation Reflection Template).

Guided Observation Notes and Reflection

You will complete a guided observation form while you complete the module and then complete the reflection paper on what you observed. You will upload three documents for this assignment:

1. Guided Observation Form
2. Guided Observation Reflection Paper (2-3 pages)
3. Highest class score of your Observation Report (simSchool)

For more information, please see the links below for the full assignment details.

- [Guided Observation Form](#)
- [Guided Observation Reflection](#)

Technical Issues

For any technical issues regarding SimSchool (logging in, fee questions, etc), please email support@simschool.org.

Grading

This assignment is worth 30 points and is due on Sunday, by Midnight (PST). Upload the 3 documents: Guided Observation Form as your notes, the Guided Observation Reflection Paper, and the highest score of Observation Report (simSchool).

Week 3 Discussion [\(return\)](#)

TPE 7.2 Introduced & Practiced

Background

Please review the videos below to learn about formative and summative assessments:

- [How Differentiated Instruction and Formative Assessment Work at Forest Lake Elementary](#)

- [Summative Assessment: Overview & Examples - Teachings in Education](#)
- [Formative and Summative Assessments - Edmentum](#)

Instructions

Develop a 2-5 minute video or 1/2 page written reflection of what you learned from the videos. Make sure to state at least two unique formative assessments and two unique summative assessments you would apply in your classroom or future classroom.

- How would you go about developing and implementing these assessments to inform instructional decision making?
- What barriers do you think you may face, and how would you go about overcoming those concerns?
- How would you monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques?
- Provide an example.

To make your video, you can choose to use Kaltura (instructions provided below), or any other recording device/software you prefer (your phone, laptop, etc). You will just need to provide a link, attach, or embed your video.

- [Using Kaltura Media](#) -- Scroll to the "Kaltura Media" section for additional resources on making a video.

Replies- Respond to two classmates (using video or written responses). Please try to choose classmates' posts that have not been responded to yet.

Grading- This discussion is worth 10 points.

Week 3 Resources

For Micro Competencies

MC 12

- [Digital Assessment Tools in the K-12 Classroom](#)

Dickenson, P. (n.d.). *Digital assessment tools in the K-12 classroom*. https://docs.google.com/presentation/d/1szGY4QW_pXLjsyFNeCZyHFt3eUGPUG7Cz6B5SBiUitg/edit#slide=id.p4

- [Individualized Education Program at a Glance](#)

8thGrade_IEP.pdf. (n.d.). Google Docs.

https://drive.google.com/file/d/11G87EQmXi42EHtP54iud8yc9Md_xEkKs/view

- [Movie on 7 12 16 at10:53 AM](#)

Teacher Prep Tech. (2016, July 12). *Movie on 7 12 16 at 10 53 AM* [Video]. YouTube.

<https://www.youtube.com/watch?v=npTQlGJa2Ig>

- [Individualized Education Plan at a Glance \(First Grader\)](#)

FirstGrade_IEP.pdf. (n.d.). Google Docs.

<https://drive.google.com/file/d/1je1o4PAMbSRMaojP9IjnFEZJ0PD440Qh/view>

- [Addition & Subtraction Fact Strategies](#)

Wichita Public Schools. (2014). Addition and subtraction fact strategies.

<https://community.ksde.org/LinkClick.aspx?fileticket=n2ZHaEprfs%3D&tabid=6036&mid=14879>

- [How to Assess Students Math Facts Fluency Addition Grades K-12](#)

Teacher Prep Tech. (2019, Sept 4). How to assess students math facts fluency addition grades k-

2. <https://www.youtube.com/embed/yOEovK1Nxho?wmode=opaque&>

- [Assessment in the K-12 Classroom](#)

Dickenson, P. (n.d). *Assessment in the K-12 classroom*.

MC 13

- [Student Progress Monitoring](#)

Dickenson, P. (n.d). *Assessment in the K-12*

classroom. https://drive.google.com/file/d/1Xkxk4_7mvCWtdKWNgbYuOayWXkPV2UuW/view

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

- [Progress Monitoring within a Response-to-Intervention-Model](#)

Gorski, D. (n.d.). *Progress monitoring within a Response-to-Intervention model | RTI Action Network*.

Make informed decisions when selecting and interpreting progress-monitoring measures.

- [Progress Monitoring Tools to Make Learning VISIBLE](#)

Thunder, K. (2020, May 1). *Progress Monitoring Tools to Make Learning VISIBLE - Corwin Connect*. Corwin Connect. <https://corwin-connect.com/2018/10/progress-monitoring-tools-to-make-learning-visible/>

Four teaching practices: Identify the attributes of my instructional practices that are effective and ineffective for each student; Name the contexts in which my students are and are not able to show what they know; Adjust my instruction to target those effective instructional practices and facilitate transfer of knowledge and skills to new contexts; and help students make informed learning decisions.

MC 14

- [California MTSS Framework](#)

Orange County DoE. (n.d.). *California MTSS framework*. <https://ocde.us/MTSS/Pages/CA-MTSS.aspx>

The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment, thus closing the equity gaps for all students.

- [CA MTSS](#)

Orange County DoE. (n.d.). *CA MTSS*. <https://ocde.us/MTSS/Pages/default.aspx>

Use this visual guide to understand MTSS.

- [Guide to Understanding California MTSS](#)

Orange Country DoE. (n.d.). *Guide to understanding California MTSS*. <https://ocde.us/MTSS/Documents/GuidetoUnderstandingCAMTSS.pdf>

- [California Department of Education Multi-Tiered System of Support \(MTSS\)](#)

California DoE. (n.d.). *Multi-tiered system of supports*. <https://www.cde.ca.gov/ci/cr/ri/>

An integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students, MTSS offers the potential to create systematic change through the intentional integration of services and supports to quickly identify and meet the needs of all students.

MC 15

- [Tools to Assess Social and Emotional Learning in Schools](#)

Denham, S. (2016, June 17). *Tools to assess social and emotional learning in schools*. Edutopia. <https://www.edutopia.org/blog/tools-assess-sel-in-schools-susanne-a-denham>

- [Student Social and Emotional Competence Assessment](#)

Student Social and Emotional Competence Assessment - CASEL. (2021, August 5). CASEL. <https://casel.org/casel-gateway-student-sel-competence-assessment/>

- [Take The ACE Quiz — And Learn What It Does And Doesn't Mean](#)

Starecheski, L. (2015, March 2). Take the ACE quiz — and learn what it does and doesn't mean. *NPR*. <https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>

Week 4

Week 4 Micro Competences [Return 22](#) [Return B](#)

TPE 7.2 B **Introduced & Assessed**

Note the Micro Competences are assessed with the quizzes scores.

MC 16 Areas of Focus:

- Woodcock Johnson Assessment
- Star Assessments
- Stanford-Binet Test
- (ELPAC) California's Statewide Test for English Language Proficiency

MC 17 Areas of Focus:

- Protecting Students with Disabilities
- What is a 504 Plan?
- The 504 Plan for Students with Disabilities

MC 18 Areas of Focus:

- Analyzing Student Work: Using Peer Feedback to Improve Instruction
- Critical Friends: Looking at Student Work
- Formative Assessment Tool: Analysis of Student Work
- Student Work Analysis Protocol: A Part of the Assessment Toolkit

MC 19 Areas of Focus:

- Standards Based Assessment Practices
- Formative Assessment & Standards - Based Grading
- Standards-Based Assessment

MC 20 Areas of Focus:

- Social Emotional Learning (SEL) Teaching Strategies

MC 21 Areas of Focus:

- Social Justice Standards: A Professional Development Facilitator Guide
- Instruction - Teaching Tolerance
- Teaching Strategies

MC 22 Areas of Focus:

- Strategies for Equitable Family Engagement
- Equitable Parent-School Collaboration
- Family Engagement (Teaching Tolerance)
- New Tools for Effective, Equitable Family Engagement

Week 4: Assignment 4A - Instructional Approach: Teaching. ([return](#))

TPE 7.2 a **Introduce & Assess**

Overview: Consult with your master, mentor, or supervisory teacher; with additional school personnel; and families, as needed, to develop your understanding of students' assets and learning needs. Review student work and available assessment or survey data and talk with and/or observe students to learn about the class's range of assets, including academic strengths and learning needs. You will use this information to establish content-specific learning goals (including California English Language Development (ELD) Standards as appropriate).

Details

Getting to Know Your Students

Consult with your master, mentor, or supervisory teacher; with additional school personnel; and with families, as needed, to develop your understanding of students' assets and learning needs. Review student work and available assessment or survey data and talk with and/or observe students to learn about the class's range of assets, including academic strengths, and learning needs. You will use this information to establish content-specific learning goals (including California English Language Development (ELD) Standards as appropriate).

Indicate Content Standard and Grade level

Write a description of Students' Assets and Learning Needs (Whole Class or Focus Students)

Resources

Please refer to the required resources in the Brightspace course (left-hand menu) available in the CalTPA section located within the Learner Resources tab.

- The CalTPA Version 7 Assessment Guide
 - Multiple Subject
 - Single Subject
- The CalTPA Assessment Guide Glossary (found at the end of the website)

Template: Write a description of Students' Assets and Learning Needs

Academic knowledge related to the specific content you plan to teach	Describe what skills students already have coming into this lesson – what are they already able to do?
English language proficiency levels (Standard English learners and Fluent	List students and their ELPAC levels:

English Proficient, Heritage language speakers, and/or multilingual learners	
Cultural and linguistic resources and funds of knowledge (i.e., <i>knowledge and skills derived from cultural experience</i>)	<p>Cultural resources and funds of knowledge:</p> <p>Linguistic resources and funds of knowledge:</p>
Prior experiences and interests related to the content	How might you incorporate or build on their experiences and interests as assets to this lesson:
Lesson management structure	What behavioral expectations will you model and expect?

Content of the Lesson

<p>What do you expect students to deeply understand about the lesson?</p> <p>What do you expect students to retain after the lesson and use in future learning?</p>	<p>What do you expect students to deeply understand about the lesson?</p> <p>What do you expect students to retain after the lesson and use in future learning?</p>
What misunderstandings or misconceptions do you expect students might have from the lesson?	What misunderstandings or misconceptions do you expect students might have from the lesson?
What knowledge and skills do you expect students to have after engaging in the lesson?	<p>What knowledge do you expect students to have after engaging in the lesson?</p> <p>What skills do you expect students to have after engaging in the lesson?</p>

Assessment / Checking for Understanding

What essential questions will you ask to determine if students are not meeting, meeting, or exceeding the learning goal(s) of the lesson?	Essential Questions: (how will you know if students are exceeding, meeting, partially meeting or not meeting the learning goal? You could create a rubric for each essential question to clearly show what your criteria are for the lesson.
What will students do to demonstrate achievement of content during the lesson? Identify the UDL Principle Guidelines incorporated. State the criteria!	Create your own headings here, based on the indicators to the left!
How will you know students understand the content? What evidence will you collect? Identify the UDL Principle Guidelines incorporated.	Create your own headings based on the indicators to the left!

Structured Student Learning Activities

What activities will the students be involved in during the lesson to support their achievement of the learning goal(s)? Identify the UDL	Create your own headings based on the indicators to the left!
---	---

Principle Guidelines incorporated.	
How will you group students and manage group work to support student learning? Identify the UDL Principle Guidelines incorporated.	Create your own headings based on the indicators to the left!

Instruction to Support Learning

What instructional strategies will support student learning through multiple modalities? How will you use gradual release? Identify the UDL Principle Guidelines incorporated.	Create your own headings based on the indicators to the left!
What resources, materials, and/or educational technology will you or your students use during the lesson?	
What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual	Create your own headings based on the indicators to the left!

student learning needs beyond the UDL supports built into the lesson?	
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Rubric 606

Assignment 4A - Instructional Approach: Teaching.

TPE 7.2 a Assessed

TPE 7.2 a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;

Overview: Consult with your master, mentor, or supervisory teacher; with additional school personnel; and families, as needed, to develop your understanding of students' assets and learning needs. Review student work and available assessment or survey data and talk with and/or observe students to learn about the class's range of assets, including academic strengths and learning needs. You will use this information to establish content-specific learning goals (including California English Language Development (ELD) Standards as appropriate).

Getting to Know Your Students: Consult with your master, mentor, or supervisory teacher; with additional school personnel; and with families, as needed, to develop your understanding of students' assets and learning needs. Review student work and available assessment or survey data and talk with and/or observe students to learn about the class's range of assets, including academic strengths and learning needs. You will use this information to establish content-specific learning goals (including California English Language Development (ELD) Standards as appropriate).

Deliverables:

#1 Indicate **Content Standard learning goals and Grade level**

#2 Write a description of **Students' Assets and Learning Needs** (Whole Class or Focus Students)

#3 Complete the template with all the components:

-Students' assets and learning (6 components)

-Content of the lesson (3 components)

-Assessment / Checking for Understanding (3 components)

- Structured Student Learning Activities (2 components)

-Instruction to Support Learning (3 components)

Criteria	Proficient (40 points)	Acceptable (30 points)	Developing (20 points)	Emerging (10 points)	Not Acceptable (9 points)
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Content Standard learning goals and Grade level & alignment to TPE 7.2 B	Grade level and content-specific standard are clearly stated. Learning goals are well-developed and show strong alignment to TPE 7.2a . UDL framework is fully integrated in instructional planning.	Grade level and content standard are identified. Learning goals mostly align with TPE 7.2A and partially reference UDL	Basic learning goals are included but lack clarity or depth. Minimal reference to TPE 7.2A or 7.2a . UDL.	Incomplete or vague learning goals. Little to no connection to 7.2a . UDL or TPE 7.2A.	Grade level or standard is missing. Goals are unclear or unrelated to assignment expectations.
	10	8	6	4	2
	Proficient	Acceptable	Developing	Emerging	Not acceptable
Students' Assets and Learning Needs	Thorough and thoughtful description of students' academic, cultural, linguistic, and social-emotional assets and needs. Includes information from multiple sources (teacher, assessments, families, student observation) and integrates 7.2a . UDL principles	Adequate description of student assets and learning needs. Includes some references to assessments and learning data. Partial alignment to 7.2a . UDL	General or surface-level descriptions. Limited data used. Little evidence of UDL understanding.	Minimal detail provided. Lacks depth or specific connections to students' assets or needs.	Assets and learning needs are missing or unclear. No use of student data or UDL framework.
	10	8	6	4	2
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Completed Template with All Components:	Template is fully completed with all required components. Content is rich, specific, and shows strong integration of UDL and evidence-based literacy practices.	Most components of the template are completed and show reasonable planning. UDL and evidence-based practices are referenced.	Some components are incomplete or lack depth. Weak or inconsistent connection to instructional best practices and UDL.	Many components are vague or missing. Limited instructional planning evident.	Template is largely incomplete or missing key components. No evidence of planning or alignment to UDL.
	10	8	6	4	2
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Overall Quality & Organization	Submission is well-organized, clearly written, and professionally formatted. Demonstrates deep understanding of instructional planning, UDL, and literacy instruction.	Writing is mostly clear and organized. Minor formatting issues. General understanding of UDL and instructional design is evident.	Some disorganization or clarity issues. Lacks depth in instructional planning.	Writing lacks clarity and coherence. Frequent errors and inconsistencies.	Poorly organized, unclear, and lacks professional presentation. Content difficult to follow.

	10	8	6	4	2
TOTAL	40	32	24	16	8

Week 4 Discussion

Required Articles for Discussion 4

Read the following required articles to complete the Week 4 Discussion.

- [Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials](#)

Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials. (2022). California Commission on Teacher Credentialing. https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_3b

This OER provides the document from CTC on the new requirements for the Literacy Standards and Teacher Performance Expectations. Within the document (with many resources) you will find the Dyslexia Guidelines , a great tool for tiered interventions for general education students.

- [California Dyslexia Guidelines](#)

California dyslexia guidelines. (2017). California Department of Education. <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

This OER resource provides the California guidelines. The purpose for the guidelines is to assist general, special education teachers, and parents in identifying, assessing, and supporting students with dyslexia.

Instructions

Before posting in this discussion, review the [Literacy Standards](#) and the [California Dyslexia Guidelines](#) located here and in the [Course Resources - Week 4](#) that will inform you as a teacher practitioner.

It can be puzzling to know where the reading process breaks down. Decoding, comprehension, or retention challenges often occur in children with dyslexia.

- What are typical strengths and challenges faced by students with dyslexia at different developmental stages?
- Describe strategies that work with students with dyslexia.

Additional Resources

- [Dyslexia Instructional Strategies](#)

Replies

Respond to at least two classmates posts. This is an excellent opportunity to gain insights from your peers! Please try to choose classmates' posts that have not been responded to yet.

Grading

This discussion is worth 10 points.

Week 4 Resources

For Assignment 4A

Additional Resources

- [Literacy Resources for Teachers: All Grade Levels](#)
- [Common Core Teaching Strategies RI Grades 6-12](#)
- [Common Core Teaching Strategies RL Grades K-5](#)
- [Teaching and Learning Strategies English Language Arts Reading Informational Text Third grade Goalbook](#)

For Micro Competencies

MC 16

- [Woodcock Johnson Assessment](#)

Omega Learning Center Tutoring. (2014, Jul 21). Woodcock Johnson assessment. [Video]. YouTube. <https://www.cde.ca.gov/ci/cr/ri/>

The Woodcock Johnson academic assessment evaluates your student in specific academic areas within reading and math. The results pinpoint skill gaps and academic strengths that shape your program. Testing includes sight words, reading fluency, comprehension, vocabulary, phonics, spelling, math calculation skills, math fluency, word problems, and math reasoning.

- [Star Assessments](#)

Renaissance. (2023, November 9). *Star Assessments - Accelerate growth in math and reading*. <https://www.renaissance.com/products/star-assessments/>

Whether you're teaching in-person, remotely, or a blend of both, use the most comprehensive K–12 interim and formative assessment suite available—universal screening, progress monitoring, and goal-setting data to move every student forward.

- [Stanford-Binet Test](#)

Stanford-Binet Test | Free online Stanford-Binet Test. (n.d.). <https://stanfordbinettest.com/>

The Stanford-Binet test is an examination meant to gauge intelligence through five factors of cognitive ability. These five factors include fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing and working memory.

- [California Department of Education](#)

California DoE. (n.d.). *English language proficiency assessments for California (ELPAC)*. California Department of Education.

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

MC 17

- [U.S. Department of Education Protecting Students With Disabilities](#)

U.S. DoE. (n.d.). *Protecting students with disabilities*. U.S. Department of Education. <https://www.ed.gov/laws-and-policy/civil-rights-laws/disability-discrimination/frequently-asked-questions-section-504-fape>

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be

subjected to discrimination under any program or activity receiving Federal financial assistance"

- [What is a 504 Plan?](#)

Team, U. (2023, November 27). *What is a 504 plan?* Understood.

<https://www.understood.org/en/articles/what-is-a-504-plan>

A 504 plan is a blueprint for how the school will support a student with a disability and remove barriers to learning. The goal is to give the student equal access to school.

- [Every 504 Plan Should Include These ADHD Accommodations](#)

ADDitude Editors. (2024, July 15). Every 504 plan should include these ADHD

accommodations. ADDitude. [https://www.additudemag.com/slideshows/504-plan-](https://www.additudemag.com/slideshows/504-plan-accommodations-for-adhd/)

[accommodations-for-adhd/](https://www.additudemag.com/slideshows/504-plan-accommodations-for-adhd/). Verywell Family. <https://www.verywellfamily.com/what-is-a-504-plan-3104706>

The 504 plan refers to Section 504 of the Rehabilitation Act and the Americans With Disabilities Act. This specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary, or post-secondary schooling."

The 504 plan refers to Section 504 of the Rehabilitation Act and the Americans With Disabilities Act. This specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary, or post-secondary schooling.

MC 18

- [Analyzing Student Work: Using Peer Feedback to Improve Instruction](#)

Edutopia. (2016, Nov 1). *Analyzing student work: Using peer feedback to improve instruction*. [Video]. YouTube. <https://www.youtube.com/watch?v=a2UgtgyEDss>

Your students can improve their work by recognizing the strengths and weaknesses in

the work of others.

- [Critical Friends: Looking at Student Work](#)

Critical friends: Looking at student work. (2023, January 9). Teaching Channel.

<https://learn.teachingchannel.com/video/reflection-on-student-work-ntn>

Use protocols to establish a professional learning culture of reflection and improvement.

- [Lessons From Helping Teachers Analyze Student Work](#)

Martin-Kniep, G. O., Jr. (n.d.). *Lessons from helping teachers analyze student*

work. [https://lcltld.org/uploads/b2b55895-a3a9-42ae-ad5b-21e9811e74d6-lessons-](https://lcltld.org/uploads/b2b55895-a3a9-42ae-ad5b-21e9811e74d6-lessons-from-helping-teachers-analyze-student-work.pdf)

- [Student Work Analysis Protocol](#)

Rhode Island Department of Education & the National Center for the Improvement of Educational Assessment, Inc. (n.d.). Student Work Analysis protocol. In *A PART OF THE ASSESSMENT TOOLKIT* (pp. 2–9).

Analyzing student work gives educators information about students' understanding of concepts and skills and can help them make instructional decisions. This process depends on a culture in which educators are collaborative and focused on reflective practice.

MC 19 Areas of Focus:

- [Standard Based Assessment Practices](#)

Moritz, J. (2013, Mar19). *Standards based assessment practices*. [Video]. YouTube.

<https://www.youtube.com/watch?v=y8Tc2rp3J60>

This video provides an example of how to separate student behavior from academic progress when reporting standards based assessment.

- [Formative Assessment & Standards – Based Grading](#)

PCG. (2011, Jul 19). *Formative assessment and standards – Based grading*. [Video]. YouTube. <https://www.youtube.com/watch?v=TPqGjHQ-WpI>

Education experts Robert J. Marzano, PhD and Tammy Heflebower explain the research, theory and practice of their widely adopted methodology based on the assumption that to design instruction that advances all their students' achievement, teachers must be able to design assessments that fully illuminate what their students are learning.

- [Standard-Based Assessment](#)

Discovery. (2022, July 8). *Standards-Based Assessment -*

discovery. <https://discovery.apsva.us/standards-based-assessment/>

Standards-Based Assessment (SBA) is a method of evaluating student skill mastery. SBA is intended to help students, families, and teachers understand accurately how students are doing as they work on developing their skills. It is not an assignment-based or productivity-mindset way of understanding what children can do.

MC 20

- [Teaching Strategies](#)

Teaching Strategies | School-Connect. (n.d.). <https://school-connect.net/sel-teaching-strategies>

Students are more likely to become engaged in learning within classrooms that foster the ABC's of student motivation: Autonomy, Belonging, and Competence (Deci & Flaste, 1995).

MC 21

- [The Teaching Tolerance Social Justice Standards](#)

Teaching Tolerance & Southern Poverty Law Center. (2018). A PROFESSIONAL DEVELOPMENT FACILITATOR GUIDE: THE TEACHING TOLERANCE [Professional Development]. In *Teaching*

Tolerance. https://www.learningforjustice.org/sites/default/files/2018-11/TT-Social-Justice-Standards-Facilitator-Guide-WEB_0.pdf

The Social Justice Standards are a road map for anti-bias education at every stage of K–12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the Standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable.

- [Critical Practices for Anti-bias Education](#)

Learning for Justice. (n.d.). *Clinical practices for anti-bias*

education. <https://www.learningforjustice.org/professional-development/instruction>

- [Teaching Strategies](#)

Instruction. (n.d.). *Learning for*

Justice. <https://www.learningforjustice.org/professional-development/instruction>

Unlike conventional or scripted lesson plans, these strategies allow you to select and combine vocabulary, reading, and speaking and listening activities, customizing a pathway that supports your instructional goals. Each is Common Core-aligned and includes a note about English language learners and anti-bias education.

MC 22

- [Strategies for Equitable Family Engagement](#)

Jacques, C., Villegas, A., Baldwin, M., Woods, L., Frost, F., & Brice, P.

(2018). *Strategies for Equitable family Engagement*.

Equitable family engagement focuses on meaningful engagement activities and systems between schools and families that do not characterize or treat specific parent groups as deficient in their level of engagement or approach to education (Day, 2013).

- [Equitable Parent-School Collaboration](#)

College of Education. (2024). *Equitable parent-school collaboration*. University of Washington. <https://www.education.uw.edu/epsc/>

Researchers have partnered with schools, families and community organizations in the Road Map Project region of South Seattle and South King County to develop pathways and tools that will foster authentic parent and family engagement.

- [Family Engagement](#)

Family engagement. (n.d.). *Learning for*

Justice. <https://www.learningforjustice.org/professional-development/family-engagement>

Parents and other adult caregivers are important resources and allies for educators as they help students navigate through the schooling process and reinforce classroom lessons and good study habits at home. The National Parent Teacher Association gives five reasons to renew the push to engage parents before, during and after "Bring Your Family to School Week".

- [New Tools for Effective, Equitable Family Engagement](#)

New tools for effective, equitable family engagement. (2018, February 7). WestEd.

Family engagement contributes to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels. Build pathways to college and career readiness for all students, and a critical component of a systems approach to school turnaround.

Discussions Overviews

Week 1: Discussion

Respond to the following questions via a video reflection:

1. Identify a Common Core Standard.
2. Based on the chosen Standard, identify various instructional groupings to best engage and meet the needs of your learners through differentiation practices (consider interest grouping, ability grouping, progress monitoring grouping, think-pair-share, and other instructional groupings).
3. Explain / justify why these chosen instructional groupings will meet the needs of your students and promote engagement during instruction (using what you know about the student's assets and needs / gaps).
4. Describe how your justification aligns with one or more of the learning theories.
5. Make a connection to a personal example or experience. If you do not have a personal experience, you can use the contextual information below to provide an example.

Make sure your video reflection is at least three minutes but no longer than five, and includes all the five talking points above. Respond (via video) to at least two peers meaningfully.

Week 2: Discussion

Read the presented scenario first and then answer the following questions. Discuss the ideas presented by Ms. Patel, Ms. Díaz, and Mr. Yang regarding

between-class and within-class grouping. What are the positives? What are the constraints? Does the age level of children change with their needs?

Week 3: Discussion

Develop a 2–5-minute video or a 1/2-page written reflection of what you learned from the videos. Make sure to state at least two unique formative assessments and two unique summative assessments you would apply in your classroom or future classroom.

- How would you go about developing and implementing these assessments?
- What barriers do you think you may face and how would you overcome those concerns?

Week 4: Discussion. [return](#)

TPE 7.2 C Introduced

Before posting in this discussion, review the Literacy Standards and the California Dyslexia Guidelines located in the [Course Resources - Week 4](#), which will inform you as a teacher practitioner.

It can be puzzling to know where the reading process breaks down. Decoding, comprehension, or retention challenges often occur in children with dyslexia.

- What are the typical strengths and challenges faced by students with dyslexia at different developmental stages?
- What are ten things teachers should know about Dyslexia?
- Describe strategies that work with students with dyslexia.

Course Structure

The course structure in an online course is generally determined by the faculty “Course Author”, who provides the course content, and the “Learning Experience Designer”, who designs and develops the course. The final course is reviewed by the SCOE Director of Curriculum and approved by the Academic Program Director.

Assessments, Points, and Due Dates

Assignment	Assignment Due	Points
Discussion: Meet and Greet	Week 1	N/A
Week 1: Micro-Competencies	Week 1	14

Week 1: Discussion	Week 1	10
Week 1: Assignment 1A - Theory to Practice	Week 1	35
Week 1: Synchronous Session	Week 1	2
Week 2: Micro-Competencies	Week 2	8
Week 2: Discussion	Week 2	10
Week 2: Assignment 2A - Unpacking and Reflecting on TPE 3	Week 2	30
Week 2: Assignment 2B - Meeting Students' Needs	Week 2	30
Week 2: Synchronous Session	Week 2	2
Week 3: Micro-Competencies	Week 2	8
Week 3: Discussion	Week 2	10
Week 3: Assignment 3A - Lesson Plan Rationale	Week 3	25
Week 3: Assignment 3B - Field Experience Module Acknowledgement	Week 3	10
Week 3: Assignment 3C - Field Experience (Report and Reflection)	Week 3	30
Week 3: Synchronous Session	Week 3	2
Week 4: Micro-Competencies	Week 4	14
Week 4: Discussion	Week 4	10
Week 4: Assignment 4A - Instructional Approach: Teaching	Week 4	40
Week 4: Synchronous Session	Week 1-4	2
Total	298	

Rubrics

Rubrics for all assignments are included in the Course itself, and it is recommended that students follow the assignment instructions for easy and expeditious access.

100/1000 Point Grading Grid

Total Points	%	Letter Grade
96-100 960-1000	96-100	A
90-95 900-959	90-95	A-
86-89 860-899	86-89	B+
82-85 820-859	82-85	B
78-81 780-819	78-81	B-
74-77 740-779	74-77	C+
70-73 700-739	70-73	C
66-69 660-699	66-69	C-
62-65 620-659	62-65	D+
59-61 590-619	59-61	D
55-58 550-589	55-58	D-
51-54 510-549	51-54	F

Course Grading Definition and Definition of Grades for Graduate Courses are available in the Course Catalog, under the “Our Programs” tab for policy on Grading, Incompletes, Withdrawal, et cetera, available at: www.nu.edu
Additional Course [Information](#)

This is a content-based course which leads to a variety of practical applications. Students are expected to complete all assigned readings and review all the information contained in the Content Knowledge Modules before entering the Discussion Boards and completing the assignments. If a credential program course, candidates must complete all the assignments to meet all the TPEs aligned with the assignments. Instructors should monitor all student’s assignment postings in the first week to ensure that assignments are being completed and immediately contact those students who have not completed assignments to obtain an explanation and provide or arrange assistance for those who need it.

Micro Competencies

The Content Knowledge Modules provide pertinent, current information and are part of the required activities for each week. Be sure to access all the required portions.

Late Submissions

Students must contact the instructor before the deadline via email if they cannot meet the deadline for an assignment:

Assignments will receive a 2% per day deduction up to and including the 3rd day (6% total), after which the assignment will receive a grade of zero.

Resubmission

Instructors should provide guidance on resubmissions and late submission policies at the course's beginning. Suggest instructors allow one resubmission per assignment, and beyond that, resubmissions are at the instructor's discretion.

Instructor—Student Communication

Students should stay in constant communication with the course instructor, review assignments at the beginning and throughout the course, and ask clarifying questions prior to the assignment's week(s) to minimize point deductions.

University Information

Professional Dispositions and Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include the following: Conflicting opinions among members of a class are to be respected and responded to professionally. Respond to others in the way you want to be addressed.

Standards of Exemplary Practice for Professional Educators.

- Demonstrate the dispositions expected of teacher candidates
- Demonstrate professionalism by being prompt to class and in turning in assignments
- Bring the following skills and attitudes to the class discussions and be

- willing to accept the challenge of reading text and research concerning teaching and learning
- willing to discuss, read and write independently and in small and large groups
- willing to listen with an open mind to the ideas and informed opinions of others
- willingness to express ideas in clear, concise English.

Expectations

Candidates are expected to:

- Show empathy, understanding and being sensitive to the needs, feelings, and perspectives of students.
- Exhibit patience, maintain composure and understanding when students struggle or require additional support.
- Be open-minded, receptive to new ideas, diverse perspectives, and different teaching methods.
- Be reflective, continuously evaluating and reflecting on their teaching practices to improve and adapt.
- Be committed to Lifelong Learning, demonstrating a passion for learning and professional development, staying updated with educational research and practices.
- Maintain an optimistic outlook that can inspire and motivate students.
- Show respect, valuing each student as an individual and fostering a respectful classroom environment.
- Collaborate, with willingness to work with colleagues, parents, and the community to enhance student learning.
- Be flexible to changing circumstances and being open to modifying plans as needed.
- Be competent socially, understanding and appreciating the diverse backgrounds of students and incorporating this understanding into teaching.
- Display integrity, uphold ethical standards and being honest and fair in all interactions.
- Show a passion for teaching, demonstrating enthusiasm for the subject matter and a genuine interest in student success.
- Be supportive, encouraging and supporting students in their academic and personal growth.
- Be responsible, by taking ownership of their role as educators and being accountable for their students' learning.

- Demonstrate communicative skills, actively conveying information and fostering open dialogue with students and parents.

Attendance (online courses)

In general, it is expected that candidates will:

- Complete all assignments specified in the Syllabus, normally by midnight on Sunday of each week.
- Spend just over 11 contact hours per week working in and with fellow students, instructors, and course content such as discussions, simulations, watching videos, etc., (Per the NU Catalog, General Information “Contact Hours)
- Spend approximately 11 non-contact hours of “in class” work in a typical week with at least 22 hours of reading, writing papers, creating presentations, and other homework, etc. (Undergraduate students, per catalog)
- Login to the class at least every two days.
- Check announcements and email.
- Express questions and concerns in the Virtual Office.
- Contact the Help Desk immediately if technological problems prevent access to doing the work required and inform your instructor of unexpected delays.
- Be aware that failure to post responses and submit assignments by the day required may result in receiving no credit for the work.

Online Learning Requirements

National University offers many programs in an online format. In an online course, students will be able to view the syllabus, complete assignments and assessments, engage with varying course materials (videos, interactive presentations, assigned reading), participate in threaded discussions, interact with peers and the instructors, as well as review instructor feedback.

- Students should log in on the first day of class and anticipate checking their online course multiple times per week.
- Students are provided access to online courses beginning on the Sunday before the term begins and through three weeks after the term ends.
- Students should ensure they have a reliable internet connection and a reliable computer to access their course.

Students Will:

- Be provided access to online courses beginning on the Sunday before the term begins through three weeks after the term ends.
- Log in on the first day of class and anticipate checking their online course announcements multiple times per week.
- Ensure they have a reliable internet connection and a reliable computer to access their course.
- Review the syllabus, complete assignments and assessments, engage with varying course materials (videos, interactive presentations, assigned reading),
- Participate in threaded discussions.
- Interact with peers and the instructors, as well as review instructor feedback.

Attendance (onsite classes--review the NU Catalog)

Candidates will additionally:

- Attend the weekly Zoom meetings live and are responsible for reviewing all recordings and materials covered.
- Notify the professor prior to the start of class if a class is missed.
- If the professor does not receive notification of an absence, no credit will be given for the work done for that class session or for an assignment that is due
- Acknowledge that an absence is assessed each time a Candidate is not in attendance during a regularly scheduled class period, whether it is an excused absence.
- Acknowledge that in accordance with National University policy, more than three absences, excused or unexcused, will result in a less than satisfactory grade (NU General Catalog, #86, September 2023)
- This is a credential program course; therefore, candidates must complete all of the assignments to meet all the TPEs aligned with the assignments.

Attendance: (online courses)

- Attendance is mandatory in all University courses.
- The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance.
- The start date of a session is the first Monday of the new course term.
- If the first Monday is a holiday, the start date of the session will be the first Tuesday.

- The term “start date” (whether a Monday or Tuesday) is the start date of the session and not the day students meet for their first class.
- Students are considered officially enrolled in a class at midnight (Pacific time) of the ninth (9th) day of the session.
- All students must be officially enrolled in order to attend class and to receive a grade.
- This means that the course must be added to the student’s schedule prior to the ninth (9th) day of the session.
- It is expected that candidates will:
- Log into the class at least twice a week.
- Notify the professor immediately if technological problems will prevent your attendance in the class.
- Discuss late work with the instructor before missing the due date.
- Acknowledge that failure to post responses and submit assignments by the day required will result in no credit for the work (Please review the Course Calendar.)

Written Assignment Expectations

All assignments are to be:

- Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.
- Submitted in Standard English following APA 7th Edition guidelines, error free in sentence construction, grammar, punctuation, and spelling.
- Completed and or attempted.

Class Drop and Withdrawal Policy

- Students are accepted and enrolled in classes with the understanding they will attend the entire course.
- Students may drop a course prior to midnight Pacific Standard Time (PST) of the ninth (9th) day of the session by emailing their academic advisor at advisor@nu.edu.
- The student is responsible for ensuring that the drop or withdrawal is reflected in their record appropriately by viewing their schedule on the student web portal.

Incomplete Grade

A grade of “I” may only be issued when a student has attended at least two-thirds of the class sessions and is unable to complete the requirements due to uncontrollable and unforeseen circumstances.

- Students must communicate these circumstances (in writing) to the instructor prior to the final day of the course.
- If an instructor decides that an “Incomplete” is warranted, he/she issues a grade of “I” and notates the conditions for removal of the “Incomplete” in the student’s record.
- Students receive notification via e-mail about the assignment of an “Incomplete,” including the conditions for its removal.
- The information remains in place until the “Incomplete” is satisfied or the time limit for removal has passed.
- An “Incomplete” is not issued when the only way the student can make up the work is to attend a major portion of the class the next time it is offered.
- Students must resolve “Incomplete” grades no later than six months after the official course end date or earlier if specified by the instructor.
- The Office of the Registrar sends a courtesy e-mail reminder regarding the “Incomplete” on record when four months have lapsed since the course end date, provided the instructor has not specified a shorter end date.
- An “I” that is not removed within the stipulated time becomes an “F” or a “U” based on the grading criteria of the course.
 - No grade points are assigned.
 - The “F” is calculated in the Grade Point Average.

Grade Reporting (Catalog: Policies and Procedures)

- All grades are reported electronically.
- Students can access their official grades as posted to their record via the student portal on the University’s website.
- Students who need an official printed copy of a grade report can request one through the student portal.
- Grades are not given over the telephone or via e-mail.
- All grades are due from instructors within ten (10) calendar days.
- Grades are only reported for students who are officially enrolled in a class.

- Students should direct questions regarding the accuracy of a grade to their instructor.
-



Course Outline

ITL 608 Design and Process of Teaching

For teaching inspiration, please review, or re-review this short video provided to teachers as they enter the teacher education program:

<https://youtu.be/a6NTnleu59o>

Sanford College of Education Mission Statement

Our mission is to deliver accessible world-class student experiences by providing quality programs and services that ensure student success through meaningful learning.

Mission of the Teacher Education Department

Our mission is to provide innovative, relevant, inclusive educational experiences that prepare educators who inspire change and growth

Course Prerequisites: ITL606

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 have equitable access to the curriculum.

Course Calendar Overview

ITL 608	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points toward Grade
Week 1	Week 1: Discussion			<i>TPE7.8/UP7.8 c Introduce</i>	10

	Micro Competencies			6
	Assignment 1A - Lesson Plan Stage One	Additional resources provided with the Assignment.	TPE 7.2 Introduce	40
	Assignment 1B - Field Experience Rise			10
	Synchronous Session			2
Week 2	Week 2: Discussion formative and summative assessments		TPE 7.10 Introduce & Practice	10
	Micro Competencies MC 5. UDL	Template is provided with Assignment.	TPE 7.2 b Introduce	6
			7.7/U7.7 a Introduce	40
	Assignment 2A Rubric -2B Lesson Plan Stages One and Two Provided with Assignment	Learning Portal link, template provided with Assignment.	TPE 7.2 b Practice & Assess TPE 7.2 a Assess	
			7.8/U7.8 b Introduce	
	Synchronous Session	PPT, video link, & links to external resources provided with Assignment. Three additional assignments		2

			with materials are also provided.	
Week 3	Micro Competencies 9 MTSS/Tiers, Interventions	Rubric Provided with Assignment		14
	Discussion #3		Additional resources provided with the Assignment.	10
	Assignment 3A. Meeting Students' Needs: MTSS/TIERs	Rubric Provided with Assignment	Additional resources provided with the Assignment.	30
	Assignment 3. Field Experience Rise		Additional resources provided with the Assignment.	10
	Assignment 3C. simSchool Field Experience Reflection		Links to many templates, videos, & links to external resources are provided with the Assignment.	20
	Synchronous Session			2
Week 4	Week 4: Discussion			10
	Micro Competencies MC 14 & 15			8

*TPE 7.2 b
Introduce & Assess*

*7.8/U7.8 b
Introduce*

*TPE 7.2 b
Practice & Assess*

*TPE 7.2 a, b
Introduce*

*TPE 7.10
Introduce*

Assignment 4A Unpacking TPE 7 Literacy	Additional resources provided with the Assignment.	7.5/U7.5 f <i>Introduce & Practice</i>	15
Assignment 4B simSchool Field Experience Literacy	Additional resources provided with the Assignment.		200
Assignment 4C LinkedIn Profile			40
Synchronous Session			2
		Total Points	307

Course Learning Outcomes

Upon satisfactory completion of the course, candidates will be able to:

1. Analyze the function of each stage of a cyclical model utilized to prepare learning and teaching that reflects evidence of high expectations and meets the needs of all learners.
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 exceptionalities** and other learning needs) thrive (e.g. socially, emotionally, intellectually, academically, etc.) within (a) an equitable and inclusive learning environment, but also (b) in real-world environments.
3. Implement the instructional plan developed in the planning stage of a cyclical model to guide and monitor student learning and engagement and modify instruction in real time.
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.
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.) needed to apply in future planning and teaching for all learners, including the full range of English learners as well as students with exceptionalities and other learning needs.

Summary of Outcomes, Themes, Assignments, and Grading Criteria



GAIIT Icons Key

- G:1 Ai Full Inclusion
- G:2 Ai Collaborate
- G:3 Limited Ai
- G:4 Basic Ai
- G:5 No Ai

The Generative Ai Inclusion Threshold Framework (GAIIT)

<https://thegaiitframework.org/>

[The GAIIT Framework – A Methodology For Managing Ai with Academic Endeavors](#)

Week 1

Course Learning Objectives




- CLO1: 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.
- CLO2: 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 exceptionalities and other learning needs) thrive (e.g. socially, emotionally, intellectually, academically, etc.) within (a) an equitable and inclusive learning environment, but also (b) in real-world environments.

Weekly Learning Objectives

1. Analyze the function of Stage One of the Lesson Plan. (CLO 1)
2. Identify and analyze assets, strengths, and supports for at-risk learners, including learners identified with EL, IEP, or 504 needs. (CLO 1, 2)
3. Compare and contrast the Teacher, Learner, and Target elements found in the Lesson Plan. (CLO 1)

Assignments

GAIIT Number	Assignment Title
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	Week 1: Discussion
	Week 1: Assignment 1A - Lesson Plan Stage One
	Week 1: Assignment 1B - Field Experience Rise

The Generative Ai Inclusion Threshold Framework (GAiIT)

<https://thegaiitframework.org/>

[The GAiIT Framework – A Methodology For Managing Ai with Academic Endeavors](#)

Week 2


Course Learning Objectives


- CLO1: Analyze the function of each stage of a cyclical model utilized to prepare learning and teaching that reflects evidence of high expectations and meets the needs of all learners.
- CLO2: 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 exceptionalities and other learning needs) thrive (e.g. socially, emotionally, intellectually, academically, etc.) within (a) an equitable and inclusive learning environment, but also (b) in real-world environments.
- CLO3: Implement the instructional plan developed in the planning stage of a cyclical model to guide and monitor student learning and engagement, and modify instruction in real time.
- CLO4: 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.

Weekly Learning Objectives

1. By unpacking a standard, determine how Universal Design for Learning Principles are used to differentiate and provide access to learners. (CLO 1, 2)
2. Classify and explain how formative and summative assessments are used to determine if objectives are met and instruction is effective. (CLO 2, 3, 4)
3. Identify and compare multiple sources of ELL/ELD data to identify assets and areas for instructional planning. (CLO 2, 4)

Assignments

GAiIT Number	Assignment Title
	Week 2: Discussion

	Week 2: Assignment 2A and 2B - Lesson Plan Stages One and Two
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The Generative Ai Inclusion Threshold Framework (GAiIT)

<https://thegaiitframework.org/>

[The GAiIT Framework – A Methodology For Managing Ai with Academic Endeavors](#)

Week 3


Course Learning Objectives




- CLO2: **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 exceptionalities and other learning needs) thrive (e.g. socially, emotionally, intellectually, academically, etc.) within (a) an equitable and inclusive learning environment, but also (b) in real-world environments.**
- CLO3: Implement the instructional plan developed in the planning stage of a cyclical model to guide and monitor student learning and engagement, and modify instruction in real time.
- CLO4: 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.
- CLO5: 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.) needed to apply in future planning and teaching for all learners, including the full range of English learners as well as students with exceptionalities and other learning needs.

Weekly Learning Objectives

1. Within a Common Core content standard, apply strategies that guide, monitor, and provide interventions for students. (CLO 3, 4)
2. Analyze how learning software can accommodate diverse users and reinforce learning. (CLO 5)
3. Apply SEL strategies to design an instructional plan to motivate and engage students. (CLO 3)
4. Analyze and apply inclusive practices that support an equitable classroom and inclusive learning environment. (CLO 2)

Assignments

GAiIT Number	Assignment Title
	Week 3: Discussion

	Week 3: Assignment 3A. Meeting Students' Needs
	Week 3: Assignment 3B. Field Experience Rise
	Week 3: Assignment 3C. simSchool Field Experience Reflection

The Generative Ai Inclusion Threshold Framework (GAiIT)

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Week 4





Course Learning Objectives

- CLO1: 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.
- CLO2: **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 exceptionalities and other learning needs) thrive (e.g. socially, emotionally, intellectually, academically, etc.) within (a) an equitable and inclusive learning environment, but also (b) in real-world environments.**
- CLO3: Implement the instructional plan developed in the planning stage of a cyclical model to guide and monitor student learning and engagement, and modify instruction in real time.
- CLO4: 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.
- CLO5: 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.) needed to apply in future planning and teaching for all learners, including the full range of English learners as well as students with exceptionalities and other learning needs.

Weekly Learning Objectives

1. **Synthesize and recommend adaptations, modifications, accommodations, and assistive technologies to facilitate learning.** (CLO 1-5)
2. Classify forms of evidence demonstrated during and after instruction. (CLO 3, 4)
3. Apply peer feedback to improve instruction and appraise student work. (CLO 4)

Assignments

GAIIT Number	Assignment Title
	Week 4: Discussion
	Assignment 4A - Unpacking TPE 7 Literacy
	Week 4: Assignment 4B - simSchool Field Experience Literacy
	Week 4: Assignment 4C - LinkedIn Profile

The Generative Ai Inclusion Threshold Framework (GAIIT)

<https://thegaiitframework.org/>

[The GAIIT Framework – A Methodology For Managing Ai with Academic Endeavors](#)

Assignments Overviews and Detailed Descriptions (by Week)

Week 1

Micro Competencies [Return](#)

MC 1 Areas of Focus:

- Lesson Plan - Definitions of Stages
- Lesson Plan - Visual of Stages
- CalTPA Performance Assess Guide Steps 1 to 4

MC 2 Areas of Focus:

- Asset-Based Pedagogies
- An Asset-Based Approach to Education: What It Is and Why It Matters
- Definition of Asset
- **Approaching Marginalized Populations from an Asset Rather Than a Deficit Model of Education**

MC 3 Areas of Focus: Read the assigned resources, and complete the modules with the quizzes:

- **Accommodations and Modifications for Students with Disabilities**
- **School Accommodation Ideas for Students who Receive Section 504 or Special Education Services**
- Academic Accommodations for Students with **Learning Disabilities**

Week 1 Discussion#1 [Return](#)

7.8/U7.8 c. Introduced

Background

Before responding to the discussion post, read Responding thoughtfully as your discussion rubric will contain many of the article's suggestions in the programs expectations of how you interact with classmates in a discussion forum.

Select this link to read, [Responding Thoughtfully](#).

Instructions

Start by reviewing these resources, as they will help you develop supports:

- [Using Technology to Support Diverse Learning Needs \(At-Risk Learners\)](#)
- [Supporting Students Through a Response to Intervention](#)

- [Differentiated Instruction for Diverse Learners](#)
- [Using Sentence Frames for EL Learners](#)

Then review and analyze the content in the following links and provide a **video response of at least 2-3 supports that can be used to help at-risk learners, including students who are EL or have a 504 or IEP**. Also, answer the following questions in your video reflection:

- What support could you use to help EL learners?
- What support can be implemented for students with a 504 or IEP?
- In the case of a young English language learner: what would be the evidence-based strategies or interventions to teach letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills?

To make your video, you can choose to use Kaltura (instructions provided below), or any other recording device/software you prefer (your phone, laptop, etc). You will just need to provide a link, attach, or embed your video.

- [Using Kaltura Media](#) -- Scroll to the "Kaltura Media" section for additional resources on making a video.

Replies

Respond to two classmates' reflective videos by responding in writing or a video. Please try to choose classmates' posts that have not been responded to yet.

Grading

This discussion is worth 10 points.

Week 1: Assignment 1A. Lesson Plan Stage One [Return](#)

TPE 7.2 Introduced

Overview: Read the PDFs below to familiarize yourself with the NU Lesson Plan. This week will be a gentle introduction to the Lesson Plan, and you will be provided with examples to get a sense of what a completed Lesson Plan looks like.

This week, you will work on Stage One of your Lesson Plan; complete all the sections in the template. You completed a lesson plan in ITL606, but for this assignment, we would like you to choose a new topic for the grade level you would like to teach.

Before Starting

Review the three Lesson Plan documents in Brightspace that define the Stages and Elements of the lesson plan and provide a visual of the entire lesson plan.

Instructions

This week, you will work on Stage One of your Lesson Plan; complete all the sections below. You completed a lesson plan in ITL606, but for this assignment, we would like you to choose a new topic for the grade level you would like to teach.

Title of Lesson:

Grade Level:

Identify your Lesson Standard(s)

CA Content Standard(s)	List the Standard(s)
ELD Standard	List English Learning Development Standard(s)

Unpacking the Standard

Before beginning this section, please navigate to [this video](#) that describes how to unpack Common Core Standards.

Academic Knowledge	What do students have to know coming into your lesson? Think in terms of instructional academic language and vocabulary. What are the student's assets and learning needs?
Higher Order Thinking /Concepts	The content we want students to learn, evaluate, and apply.
Skills	What skills do you want students to master?
Activities with an emphasis on Higher Order	List both teacher actions (TA) and student actions (SA) for each skill Skill: TA: SA:

UDL	<p>Multiple options for engagement is essential.</p> <p>What UDL strategies are used to provide for an inclusive learning Environment?</p>
-----	--

Goals: Learning Objectives

Learning Goal	<p>Definition: A learning goal is a broad, overarching statement about what learners are expected to achieve in a course, program, or learning experience. It focuses on the general outcome rather than specific actions.</p> <p>Grade-level appropriate content-specific learning goal(s) what students will be able to accomplish at the end of the lesson</p>
<p>Learning goal Components:</p> <p>Performance Condition Criterion</p>	<p>Describe what students will know and be able to do the end of the lesson by using a given strategy.</p> <p>Decide on your instructional strategy to list below.</p> <p>Complete the following steps below to put together your learning goal.</p>

Strategy	Identify the instructional strategy:
<u>Performance</u> Verb	List the verbs using Blooms or DOK:
<u>Condition</u> 1.Support with Tools and Resources 2. Environment	Describe the circumstances under which the performance takes place:
<u>Criterion</u> How will you measure student learning?	Describe what the criterion is:

Write a Learning Goal	
Go back to TPE's 2.2 Choose an element Of evidence that you can use in your lesson plan	.
Social and Emotional Learning Strategies	.
Student Misconceptions	
UDL	

Week 1: Assignment 1B. Field Experience Rise

Overview: In this course, you will participate in an exciting Field Experience module. While you won't get fully started until Week Three, this week briefly introduces the module's content. You will understand the module's scope and your deliverables and begin thinking about how you will engage with the experience.

Week 1 Resources

Compare the four stages of the NU Lesson Plan with a Curriculum Teacher Manual Lesson Plan.

Please select any of the resources below:

Presentation

- [Designing Instruction for Today's Learners](#)
- [The Debate of Literacy Approaches: Science of Reading vs. Balanced Literacy](#)

Article/Video

- [Common Core English Language Arts: Grade 5 \(Visalia USD\)](#)

Identify assets and strength-based characteristics of students.

Articles

- [Honoring Student Experience \(Teaching Tolerance\)](#)
- [Focus on Student Assets. Not Deficits \(The Reflective Principal\)](#)
- [Five Ways to Build an Asset-Based Mindset in Education Partnerships \(Education Week\)](#)

Video

- [You Roc! with Asset-Based Thinking: Kathy Cramer \(TEDxYouth\)](#)

Analyze the assets and supports of a students IEP or 504.

Please select any of the resources below:

Podcast

- [Special Education Expert: Gail Lancaster](#)

Template

- [Special Needs](#)

Analyze the assets and supports of a student who has social emotional learning needs.

Please select any of the resources below:

Articles

- [How Learning Happens: Supporting Student's Social, Emotional, and Academic Development](#)
- [5 Things You Should Read About Asset-Based Teaching](#)
- [4 Sentences Educators Must Stop Saying About Students \(Corwin\)](#)

- [Social-Emotional Development Domain: Infant/Toddler Learning & Development \(CPE\) _](#)

Week 2

Micro Competencies:

[\(Return\)](#)

TPE 7.2 b Introduce

Instructions: Read the assigned resources for week two and complete each module and quiz.

MC 4 Areas of Focus:

- Powerful Teaching
- **Accommodations and Modifications for English Language Learners**
- **Academic Interventions: Tier II Supplemental Academic Instruction**

MC 5 Areas of Focus:

- **The UDL Guidelines**
- **UDL: Principles and Practice**
- **Universal Design for Learning — Improved access for all**

MC 6 Areas of Focus:

- Moving from Content Standards to Student-Friendly Learning Targets
- Unpack CCSS ELA (Matthew Bamberg/National University)
- How to Unpack Physical Education Standards (Patricia Dickenson/National University)
-

Week 2 Discussion #2. [Return](#)

TPE 7.2 Introduced & Practices

Instructions

Differentiate between formative and summative assessments and give examples of how each might be used in your own expected teaching situation.

- What are some issues that could affect the reliability of classroom assessment?

- What are some issues that could affect the validity of an assessment?
- What are some examples of bias that you have experienced in assessment situations?

Replies

Respond to at least two classmates. Please try to choose classmates' posts that have not been responded to yet.

Grading

This discussion is worth 10 points.

Week 2: Assignment 2A & 2B Lesson Plan Stages One and Two. [RETURN](#)

7.7/U7.7 a Introduce

TPE 7.2 a & b. Practice & Assess

7.8/U7.8 b Introduce

Overview: In this assignment, you will finish and submit a Lesson Plan addressing Stages One and Two. To complete this assignment, you will use content from Assignment 1A. While you can integrate your previous work into this assignment, please be aware that you will also be completing part two of Stage Two for the first time.

Instructions

This week, you will complete Stage Two of the Lesson Plan. Copy and paste your stage one content for your lesson plan that you completed last week. Then scroll down to Stage 2 – Instructional Approach: Teaching and complete all those sections Including the section for the Resources: Week 2

Assignment 2a: Stage One: Planning Your Instruction

Title of Lesson:

Grade Level:

Identify your Lesson Standard(s)

CA Content Standard(s)	List the Standard(s)
ELD Standard	List English Learning Development Standard(s)

Unpacking the Standard

Before beginning this section, please navigate to [this video](#) that describes how to unpack Common Core Standards.

Academic Knowledge	What do students have to know coming into your lesson? Think in terms of instructional academic language and vocabulary. What are the student's assets and learning needs?
Higher Order Thinking /Concepts	The content we want students to learn, evaluate, and apply.
Skills	What skills do you want students to master?
Activities with an emphasis on Higher Order	List both teacher actions (TA) and student actions (SA) for each skill Skill: TA: SA:
UDL	Multiple options for engagement is essential. What UDL strategies are used to provide for an inclusive learning Environment?

Goals: Learning Objectives

<p>Learning Goal</p>	<p>Definition: A learning goal is a broad, overarching statement about what learners are expected to achieve in a course, program, or learning experience. It focuses on the general outcome rather than specific actions.</p> <p>Grade-level appropriate content-specific learning goal(s) what students will be able to accomplish at the end of the lesson</p>
<p>Learning goal Components: Performance Condition Criterion</p>	<p>Describe what students will know and be able to do the end of the lesson by using a given strategy.</p> <p>Decide on your instructional strategy to list below.</p> <p>Complete the following steps below to put together your learning goal.</p>
<p>Strategy</p>	<p>Identify the instructional strategy:</p>
<p><u>Performance</u> Verb</p>	<p>List the verbs using Blooms or DOK:</p>

<p><u>Condition</u></p> <p>1.Support with Tools and Resources</p> <p>2. Environment</p>	<p>Describe the circumstances under which the performance takes place:</p>
<p><u>Criterion</u></p> <p>How will you measure student learning?</p>	<p>Describe what the criterion is:</p>
<p>Write a Learning Goal</p>	
<p>Go back to TPE's 2.2 Choose an element Of evidence that you can use in your lesson plan</p>	

Social and Emotional Learning Strategies	.
Student Misconceptions	
UDL	

Assignment 2B- Stage Two – Instructional Approach: Teaching

Getting to Know Your Students

TPE 7.2 b Practiced

Write a Description of the Students' Assets and Learning Needs for the Focus Student you chose in assignment 2 B.

Academic Language related to the specific content you plan to teach	Describe what skills students already have coming into this lesson – what are they already able to do?
English language proficiency	List students and their ELPAC levels:

levels (Standard English learners and English learners	
Cultural and linguistic resources and funds of knowledge (i.e., <i>knowledge and skills derived from cultural experience</i>)	<p>Cultural resources and funds of knowledge:</p> <p>Linguistic resources and funds of knowledge:</p>
Academic knowledge and interests related to the content	How might you incorporate or build on their experiences and interests as assets to this lesson:
Lesson management structure	What behavioral expectations will you model and expect?

Content of the Lesson

What do you expect students to deeply understand about	
--	--

the lesson? What do you expect students to retain after the lesson and use in future learning?	
What misunderstandings or misconceptions do you expect students might have from the lesson?	
What knowledge and skills do you expect students to have after engaging in the lesson?	

Assessment / Checking for Understanding

What essential questions will you ask to determine if students are not meeting, meeting, or exceeding the learning goal(s) of the lesson?	
What will students do to	

demonstrate achievement of content during the lesson? Identify the UDL Principle Guidelines incorporated.	
How will you know students understand the content? What evidence will you collect? Identify the UDL Principle Guidelines incorporated.	

Structured Student Learning Activities

What activities will the students be involved in during the lesson to support their achievement of the learning goal(s)? Identify the UDL Principle Guidelines incorporated.	
How will you group students and manage group work to support student learning? Identify the UDL Principle Guidelines incorporated.	

Instruction to Support Learning

What instructional strategies will support student learning through multiple modalities? How will you use gradual release? Identify the UDL Guidelines Principle incorporated into the lesson.	
What resources, materials, and/or educational technology will you or your students use during the lesson?	Return 7.8/U7.8 b Introduce
What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual student learning needs beyond the UDL supports built into the lesson?	Include: adaptations and accommodations in your lesson to create an environment that fosters students' oral and written language development, including discipline-specific academic language. 7.7/U7.7. a. Introduced

Adapted from: CalTPA Performance Assessment Guide Instructional Cycle 1 Multiple Subject Learning About Students and Planning Instruction
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ITL 608 RUBRIC

Assignment 2A -2B Lesson Plan Stages One and Two

Assessed TPE 7.2 a Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning.

Assessed TPE 7.2b:

Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention)

Deliverables

#1 Finish and submit a Lesson Plan addressing Stages One and Two. Use content from Assignment 1A. While you can integrate your previous work into this assignment, please be aware that you will also be completing part two of Stage Two for the first time. Copy and paste your stage one content for your lesson plan that you completed last week. Then scroll down to Stage 2 – Instructional Approach: Teaching and complete all those sections including the section for the Resources: Week 2

#2 Complete template: Assignment 2a: Stage One: Planning Your Instruction.

#3 Complete the Template for Assignment 2B- Stage Two – Instructional Approach: Teaching: Write a Description of the Students' Assets and Learning Needs for the Focus Student you chose in Assignment 2 B

#4 Align TPE 7.2 A and TPE 7.2B to the templates

Criteria	Proficient 40 points)	Acceptable 30 points)	Developing 20points)	Emerging 10points)	Not Acceptable 5 points)
Lesson Plan addressing Stages One and Two in alignment with TPE 7.A & TPE 7.2 B	Stages One and Two are thoroughly completed. Instructional planning strongly aligns with UDL and MTSS, clearly showing Tiered supports and differentiated instruction.	Stages One and Two are mostly complete. Includes references to UDL and MTSS, with generally appropriate supports.	Partial completion of Stages One and Two. Limited application of UDL and MTSS strategies.	Major gaps in instructional planning. Minimal or unclear reference to UDL or MTSS.	Stages One and Two are incomplete or missing. No evidence of UDL or MTSS application.
	10	8	6	4	2
Completion of Templates – Stage One & Stage Two	Both templates (Stage One & Stage Two) are completed in full with clear, specific details. All required sections are addressed.	Templates are mostly complete with minor omissions or general responses.	Several required sections are incomplete or vague.	Limited completion of required templates; responses lack depth or specificity.	Templates are incomplete or missing.
	10	8	6	4	2
Description of Student Assets and Learning Needs (Focus	Detailed, insightful description of the focus student's academic,	Adequate description of the focus student with some reference to	General or surface-level description with limited	Minimal or vague description; lacks clarity on student needs.	Focus student section is incomplete or not submitted.

Student – Assignment 2B)	linguistic, cultural, and socio-emotional assets and needs. Integrates UDL and MTSS supports.	differentiated supports.	personalization or use of data.		
	10	8	6	4	2
Overall Quality and Alignment to TPEs 7.2a & 7.2b	Submission is clear, coherent, professionally written, and fully aligned to TPE 7.2a (UDL) and TPE 7.2b (MTSS). Demonstrates strong instructional planning	Submission is mostly clear and aligned to both TPEs with minor issues.	Organization or clarity issues present. TPE alignment is weak or inconsistent.	Submission lacks clarity or structure. Little evidence of thoughtful TPE integration.	Disorganized or incomplete; fails to demonstrate understanding of TPE 7.2a or 7.2b.
	10	8	6	4	2
TOTAL	40	32	24	16	8

Week 2 Resources and Activities for Assignment Assignment 2A:

Analyze the assets and supports of an ELD (include the LPAC or CELDT level and criteria). Please select any of the resources below:

Website/Articles

- [Dual Language Learners: Screening and Assessing Young Children](#)
- [Empowering English Learners as Assets \(Language Magazine\)](#)
- [Response: ELL Student' Home Language Is an Asset, Not a 'Barrier' \(Ed Week\)](#)
- [Celebrating our Students' Assets and Intentionally Targeting their Needs](#)
- [A Framework of Educator Mindsets and Consequences \(USC\)](#)
- [English Language Learners: Shifting to an Asset-Based Paradigm \(VUE\)](#)

Distinguish which of the 6 elements found in the NU Lesson Plan is appropriate.

Please select any of the resources below:

Article

- [Addressing the Variability of Learners in Common Core-Aligned Assessments: Policies, Practices, and UDL](#)

Videos

- [Unpacking the Learning Map](#)
- [Designing Instruction for Today's Learners](#)

Determine how Universal Design for Learning Principles and Checkpoints are used to differentiate and provide access to learning for all learners.

Please select any of the resources below:

Articles

- [Universal Design for Learning: Meeting the Needs of All Students \(Reading Rockets\)](#)
- [UDL Guideline Crosswalk \(Sanger Learns\)](#)
- [Universal Design for Learning \(USL\): What You Need to Know \(Understood\)](#)
- [Universal Design for Learning - Improved Access for All \(Great! Schools\)](#)

Website

- [UDL Guidelines \(CAST\)](#)

Videos

- [UDL: Principles and Practice](#)
- [Implementing UDL \(National Center on UDL\)](#)
- [UDL Guidelines in Practice: Grade 5 Language Arts \(National Center on UDL\)](#)
- [UDL Guidelines in Practice: Grade 6 Science \(National Center on UDL\)](#)
- [Creating the Dream UDL Classroom \(Reading Rockets\)](#)

Unpacking a standard, identify a skill to teach and assess and then identify a UDL strategy.

Please select any of the resources below:

Template

- [UDL Daily Checklist](#)

Video

- [How to Unpack Physical Education Standards \(Patricia Dickenson/National University\)](#)

Week 3

Micro Competencies. [\(Return\)](#)

TPE 7.2 b Introduced, Assessed

The Micro Competencies are assessed with quizzes

MC 7 Areas of Focus:

- Assessment FOR Learning vs. Assessment OF Learning
- Assessments for edTPA
- Overview of Instructional Cycle 1

MC 8 Areas of Focus:

- Formative and Summative Assessment in a Hybrid Classroom
- How Teachers Use Student Data to Improve Instruction
- What Are Formative and Summative Assessments?

MC 9 Areas of Focus: Read the assigned resources for week three and complete each module and quizzes

- What is Instructional Intervention?
- MTSS Tiers & MTSS Interventions 101
- Academic Success for All Students: A Multi-Tiered Approach

MC 10 Areas of Focus:

- What Are Formative Assessments and Why Should We Use Them?
- 7 Smart, Fast Ways to Do Formative Assessment
- Formative Assessment in the Classroom (AITSL)

MC 11 Areas of Focus:

- Strategies for Helping Students Motivate Themselves
- Nurturing Intrinsic Motivation in Students
- Cultivating Intrinsic Motivation and Creativity in the Classroom

MC 12 Areas of Focus:

- Higher Order Thinking: Bloom's Taxonomy
- Higher-order Questions
- Levels of Questions in Bloom's Taxonomy

MC 13 Areas of Focus:

- Discussion Strategies for the Inclusion of ALL Students
- The Big List of Class Discussion Strategies
- 10 Things You Can Do to Make Your Class Socially Inclusive

Week 3 Discussion #3 [Return](#)

7.8/U7.8 b Introduced

Background

Differentiation is excellent for ALL students, but especially beneficial to meet the needs of special needs students. Some students who may benefit include advanced/gifted, ADHD, ESL, learning support, students with autism and more. You also probably have a few “in the middle” students. How do you meet the needs of such diverse learners? How do you differentiate for those students that are not “in the middle?” The **following technology tools** provide a few options for you to consider.

Examine these two software tools:

- Skoobo -- Offers help with reading and math support through the gamification of math and reading exercises. There are 28 languages in Skoobo. Started in Australia. You can share it with families; it sends reports once a week.
- Noredink -- RedInk simplifies the process of building strong writers and critical thinkers in **Grades 3–12. Our platform equips teachers to deliver high-quality writing instruction** by helping them engage students through writing cycles that incorporate modeling, scaffolding, practice, and feedback.

Instructions

Create a prompt that can mimic what these services provide.

What are the performance differences? Is it worth investing energy into it, given that they could disappear? Take, for instance, Flipgrid. Originally launched in 2014 as Flipgrid, the platform was developed to facilitate video-based discussions in educational settings. In early 2024, Microsoft announced the retirement of the standalone Flip website and mobile apps. As of September 30, 2024, these platforms were officially discontinued, and users could no longer access their content.

Let us ask about the bigger picture? Can the data be transported outside the system? Can AI provide similar results? Share your findings.

Use this resource to assist you in citing your AI: Artificial Intelligence and Scholarly Research: Citations and Plagiarism

Replies

Respond to at least two classmates. Please try to choose classmates' posts that have not been responded to yet.

Grading

This discussion is worth 10 points.

Week 3: Assignment 3A. Meeting Students' Needs. [Return](#)

TPE 7.2 b Practiced, & Assessed

Overview: Supporting the whole child is the goal of Meeting Students' Needs. This section explores strategies that integrate **SEL into Multi-Tiered Systems of Support**. SEL and Multi-Tiered Systems of Support complement each other as teachers strive to create a safe and productive learning environment for immediate and future learning experiences. Explore these topics to discover valuable practices that impact a child's relationship with peers and teachers.

Introduction

Supporting the whole child is the goal of Meeting Students' Needs. This section explores strategies that integrate SEL into Multi-Tiered Systems of Support. SEL and Multi-Tiered Systems of Support complement each other as teachers strive to create a safe and productive learning environment for immediate and future learning experiences. Explore these topics to discover valuable practices that impact a child's relationship with peers and teachers.

Differentiation

Intern teachers, what SEL strategies are you currently implementing? Student teachers, where do you want to begin with a strategy to support Positive Behavior Supports in your classroom?

Considerations

Through your studies, how can you reflect on bringing the whole child into classroom learning experiences? How will you create a safe, nurturing, and empowering environment for each child that enters your room?

SEL and MTSS (PBIS+RtI)

Introduction: Watch the video [How to Embed Social-Emotional Learning into MTSS](#).

List 3 steps for incorporating SEL into a tiered support system you heard.

(Add your answer in this box.)

In Action: What are the core ideas presented in each of the three video clips in this section?

[Social-Emotional Learning, Explained](#).

(Add your answer in this box.)

In Action: Although the goal of teaching is to establish an environment in which children can learn, students often engage in behavior that distracts them and others from that task.

[Interventions for classroom disruption - YouTube](#)

(Add your answer in this box.)

Act on It: Set an attainable goal for yourself that articulates your vision for building a classroom where students are the center of focus.

(Add your answer in this box.)

Emotional Regulation

Introduction: Watch the video [SEL - Emotional Regulation](#).

The American Psychological Association (APA) defines emotional regulation as, “the ability of an individual to modulate an emotion or set of emotions” (2018). After participating in an exercise identifying emotions, what three techniques do the children practice to help calm their emotions?

(Add your answer in this box.)

In Action: Take notes on the four videos: Teaching self-regulation by modeling, demonstrating self-regulation with voice, building emotional literacy with preschool, and strong self-regulation skills. Identify four strategies you might use with the children you are teaching or with children at the same level you plan to teach.

- [Teaching Self-Regulation by Modeling](#)
- [Building Emotional Literacy in Preschoolers](#)
- [Self-Regulation Skills: Why are they fundamental?](#)

(Add your answer in this box.)

Sensory Integration

Introduction: Take notes on each of the three videos:

- [ADHD Classroom Strategies](#)
- [Calm Down Centers: Creating a Safe Classroom Environment for Your Students](#)
- [Flexible Classrooms: Providing the Learning Environment That Kids Need](#)

Read the introduction on sensory:

“Smell is a potent wizard that transports you across thousands of miles and all the years you have lived. The odors of fruits waft me to my southern home, to my childhood frolics in the peach orchard. Other odors, instantaneous and fleeting, cause my heart to dilate joyously or contract with remembered grief. Even as I think of smells, my nose is full of scents that start awake sweet memories of summers gone and ripening fields far away” (Hellen Keller).

“Our bodies have five senses: touch, smell, taste, sight, and hearing. But not to be overlooked are the senses of our souls: intuition, peace, foresight, trust, empathy. The differences between people lie in their use of these senses; most people don’t know anything about the inner senses, while a few people rely on them just as they rely on their physical senses, and

probably even more” (C. JoyBell C.).

Our senses collect information from the external environment: visual, olfactory, or aural information. And we collect information from our internal environment, such as having a sensation of hunger. This information is encoded and sent to the brain. Collectively, this is called sensation. Further, the encoded information is processed by the brain, which gives the information a certain meaning (e.g., seeing green growth on the food may mean the food is spoiled). This is called perception. Next, the brain decides the appropriate response to the information received and processed. This response is executed by the muscles in our body.

As described, our interaction with the environment has multiple links. A person can display a Sensory Processing Disorder when one of these links does not function properly. A person can have impaired sensory receptors, a disorganized brain, or muscle problems, and each of these can cause a disturbance in the processing of the information, or yield an inadequate response. According to Kranowitz and Miller (2006), Sensory Processing Disorder (SPD) is, “the inability to use information received through the senses in order to function smoothly in daily life” (p. 9).

SPD comes in many forms, but three of the most encountered types are: In the first, Sensory Over-responsivity, a person can perceive a normally intense stimulus to be excessive and become defensive. For example, children might cover their ears to muffle the sound of a fan, or some children might not like being touched, because they perceive a hug as literally painful. In the second, Sensory Under-responsivity, a person needs a more intense stimulus to respond. Children experiencing this SPD may fail to respond to pain, miss their name being called, or exhibit a high preference for sedentary activities. And third, a Sensory Seeking individual may demonstrate an excessive or insatiable desire for sensory experiences. These children might touch or taste objects and people or jump and run all the time. To remedy such sensory-modulation disorders, the teacher should observe individual behaviors, take data, understand if there is a pattern of certain behaviors, and implement a series of sensory-motor interventions that make up a “sensory diet” (a series of tailored interventions) for that student.

To teach self-regulation, a teacher may explain to the student that our body runs like an engine: sometimes on high fuel level, and sometimes on low fuel. By asking a child, “How does your engine run,” and asking the child to show, for example, if s/he runs on “high” (red), on “just right” (green), or “low” (blue or yellow), the educator teaches the child to recognize his/her own state of alert or energy. To teach self-management, the educator may provide an array (2 or 3) of activities appropriate for that level of alertness, for the type of sensory modulation the child is displaying, and for the learning context. For example, if, in the morning, the child currently runs on low energy and math is the next period, but he is an over-responsive type. The teacher may provide a physical activity that involves individual movement. This activity might include chair or wall push-ups or using headphones to listen to uplifting music where the volume can be adjusted.

Each student is different and responds differently to their environment. Having a high number of students in a classroom can make it challenging to meet everyone’s needs at all times. However, if teachers have a “calm station” (also called peace corner, calming corner, etc.), and a “happy station” (also called an activity corner or movement corner), then students can take turns to balance their energy throughout the day. The teachers also need to offer students

a way to access these stations in a socially acceptable manner (by using words or [Picture Exchange Communication System](#) cards), before a behavior escalates into a problem. Time spent in these stations can also be used as reinforcement for good work. Each station can have a series of sensory-motor activities available that help students balance their energy.

How does your engine run in the morning, in the afternoon, in the evening?

(Add your answer in this box.)

Snapshot: Read the in-class case study. After viewing the videos, reading the case study, and graphics, think about what sensory strategies you have experienced to support different types of learning. Were they for a physical activity or a cognitive activity?

By Paula Marez

When children experience sensory dysregulation, their bodies and brains are not ready for learning. Building sensory integration into your daily school routines is a fun and easy way to optimize those growing brains before beginning academic work. For example, large motor motions that include “crossing the midline” are a great activity right before any handwriting activity. To meet this need in my classroom, we have students do what I call “X Squats” — squat down, stand up and cross right arm over your body. Then repeat the squat, by standing up and crossing left arm over your body.

However, planning for sensory integration does not always have to be a movement-based activity! Sensory engagement strategies that my students enjoy while seated at their desk include shaving cream drawing (calming, great way to practice writing for young students), blowing a feather across the desk to a friend (deep breathing practice), and using a “smells box” to stimulate their olfactory system. The Smells Box is a student favorite, and it is a neat trick for encouraging students to take slow inhalations through the nose. I use cleaned-out medicine bottles with their labels removed, and I insert a cotton ball with a simple essential oil on it. Single scents work best. I use scents they can readily identify such as orange, peppermint, coffee, strawberry, and pine.



(Add your answer in this box.)

Plan It! What sensory strategies can you adapt to your school / school environment to support your students? Share how you will implement two of the suggestions

(Add your answer in this box.)

Act on It: Think about the intentional strategies listed in “Plan It”. List three strategies that are appropriate for your grade level and subject area.

(Add your answer in this box.)

Your Action Plan

Now you will write your own next steps! Think about your answers to the previous questions posed in the “Think About It” section. Identify strategies you might use in your own classroom and develop a plan of action using the provided downloadable form. Add to Your Personal Action Plan by starting to build the following matrix:

School-wide or classroom-wide expectation with behavioral definition	Tier 1 Support I (teacher) provide to ALL students	Tier 2 Support I (teacher) provide to SOME students	Tier 3 Support I (teacher) provide to a FEW students
On task – Students will use time efficiently, and finish what is asked of them.	Verbally remind all students to return to actively working on their project	Verbally, and/or gesturally, assist the students with hints or questions, so that they	I will model to students one (or two) solutions that will help them

School-wide or classroom-wide expectation with behavioral definition	Tier 1 Support I (teacher) provide to ALL students	Tier 2 Support I (teacher) provide to SOME students	Tier 3 Support I (teacher) provide to a FEW students
	Provide a 3-minute warning prior to the end time for the project Provide positive reinforcement (Add yours)	can finish a project if they seem frustrated or stuck. Ask the student who seems to have a difficult time to pair up with someone else who finished working on their project (buddy system). Encourage achievements, and provide constructive non-judgmental feedback. (Add yours)	proceed with their project. I will work hand-over-hand with students who cannot perform a particular step of the project. (Add yours)
Practice Positivity: - Listen to others. - Support others (opposed to bullying). - Train support staff to support students with social (and academic, where appropriate) issues. - Add more to conform to your school's definition.	-	-	-
(Add another expectation)	-	-	-
(Add another expectation)			

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Intentional Strategies

These are but a few examples of strategies that any teacher can use in their classroom:

1. [Calm-down bottles](#): Students can shake the bottles to see the items move; they can also take a magnet to make the paper clips move around in the bottle.

2. [Colorful pom-pom drop](#): Students use tongs to color sort pom poms into matching color tubes. The pom poms fall through the bottom, but this is a great hand-eye coordination skill.
3. [Pipes and water station](#): Students will be able to play in the water with miscellaneous items. They can dump water at the top of the pipe system to watch and listen to it move through the pipes.
4. [Pre-Writing Squishy Bag](#): Students will be able to draw different shapes and even letters using the squishy bag and a Qtip to write with. There is a ring full of examples the students can refer to.
5. [Jungle Slime](#): Students will get to dig their hands into the slime and play around with it in a container or on the table.
6. [Moon Sand/Kinetic Sand](#): Students can play with sand and form shapes without using water. The sand will be a big benefit for students with texture problems.
7. [Google Eye Sensory Bag](#): Students can create their own Google eye sensory bag, and then tape them on their desk or even on the window. They can play with them by feeling around the bag.
8. [Lap Buddy](#): Students can create their own weighted lap buddy (using socks, rice and beans) to have with them during the day.
9. [Water Beads Window Bag](#): Students can create their own window bag with water beads. They can place them on the window in the classroom or even on their desk.
10. [Animal Washing Station](#): Students can wash or dirty animals and can use mini-tooth brushes or sponges to clean plastic toy animals.
11. [Yogurt Silly Putty](#): Students can create yogurt silly putty and explore the different flavors and smells the yogurt gives off. They can even have the option to taste their yogurt at the end.
12. [Sensory Picture Frame](#): Students get to feel the different textures displayed in the picture frames. Each picture frame holds a different type of texture.
13. [DIY Sensory Twister](#): Students can follow the directions of a regular Twister game. They can use the different textures in place of the different colors.
14. [Whisper telephone game](#): Have students in small groups of four whisper a phrase or word to the person next to them. They then send that message around the group until the last person who hears it and says it out loud to the group.
15. Vision / attention activities: Have students watch birds or other animals at a specific place where one can find them. Have students watch a short film or movie that is either a personal genre or educational one. Individually, have students find pictures that you provide. For example, find the bee, find the house, find the dog.
16. Freeze Tag: Have students play outside or in the gym. Break students up into different roles: freezer, an un-freezer, and regular. Students who are freezers tag the regular students, and when they are tagged they have to stay still exactly as they were tagged.
17. Balance Beam: Have students take turns on the balance beam. This could also be just a colored ribbon or tape in the hallway. Then, they can practice walking or maybe jumping if they are able.
18. [Sit and Bounce on Yoga Ball](#): This can be done individually using the child's whole body.

19. Balancing on One Foot: This can be done in a group setting. Give children different task to accomplish. “Stand on the right foot.” “Hop on two feet.”
20. Drumming: The student(s) can play different sounds and beats on the “drums” (a book, the desk, or the knees can be used).

ITL 608 RUBRIC Assignment 3A. Meeting Students' Needs

TPE 7.2 b Practiced, & Assessed

Overview: Supporting the whole child is the goal of Meeting Students' Needs. This section explores strategies that integrate **SEL into Multi-Tiered Systems of Support**. SEL and Multi-Tiered Systems of Support complement each other as teachers strive to create a safe and productive learning environment for immediate and future learning experiences. Explore these topics to discover valuable practices that impact a child’s relationship with peers and teachers.

Prompts:

- ✓ Through your studies, how can you reflect on bringing the whole child into classroom learning experiences? How will you create a safe, nurturing, and empowering environment for each child that enters your room?
- ✓ SEL and MTSS (PBIS+RtI) Watch the video [How to Embed Social-Emotional Learning into MTSS](#). **List 3 steps for incorporating SEL into a tiered support system you heard.**
 - ✓ Act on It: Set an attainable goal for yourself that articulates your vision for building a classroom where students are the center of focus.
 - ✓ After participating in an exercise identifying emotions, what three techniques do the children practice to help calm their emotions?
 - ✓ Identify four strategies you might use with the children you are teaching or with children at the same level you plan to teach.
 - ✓ Read the in-class case study. After viewing the videos, reading the case study, and graphics, think about what sensory strategies you have experienced to support different types of learning. Were they for a physical activity or a cognitive activity?
 - ✓ Plan It! What sensory strategies can you adapt to your school / school environment to support your students? Share how you will implement two of the suggestions
 - ✓ develop a plan of action using the provided downloadable form. Add to Your Personal Action Plan by starting to build the following matrix:

School-wide or classroom-wide expectation with behavioral definition	Tier 1 Support I (teacher) provide to ALL students	Tier 2 Support I (teacher) provide to SOME students	Tier 3 Support I (teacher) provide to a FEW students
--	---	--	---

Most prompts are answered with clear reasoning. Shows general understanding of SEL and MTSS integration.

Criteria	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Responses to Prompts: <i>(Include reflections on whole child, SEL+MTSS video, calming strategies, four instructional strategies, and sensory-based learning)</i>	. All prompts are fully answered with deep reflection and specific examples. Clearly connects SEL and MTSS concepts to teaching practices.	Most prompts are answered with clear reasoning. Shows general understanding of SEL and MTSS integration.	Prompts are answered briefly or without sufficient reflection. Limited depth or examples provided.	Several prompts are missing or vague. Lacks connection to SEL or MTSS concepts.	Responses are missing or irrelevant. No clear understanding of prompt content.
	10	8	6	4	2
SEL-MTSS Support Matrix: <i>(Include tiered supports: Tier 1, Tier 2, Tier 3 for school/classroom expectations using the provided matrix)</i>	Matrix is complete and detailed. Supports are well-aligned to MTSS tiers with clear and realistic strategies for all levels.	Matrix is mostly complete. Supports show an understanding of MTSS structure and classroom needs.	Matrix is partially completed with limited clarity. Supports may be misaligned or lack detail.	Matrix is incomplete or generic. Little understanding of tiered support shown.	Matrix is missing or lacks coherence and relevance.
	10	8	6	4	2
Act on it Plan it Steps	Personal goal and sensory strategy plans are clear, realistic, and well-developed. Demonstrates a student-centered mindset and commitment to implementation.	Goal and strategies are mostly clear and relevant. Shows good intent to apply practices.	One or both sections lack depth or specificity. Plans are vague or overly broad.	Goals or plans are unclear or incomplete. Little detail on implementation.	No meaningful response or plan.
	10	8	6	4	2
Overall Quality & Alignment to TPE 7.2b	Submission is well-organized, clearly written, and professionally presented. Fully aligned to TPE 7.2b with strong integration of SEL and MTSS concepts.	Submission is mostly organized and clear. General alignment to TPE 7.2b is evident.	Some areas are disorganized or lack clarity. TPE alignment is present but weak.	Writing is inconsistent or unclear. Limited alignment to TPE 7.2b.	Unorganized, unclear, and lacks alignment to course objectives or standards.
	10	8	6	4	2
TOTAL	40	32	24	16	8

Assignment 3B. Field Experience Rise Week 3

Field experience is a critical component of your development as an educator. Every course throughout the ITL program includes a field experience component that connects theory to practice.

You will learn about the Field Experience program component of the ITL program, have knowledge checks along the way, videos to watch, and activities to complete. When you have successfully completed the module, you will automatically receive a grade in the Grade Center.

Week 3: Assignment 3C. simSchool Field Experience Reflection

Overview: This assignment is part of your Field Experience and will serve as a practical foundation to your future teaching career. The process of using SimSchool and completing a reflection will be similar to your other foundation course, but with a different approach since this time you will experience "co-teaching" two SimSchool classes with another classmate, but also practicing and assessing how you design, instruct, and assess all learners through a cyclical process.

Background

This assignment is part of your Field Experience and will serve as a practical foundation to your future teaching career. The process of using SimSchool and completing a reflection will be similar to your other foundation course, but with a different approach since this time you will experience "co-teaching" two SimSchool classes with another classmate, but also practicing and assessing how you design, instruct, and assess all learners through a cyclical process.

You will complete the module: Classroom Management Grade 1, or Classroom Management K-5 (multiple subject) or Classroom Management Grade 7 (single subject)

Note: in SimSchool, students will pay a \$25 one time fee to access SimSchool through their tuition. This has been paid already. You do not need to pay a separate fee on the website.

Rationale for Assignment

As a teacher candidate, it is essential to have a variety of field experience settings. As a general education teacher or special education teacher, it is highly likely you will have students with special needs or at-risk learners.

Equally important, you will more than likely have to teach these learners within a co-teaching setting. Additionally, **IDEA states that IEP** teams must consider the least restrictive environment to meet the needs of a learner. This simulation will provide you with an experience of what co-teaching is like – building a relationship with another colleague, considering different teaching styles/methodologies, practicing how to serve all learners, and learning best practices from each other.

In co-teaching, there are 4 major models. The first model is called supportive teaching where one teacher plays a more supportive role. Another model is known as parallel teaching. The third approach is the complementary model where each teacher demonstrates a skill to the students in a different way. Finally, there is the team teaching scenario. In this model, both teachers plan, grade, and teach together. Typically, students do not know which adult is the Gen. Ed. Teacher.

This assignment will allow you to implement several instructional and behavioral techniques you have learned throughout your foundation program and assess your ability to meet the teaching performance expectations. This includes designing instruction to meet all learners and using the cyclical and collaborative process to assess and refine instruction.

Instructions

There are two documents below to complete and upload. The first is your Observation Report of your simulated co-teaching class (the co-teaching with another classmate) and the second one is your own reflection. You must download this observation report and attach to your Reflection assignment. The following is a step by step process:

1. Go to ca.simschool.org
2. Next log in using your credentials (should have been emailed to you already) or email: support@simschool.org for your login.
3. Go to "Modules" and then complete the module: Classroom Management Grade 1 OR Classroom Management K-5 (multiple subject) OR Classroom Management Grade 7 (single subject).
 - This module has 5 classes that you must teach for a minimum of 15 minutes.
 - Since there are 5 classes in this module, you will teach on your own the first three and co-teach with your classmates classes 4 and 5.
 - For the co-teaching part, you or your classmate can use Zoom.
 - Both individuals need to open the simulations on their personal computers at the same time and make selections while they are talking, both individuals making choices and trading off sharing their screen.
 - Make sure to "read aloud" each of your steps and explain to each other rationale of each step.
4. After completing the entire module, you will complete a Field Experience Reflection (individually). Please find the template below. Here, you will reflect on your experiences in teaching the simulations and working with your "co-teacher" in this collaborative process as well as the cyclical process of improving instruction.
5. Each student must upload their Reflection Template and Co-Teaching Observation Report (from SimSchool). You will submit these documents for a grade.
 - Consider any academic or behavioral gains made in each class, especially by working with your co-teacher. For example, did you notice your co-teacher considering a different strategy from class 4 to 5? Based on your Class 4 observation results, did your instructional or behavioral strategies change in Class 5?

- Remember, one candidate should be the Gen. Ed. Teacher and the other a special education teacher. By the 5th class, switch roles. This way, you both experience each role.

You will upload (individually) here two documents: your highest score co-teaching observation report and the Reflection Template.

Additional Resources

- [Assignment 3C: simSchool Field Experience Reflection Template](#)

Technical Difficulties

If you experience issues logging in or have questions about fees, email:

support@simschool.org

Grading

This assignment is worth 20 points and due on Sunday by Midnight (PST).

Week 3 Resources

Assessments OF and FOR learning.

Please select any of the resources below:

Articles

- [Getting Started with Assessment for Learning \(Cambridge\)](#)
- [7 Smart, Fast Ways to Do Formative Assessment \(Edutopia\)](#)
- [Assessment FOR Learning vs. Assessment OF Learning \(Pearson\)](#)

Presentations

- [Digital Assessment Tools in the K-12 Classroom](#)
- [Assessment in the K-12 Classroom](#)

Identify formative and summative assessments.

Please select any of the resources below:

IEP Plans

- [IEP at a Glance \(First Grader\)](#)
- [IEP at a Glance \(Eighth Grader\)](#)

Videos

- [Math Fluency Assessment](#)
- [Example of Formative Assessment \(Student Reading Aloud\)](#)

Identify multiple sources of data and what the data levels inform you for your instructional planning.

Please select any of the resources below:

Articles

- [Dynamic Indicators of Basic Early Literacy Skills \(DIBELS\)](#)
- [Individual Education Plan \(IEP\) \(Matrix Parent Network Resource Ctr\)](#)
- [DIBELS Summary Benchmark Scores](#)

- [Assessment for the California Mathematics Standards \(Grade 6\)](#)
- [Instructional Level Expectations for Reading \(Fountas & Pinnell\)](#)

Website

- [Leveled Literacy Intervention System Samplers \(Fountas & Pinnell\)](#)

Template

- [IEP at a Glance \(Blank Form\)](#)

Identify multiple sources of ELL/ELD data to identify student strengths.

Please select any of the resources below:

Articles

- [ELPAC Information Guide](#)
- [English Language Proficiency Assessments for CA - Cal Ed Facts](#)
- [Summative ELPAC June 2022 Scale Score Ranges \(CPE\)](#)
- [Initial ELPAC General PLDs \(CDE\)](#)
- [Initial ELPAC Assessment Fact Sheet \(CDE\)](#)
- [Summative ELPAC Assessment Fact Sheet \(CDE\)](#)

Website

- [Cal Ed Facts](#)

Videos

- [*Overview of the ELA/ELD*](#)
- [*EL PAC Overview Video: English*](#)

Examine resources available to teachers to identify supports and interventions for students.

Please select any of the resources below:

Website/Articles

- [Instructional Intervention: What You Need to Know \(Understood\)](#)
- [Identify formative and summative Behavior Strategies to Support Intensifying Interventions](#)
- [Literacy Strategies to Support Intensifying Interventions](#)
- [SIOP/GLAD Resources \(Alabama-Mississippi Teachers of English to Speakers of Other Languages\)](#)
- [California \(ELPAC\)](#)
- [California Spanish Assessment](#)
- [California Alternate Assessment for ELA and Math](#)
- [Available Resources for the CA Alternate Assessments \(ELA and Math\)](#)

Videos

- [*Mathematics Strategies to Support Intensifying Interventions*](#)
- [*Warning Signs that a Student is Struggling with Reading and Intervention*](#)

Identify the skills and knowledge of a subject specific content standard.

Please select any of the resources below:

Videos

- [*What are the Common Core Standards?*](#)
- [*Common Core Videos and Public Service Announcements 2015 \(CGCS\)*](#)
- [*Unpacking the Standard Maureen Devlin*](#)
- [*Instructional Practice Toolkit and Classroom Videos \(Achieve the Core\)*](#)
- [*Elementary ELA Standard \(Gretchen Stradski/National University\)*](#)
- [*Unpacking the Learning Map \(Patricia Dickenson/National University\)*](#)
- [*How to Unpack Physical Education Standards \(Patricia Dickenson/National University\)*](#)

Resources

- [*Unpack a Physical Education Content Standard \(Google Docs\)*](#)
- [*Unpacking the Math Standard \(Blank Worksheet\)*](#)

Identify strategies teachers can use to guide and monitor student learning during instruction.

Please select any of the resources below:

Articles

- [*Making Assessment a Collaborative \(Edutopia\)*](#)
- [*Instructional Strategies: The Ultimate Guide \(Top Hat\)*](#)
- [*Be in the Moment with Your Students*](#)

Videos

- [*UDL: Principles and Practice \(National Ctr on UDL\)*](#)
- [*High School Formative Assessment Video*](#)
- [*Formative Assessment in the Classroom \(AITSL\)*](#)
- [*60-Second Strategy: Respond, Reflect, and Review \(Edutopia\)*](#)
- [*Using Formal and Informal Assessments-When Teaching Mathematics \(Teach 'n Kids Learn\)*](#)
- [*Formative Assessment at Simmons Elementary*](#)

Determine which SEL strategy can be used to create motivation and engagement environments.

Please select any of the resources below:

Articles

- [SEL Impact \(CASEL\)](#)
- [Orienting Educators to SEL Through Video \(6 videos included\) Edutopia](#)
- [Top 5 Strategies for Motivating Students \(NBPTS\)](#)

Videos

- [5 Strategies to Build Community in Your SEL Classroom \(Sanford Harmony\)](#)
- [Harmony Meet Up Buddy Up \(Sanford Harmony\)](#)
- [Empathy & Community \(Teaching Channel\)](#)
- [SEL Competencies Defined by Our Student \(Frameworks\)](#)
- [5 Keys to Social and Emotional Learning Success \(Edutopia\)](#)

Websites

- [Help Your Students Take More Ownership Over Classroom Collaboration \(Common Sense Education\)](#)
- [6 Simple Ways to Promote an Attitude of Gratitude in your Classroom \(Teacher Prep Tech\)](#)
- [6 Questions to Tackle When Demonstrating Flexibility and Responsiveness in the Classroom](#)

Identify activities that engage in higher-order thinking/deep learning.

Please select any of the resources below:

Articles

- [Critical Thinking \(Edutopia\)](#)
- [High-Order Thinking \(ASCD\)](#)
- [How to Increase Higher Order Thinking \(HOT\) \(Reading Rockets\)](#)
- [4 Strategies to Model Literary Analysis \(Edutopia\)](#)
- [6 Tips for Engaging Capstone Projects \(Edutopia\)](#)
- [The Critical Thinking Skills Cheatsheet \(Wabisabi\)](#)

Video

- [Walk, Talk, Decide \(The Teacher Toolkit\)](#)

Distinguish inclusive practices that will provide opportunities to participate in equitable classroom discourse.

Please select any of the resources below:

Articles

- [How Rich Is Your Classroom Discourse? \(AMLE\)](#)

- [Extending ELLs' Classroom Interactions Using the Response Protocol \(Colorin Colorado\)](#)
- [5 Fun Ways to Go Digital with Number Talks \(Making Math Connections\)](#)
- [Academic Discourse Strategies, Protocols & Techniques \(pdf\)](#)
- [Seven Effective Ways to Promote Equity in the Classroom](#)
- [20 Strategies for Creating a Positive Classroom Culture](#)

Week 4

Micro Competencies Week4 [Return](#) [Return b](#) [Return If](#)

TPE 7.2 a (I) Introduced

TPE 7.2 b Introduced

TPE 7.10 Introduced

NOTE: Assessed by the quizzes

MC 14 Areas of Focus: Read the assigned reading materials for week 4, complete the modules and the quiz

- How to Adapt Your Teaching Strategies to Student Needs
- Common Definitions: Adaptations, Accommodations, Modifications
- Accommodations for Students with Disabilities

MC 15 Areas of Focus: Read the assigned reading materials for week 4, complete the modules and the quiz

- The Difference between Accommodations and Modifications
- Accommodations, Modifications, and Assistive Technology
- Accommodations and Modifications for Students with Disabilities

MC 16 Areas of Focus:

- Checking for Understanding: Formative Assessment Techniques for Your Classroom, 2nd Edition
- Ways to Check for Student Understanding
- The Importance of Checking for Understanding

MC 17 Areas of Focus:

- 9 Summative Assessment Examples to Try This School Year
- Summative Assessment

- Summative Assessment: Overview & Examples

Week 4 Discussion [Return](#) [Return7.2a](#)

TPE 7.2 c Introduced

Instructions

For your initial post, develop a video that addresses at least 3 strategies or new ideas that you found helpful in this course. In addition to the video, post a version of your Lesson Plan (this can be from Weeks One or Two, or even your completed Signature Assignment Lesson Plan if it is already complete).

To make your video, you can choose to use Kaltura (instructions provided below), or any other recording device/software you prefer (your phone, laptop, etc). You will just need to provide a link, attach, or embed your video.

- [Using Kaltura Media](#) -- Scroll to the "Kaltura Media" section for additional resources on making a video.

Replies

Respond to two classmates' reflective videos by responding in writing or a video. Please try to choose classmates' posts that have not been responded to yet.

Grading

This discussion is worth 10 points.

Week 4: Assignment 4A. Unpacking TPE 7 Literacy [Return](#)

7.5/U7.5 Foundational Skills a-i Introduced and Practiced

Overview: As a teacher candidate, you acquire knowledge and skills to understand and begin to apply the Teacher Performance Expectations.

In this course and future courses, the TPE assignments will prepare you and thus help you begin your own individual growth plan as you become a teacher. The goal is to be able to articulate and talk about your teaching practice using the academic language found in the TPEs, and your coursework will support this mission!

Unpacking the Teacher Performance Expectations (TPE 7) & Reflecting on Them

Introduction

As a teacher candidate, you acquire knowledge and skills to understand and begin to apply the Teacher Performance Expectations. We utilize the TPEs because they also align with how districts will assess you and your readiness when you apply for a teaching position. After you receive your first teaching assignment, you will be required to clear your credential. Guess what, the TPE's come into play again! Induction programs (for clearing your credential) will evaluate your strengths and growth areas as a new teacher. In this course and future courses, the TPE assignments will get you prepared and thus help you begin your own individual growth plan as you become a teacher. The goal is to be able to articulate and talk about your teaching practice using the academic language found in the TPEs, and your coursework will support this mission!

Review

- [CTC TPE Handbook of Multiple and Single Subject credential Program Standards](#)
- [Unwrapping the Standards](#)

Considerations

As you internally reflect on your assets/strengths and areas of growth, remember you are considering ALL students, not just the students whom you easily connect with, but also the students whom you may need to learn more about to engage them (cognitively and/or emotionally). It is natural that we build relationships with those with whom we have experiences or backgrounds that are similar; it is sometimes more difficult to engage with others who have differences with us (religion, socioeconomic status, gender, ethnicity, race).

Differentiation

Throughout this program, we will differentiate between Interns and Student Teachers in various assignments and activities. We will also differentiate between multiple and single-subject credential programs. The goal is to connect your own lived experiences, knowledge, and your credential area to all aspects of your learning. If you feel an assignment or activity does not differ, please share this with the Course Lead so adjustments can be made.

Intern Teacher

As an Intern Teacher, you will complete this reflective practice activity of the Teacher Performance Expectations, taking into consideration your current classroom of students. If you do not have a classroom yet, view this assignment through the lens of a student teacher.

Student Teacher

As a Student Teacher who does not currently have a classroom, you will reflect using your personal assets/strength areas (what comes naturally to you and draws from past experiences) and what areas you will need to engage in professional activities for growth.

TPE 7 Effective Literacy Instructions for All Students

TPE 7.1

TPE 7.1	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards and	Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using?	Directions: Identify 3 areas of growth with an action plan you will take to improve this area.

TPE 7.1	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration	<p>Intern: Consider your ability to engage and support ALL your students in literacy. Select from the TPE listed which ones you feel are your assets/strengths.</p> <p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <ul style="list-style-type: none"> • Yellow if you are not familiar with the TPE • Blue if you are moderately confident with the TPE • Green if you are very confident with the TPE 	

TPE 7.3

TPE 7.3	Current Assets And Strengths	Growth
7.3 Incorporate asset-based pedagogies inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and	<p>Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones are comfortable using?</p> <p>Intern: Consider your ability to engage and support ALL your students in literacy. Select from the TPE listed which ones you feel are your assets/strengths</p> <p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <ul style="list-style-type: none"> • Yellow if you are not familiar with the TPE • Blue if you are moderately confident with the TPE • Green if you are very confident with the TPE 	Describe the tools you need to investigate and practice using?

TPE 7.3	Current Assets And Strengths	Growth
bilingual education) programs		

TPE 7.4

TPE 7.4	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards	<p>Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones are you comfortable using?</p> <p>Intern: Consider your ability to engage and support ALL your students in literacy. Select from the TPE listed which ones you feel are your assets/strengths</p> <p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <ul style="list-style-type: none"> • Yellow if you are not familiar with the TPE • Blue if you are moderately confident with the TPE • Green if you are very confident with the TPE 	Directions: Identify 3 areas of growth with an action you will take to improve this area.

TPE 7.5

TPE	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
7.5 Foundational Skills. Develop students' skills in the following: a. print concepts, including letters of the alphabet b. phonological awareness, including phonemic awareness	<p>Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using?</p> <p>Intern: Consider your ability to engage and support ALL your students in literacy. Select from the TPE listed</p>	Directions: Identify 3 areas of growth with an action you will take to improve this area.

TPE	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences	<p>which ones are your assets/strengths</p> <p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <ul style="list-style-type: none"> • Yellow if you are not familiar with the TPE • Blue if you are moderately confident with the TPE • Green if you are very confident with the TPE 	

TPE 7.5

TPE 7.5	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
<p>d. decoding and encoding, including morphological awareness</p> <p>e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)</p> <p>f. instruction that is structured and organized as well as direct, systematic, and explicit</p> <p>g. connected, decodable text</p> <p>h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</p> <p>i. Advance students' progress in the elements of foundational skills, language, and</p>	<p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <ul style="list-style-type: none"> • Yellow if you are not familiar with the TPE • Blue if you are moderately confident with the TPE • Green if you are very confident with the TPE 	<p>Directions: Identify 3 areas of growth with an action you will take to improve this area.</p>

TPE 7.5	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
<p>cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p> <p>h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</p> <p>i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>		

Week 4: Assignment 4B. simSchool Field Experience Literacy

Overview: This assignment is part of your Field Experience and will serve as a practical foundation for your future teaching career. First, you will complete Module 1 and Module 2 in simSchool, then you will complete the **Literacy Template** for submission.

Background

Watch the simSchool video prior to completing your modules.

Instructions

Complete Module 1 and Module 2 in simSchool.

1. To access SimSchool, go to ca.simschool.org.
2. Log in (you should have received login credentials). If not, email support@simschool.org.

3. Click on Modules and complete the tutorials and then complete Module 1 and Module 2.
4. After you finish both modules, complete the Literacy Template for submission.

Additional Resources

- [simSchool Module 1](#)
- [simSchool Module 2](#)
- [Literacy Observation Checklist](#)
- [Assignment 4B: simSchool Field Experience Literacy Template](#)

Grading - This assignment is worth 20 points and due on Sunday by Midnight.

Week 4: Assignment 4C. LinkedIn Profile. Return

Overview: As a teacher candidate, it is essential to demonstrate your experiences to possible employers. Equally important, it is essential to build a professional network of like-minded educators and organizations to grow in your profession. TPE 6 addresses the professional development requirements of future educators. This assignment will help you address **TPE 6** and continue to demonstrate to potential employers and supervisors (once you are employed) that you continue to engage and reflect with this TPE. For this ITL 608 course, you will continue to develop your LinkedIn profile and demonstrate evidence of TPEs 1, 2, and 6. You will continue to develop your LinkedIn profile as you progress in the credential program.

Instructions

- Go to linkedin.com
- Sign up for a free account. If you already have one, please create a professional account for this course or use the account you have been using in your previous ITL courses.
- Use the table and list of directions below as you create your LinkedIn profile. This professional profile will help ensure you have addressed each area of a comprehensive LinkedIn account that meets the standards of TPE 6: Professional Educators.
- Submit the URL to your profile under Assignment 4B in Brightspace.

LinkedIn Profile Checklist

Category	What Does It Look Like?
About	<p>In the “about” section, you will highlight your skill set and your objective.</p> <p>Ex: “A determined and innovative educator seeking a full-time elementary teaching position.”</p>
Background	<p>Upload a professional photo. This photo should be a portrait quality photo with a solid color background with good lighting - wearing professional clothing.</p> <p>Next, upload a professional photo for your background (backdrop).</p>

Category	What Does It Look Like?
Experiences	<p>In this section, you will upload several experiences or parts.</p> <p><i>Instructions:</i></p> <ul style="list-style-type: none"> • Hover over the experience category and click “create.” Each part in bold below is a type of experience and should be separate. • Fill out completely. • Upload at least two artifacts for each category, such as an observation reflecting evidence of the field experience. <p>Field Experiences For ITL 608, you will need to upload at least one experience in each category. For your field experiences, you can upload your simulated teaching experiences with SimSchool listing the various modules you have completed. Remember to upload an artifact such as your highest scoring Observation Report to demonstrate evidence.</p> <p>Leadership Experiences You will upload your leadership experiences in chronological order.</p> <p>Work Experiences You will upload your work experience in chronological order.</p> <p>Mastery of TPEs For ITL 608, you will upload evidence reflecting mastery of TPE 1 and 2. You will upload a media artifact (PDF, Prezi, Symbaloo, or attachment) to demonstrate at least 2 pieces of evidence reflecting mastery of TPE 1 and 2.</p> <p>Make sure you list the name of the TPE in the “title” part when adding the experience. (Ex: Mastery of TPE 1).</p> <p>Teaching Statement Attach your Teaching Statement as a link or artifact (evidence) from your ITL 600 or SED 601 course</p>
Licenses and Certification	<p>Here you will upload any licenses and certifications.</p> <p>Remember to list any CPR certificates, LinkedIn Learning certificates, Certificate of Clearance, or Intern Eligibility letters. You will need to screenshot or upload in PDF a copy of each listed evidence.</p>
Volunteer Experiences	List at least one volunteer experience. Upload evidence.
Skills and Endorsements	List at least 4 skills.
Accomplishments	List at least 1 accomplishment or award. Upload evidence.
Interests	List at least 4 interests.

Category	What Does It Look Like?
Recommendations	<p>In ITL 608, you will provide at least one recommendation to another peer (2-3 solid paragraphs) and obtain a professional recommendation (someone that can attest to your academic performance or work ethic). Your professional recommendation should not be from your current instructor.</p> <p>Click on the section titled, “Recommendations” to create one. Your instructor will view the recommendation you provided.</p>
Networks	Follow at least three professional networks. Post or share at least two relevant posts.
Submission	You will submit the link of your LinkedIn account under the section titled, “Assignment 4B: LinkedIn” for credit.

Week 4 Resources

Recognize the difference between adaptations, modifications, and accommodations, including, assistive technologies.

Please select any of the resources below:

Articles

- [Modifications: What You Need to Know \(Understood\)](#)
- [The Difference Between Accommodations and Modifications \(Understood\)](#)
- [30+ Tools for Diverse Learners \(ISTE\)](#)
- [Assistive Technology for Learning: What You Need to Know \(Understood\)](#)
- [Accommodation, Modifications, and Assistive Technology \(TIKES\)](#)

Video

- [*Accessibility - Unleashing the Power of Mobile Devices - Dr. Jennifer Courduff*](#)

Presentation

- [Special Ed Differentiation Instruction & Strategies to Support It!](#)

Identify forms of evidence gathered during and after instruction.

Please select any of the resources below:

Articles

- [7 Smart, Fast Ways to Do Formative Assessment](#)
- [21 Ways to Check for Student Understanding \(informED\)](#)
- [Tips for Teachers Collecting and Using Anecdotal Records \(NCQTL\)](#)
- [Five Evidence Gathering Rounds](#)

Book

- [Handbook for Enhancing Professional Practice \(Chapter 1\) \(ASCD\)](#) -- Read the chapter preview.

How to use peer feedback to improve instruction

Please select any of the resources below:

Articles

- [Peer Review Done Right \(Edutopia\)](#)
- [Guiding Peer Feedback with a Feedback Chat \(Learning in Hand\)](#)
- [10 Tools for Effective Peer Feedback in the Classroom \(Ditch that Textbook\)](#)
- [Five Ways to Make Peer Feedback Effective Classroom \(EdSurge\)](#)

Videos

- [*Module 3: Peer Assessment \(Michigan Virtual\)*](#)
- [*60-Second Strategy: Respond, Reflect, and Review \(Edutopia\)*](#)

Discussion Descriptions

Week 1: Discussion

Analyze the content in the following links and provide a video response of at least 2-3 supports that can be used to help at-risk learners, including students who are EL or have a 504 or IEP. Also, answer the following questions in your video reflection:

- What support could you use to help EL learners?
- What support can be implemented for students with a 504 or IEP?

Week 2: Discussion

Differentiate between formative and summative assessments and give examples of how each might be used in your own expected teaching situation.

- What are some issues that could affect the reliability of classroom assessment?
- What are some issues that could affect the validity of an assessment?
- What are some examples of bias that you have experienced in assessment situations?

Week 3: Discussion

Create a prompt that can mimic what these services provide.

What are the performance differences? Is it worth investing energy into it, given that they could disappear? Take, for instance, Flipgrid. Originally launched in 2014 as Flipgrid, the platform was developed to facilitate video-based discussions in educational settings. In early 2024, Microsoft announced the retirement of the standalone Flip website and mobile apps. As of September 30, 2024, these platforms were officially discontinued, and users could no longer access their content.

Week 4: Discussion

For your initial post, develop a video that addresses at least 3 strategies or new ideas that you found helpful in this course. In addition to the video, post a version of your Lesson Plan (this can be from Weeks One or Two, or even your completed Signature Assignment Lesson Plan if it is already complete).

To make your video, you can choose to use Kaltura (instructions provided below), or any other recording device/software you prefer (your phone, laptop, etc). You will just need to provide a link, attach, or embed your video.

[Using Kaltura Media](#) -- Scroll to the "Kaltura Media" section for additional resources on making a video.

Course Structure

The course structure in an online course is generally determined by the faculty "Course Author", who provides the course content, and the "Learning Experience Designer", who designs and develops the course. The final course is reviewed by the SCOE Director of Curriculum and approved by the Academic Program Director.

Assessments, Points, and Due Dates

Assignment	Assignment Due	Points
Discussion: Meet and Greet	Week 1	N/A
Week 1: Micro-Competencies	Week 1	6

Week 1: Discussion	Week 1	10
Week 1: Assignment 1A - Lesson Plan Stage One	Week 1	40
Week 1: Assignment 1B - Field Experience Rise	Week 1	10
Week 1: Synchronous Session	Week 1	2
Week 2: Micro-Competencies	Week 2	6
Week 2: Discussion	Week 2	10
Week 2: Assignment 2A - Lesson Plan Stages One and Two	Week 2	40
Week 2: Synchronous Session	Week 2	2
Week 3: Micro-Competencies	Week 2	14
Week 3: Discussion	Week 2	10
Week 3: Assignment 3A. Meeting Students' Needs	Week 3	30
Week 3: Assignment 3B. Field Experience Rise	Week 3	10
Week 3: Assignment 3C. simSchool Field Experience Reflection	Week 3	20
Week 3: Synchronous Session	Week 3	2
Week 4: Micro-Competencies	Week 4	8
Week 4: Discussion	Week 4	10
Week 4: Assignment 4A - Unpacking TPE 7 Literacy	Week 4	15
Week 4: Assignment 4B - simSchool Field Experience Literacy	Week 4	20
Week 4: Assignment 4C - LinkedIn Profile	Week 4	40
Week 4: Synchronous Session	Week 1-4	2
Total		307

Rubrics

Rubrics for all assignments are included in the Course itself, and it is recommended that students follow the assignment instructions for easy and expeditious access.

100/1000 Point Grading Grid

Total Points	%	Letter Grade
96-100 960-1000	96-100	A
90-95 900-959	90-95	A-
86-89 860-899	86-89	B+
82-85 820-859	82-85	B
78-81 780-819	78-81	B-
74-77 740-779	74-77	C+
70-73 700-739	70-73	C
66-69 660-699	66-99	C-

62-65	620-659	62-65	D+
59-61	590-619	59-61	D
55-58	550-589	55-58	D-
51-54	510-549	51-54	F

Course Grading Definition and Definition of Grades for Graduate Courses are available in the Course Catalog, under the “Our Programs” tab for policy on Grading, Incompletes, Withdrawal, et cetera, available at: www.nu.edu

Additional Course Information

This is a content-based course which leads to a variety of practical applications. Students are expected to complete all assigned readings and review all the information contained in the Content Knowledge Modules before entering the Discussion Boards and completing the assignments. If a credential program course, candidates must complete all the assignments to meet all the TPEs aligned with the assignments. Instructors should monitor all student’s assignment postings in the first week to ensure that assignments are being completed and immediately contact those students who have not completed assignments to obtain an explanation and provide or arrange assistance for those who need it.

Micro Competencies

The Content Knowledge Modules provide pertinent, current information and are part of the required activities for each week. Be sure to access all the required portions.

Late Submissions

Students must contact the instructor before the deadline via email if they cannot meet the deadline for an assignment:

Assignments will receive a 2% per day deduction up to and including the 3rd day (6% total), after which the assignment will receive a grade of zero.

Resubmission

Instructors should provide guidance on resubmissions and late submission policies at the course's beginning. Suggest instructors allow one resubmission per assignment, and beyond that, resubmissions are at the instructor’s discretion.

Instructor—Student Communication

Students should stay in constant communication with the course instructor, review assignments at the beginning and throughout the course, and ask clarifying questions prior to the assignment's week(s) to minimize point deductions.

University Information

Professional Dispositions and Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include the following: Conflicting opinions among members of a class are to be respected and responded to professionally. Respond to others in the way you want to be addressed.

Standards of Exemplary Practice for Professional Educators.

- Demonstrate the dispositions expected of teacher candidates

- Demonstrate professionalism by being prompt to class and in turning in assignments
- Bring the following skills and attitudes to the class discussions and be
 - willing to accept the challenge of reading text and research concerning teaching and learning
 - willing to discuss, read and write independently and in small and large groups
 - willing to listen with an open mind to the ideas and informed opinions of others
 - willingness to express ideas in clear, concise English.

Expectations

Candidates are expected to:

- Show empathy, understanding and being sensitive to the needs, feelings, and perspectives of students.
- Exhibit patience, maintain composure and understanding when students struggle or require additional support.
- Be open-minded, receptive to new ideas, diverse perspectives, and different teaching methods.
- Be reflective, continuously evaluating and reflecting on their teaching practices to improve and adapt.
- Be committed to Lifelong Learning, demonstrating a passion for learning and professional development, staying updated with educational research and practices.
- Maintain an optimistic outlook that can inspire and motivate students.
- Show respect, valuing each student as an individual and fostering a respectful classroom environment.
- Collaborate, with willingness to work with colleagues, parents, and the community to enhance student learning.
- Be flexible to changing circumstances and being open to modifying plans as needed.
- Be competent socially, understanding and appreciating the diverse backgrounds of students and incorporating this understanding into teaching.
- Display integrity, uphold ethical standards and being honest and fair in all interactions.
- Show a passion for teaching, demonstrating enthusiasm for the subject matter and a genuine interest in student success.
- Be supportive, encouraging and supporting students in their academic and personal growth.
- Be responsible, by taking ownership of their role as educators and being accountable for their students' learning.
- Demonstrate communicative skills, actively conveying information and fostering open dialogue with students and parents.

Attendance (online courses)

In general, it is expected that candidates will:

- Complete all assignments specified in the Syllabus, normally by midnight on Sunday of each week.
- Spend just over 11 contact hours per week working in and with fellow students, instructors, and course content such as discussions, simulations, watching videos, etc., (Per the NU Catalog, General Information “Contact Hours)
- Spend approximately 11 non-contact hours of “in class” work in a typical week with at least 22 hours of reading, writing papers, creating presentations, and other homework, etc. (Undergraduate students, per catalog)
- Login to the class at least every two days.
- Check announcements and email.
- Express questions and concerns in the Virtual Office.
- Contact the Help Desk immediately if technological problems prevent access to doing the work required and inform your instructor of unexpected delays.
- Be aware that failure to post responses and submit assignments by the day required may result in receiving no credit for the work.

Online Learning Requirements

National University offers many programs in an online format. In an online course, students will be able to view the syllabus, complete assignments and assessments, engage with varying course materials (videos, interactive presentations, assigned reading), participate in threaded discussions, interact with peers and the instructors, as well as review instructor feedback.

- Students should log in on the first day of class and anticipate checking their online course multiple times per week.
- Students are provided access to online courses beginning on the Sunday before the term begins and through three weeks after the term ends.
- Students should ensure they have a reliable internet connection and a reliable computer to access their course.

Students Will:

- Be provided access to online courses beginning on the Sunday before the term begins through three weeks after the term ends.
- Log in on the first day of class and anticipate checking their online course announcements multiple times per week.
- Ensure they have a reliable internet connection and a reliable computer to access their course.
- Review the syllabus, complete assignments and assessments, engage with varying course materials (videos, interactive presentations, assigned reading),
- Participate in threaded discussions.
- Interact with peers and the instructors, as well as review instructor feedback.

Attendance (onsite classes--review the NU Catalog)

Candidates will additionally:

- Attend the weekly Zoom meetings live and are responsible for reviewing all recordings and materials covered.
- Notify the professor prior to the start of class if a class is missed.
- If the professor does not receive notification of an absence, no credit will be given for the work done for that class session or for an assignment that is due
- Acknowledge that an absence is assessed each time a Candidate is not in attendance during a regularly scheduled class period, whether it is an excused absence.
- Acknowledge that in accordance with National University policy, more than three absences, excused or unexcused, will result in a less than satisfactory grade (NU General Catalog, #86, September 2023)
- This is a credential program course; therefore, candidates must complete all of the assignments to meet all the TPEs aligned with the assignments.

Attendance: (online courses)

- Attendance is mandatory in all University courses.
- The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance.
- The start date of a session is the first Monday of the new course term.
- If the first Monday is a holiday, the start date of the session will be the first Tuesday.
- The term “start date” (whether a Monday or Tuesday) is the start date of the session and not the day students meet for their first class.
- Students are considered officially enrolled in a class at midnight (Pacific time) of the ninth (9th) day of the session.
- All students must be officially enrolled in order to attend class and to receive a grade.
- This means that the course must be added to the student’s schedule prior to the ninth (9th) day of the session.
- It is expected that candidates will:
- Log into the class at least twice a week.
- Notify the professor immediately if technological problems will prevent your attendance in the class.
- Discuss late work with the instructor before missing the due date.
- Acknowledge that failure to post responses and submit assignments by the day required will result in no credit for the work (Please review the Course Calendar.)

Written Assignment Expectations

All assignments are to be:

- Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.
- Submitted in Standard English following APA 7th Edition guidelines, error free in sentence construction, grammar, punctuation, and spelling.
- Completed and or attempted.

Class Drop and Withdrawal Policy

- Students are accepted and enrolled in classes with the understanding they will attend the entire course.
- Students may drop a course prior to midnight Pacific Standard Time (PST) of the ninth (9th) day of the session by emailing their academic advisor at advisor@nu.edu.
- The student is responsible for ensuring that the drop or withdrawal is reflected in their record appropriately by viewing their schedule on the student web portal.

Incomplete Grade

A grade of “I” may only be issued when a student has attended at least two-thirds of the class sessions and is unable to complete the requirements due to uncontrollable and unforeseen circumstances.

- Students must communicate these circumstances (in writing) to the instructor prior to the final day of the course.
- If an instructor decides that an “Incomplete” is warranted, he/she issues a grade of “I” and notates the conditions for removal of the “Incomplete” in the student’s record.
- Students receive notification via e-mail about the assignment of an “Incomplete,” including the conditions for its removal.
- The information remains in place until the “Incomplete” is satisfied or the time limit for removal has passed.
- An “Incomplete” is not issued when the only way the student can make up the work is to attend a major portion of the class the next time it is offered.
- Students must resolve “Incomplete” grades no later than six months after the official course end date or earlier if specified by the instructor.
- The Office of the Registrar sends a courtesy e-mail reminder regarding the “Incomplete” on record when four months have lapsed since the course end date, provided the instructor has not specified a shorter end date.
- An “I” that is not removed within the stipulated time becomes an “F” or a “U” based on the grading criteria of the course.
 - No grade points are assigned.
 - The “F” is calculated in the Grade Point Average.

Grade Reporting (Catalog: Policies and Procedures)

- All grades are reported electronically.
- Students can access their official grades as posted to their record via the student portal on the University’s website.
- Students who need an official printed copy of a grade report can request one through the student portal.
- Grades are not given over the telephone or via e-mail.
- All grades are due from instructors within ten (10) calendar days.
- Grades are only reported for students who are officially enrolled in a class.
- Students should direct questions regarding the accuracy of a grade to their instructor.

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/>)

Methods Courses:

ITL 510

ITL 512

ITL 516

National University



Sanford College of Education

Department of Teacher Education

ITL510

Literacy Methods for Inclusive Practices I

Course Outline

Revised 2025

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.

Course Description

Research-based theories, methods, and strategies aligned to K -12 CA's Common Core Standards and ELA/ELD frameworks. Principles needed to teach foundational reading, writing, listening, speaking, and language for all learners, including English speakers, English learners

Course Learning Outcomes (CLOs)

Upon satisfactory completion of the course, candidates will be able to:

1. Integrate into instruction the knowledge of language development for all learners with varying levels of language differences and proficiencies. (LTPE 7)
2. Integrate into instruction the knowledge of the major components of evidence-based foundational literacy and language development instruction (reading, writing, speaking, listening, viewing, and observing) for all learners. (LTPE 7)
3. Analyze the foundational language and literacy development needs of all learners using information obtained through individual and/or consultation/collaboration with other educators. (LTPE 5)
4. Design instruction based on multiple forms of assessment, lesson plan design, principles of Universal Design for Learning (UDL), differentiated instruction, multiple tiered system of support (MTSS), social emotional support and literacy research interventions needed to address the foundational literacy and language developmental needs (e.g., English learners, dyslexia, reading difficulty) of the full range of learners. (LTPE 7)
5. Utilize varied text and digitally based resources to support foundational literacy, meaning making, and language development of all learners. (LTPE 7)
6. Utilize multiple teaching strategies appropriate to the abilities, needs, and interests of all learners needed to develop their abilities to read and comprehend multiple forms of narrative, informational, and digital texts and to respond with multiple forms of effective verbal, nonverbal and written expressions. (LTPE 7)

Course Requirements

This is a content-based course which leads to a variety of practical applications. Students are expected to complete all assigned readings and review all the information contained in the content modules before entering the Discussion Boards and completing the assignments. The content modules in the form of resources, How to Succeed narratives, and Assignment Narratives provide pertinent, current information and are part of the required activities for each week.

The course contains various assignments which directly relate to teaching reading and the detailed description of each of these assignments follows.

Recommended Course Textbook(s)

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2020). *Words Their Way, Word Study for Phonics, Vocabulary, and Spelling Instruction*. 7th ed. Boston: Pearson.

Cunningham, P. (2017). *Phonics They Use*. 7th ed. Boston: Pearson.

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Course Calendar ITL 510

Week	Activities/ Topics	Assignment Page #	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points toward Grade
Wk 1	ELA/ELD Standards and Strategies	Collaborate/Reflection Session- Week 1			TPE 7.8/U7.8 a- Introduced	2
		Lesson 1: English Language Arts/ English Language Development Framework and 21st Century Skills				
		Discussion 1: Explore the ELA/ELD Roadmap				2
		Reading Rockets	Rubric Provided with Assignment	Additional resources provided with the Assignment.	TPE 7.5/U7.5 (a,b) Introduces/ Practice, & Assessed	1
		Dyslexia 1 The Introduction to Dyslexia Module	Assessed with Module Knowledge Check		TPE7.2 c Introduced, Practiced & Assessed	1
	Student Learning Profiles	Assignment 1.1 Assessment ELA/ELD Case Studies		Four videos and a template are provided with Assignment.	TPE7.5/U7.5 Introduce & Practice (a,b,c,d,e,f,g,h ,i) TPE 7.6./U7.6 Meaning Making Introduced & Practiced TPE 7.10 practiced	6
		Assignment 1.2 Examine ELA/ELD Standards, Instructional Strategies, and Assessments		TPE 7.10 practiced??	TPE 7.5/U7.5 a,b,c,d,e,f,g,h, i) Introduced Practiced, TPE 7.6./U7.6 Meaning Making Introduced & Practiced	6
						18 Total
Wk 2	Multilingualism and	Collaborate/Reflection Session-			TPE 7.8/U7.8 (a)	2

	Literacy Instructional Strategies	Week 2 Getting to know your students, promoting equitable instruction, selecting appropriate texts, and translanguaging			Introduced TPE 7.7/U7.7c Introduced 7.7/U7.7 a Introduced	
		Discussion2 ELA/ELD Research-Based Strategies for Translanguaging		Template is provided with Assignment.	TPE 7.7/U7.7 (c) Practiced	2
		Reading Rockets 2			TPE 7.5/U7.5 (c, d)	1
		Dyslexia Module #2 The Dyslexia and the Brain Module	Assessed with Module Knowledge Check		TPE7.2 c Practiced & Assessed	1
		Assignment 2.1 Annotate to Make Meaning About Assessments		Learning Portal link, template provided with Assignment.		6
		Assignment 2.2 Running Record Assessment in Reading	Rubric Provided with Assignment	PPT, video link, & links to external resources provided with Assignment. Three additional assignments with materials are also provided.	TPE 7.5/U7.5 (e, g, h) Assessed TPE 7.10 Understand Practiced	8
Wk 3						20 Total
	Learning Experiences That Support All Learners	Collaborate/Reflection Session- Week 3 Literacy for All Students including Students with Dyslexia in K–12				2
		Discussion 3: Discuss Ca Dyslexia Guidelines (CDG)	Rubric Provided with Assignment		TPE 7.2 (c) Assessed	2

		Reading Rockets 3	Assessed with Quiz		TPE 7.5/U7.5 (e, f) Introduced/ Practiced, assessed TPE 7.7/U7.7 (a) Practice	1
		Dyslexia #3 Screening and Assessment for Dyslexia	Assessed with Module Knowledge Check		TPE 7.2 c Practiced & Assessed TPE 7.10 Understand Practiced TPE 7.5/U7.5 (e, f) Introduced/ Practiced, assessed TPE 7.7/U7.7 (a)Practice	1
		Assignment 3.1 Interview SPED Teacher Field Experience Interview SPED Teacher		Links to many templates, videos, & links to external resources are provided with the Assignment.	7.12 Introduced TPE 7.2 (c) introduced	8
		Assignment 3.2 Support Multilingualism and Multiliteracy in Language Development Translanguaging The advantages of multilingualism and multiliteracy		Multiple links to videos, templates, and examples are provided with the Assignment.	TPE 7.6/U7.6. a Introduced TPE.7.6/U7.6. a Introduced TPE7.7/U7.7 c	6

					Introduced	
					TPE 7.8/U7.8 Introduced	
		Assignment 3.3 Designing Word Strategies: Alignment Analysis assignment.	Rubric Provided with Assignment		7.5/U7.5 c, 7.5/U7.5 f Practiced /Assessed	6
		Assignment 3.4 Create a Read Aloud Lesson Plan	Rubric Provided with Assignment	Multiple links to videos, templates, and examples are provided with the Assignment	TPE 7.6/U7.6 Meaning Making Introduced, Practiced, & Assessed	10
						Total 36
Wk 4	Reading Strategies and Media Information Sources	Collaborate/Reflection Session- Week 4 Digital and Media Literacy in Education	.		7.7/U7.7 b introduced	2
		Discussion 4 Discuss the Strengths and Weaknesses of Media and Digital Literacy			TPE 7.4 Introduced	2
					7.8/U7.8 b Introduced	
		Reading Rockets 4	Assessed with quiz		TPE 7.5/U7.5 (g,h, i) Introduced and Practiced	1
		Dyslexia 4 Multilingual/English Learners and Dyslexia	Assessed with Module Knowledge Check		TPE 7.2 c Practiced & Assessed	1
		4.1 Signature Assignment Toolkit and Resources for Literacy Instruction in the Classroom	Rubric Provided with Assignment	workgroup templates are provided with the Assignment	7.5/U7.5 (a, b, c, d, e, f, g ,h ,i) Introduced TPE 7.6/U7.6 (a, b, c) Practiced Assessed	14

					TPE 7.7/U7.7 Practiced Assessed	
					TPE 7.7/U7.7 (a, b, c,) Practiced Assessed	
					TPE 7.8/U7.8 Practiced Assessed	
					TPE 7.8/U7.8 (a, b, c) Practiced Assessed	
					TPE 7.2 (a, b, c, Practiced Assessed	
					TPE 7.10 (a, b, c) Practiced Assessed	
		Assignment 4.2 Resources Compile Research- Based Resources: Develop a Glossary	Read Aloud	Template provided with the Assignment.		6
		Assignment 4.3 LinkedIn				✓
						26 Total
					Total Points	100

Course Assignments and Method of Assessment/Evaluation

Threaded Discussion Postings -

Each week, you will have the opportunity to engage with material directly related to the course and with your peers. Each week, you will have Resources (items to read and watch)

and will be provided with a prompt. In your initial posting, you will respond to the prompt. This initial posting is due by Wednesday, 11:59 pm. A follow-up posting in which you engage and respond with one of your peers is due by Sunday night.

- Read and answer each question; there may be more than one.
- Post your responses in the appropriate threads. You are required to make your initial post by Wednesday at 11:59 p.m. PST
- Support all responses with details and examples, as well as cite sources in APA format.
- Respond to at least two of your classmates' postings. Responses are due by Sunday at 11:59 p.m. PST
- Review your postings to see who has responded to you.
- Best approach: Just “talk” to your fellow students. Have an academic conversation. If you do not count how many times you connect with your fellow students, you will give more than adequate responses. Initiate a discussion, don't make a simple comment, such as “good work!” There will be no credit for such responses that end rather than foster discussion. Address fellow students with respect and acceptance that there may be a variety of personal views.

For details regarding each week’s resources and posting, please link through the Discussion Board portion of the course.

Collaborate Weekly Sessions: 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:

Attend the live session via your online course. The session will be held for 1 hour per the scheduled day and time unless otherwise specified by the instructor. Please join your instructor and classmates for an engaging conversation about this week's learning objectives.

- Attend the session and be engaged in synchronous conversation.
- Once the session is over, navigate to the Collaborative Session 1 discussion forum, continue to work on the lesson and learning activity, and upload the assignment. This assignment is due by Friday of each week or according to a deadline established by the instructor.

Option 2: Asynchronous

If you do not attend the synchronous conversation, review the archived recording of this week's online live session, navigate to Collaborate Session 1, and complete the Reading, lesson, and assignment, then submit the assignment by Friday of this week or according to a deadline established by the instructor.

Assignments – Each week, there will be an assignment aligned to the CLOs and TPEs connected to the lessons in the Collaborate sessions and assessed with a knowledge check activity.

Further details are found in each section of the course itself.

Week 1 Topic : ELA/ELD Standards and Strategies

Collaborate #1

Session 1: Complete the Reading, lesson, and assignment, then submit the assignment by Friday of this week or according to a deadline established by the instructor.

Lesson 1: [Lesson 1: English Language Arts/ English Language Development Framework and 21st Century Skills & Meaning Making](https://360.articulate.com/review/content/1657fcf4-eb4e-4387-9082-aab5af582b49/review)

<https://360.articulate.com/review/content/1657fcf4-eb4e-4387-9082-aab5af582b49/review>

In this lesson, you will learn about the shifts that have been made in the ELA/ELD Framework and the relationship between ELA, literacy, ELD instruction, and the development of 21st-century skills from an asset-based and needs-responsive lens. Teachers need to be able to integrate ELA and ELD standards simultaneously in their instruction in all content areas. Crucial to being an effective teacher is understanding the five ELA themes, the ELA/ELD Framework, and the types of texts and levels of text complexity students should experience. *Please note that the ELA themes are not equivalent to “literacy themes.”*

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they amplify areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource.

ELA/ELD

- ✓ Principle One of the CA English Learner ROADMAP (key concept)
Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships. Elements of strong partnerships include:

- The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.
- Recognizing that there is no universal EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten have different needs than students entering in later grades. The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary

considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

- School climates and campuses are affirming, inclusive, and safe.
- Schools value and build strong family and school partnerships.
- Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that consider student language development, as called for in-state and national policy recommendations.

Assessment Drives Instruction

Since assessment is such a crucial part of learning in general and reading in particular, the purpose of this assignment is to provide you with practice in understanding and demonstrating the ability to identify, assess, and support students utilizing the results of research-based assessments and designing reading lessons utilizing effective reading strategies, which will meet the needs of all students, including children with reading difficulties. Since the final goal of reading instruction is to help students obtain and make meaning from what they read and to equip them to become effective communicators in oral/signed and written communication, providing a strong foundation in reading is crucial to the growth and development of language skills for all students, including **English learners** and students with special needs.

In this lesson, you will learn to:

- Interpret vital information regarding the child's reading abilities by reviewing and analyzing administered reading assessments.
- Analyze data from multiple measures and use this information as a basis for planning instruction.
- Extract meaning from the errors children make when they read and write, and analyze and interpret these results, and utilize this information in supporting students in their acquisition of literacy skills.
- Classify and prioritize the needs of students, thereby allowing you to organize children into appropriate reading groups.
- Utilize assessment data to plan instruction which will allow you to explicitly teach and support student development in all aspects of reading including print concepts, phonological and phonemic awareness, phonics, word recognition, including the reading of single and multisyllabic words and sight words, and fluency, including rapid word recognition and reading with expression and understanding.

Purposeful assessment drives instruction and affects learning. Assessment is an integral part of teaching and learning. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go. No one assessment can provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction results in helpful information about student understanding and progress. Educators should use this information to guide their practice and in partnership with students and their families to reflect on learning and set future goals. (Wisconsin Department of Public Instruction. (2009). Guiding principle 3: Purposeful assessment in Wisconsin's Guiding Principles for Teaching and Learning. <https://dpi.wi.gov/sites/default/files/imce/cal/pdf/guiding-principles3.pdf>

Since assessment is such a crucial part of learning in general and reading in particular, you must:

- Be able to identify, assess, and support students utilizing the results of research-based assessments.
- Design reading lessons utilizing effective reading strategies which will meet the needs of all students, including children with reading difficulties.

Utilize Research-Based Assessments

- Analyze data from multiple forms of assessments related to reading: In order to effectively instruct students at their appropriate reading level, teachers must deliver instruction appropriate to the child's instructional needs. Beginning teachers, therefore, must demonstrate their ability to identify knowledge of the students and assess a child's assets/strengths and needs/gaps.
- Obtain the meaningful portions of the data which provides evidence of what the child knows and is able to do as well as where the student needs support and differentiation: Beginning teachers need to develop the ability to use informal/formative and formal/summative data obtained from assessments to determine a student's current skills in literacy and to ascertain a child's ability to apply these foundational reading skills in multiple measures. Teachers need to demonstrate that they are able to analyze and interpret the results of reading assessments in order to plan effective and differentiated literacy instruction appropriate to student assets and needs.
- Understand the significance of the errors made by the student: The errors a child makes when they read and write are indicators of their ability to apply what they have learned about reading, as there is a reciprocal relationship between listening and speaking, between reading and writing. Beginning teachers need to demonstrate the ability to analyze, understand, differentiate, and utilize data garnered from assessments to determine children's reading abilities and to use this data to advance the literacy learning of all their students.

To implement research-based assessments, you must:

- Interpret vital information regarding the child's reading abilities by reviewing and analyzing administered reading assessments.
- Analyze data from multiple measures and use this information as a basis for planning instruction.
- Extract meaning from the errors children make when they read and write, and analyze and interpret these results, and utilize this information in supporting students in their acquisition of literacy skills.

Design Reading Lessons to Meet the Needs of All Students

Organize students by their reading significance.

- Beginning teachers need to demonstrate the knowledge of how to organize and manage differentiated literacy instructional strategies and interventions to meet the needs of all of their students.
- You must classify and prioritize the needs of students, thereby allowing you to organize children into appropriate reading groups.

Design activities that will meet the students' needs within the classroom setting.

- The purpose of assessment is to provide accurate data which will help the teacher plan effective instruction which will help students to read, write, present, and discuss their ideas, opinions, and knowledge in effective ways.
- You must utilize assessment data to plan instruction which will allow you to explicitly teach and support student development in all aspects of reading including print concepts, phonological and phonemic awareness, phonics, word recognition, including the reading of single and multisyllabic words and sight words, and fluency, including rapid word recognition and reading with expression and understanding.

Summary

The Goal of Reading Instruction

Since the final goal of reading instruction is to help students obtain and make meaning from what they read and to equip them to become effective communicators in oral/signed and written communication, providing a strong foundation in reading is crucial to the growth and development of language skills for all students, including English learners and students with special needs.

Reference

Wisconsin Department of Public Instruction (2009). *Guiding principle 3: Purposeful assessment drives instruction and affects learning*. Wisconsin's Guiding Principles for Teaching and Learning. <https://dpi.wi.gov/sites/default/files/imce/cal/pdf/guiding-principles3.pdf>

Key Concepts :

Meaning Making

Meaning making is at the heart of ELA/Literacy and ELD instruction.

Meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research. It includes literal comprehension, but it is not confined to it at any grade or with any student. Inference making and critical reading are given substantial and explicit attention in every discipline.

Language

Language development is a human process that starts in the very early stages of life. As students acquire knowledge, develop their speech, and process the meaning of words, their language is becoming more effective. Language is hardwired in our brains, but the incorporation of the four domains into daily activities in the classroom is extremely important for the success and achievement of the student.

Four Domains of Language

There are four ways that we interact with language:

- Reading
- Writing
- Speaking
- Listening

Balanced Literacy Approach

It is vital that effective, equitable instruction include all four domains, this is called a balanced literacy approach. A balanced literacy approach allows for differentiation to serve all students, their learning styles, and their needs.

All lesson plans should incorporate each domain in all content areas. Differentiation can begin by understanding students' assets and gaps in each of the four domains.

Remember to talk to your students about their confidence (self-efficacy) in the four domains and reassure them that we all tend to be strong and confident in one or more of them but need to work on the others.

*Ask yourself right now, which domains you feel more confident in and which ones require more effort and then think about why. Write a response reflection for Week 1 :

Making meaning needs to be structured in all four language domains. This module will explore how to integrate and balance making meaning as the backbone of your instruction.

Reading

The reading standards for both literary and informational text clearly focus on meaning making.

- Students demonstrate literal and inferential comprehension.
- They determine the themes or main idea(s) in texts, drawing on key details and summarizing texts.
- Students describe literary elements in-depth, drawing on key details, and compare and contrast them.
- They explain components of informational text, including the relationships among them.

Craft vs. Integration of Knowledge and Ideas

1. Reading standards related to craft focus on students' understanding of how the authors' choices about language and structure, including point of view and purpose, impact meaning.
2. Reading standards related to the integration of knowledge and ideas require students to make connections between and analyze different presentations of information, including authors' use of reasons and evidence to support points in informational text and to extend their thinking and integrate information across texts.

Writing

The writing standards, too, reflect an emphasis on meaning.

Students write opinion pieces, informative texts, and narratives clearly and logically to convey meaning. They produce writing in which the development and organization are appropriate to the task and purpose, which, with guidance and support, is revised and edited to ensure effective communication, and which employs digital tools.

As noted in the CCR Anchor Standards for Writing, students "learn to appreciate that a key purpose of writing is to communicate clearly" to a range of audiences.

Students also make meaning as they conduct research projects, build and present knowledge they have gained, and draw evidence from texts to support analysis, reflection, and research.

In short, writing is a meaningful act.

Speaking and Listening

The speaking and listening strand of the CA CCSS for ELA/Literacy also centers on meaning making as students learn to communicate ideas.

- Discuss: Students engage in a range of collaborative discussions about texts and grade-level content, sharing and exploring ideas.
- Summarize: They learn to summarize the meaning of texts read aloud and information presented in diverse media and formats.
- Present: They learn to present information so that others understand, using media to enhance main ideas and themes.

Importantly, they use language appropriate to the task and situation in meaningful exchanges.

Language

Standards in the language strand, to include a focus on meaning making.

Students learn to:

- Determine and clarify the meaning of unknown words and phrases using a variety of strategies.
- Understand figurative language, word relationships, and nuances in word meanings.
- Expand their vocabulary so that they can comprehend text and content and express ideas at their grade level.

As students gain control over conventions of standard English grammar, usage, and mechanics, they are able to convey meaning effectively.

Knowledge Check

Now, check to determine how much you learned about meaning making!

This activity is a no-stakes knowledge check that contains six questions. You will receive feedback on your answers for each question. And you can take the knowledge check as many times as you like.

1. What do the standards of reading focus on? (short answer)

The standards of reading focus on _____.

2. Fill in the blank.

- As students gain control over conventions of standard English grammar, usage, and mechanics, they are able to convey _____ effectively.

- As students gain control over conventions of standard English grammar, usage, and mechanics, they are able to convey _____ effectively.

- the four domains of language are : _____, _____, _____, and _____

-comprehension is not a domain of language. Comprehension is the ability to:

3. Matching:

(1) Discuss: _____

(2) Summarize: _____

(3) Present: _____

(a) Recap meaning of texts read aloud and information presented in diverse media and formats.

(b) Engage in a range of talks about text and grade-level content, sharing and exploring ideas.

(c) Render information so that others understand, using media to enhance main ideas.

4. Which domains are part of language? Select all that apply.
- Comprehension
 - Speaking
 - Writing
 - Listening
 - Reading

4.a In what other ways do students make meaning? (Select all that apply.)

- Building and presenting knowledge they have gained ____
- Conducting research projects ____
- Drawing evidence from texts to support analysis, reflection, and research ____

5. Is this statement true or false? *Writing is a meaningful act.*

- True. Why?
- False. Why?

6. What is the main difference between Craft and Integration of knowledge and ideas?

Select the correct statement:

- The craft requires students to understand the author's purpose and Integration of knowledge and ideas requires students to make connections between the text.
- The craft requires students to read, and Integration requires students to write.
- The main focuses of each reading standard are craft and integration of knowledge and ideas. Craft requires students to understand the author's purpose. Whereas integration of knowledge and ideas requires students to make connections between the text.

Summary

Making meaning is a central theme and ultimate goal of all ELA CCSS and your LTPEs.

Meaning Making Explain why this is important component for present in all four language domains in your lesson planning:

Use the phrase "making meaning" in your instructional planning as well as with your students. It is critical that it is present in all four language domains as you provide learning experiences through guided and independent strategies where students learn how to make sense of their own reading by making connections to their prior academic knowledge as well as their cultural and linguistic backgrounds.

Ask yourself right now, which domains you feel more confident in and which ones require more effort and then think about why. Write a response reflection for Week 1:

Rubrics for all assignments are included in the Course itself.

Discussion #1: Explore the ELA/ELD Roadmap

Be sure to review the required reading and the ELA/ELD section of this module's lesson before beginning this discussion.

- ✓ Read and explore the ELA/ELD framework and CA CCSS
- ✓ [Executive Summary of the ELA/ELD Framework for California Public Schools](#), pages 1 - 8
- ✓ Read [Chapter 2](#) of the ELA/ELD Framework

- ✓ Read and explore the ELA/ELD framework and CA CCSS

In your initial post, Respond to the following prompts:

- ✓ Describe how the ELA/ELD framework and CA CCSS standards promote an integrated and interdisciplinary **approach to literacy and language instruction**.
- ✓ **Explain how the ELA/ELD** framework and the CA CCSS standards position cultural diversity, multilingualism, and biliteracy as valuable resources and assets.

Then, review your peers' posts and respond to at least two of your classmates.

- ✓ Did you learn something new or gain a different perspective?
- ✓ What resonated with you about your classmate's understanding of the ELA/ELD framework?
- ✓ Did their explanations make you think about literacy and language standards in different ways?
- ✓ Annotate in Your Self Reflection:

(1) What did you learn from the framework and standards and what are the implications to your practices?

Rubrics for all assignments are included in the Course itself.

Reading Rockets Note on weekly assignments:

Each week, you will be asked to visit Reading Rockets, take a pre-test on a specific topic, view video clips related to the topic, read articles on the topic, take a post-test, and reflect on your growth in this area.

In this course, **Reading Rockets** is a critical resource in the course materials as its overall goal is to help students become more confident readers by giving teachers support in helping students become strong readers. Reading 101 was produced in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 has also received generous support from the National Education Association. Dyslexia is a language-based disability that affects reading, and Reading Rockets provides resources and strategies to support *all* students in succeeding. Each module guides you and will provide in-depth knowledge on how to deliver reading instruction effectively, and you will hear from literacy experts and see teachers using effective strategies and techniques in the classroom.

Please read and watch all videos to gain the entire perspective of the content being presented. At the end of each module, you will take a post-quiz and submit those as your assignment for Reading Rockets.

Remember, assessments can be invaluable in helping you to identify the strengths and weaknesses of each student and to guide the next steps in instruction. There are many informal tools for assessing the various components of reading. No single assessment will provide insight into all of the reading-related skills that students need to learn.

Instructions:

Complete the **Reading 101: Assessment** module. Then, work your way through all components of the Assessment module, including:

- Introduction
- Pre-Test
- In-Depth
- In Practice
- Assignments
- Post-test

Week 1: (a, b)

Week 2 (c,d)

Week 3 (e,f)

Week 4 (g,h,1,)

Reading Rockets #1 (a, b)

Reading Rockets 1: Determine Key Components of Literacy Assessment in Reading Rockets Quiz 1- Print Awareness (a) [Phonological and Phonemic Awareness](#). (a) [back](#)

Complete the Reading Rockets modules, which will provide you with pertinent and applicable knowledge related to phonological awareness and phonemic awareness. At the end of each module, you will take a short quiz. Submit a screenshot of the quiz in the gradebook.

7.5/U7.5 (a, b) Introduced Practiced, & Assessed

Assessment for Reading Records: Snapshot of completed Module: Quiz

Dyslexia #1 Introduction to Dyslexia <https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/> [return](#)

TPE7.2 c Practiced & Assessed

The Dyslexia Modules are assessed with a snapshot as evidence of completion.

The Introduction to Dyslexia Module examines defining, identifying, and understanding dyslexia. It also presents ongoing questions, future directions, and strategies for consulting with families. The module includes case studies of students from diverse backgrounds and addresses the underrepresentation of dyslexia in children of color.

Read: California Department of Education (2017) *California Dyslexia Guidelines, Chapter 4, 5, 6, 13* Sacramento, CA:

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

Respond to the *Discussion Question*

Jonah, Ruby, and Alejandro all exhibit characteristics that put them at risk for dyslexia.

- ✓ What might be reasonable next steps for a teacher to take in meeting the literacy needs of each student?
- ✓ Consider as suggestions instructional and assessment practices.

Read and summarize key concepts of the Lingering Questions: Cards

- ✓ What are the Key Takeaways from this module?

Case Studies:

1. Jonah is a 7-year-old African American boy. He has a superb imagination and enjoys drawing illustrations for stories he listens to. He is eager to learn to read but he is having trouble doing so. Jonah's first grade teacher reports that he

recognizes some letters of the alphabet and a few words by sight but struggles to produce rhyming words and count the number of sounds in words. Although exposed to letter-sound instruction, Jonah is unable to consistently connect letters to the sounds they represent.

2. Ruby is a 9-year-old 4th grader, whose family immigrated from Honduras three years ago. In second grade Ruby was found eligible for special education services as a student with a specific learning disability in reading and spelling. For the past year Ruby has been receiving these services in a dual-language program that includes strong instruction in both English and Spanish. Ruby's oral reading remains very slow and laborious. Although Ruby has difficulty understanding what she is reading, her listening comprehension in both English and Spanish is above grade-level.
3. Alejandro is a 12-year-old seventh grader and a fifth-generation Hispanic Californian. He and his family are fluent in both English and Spanish. Despite participation in an intensive reading program, Alejandro has yet to develop the literacy skills needed to access middle-school reading material. He frequently guesses or skips words and mispronounces words like "since", "though", and "early". He is very reluctant to read and actively avoids doing so. Alejandro's father reports that he also struggled with reading and writing when he was in school, but like Alejandro excelled in math.

Assignment 1.1: Assess ELA/ELD Case Studies W1. [Return](#) [b](#) [c](#) [d](#) [e](#) [f](#) [g](#) [h](#) [i](#)
[Return 7.7/U7.7](#) [Rubric at the end of assignment.](#)
[TPE 7.10](#) [Practice 7.10.](#)

TPE 7.7/U7.7. Introduced Practiced, &. Assessed.

7.5/U7.5 (a, b, c, d, e, g, h, i), Introduced Practiced. (f) Introduced Practiced, &. Assessed

TPE 7.10 practiced

TPE 7.6./U7.6 Meaning Making Introduced & Practiced

Assessment drives instruction. Since assessment is such a crucial part of learning in general and reading in particular, the purpose of this assignment is to provide you with practice in understanding and demonstrating the ability to identify, assess, and support students utilizing the results of research-based assessments and designing reading lessons utilizing effective reading strategies which will meet the needs of all students, including children with reading difficulties.

Background

In this assignment, you will utilize student data and assessment results to complete a data assessment report chart addressing the needs of the student. Specifically, you will need to:

- ✓ Analyze the assessments provided
- ✓ Identify the student's strengths/assets and needs/gaps
- ✓ Recommend varied literacy activities/instructional strategies specific to the student's needs in the area of reading.
- ✓ Align your identification of the child's needs and instructional activities with the CCSS.
- ✓ Be sure to review the *Assessment Drives Instruction* section of this module's lesson before completing this assignment.

In order to promote students' **oral and written language** development teachers need to assess their vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings. Teachers need to assess how students read, listen, speak, and write with comprehension and effective expression. Remember, start with the students' strengths and assets, then examine their gaps and areas for growth.

Instructions

1. Download and save [Assignment 1 Case Studies and Assessment Chart.docx](#).
2. Choose one case study from the sets of student data in Step 1 of [Assignment 1 Case Studies and Assessment Chart.docx](#). You have a choice of students from first through sixth grade.
3. As you read and analyze the data, fill in the *Assessment Data Report Chart* in Step 2 of [Assignment 1 Case Studies and Assessment Chart.docx](#).
4. Describe the assessment.
 - ✓ What is the assessment's purpose and what information should inform you about student assets/strengths and needs/gaps? (You may have to complete some research from credible instructional sites.)
 - ✓ Identify the CCSS standards this assessment aligns to.
 - ✓ Identify the Language Domains associated with this assessment
5. Record the information you have regarding the child's academic background.
 - ✓ List student assets/strengths, categorizing or highlighting them across assessments and identifying patterns in any and all of the following areas: Note: *If data is not evident, state that no data was available.*
 - Print concepts
 - Phonemic and phonological awareness
 - Phonics
 - Vocabulary
 - Fluency
 - Comprehension
 - Decodable text
6. Write an overall summary of findings.
7. Identify student's assets.
 - ✓ Based on the data, clearly list the student's reading strengths, substantiating your statements with examples from the data.
8. Identify student's learning needs.
 - ✓ Based on the data, clearly list all of the student's instructional reading needs, substantiating your statements with examples from the data.
9. Recommend instructional activities to address the child's reading needs in the classroom.
 - ✓ Formulate specific recommendations to enrich the child's foundational reading skills and identify at least four activities for the classroom which would meet the needs of the child in different areas of need.
 - ✓ Identify specifically which area of need you are targeting in two to four different areas of need.
 - ✓ Describe clearly and succinctly the activity you are recommending.
 - ✓ Activities should be varied, utilize different resources/texts/materials and be appropriate to the child's age and developmental level and employ multiple teaching and learning strategies.

Note: Please do not recommend reading aloud to this student in class, as this is something that should occur daily for all students.

- ✓ Recommend activities specific to the foundational reading skills and meaning-making needs in the reading of this child. For ideas on specific strategies to address student needs, refer to your Course Resources and the “Additional Resources.”
- ✓ Justify why you feel this activity will help meet the child's needs in that specific area. Explain explicitly and separately how each activity will meet the language developmental needs of this child.

Make sure to refer to the rubric for this assignment to ensure you addressed all of the components.

Assignment 1.2: Examine ELA/ELD Standards, Instructional Strategies, and Assessments Due W1. [Return](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [MM](#)

TPE7.7/U7.7 Introduce& Practice (a,b,c,d,e,f,g,h,i)

TPE 7.6./U7.6 Meaning Making Introduced & Practiced

Background: This assignment will allow you to practice two skills:

1. Identify ELA/ELD standards, instructional strategies, and assessments in a lesson that are aligned to the foundational literacy skills of reading (a through i). Support students' development of : a. print concepts, including letters of the alphabet; b phonological awareness, including phonemic awareness; c phonics, spelling, and word recognition, including letter- sound, spelling-sound, and sound-symbol correspondences; d decoding and encoding, including morphological awareness; e text reading fluency, including accuracy, prosody(expression), and rate (as an indicator of automaticity); f instruction that is structured and organized as well as direct, systematic, and explicit ;g. connected, decodable text; h. provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax; i. advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
2. It is important to be able to recognize and analyze the CA ELA/ELD assessments that are both *summative* and *formative* and that support the reciprocal relationship between language and literacy development/content knowledge by sorting assessments in a list, group, and label activity. After completing this assignment, you should be able to use these strategies, assessments, and standards in your own classroom to assist your students with literacy.

Be sure to review the *Meaning Making* section of this module's lesson before completing this assignment.

See Rubric

ITL 510 Rubric

Assignment 1.1: Assess ELA/ELD Case Studies W1.

TPE 7.7/U7.7. Introduced Practiced, &. Assessed.

7.5/U7.5 (a, b, c, d, e, g, h, i), Introduced Practiced. (f) Introduced Practiced, &. Assessed

TPE 7.10 practiced

TPE 7.6./U7.6 Meaning Making Introduced & Practiced

TPE 7.10

Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.

7.5/U7.5 Foundational Skills. Develop students' skills in the following:

a. print concepts, including letters of the alphabet; b phonological awareness, including phonemic awareness; c phonics, spelling, and word recognition, including letter- sound, spelling-sound, and sound-symbol correspondences; d decoding and encoding, including morphological awareness, e text reading fluency, including accuracy, prosody(expression), and rate (as an indicator of automaticity); **f. instruction that is structured and organized as well as direct, systematic, and explicit**; g. connected, decodable text; h Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax; i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6/U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop , students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.

TPE 7.7/U7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.

Background

In this assignment, you will utilize student data and assessment results to complete a data assessment report chart addressing the needs of the student. Specifically, you will need to:

- ✓ Analyze the assessments provided
- ✓ Identify the student's strengths/assets and needs/gaps
- ✓ Recommend varied literacy activities/instructional strategies specific to the student's needs in the area of reading.
- ✓ Align your identification of the child's needs and instructional activities with the CCSS.
- ✓ Be sure to review the *Assessment Drives Instruction* section of this module's lesson before completing this assignment.

In order to promote students' **oral and written language development**, teachers need to assess their vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings. Teachers need to assess how students read, listen, speak, and write with

comprehension and effective expression. Remember, start with the students' strengths and assets, then examine their gaps and areas for growth.

Instructions & Prompts

10. Download and save [Assignment 1 Case Studies and Assessment Chart.docx](#).
11. Choose one case study from the sets of student data in Step 1 of [Assignment 1 Case Studies and Assessment Chart.docx](#). You have a choice of students from first through sixth grade.
12. As you read and analyze the data, fill in the *Assessment Data Report Chart* in Step 2 of [Assignment 1 Case Studies and Assessment Chart.docx](#).
13. Describe the assessment.
 - ✓ What is the assessment's purpose and what information should inform you about student assets/strengths and needs/gaps? (You may have to complete some research from credible instructional sites.)
 - ✓ Identify the CCSS standards this assessment aligns to.
 - ✓ Identify the Language Domains associated with this assessment
14. Record the information you have regarding the child's academic background.
 - ✓ List student assets/strengths, categorizing or highlighting them across assessments and identifying patterns in any and all of the following areas: Note: *If data is not evident, state that no data was available.*
 - Print concepts
 - Phonemic and phonological awareness
 - Phonics
 - Vocabulary
 - Fluency
 - Comprehension
 - Decodable text
15. Write an overall summary of findings.
16. Identify student's assets.
 - ✓ Based on the data, clearly list the student's reading strengths, substantiating your statements with examples from the data.
17. Identify student's learning needs.
 - ✓ Based on the data, clearly list all of the student's instructional reading needs, substantiating your statements with examples from the data.
18. Recommend instructional activities to address the child's reading needs in the classroom.
 - ✓ Formulate specific recommendations to enrich the child's foundational reading skills and identify at least four activities for the classroom which would meet the needs of the child in different areas of need.
 - ✓ Identify specifically which area of need you are targeting in two to four different areas of need.
 - ✓ Describe clearly and succinctly the activity you are recommending.
 - ✓ Activities should be varied, utilize different resources/texts/materials and be appropriate to the child's age and developmental level and employ multiple teaching and learning strategies.

Note: Please do not recommend reading aloud to this student in class, as this is something that should occur daily for all students.
 - ✓ Recommend activities specific to the foundational reading skills and meaning-making needs in the reading of this child. For ideas on specific

strategies to address student needs, refer to your Course Resources and the “Additional Resources.”

- ✓ Justify why you feel this activity will help meet the child's needs in that specific area. Explain explicitly and separately how each activity will meet the language developmental needs of this child.

Criteria	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Responses to Prompts (#4, #5, #7, #8) <i>(Four targeted activities with justification for foundational skill areas)</i>	All four prompts are thoroughly and clearly addressed. Responses show strong alignment to CCSS and language domains with well-documented examples. Student strengths and needs are clearly substantiated.	Most prompts are clearly addressed with alignment to standards. Some examples are used to support analysis. Minor details may be underdeveloped.	Prompts are partially addressed. Lacks some clarity or depth. Limited or unclear connections to data or standards.	Some required elements are missing. Minimal explanation or supporting evidence	Incomplete or irrelevant responses with little to no analysis or alignment to standards
	1.2 pt	1 pts	0.8 pt	0..6 pt	0.4 pt
<i>Assessment Data Report (Completion and accuracy of chart with student assessment data)</i>	Chart is complete, accurate, and clearly organized. Student data is thoroughly analyzed across multiple foundational skill areas.	Chart is mostly complete and accurate with minor errors or gaps. Most skill areas are addressed.	Chart is partially completed. Key data points may be missing or misinterpreted.	Limited completion of chart with inaccurate or disorganized information.	Chart is missing, incomplete, or lacks relevant data.
	1.2 pt	1 pt	0.8 pt	0.6 pt	0.4 pt
Summary of findings <i>(Synthesis of strengths, needs, and instructional implications)</i>	Summary clearly synthesizes all key findings from the data. Insightful analysis of how findings will inform instruction.	Summary is clear with good insight, though may lack full synthesis of all components.	Partial summary with limited connection between findings and instruction.	Summary is vague or unclear. Key elements are missing.	No summary or does not reflect the data analysis.
	1.2 pts	1 pt	0.8 pt	0.6 pt	0.4 pt
Instructional activities (6 prompts) <i>(Four targeted activities with justification for foundational skill areas)</i>	At least four well-aligned, varied instructional strategies with strong justification. Targets multiple foundational skill areas with explicit links to data.	Four strategies are present and generally aligned. Justification is adequate but may be less specific.	Fewer than four strategies or weak alignment to needs. Justification lacks clarity.	Limited or generic strategies with minimal rationale or relevance.	No strategies or irrelevant/unjustified suggestions.
	1.2 pts	1 pt	0.8 pt	0.6 pts	0.4 pts

Overall Quality & Alignment to TPE 7.7/U7.7 <i>(Organization, clarity, alignment to TPE 7.7/U7.7 a–i foundational skills)</i>	Submission is clear, well-organized, and shows strong alignment to TPE 7.7/U7.5. Thoughtful integration of all foundational components (a–i).	Well-written with some clear alignment to the TPE. Mostly organized and complete.	Partially aligned to the TPE. Some disorganization or missing elements.	Unclear writing and limited TPE alignment. Several missing components.	Lacks clarity, organization, and TPE alignment. Incomplete.
	1.2 pts	1 pt	0.8 pt	0.6 pt	0.4 pt
TOTAL	6	5	4	3	2

Assignment 1.3: Interview with a Special Education Teacher [Return](#) DUE W3

TPE 7.12 Introduced

TPE 7.2 (c) introduced

Investigate Special Education Practices to Assess and Support Students with Dyslexia

Instructions

1. Identify a special education teacher to interview.
2. Download the [Template for Interview with a Special Education Teacher](#).
3. Review the instructions and write two of your own questions (questions 9 and 10).
4. Using the questions provided in the template as well as your own two questions, interview a special education teacher about dyslexia and assessments. Take detailed notes throughout the interview.
5. Then, write a 4-page reflection about what you learned. Please submit all of the following:
 - 10 questions that you asked in the interview. (Note: **Please use the eight sample questions provided in the template**, and then, write two of your own questions to ask.)
 - The Special Education teacher's responses to each question
 - 4-page reflection

*Reminders: Please be inclusive by using language that respects diverse learners. Use people-first language (student with dyslexia instead of dyslexic student). Always remember to use pseudonyms to maintain confidentiality and anonymity. Always ask permission before recording an interview. If the interviewee declines to be recorded, be sure to take copious notes.

Resources

Readings

- [Introduction to the ELA/Literacy Shifts of the Common Core State Standards](#)

Achieve the Core. (n.d.). *Introduction to the ELA/Literacy Shifts of the Common Core State Standards* [Slides]. <https://player.slideplayer.com/20/6043838/>
This resource will inform your responses for this week's discussion.

- [Chapter Two of the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve](#)

California Department of Education. (2014). *Chapter two of the English language arts/English language development framework for California public schools: Kindergarten through grade twelve*. <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf>
This resource will inform your responses to this week's discussion.

[Executive Summary of the ELA/ELD Framework for California Public Schools](#), pages 1 - 8

[Chapter 2](#) of the ELA/ELD Framework

[Chapter 8 of the English Language Arts/English Language Development Executive Summary of the ELA/ELD Framework for California Public Schools](#), pages 1 - 8

[Chapter 2](#) of the ELA/ELD Framework

[Chapter 8 of the English Language Arts/English Language Development](#)

- [California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#)

California State Board of Education. (2010). *California common core state standards: English language arts & literacy in history/social studies, science, and technical subjects*. <https://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf>
Review this resource to learn about California Common Core State Standards for English language arts.

- [California English Language Development Standards: Kindergarten Through Grade Twelve](#)

California State Board of Education. (2010). *California English language development standards: Kindergarten through grade twelve*. <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>
Review this resource for California English language development standards for kindergarten through grade 12.

- [Common Core Teaching and Learning Strategies: English & Language Arts Reading Informational Text Grades 6-12](#)

Illinois State Board of Education. (2012). *Common core teaching and learning strategies: English & language arts reading informational text grades 6-12*. <https://www.isbe.net/Documents/ela-teach-strat-read-text-6-12.pdf>
Review this resource for ELA strategies for grades 6 through 12. Bookmark this resource for future reference.

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

Chapter 1 A Twenty-First Century Definition of Dyslexia

Chapter 2 Neuroscience of Dyslexia

Chapter 3 Dyslexia as a Language Definition

Chapter 4. Characteristics of Dyslexia by Age Group Strengths and Weaknesses

- [Middle and High School Intervention Strategies: Literacy Strategies](#)

Los Angeles Unified School District. (2016). *Middle and high school intervention strategies: Literacy strategies*.

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/217/sspt%20handbook%20files/SSPT%20Strategies%20ELA.Math%2011.4.16.pdf>

Review this resource for ELA strategies for middle and high school.

- [Basics: Informal Classroom-Based Assessment](#)

Reading Rockets. (n.d.). *Basics: Informal classroom-based*

assessment. <https://www.readingrockets.org/reading-101/reading-and-writing-basics/informal-classroom-based-assessment>

This resource provides an overview of informal reading assessments.

- [Executive Summary: English Language Arts/English Language Development for California Public Schools: Kindergarten Through Grade Twelve](#)

Slowik, H. Y., & Brynolson, N. (2015). *Executive summary: English language arts/English language development for California public schools: Kindergarten through grade twelve*. Sacramento: Consortium for the Implementation of the Common Core Standards.

https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf

This resource will inform your responses to this week's discussion.

Websites

- [Achieve the Core](#)

Please create a free account.

- [Smarter Balanced](#)

The Smarter Balanced assessment system includes a comprehensive suite of standards-aligned assessments and tools—including instructional supports, interim assessments, and summative assessments—to support effective teaching and maximize learning for each individual student. Please create a free account.

- [Common Core Connect](#)

Common Core Connect Tulare County office of Education. (2020). *Common core*

connect. <https://commoncore.tcoe.org/search/1/Resources/619db84f-d361-4d4a-b182-d907cf4ca815>

Search this resource for ELA bookmarks for specific grades.

- Reading 101: A Guide to Teaching Reading and Writing Assessment module

<https://www.readingrockets.org/reading-101/reading-101-learning-modules>

Sites for Instructional Strategies

- [ELL Strategies & Best Practices](#)

Colorin Colorado. (n.d.). *ELL strategies & best practices* <https://www.colorincolorado.org/ell-strategies-best-practices>

- [Recommendation 3: Blending Letters, Recognizing and Reading Words](#)

Institute of Education Science. (n.d.). *Recommendation 3: Blending letters, recognizing and reading words. Regional Educational Laboratory at Florida State University*. https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/kindergarten_recommendation3.asp

- [Reading Comprehension Worksheets for Grade 1 Readers](#)

Little Worksheets. (n.d.). *Reading comprehension worksheets for grade 1 readers*. <http://www.littleworksheets.com/grade1reading.html>

- [Middle and High School Intervention Strategies: Literacy Strategies](#)

Los Angeles Unified School District. (2016). *Middle and high school intervention strategies: Literacy strategies*. <https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/217/sspt%20handbook%20files/SSPT%20Strategies%20ELA.Math%2011.4.16.pdf>

- [Classroom Strategy Library](#)

Reading Rockets. (2023). *Classroom strategy library*. <https://www.readingrockets.org/classroom/classroom-strategies>

Videos

- [Annotating Text](#)

Cranfill, K. (2014, January 3). *Annotating text* [Video]. YouTube. https://youtu.be/JZXgr7_3Kw4
This video [7:07] shares the why and how to annotate. Closed captions are available.

- [Assessing Curriculum for Equity & Inclusion: a Masterclass for K-12 Educators + District Leaders](#)

Manning, K. (2021, May 18). *Assessing curriculum for equity & inclusion: a masterclass for K-12 educators + district leaders* [Webinar]. XanEdu. <http://www.xanedu.com/resources/transforming-your-curriculum-to-be-equitable-and-inclusive>
Join Dr. Karla Manning, a school diversity, equity and inclusion consultant, to help you determine where and how your district or school can transform your curriculum to be culturally responsive.

- [Assessment-Driven Instruction](#)

WGBH Educational Foundation. (2002). *Assessment-driven instruction* [Video]. Annenberg Learner. <https://www.learner.org/series/teaching-reading-k-2-a-library-of-classroom-practices/assessment-driven-instruction/>
Watch this video [26:47] to learn how first-grade teacher Hildi Perez identifies students' needs through frequent formal and informal assessment. Closed captions are available.

Recommended Textbooks

The following textbooks are not required reading. You do not need to read them to successfully complete any discussions or assignments in this course, but they are highly recommended reading to support teaching literacy.

Words Their Way

Words Their Way is a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills.

For *Words Their Way*, it is recommended that you read the sixth or seventh edition.

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F.R. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction (6th ed.)*. Pearson Education, Inc. ISBN: 978-0133996333

- Chapter 1
- Chapter 2
- Appendix A
- pp. 317-318

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F.R. (2019). *Words their way: Word study for phonics, vocabulary, and spelling instruction (7th ed.)*. Pearson Education, Inc. ISBN: 9780135204917

- Chapter 1
- Chapter 2
- Appendix A
- pp. 373-375

Phonics They Use

With its focus on how students use phonics to read and write, not just how much phonics a student knows, *Phonics They Use* includes numerous developmentally appropriate activities for helping students with fluency, rhyme-based decoding, spelling, and more.

Cunningham, P.M. (2017). *Phonics they use: Words for reading and writing (7th ed.)*. Pearson Education, Inc. ISBN: 978-0134255187

- Chapter 5
- Chapter 8
- Chapter 11
- Chapter 15
- Chapter 16

Recommended Readings

- [Assessment and Accountability](#)

California Department of Education. (n.d.). *Assessment and accountability*. <https://www.cde.ca.gov/pd/ca/rl/elaassessmentaccountability.asp>
Review this resource for information about assessment. Bookmark this website for future reference.

- [Teacher Guide to the Smarter Balanced Assessments: English Language Arts/Literacy: Grades 3 Through 5](#)

California Department of Education. (2016). *Teacher guide to the smarter balanced assessments: English language arts/literacy: Grades 3 through 5*. <https://www.cde.ca.gov/ta/tg/ca/documents/sbteachgdeela35.pdf>
Review this resource for information on assessments for grades 3 through 5. Bookmark this resource for future reference.

- [Teacher Guide to the Smarter Balanced Assessments: English Language Arts/Literacy: Grades 6 Through 8](#)

California Department of Education. (2016). *Teacher guide to the smarter balanced assessments: English language arts/literacy: Grades 6 through 8*. <https://www.scusd.edu/sites/main/files/file-attachments/sbteachgdeela68.pdf?1468450271>

Review this resource for information on assessment for grades 6 through 8. Bookmark this resource for future reference.

Recommended Websites

- [California Assessment of Student Performance and Progress](#)

Bookmark this website for future reference.

- [Online Practice Test Scoring Guides and Directions for Administration \(DFAs\)](#)

California Assessment of Student Performance and Progress. (2021). *Online practice test scoring guides and directions for administration (DFAs)*. <https://www.caaspp.org/ta-resources/practice-training.html>
Bookmark this website for future reference.

WEEK 2. Multilingualism and Literacy Instructional Strategies

Collaborate #2 Getting to Know Your Students: Promoting Equitable Instruction, Selecting Appropriate Texts and Translanguaging. [Return c](#) [return a](#) plan. [Return kc](#)

TPE 7.7/U7.7 (c). Introduced.

TPE 7.7/U7.7 (c). Introduced.

TPE 7.8/U7.8 a Introduced

Complete and discuss the reading assignments in small groups. Complete the Knowledge Check independently with your weekly reflection.

Lesson 2: Getting to Know Your Students: Promoting Equitable Instruction, Selecting Appropriate Texts and Translanguaging

<https://360.articulate.com/review/content/c94274ea-fac2-4b1b-a8ed-63facffc7e2/review>

In this lesson, you will examine the following:

Getting to know your students, promoting equitable instruction, selecting appropriate texts, and translanguaging.

Typically, teachers are mindful of selecting reading material that aligns with the standards, grade-level literacy instruction, and student engagement. However, to capture student engagement, we must consider different criteria, such as culturally responsible text selection, text complexity, and critical literacy components. For example, Howard (2020) recommends teachers first identify diverse students' current knowledge. Student-centered curriculum is more meaningful as it considers students' values, interests, and experiences, thus getting to know your students' academic levels and learning about their culture, language, and prior lived experiences.

Howard describes culturally responsive teaching strategies as “part of an approach that uses the experiences and strengths of a diverse student body to make school more relevant, and it’s backed by research that shows that people learn most successfully when new information is linked to what they already know” (2020, par. 1). One of the essential factors when planning

relevant curricular content is to ensure content reflects and includes the experiences of all learners.

For more information on Culturally Responsive Teaching Strategies, go to:

[7 Culturally Responsive Teaching Strategies and Instructional Practices](#)

Selecting Appropriate Texts and Learning Materials

Learners need to have access to stories that reflect their own lived experiences, thus the relevance to include reading materials that serve as mirrors and windows. The term “mirrors and windows” originated from Emily Style, author of *Curriculum as Windows and Mirror* (1988). However, Rudine Sims Bishop’s 1990 work *Mirrors, Windows, and Sliding Glass Doors* expanded the constructs of the “mirrors and windows” metaphor and added the sliding doors. Bishop explains,

"Books are mirrors when readers can see their own lives reflected in the pages. Books are windows when they allow readers a view of lives and stories that are different from their own. Books become sliding glass doors when readers feel transported into the world of the story and when they feel empathy for the characters" (1990, par. 1).

This is an important concept as there is still a scarcity of children’s books/texts that are inclusive of non-white students such as Latinx, Afro-Americans, Asian-Americans, and Native Americans and the question remains: where is their mirror in the book?

To read Bishop (1990)’s full article, visit: [Mirrors, Windows, and Sliding Glass Doors](#)

Check out Emily Style's (1988) article here: [Curriculum as Window and Mirror](#)

Useful Tool for Selecting Inclusive Reading Materials

To ensure all learners can identify themselves in the “mirror,” teachers must select texts and learning materials that are appropriate and culturally relevant. To ensure effective literacy instruction, student engagement, and to provide the “mirrors, windows, and sliding doors,” the teacher must be intentional in the selection of inclusive materials. Several tools are available to assist with selecting inclusive reading materials. For example, Teaching Tolerance: Appendix D provides useful guidelines to support the process of choosing appropriate reading material. The tool directs the teacher practitioner’s attention to different components for text selection, including complexity, diversity and representation, critical literacy, and reader and task considerations (2014).

Go to this link for more information and access to Text Selection Tool: [Teaching Tolerance Appendix D: A Tool for Selecting Diverse Texts](#)

Translanguaging

Translanguaging is described by Garcia (2009) as an act performed by bilingual learners to use their different linguistic repertoire, described as autonomous languages. Garcia explains bilingual learners do this to maximize their communicative potential (2009, p. 130). Translanguaging involves blending and switching between languages within a single conversation or piece of conversation, rather than strictly adhering to one language. This approach recognizes that languages are interconnected and can enhance communication and understanding.

In this video (16m), Garcia explains the principles of translanguaging.

[embed] <https://www.youtube.com/watch?v=5l1CcrRck0>

Due: Sunday 11:59 pm

Reflection:

As you watch the video, take notes and respond to the following:

- What are the main elements of translanguaging?
- Which aspects of the presentation were surprising to you?
- How do you see translanguaging implemented?
- What would be an appropriate learning experience to support and develop biliteracy?
- How will you ensure that your teaching practices will promote opportunities for your students to: engage in the learning activities .
- What activities would you include for students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations drawing on the modes **of opinion/ argumentation, information, and narration.**

Include the responses to the prompts in your weekly journal.

Review this article to learn more about translanguaging: [What is translanguaging?](#)

Quiz 1: Key Concepts (Multiple Choice)

1. What is a primary goal of culturally responsive teaching?

- A. To follow a scripted curriculum
- B. To link new information to students' prior knowledge
- C. To minimize student voices
- D. To use only grade-level texts

Answer:

2. According to Howard (2020), student-centered curriculum is more meaningful when it:

- A. Is focused only on state standards
- B. Aligns only with academic levels
- C. Reflects students' culture, language, and lived experiences
- D. Prioritizes textbooks over student choice

Answer:

3. Which of the following is NOT a component of equitable instruction?

- A. Translanguaging practices
- B. Incorporating students' experiences
- C. Ignoring students' language background
- D. Selecting culturally relevant texts

Answer:

Quiz 2: True or False

1. Text complexity is the only factor to consider when selecting reading materials.

Answer:

2. Translanguaging allows students to use all their language resources for learning.

Answer:

3. Getting to know students' cultural backgrounds has little impact on lesson planning.

Answer:

4. Culturally responsive teaching strategies are supported by research.

Answer:

Quiz 3: Short Answer

1. In your own words, explain why it is important to get to know your students when planning instruction.

Answer:

2. What are two things teachers should consider when selecting reading materials for diverse learners?

Answer:

3. Define translanguaging and give an example of how it might look in the classroom.

1. Answer:

References

Bishop, R. S. (1990). Mirrors, windows, and sliding doors. *Perspectives: Choosing and Using Books for the Classroom*, 6(3. Summer 1990). <https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf>

García, O. (2009). Education, multilingualism and translanguaging in the 21st century. In A. Mohanty, M. Panda, R. Phillipson, & T. Skutnabb-Kangas (Eds.). *Multilingual education for social justice: Globalising the local* (pp. 128-145). Orient Blackswan.

Howard, T. C. (2020, November 19). *7 culturally responsive teaching strategies and instructional practices*. HMH. <https://www.hmhco.com/blog/culturally-responsive-teaching-strategies-instruction-practices>

Style, E. (1996, Fall). Curriculum as window and mirror. *Social Science Record*. (Original work published in 1988)., 1988. https://nationalseedproject.org/images/documents/Curriculum_As_Window_and_Mirror.pdf

Teaching Tolerance. (2014). *Appendix D: A tool for selecting diverse texts*. Learningforjustice.org.

https://www.learningforjustice.org/sites/default/files/general/Appendix%20D%20Text%20Selection%20Tool%202014_final.pdf

Discussion/Reflection 2: Discuss ELA/ELD Research-Based Strategies for Translanguaging return [conduct](#)

TPE 7.7/U7.7 Practiced

Instructions

Based on the reading materials assigned for week 2, in your initial post:

- ✓ Discuss at least four ELA/ELD research-based strategies that would support the transfer between languages, multilingual speakers (translanguaging techniques), and grade and developmental levels. Include at least two supporting resources.
- ✓ Then, review your peers' posts and respond to at least two of your classmates.
- ✓ In your reflection for week 2, respond to the following prompts:
 - Did you learn something new or gain a different perspective?
 - What resonated with you about your classmate's understanding of research-based strategies for translanguaging?

- What are the implications of what you have learned on your own teaching practices?

Reading Rockets 2: Determine Key Components of Literacy Assessment in Reading Rockets Quiz 2- Phonics 4- Fluency (c, d). [Return](#)
7.5/U7.5 (c, d) Introduced Practiced, & Assessed. [Return d](#)

Complete the Reading Rockets modules which will provide you with pertinent and applicable knowledge related to phonics and fluency At the end of each module, you will take a short quiz. **Assessed with a quiz: Submit a screenshot of the quiz in the gradebook.**

Dyslexia # 2 The Dyslexia and the Brain Module <https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/> [Return 2](#)

TPE 7.2 c Practiced 7 Assessed

Assessed with modules quiz. See sample below of the Knowledge Check

Read: California Department of Education (2017) California Dyslexia Guidelines, Chapter2 Sacramento, CA.

Chapter 2: <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>.

The Dyslexia and the Brain Module defines neurodiversity, provides an explanation of the evolution of the reading brain, identifies unique features of the dyslexic brain, and discusses the relationship between emotions and cognition. The module asserts that better learning and reading result when students are emotionally engaged through developmentally, culturally, and linguistically appropriate instruction that capitalizes on the assets that all pupils possess (CDG, 2017).

Aha Moments: “Neurodiverse” does not describe an individual

Because neurodiversity describes differences in the brains of a group, a single individual cannot be neurodiverse. Some people erroneously describe single individuals as neurodiverse, especially individuals with learning disabilities or autism spectrum disorder. However, we discourage describing an individual as neurodiverse. This is inconsistent with the definition of neurodiversity, and it can imply that there is a typical, normal, or average brain. This is not true. Our brains are too multifaceted, varying on too many different dimensions simultaneously to possibly be reduced to one prototypical brain. Rather each person has a unique brain—and that is great for us all!

Complete the module and provide snapshots of each knowledge check for the module

Knowledge Check

With your group or partner, Respond to the following prompts:

1. Define neurodiversity, explain how dyslexia contribute to neurodiversity, and understand the role of neurodiversity in improving education for each child.
2. Discuss the role of genes, experiences, and environmental effects on genes in shaping people’s experience with learning to read.
3. Describe the changing development of the brain across the lifespan and its response to experience--with all the implications this has for reading instruction. Create a graphic organizer representing the milestone for reading acquisition.

4. Provide an evolutionary explanation of the reading brain and the insights this provides parents, educators, and the public.
5. Describe the relationship between emotion and cognition in the brain and the role of each in reading.
6. Identify unique features of the dyslexic brain and describe the advantages and challenges associated with it.
7. Evaluate the advantages and disadvantages of receiving a dyslexia label, particularly with regard to services and self-esteem.

In your reflection: Respond:

What about the brain basis of dyslexia are you curious to learn more about?

Why is it important for teachers to know that the brain is plastic?

Why is it important for policymakers to know that the brain is plastic?

1. _____
2. _____
3. _____

In what sense are teachers brain builders? Does the idea of teachers as "brain builders" offer you new directions for your teaching? If so, how?

1. _____
2. _____
3. _____

Imagine you are a special education teacher working with a dispirited 5th grade student with dyslexia. Would it be helpful to tell them about the strengths of their brain and the differences that underly how they learn to read? Why or why not? (Consider the personality or temperamental differences that exist among your students.)

1. _____
2. _____
3. _____

Assignment 2.1 Annotate to Make Meaning About Assessments: Lesson Plan draft

Background

In this assignment, you will annotate portions of [Chapter 8 of the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve](#). Annotation is a strategy of *close reading* that you will use in your teaching as you have students make meaning (CCSS RI 8.3 Analyze Relationships and Connections), text-to-self, text-to-world, and text-to-text connections. You will *learn about* and *engage* with the chapter content through annotations. The chapter includes the following topics:

- Assessment Cycles
- Student Involvement (Feedback)
- Assessment of ELD Progress
- Assessment for Intervention

While you will only be annotating portions of this chapter, it is critical for you to engage with the entire text of Chapter 8 as it takes what you learned in foundation courses about assessment to the next level of *assessment complexity* and *differentiation* for all students. The section on student involvement includes three types of feedback loops. These types of feedback should be used in your instructional planning practices moving forward and will also be an important part of your LPA/ CalTPA writing in clinical practice (so save this as a reference). This chapter also focuses on understanding how **assessment and feedback for ELD must be connected to their CELDT levels**. Please take the time to internalize the text, which includes analyzing the examples provided; it will benefit you moving forward. *Make sure to include what types of activities you will need to include to ensure alignment with student's learning needs.*

Develop a draft of the lesson plan: see template

Instructions

Use close reading strategies (see the Additional Resources below) as you read and annotate one of the following portions of [Chapter 8](#):

- Pages 830 – 834: Teachers of ELs and Considerations for Assessment
- Pages 836 – 842: Interim or Benchmark Assessments; Assessing ELD Using Medium and Long-Cycle Evidence; Accessibility for ELs

Pages 845 – 858: Student Involvement and 3 Types of Feedback

As you stop, reflect and annotate:

- Make connections between your prior knowledge of its content and your lived experiences and the text.
- Identify text that generates questions.

The criteria for your annotation include the following:

- Use of symbols
- Highlighting
- Underlining
- Margin comments that
 - Emphasize and make connections to your prior knowledge in your coursework or lived experiences
 - Ask questions

You may use a digital annotation tool (e.g., [Actively Learn](#) or [Taking Annotation Digital: A Strategy for Online Teaching & Learning](#)) or print your chosen portion of Chapter 8 and scan your manual annotations.

Required: Readings

Chapter Eight of the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve

Assignment 2.2 Running Record Assignment Guided and Independent Reading Levels and Texts, Benchmarks, and Assessments [Return](#) [g](#) [h](#) [screen](#)

TPE 7.5/U7.5 e, g h assessed

TPE 7.10 understand screening Practice

Assessed with quiz

Background

You will conduct a running record of a student using the resources provided. These resources offer equitable fidelity in scoring students who are English Learners (EL), including benchmark assessments, a reading placement tool, and student assessment reports.

Instructions

Assess, analyze the assessment, and design an ELA/ELD learning activity for a specific student. Use the resources provided to complete the assignment:

1. Identify a student to participate in this activity. The student can be your own child, a relative, a child of a friend, etc. If you are an intern, the student may be a child in your class.
2. Review the resources in the Additional Resources section below.
3. Determine your student's reading level.
 - a. Create a free account at [Pioneer Valley Books](#)
 - b. Visit [Free Basic Leveled Reading Assessment](#)
 - c. Scroll down to Get Started to determine the reading placement of your student.
4. Based on the age or grade level of your student, select passage from Passage Options in Additional Resources below.
5. Administer the Running Record.
 - a. Create your own hard copy or choose a digital option provided in the Running Records Apps and Resources in the Additional Resources \ below.
6. Score the Running Record: You may have to go back to the About Running Records section in the Additional Resources to refresh your memory on how to score. Take screenshots of your Running Record and scoring efforts for assignment submission.
7. Write an analysis of the findings. You can present the analysis as a narrative or an infographic (e.g., chart). The analysis of findings must include the following:
 - Student reading level
 - Scores
 - Skills
 - Student strengths/assets
 - Needs/gaps
 - Recommended future strategies (from recommended textbooks, your own resources, or see links below) that will support the student's needs.

Please submit all of the following by Sunday:

- Screenshot of your Running Record and scoring
- Analysis of your findings

Resources. Week 2

Requires Readings

- [Chapter Eight of the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve](#)

California Department of Education. (2014). *Chapter eight of the English language arts/English language development framework for California public schools: Kindergarten through grade*

twelve. <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf>

Chapter 8 of the ELD Frameworks is critical as it takes what you learned in foundation courses about assessment to the next level of assessment complexity and differentiation for all students. The section on student involvement includes three types of feedback loops. These types of feedback should be used in your instructional planning practices moving forward and will also be an important part of your CalTPA writing in clinical practice (so save this to refer to). The chapter also focuses on understanding how assessment and feedback for ELD must be connected to their CELDT levels. Please take the time to internalize the text, which includes analyzing the examples provided; it will benefit you moving forward.

- [Chapter Nine of the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve](#)

California Department of Education. (2014). *Chapter nine of the English language arts/English language development framework for California public schools: Kindergarten through grade*

twelve. <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf>

This chapter describes the ELA/ELD framework for California Public Schools.

- [20 Free Websites for Digital Reading at Home or in the Classroom](#)

Davies, R. (n.d.). *20 free websites for digital reading at home or in the classroom*. Differentiated Teaching. <https://www.differentiatedteaching.com/free-websites-for-digital-reading/>

This online article offers some free digital reading resources. The resources featured in this article are not suggested as best practices but rather as a way to evaluate whether they meet the criteria as a diverse text.

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

Chapter 5 Socioemotional Factors of Dyslexia

Chapter 6 When the Concern May Not Be Dyslexia

Chapter 7 Dyslexia in English Learners

Chapter 8 Pre-Service and In-Service Preparation for Educators

- [Engaging In and Exploring Running Records](#)

Government of South Australia: Department of Education and Children's Services (2011, August 1). *Engaging in and exploring running records*. Literacy Secretariat.

http://www.scusd.edu/sites/main/files/file-attachments/decs_running_records_australia.pdf

This resource provides helpful information for running records applications and practices.

- [About Running Records](#)

Raz-Kids. (n.d.). *About running records*. <https://www.raz-kids.com/main/ViewPage/name/RunningRecordInfo/>

You will not need to create a Raz-Kids account to access this resource. Read about running records before you begin Assignment 4.

- [Assessing a Student's Level](#)

Raz-Kids. (n.d.). *Assessing a student's level*. <https://www.raz-kids.com/main/ViewPage/name/assessing-a-students-level/>

You will not need to create a Raz-Kids account to access this resource. Read about assessing a student's level before you begin Assignment 4.

Tool

- [Appendix D: A Tool for Selecting Diverse Texts](#)

Teaching Tolerance. (2014). *Appendix D: A tool for selecting diverse texts*. Learningforjustice.org.

https://www.learningforjustice.org/sites/default/files/general/Appendix%20D%20Text%20Selection%20Tool%202014_final.pdf

Use this resource to analyze texts.

Websites

- [Pioneer Valley Books](#)

Please create a free account to use the Free Basic Leveled Reading Assessment in Assignment 4.

- [Free Basic Leveled Reading Assessment](#)

Pioneer Valley Books. (n.d.). *Free basic leveled reading assessment*. <https://pioneervalleybooks.com/pages/assessment>

This is a free reading placement assessment for Assignment 4.

- [The Teacher Track: Resources](#)

The Teacher Track. (2018, January 1). *Resources*. <https://theteachertrack.com/resources>
These are free running record resources that you may find helpful for Assignment 4.
Please look through the available resources and download options that you like.

- [Student Texts](#)

Learning for Justice. (n.d.). *Student texts*. <https://www.learningforjustice.org/classroom-resources/texts>

This searchable library of short texts offers a diverse mix of stories and perspectives.
This multigenre multimedia collection aligns with the
Common Core's recommendations for text complexity and the Learning for Justice
Social Justice Standards.

Videos

- [You Are Welcome Here: Supporting the Social and Emotional Health of Newcomer Immigrant Student](#)

Colorincolorado. (2019, June 11). *You are welcome here: Supporting the social and emotional health of newcomer immigrant students [Video]*. YouTube.
<https://youtu.be/9wAVhTXf5aQ>

This video project [21:10] showcases the ways in which Michigan's Dearborn Public School District is helping its immigrant students succeed, featuring Salina Elementary School and Salina Intermediate School in the South End of Dearborn. Extended interviews and a version with Arabic subtitles are available, along with other videos and articles from Dearborn at the You Are Welcome Here: Support for Immigrant Students in Dearborn, Michigan webpage.

- [Close Reading](#)

EL Education. (2020, January 24). *Close reading [Video]*. YouTube.
<https://youtu.be/AUWsWWHTpTM>

Watch the Close Reading video [7:20] to make the connection to your task and to learn about the power of annotations in a close read.

- [Teaching Digital Literacy](#)

Mascareñaz, L., & Shuster, K. (2017, September 26). *Teaching digital literacy [Webinar]*. Learning for Justice.
<https://www.learningforjustice.org/professional-development/webinars/teaching-digital-literacy>

You will need to register for this free webinar [40m]. You will also earn a certificate upon completion, which you can add to your resume. This webinar addresses today's online media landscape and examines numerous challenges students may face in the digital era. This webinar will introduce the Learning for Justice Digital Literacy Lessons Suite to help you prepare your students to surf intelligently and responsibly.

- [Testing Reading: Running Records | Example & Templates](#)

[Talkin' Chalk]. (2018, May 5). *Testing reading: Running records | Example & templates [Video]*. YouTube. <https://www.youtube.com/watch?v=iDy34AojI5E>

This video will walk you through how to conduct a running record. It also includes helpful resources in the description. (31m 22s).

Week 2 Optional Resources

Recommended Textbooks

The following textbooks are not required reading. You do not need to read them to successfully complete any discussions or assignments in this course, but they are highly recommended reading to support teaching literacy.

Words Their Way

Words Their Way is a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills.

For *Words Their Way*, it is recommended that you read the 6th or 7th edition.

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F.R. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction (6th ed.)*. Pearson Education, Inc. ISBN: 978-0133996333

- Chapter 4
- Chapter 5

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F.R. (2019). *Words their way: Word study for phonics, vocabulary, and spelling instruction (7th ed.)*. Pearson Education, Inc. ISBN: 9780135204917

- Chapter 4
- Chapter 5

Phonics They Use

With its focus on how students use phonics to read and write, not just how much phonics a student knows, *Phonics They Use* includes numerous developmentally appropriate activities for helping students with fluency, rhyme-based decoding, spelling, and more.

Cunningham, P.M. (2017). *Phonics they use: Words for reading and writing (7th ed.)*. Pearson Education, Inc. ISBN: 978-0134255187

- Chapter 2
- Chapter 3
- Chapter 4
- Chapter 5

Recommended Readings

- [Fluency Passages Grade 1, 2, 3, 4, 5](#)

Taylor, S. (2012, November 27). *Fluency passages grade 1, 2, 3, 4, 5* | Reading fluency assessments. Reading Sage. <https://reading-sage.blogspot.com/2012/11/fluency-passages-grade-12345-reading.html>

This article offers free fluency resources for grades 1 through 5.

- [Taking Annotation Digital: A Strategy for Online Teaching & Learning](#)

Turner, K.H., & Zucker, L. (2020, April 9). *Taking annotation digital: A strategy for online teaching & learning*. K-12 talk. <https://k-12talk.com/2020/04/09/taking-annotation-digital-a-strategy-for-online-teaching-learning/>

This online article discusses digital annotation and some digital annotation tools.

Recommended Tools

- [Actively Learn](#)

Actively Learn is a digital annotation tool.

- [Grader & Running Record](#)

AlphaNet Systems. *Grader & running record tools*. https://play.google.com/store/apps/details?id=com.alphanetsys.teachertools&hl=en_US&gl=US

You will need a Google account to access and use this application.

- [Record of Reading](#)

Clemson University. *Record of reading*. <https://apps.apple.com/us/app/record-of-reading/id543574721>

This free running record application is designed for iPad.

- [Fluency Tutor](#)

Texthelp. *Fluency Tutor® for Google*. https://workspace.google.com/marketplace/app/fluency_tutor%C2%AE_for_google/939870422462

This application is free to install with a Google account.

- [ThinkFluency](#)

ThinkFluency is a reading fluency assessment tool for teachers who want to spend less time assessing and more time teaching.

- [Running Record Assistant](#)

Von Bruno. *Running Record Assistant*. <https://apps.apple.com/us/app/running-records-calculator/id507919711>

This application is designed for iPhone/iPad. It is rated number one by teachers, but it costs \$2.99.

Recommended Websites

- [Little Worksheets](#)

This site offers printable reading comprehension worksheets for grades 1 through 5.

- [Raz-Plus](#)

Raz-Plus provides printable and digital Benchmark Passages and Benchmark Books for assessing students and informing instruction.

- [Unite for Literacy](#)

This website features texts for emergent readers. Bookmark this website for future reference.

ITL 510

Assignment 2.2 Rubric:

Running Record Assignment

Assignment 2.2 Running Record Assignment Guided and Independent Reading Levels and Texts, Benchmarks, and Assessments

TPE 7.5/U7.5 e, g h assessed

e text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)

g. connected, decodable text

h Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

Instructions:

Conduct a running record of a student using the resources provided. These resources offer equitable fidelity in scoring students who are English Learners (EL), including benchmark assessments, a reading placement tool, and student assessment reports. Refer to the TPE standards 7.7/U7.7 e, g, h.

Deliverables:

1. Assess and analyze the assessments
2. Design an ELA/ELD learning activity
3. Administer and score the running record
4. Write an analysis of the findings. You can present the analysis as a narrative or an infographic (e.g., chart). The analysis of findings must include the following:
 - ✓ Student reading level
 - ✓ Scores
 - ✓ Skills
 - ✓ Student strengths/assets
 - ✓ Needs/gaps
 - ✓ Recommended future strategies (from recommended textbooks, your own resources, or use links provided) that will support the student's needs.
5. Quality and alignment to TPE 7.7/U7.7 e, g, h

Total Points: 8

TPE 7.5/U7.5 (e, g, h) Assessed

Criteria	Proficient 8	Acceptable 7	Developing 6	Emerging 5	Not Acceptable 4
1. Assess and Analyze the Assessments	Accurately analyzes assessment data; identifies fluency, decoding, and comprehension patterns; clearly links analysis to TPEs	Analysis mostly accurate; links to most TPE components	Basic analysis; limited or partial understanding of reading behaviors	Minimal analysis with unclear links to TPE	Incomplete or inaccurate analysis
2. Design an ELA/ELD Learning Activity	Activity is well-developed, targeted, and directly addresses needs from assessment; supports TPE 7.5 (e, g, h)	Activity somewhat aligns with data and standards; generally appropriate	Activity lacks depth; may not fully target specific needs	Activity weak or off-target; limited instructional value	Activity missing or irrelevant
3. Administer & Score the Running Record	Administers and scores accurately; includes meaningful self-reflection on scoring	Administers correctly; minor scoring inconsistencies	Partial scoring; key miscues or fluency indicators are missed	Incomplete or inconsistent scoring	Scoring not completed or inaccurate

4. Write an Analysis of the Findings (Include reading level, scores, skills, strengths/assets, gaps, and future strategies)	Thorough, well-organized analysis with all required elements; strategies are research-based and relevant	Most elements included; analysis is clear and instructional strategies are mostly appropriate	Some parts missing; analysis or strategies lack specificity	Analysis is vague or disorganized; limited strategy relevance	Analysis is missing or does not reflect data
5. Overall Quality & TPE 7.5/U7.5 Alignment	Clearly written, logically organized, and well-aligned with all three TPE indicators (e, g, h)	Writing is clear; alignment with at least two TPE indicators	Some clarity issues; loosely aligned with TPEs	Writing or structure unclear; minimal TPE alignment	Poorly written; lacks TPE alignment

Week 3 Learning Experiences That Support All Learners

Collaborate #3 Literacy for All Students and Students with Dyslexia in K–12

Introduction:

Lesson Plan: Literacy for All Students and Students with Dyslexia in K–12

- During the collaborative session, you will engage with the lesson, work in small groups, and complete the Knowledge check. Each group will explore one resource and share with the whole group a summary and key takeaways from the resources. Complete the mini lesson activities, reflection and Knowledge Check.
- Mini Lesson on **the Phonics and Language Strand**. Using Cunningham & Cunningham (2002) and the National Reading Panel. The lesson will focus on evidence-based phonics instruction and application in inclusive classrooms
- With your group, you will design a brief literacy activity that incorporates:
 - Structured literacy practices
 - Multisensory instruction
 - Language development for ELs and students with dyslexia
 - Include activities that will teach students to plan, develop, provide feedback to peers, **revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres**, drawing on the modes of opinion/ argumentation, information, and narration.
- Reflection: Respond to this prompt: Reflection and Discussion (10 min)
 - How will you ensure literacy for *all* students in your classroom?
 - What's one change you will make in your practice based on this lesson?

By the end of this lesson, candidates will be able to

- Understand the updated California Literacy Standards, particularly those addressing foundational skills, brain-based instruction, and supports for English learners and students with dyslexia.
- Identify the major shifts in the new California Literacy Standards.

3. Explain the characteristics and instructional needs of students with dyslexia.
4. Apply strategies for integrated, multisensory, and structured literacy instruction.
5. Understand how to build language development into content instruction for all learners.

Go to the Resources TAB to access the following materials and resources:

- EdSource article on new literacy standards
- California Dyslexia Guidelines (2018)
- Dyslexia Lecture PowerPoint Teaching Performance Expectations (Domain 7)
- Excerpts from Cunningham & Cunningham (2002)
- National Reading Panel findings

Assessment: Knowledge Check Quiz (10 Questions)

Quiz: Literacy for All Students and Students with Dyslexia

Multiple Choice (1 point each):

1. What is one of the major differences in the new California Literacy Standards?
 - a. A. Greater emphasis on standardized testing
 - b. B. Removal of phonics instruction
 - c. C. Inclusion of the California Dyslexia Guidelines
 - d. D. Focus solely on general education students
2. Which foundational skill is *not* emphasized in the updated literacy standards?
 - a. A. Phonological awareness
 - b. B. Phonics
 - c. C. Word recognition
 - d. D. Test preparation
3. The new literacy standards will replace which assessment?
 - a. A. CBEST
 - b. B. RICA
 - c. C. TPA
 - d. D. Praxis
4. According to the California Dyslexia Guidelines, which of the following is *not* recommended for supporting students with dyslexia?
 - a. A. Multisensory instruction
 - b. B. Explicit instruction
 - c. C. Whole language immersion
 - d. D. Structured and sequential support
5. Which research finding did Cunningham & Cunningham (2002) highlight?
 - a. A. Only phonics taught in large groups is effective
 - b. B. Explicit and systematic phonics instruction is best
 - c. C. Only digital tools are effective in phonics
 - d. D. Phonics should be replaced with silent reading

True/False (1 point each):

6. The new literacy standards include guidelines for English learners and students with disabilities.
 - a. True
 - b. False
7. Students with dyslexia should always be placed in special education classrooms.

- a. True
 - b. False
8. Language development strategies should consider students' lived experiences and multiple communication forms.
- a. True
 - b. False

Answer (2 points each):

9. List two characteristics of effective reading instruction for students with dyslexia.
10. Describe one way you can integrate language development into content instruction.

References

Cunningham, P.M., & Cunningham, J.W. (2002). In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 87–109). International Reading Association, Newark, Del.

Lambert, D. (2022, October 27). *New literacy standards for teacher candidates could be pivotal to improving student reading scores.*

Edsource. <https://edsource.org/2022/new-literacy-standards-for-teacher-candidates-could-be-pivotal-to-improving-student-reading-scores/680405>

Discussion/Reflection #3 What is dyslexia?

[Return](#)

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

TPE 7.2 (c) Assessed

1. Create an Infographic:
2. Read the CA Dyslexia Guidelines (CDG)
3. Include a summary of chapters 1-4 CDG

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

4. Based on CDG, Read chapters 1-4. Respond to the following prompts:

1. Provide a clear definition of Dyslexia, explain key points of the neuroscience of dyslexia
2. How language is defined in the CDG
3. What are the characteristics of Dyslexia by age group.

4. What are the best ways to support Tier 1 and Tier 2 assessments? Propose an appropriate learning experience to support students with dyslexia.

In collaboration with your peers, design an infographic to explain what Dyslexia to parents/teachers at the elementary and middle school level.

Resources:

Canva. (n.d.). [Infographic templates](https://www.canva.com/templates/). Canva.com
National University. (n.d.). [APA style](https://www.nu.edu/libguides/apa/). Nu.Libguides.com
arraylearning.org

ITL 510

Rubric

Discussion/Reflection #3: What is Dyslexia?

Criteria	Proficient (2 points)	Acceptable (1 point)	Developing (0.5 points)	Emerging (0.25 points)	Not Acceptable (0 points)
Infographic	Infographic clearly summarizes Chapters 1–4 of the California Dyslexia Guidelines and reflects collaborative peer input.	Infographic summarizes most of Chapters 1–4 of the Guidelines, with limited collaboration.	Infographic addresses some content from the Guidelines, but lacks clarity or organization; collaboration unclear.	Infographic contains minimal relevant content or shows weak understanding of the Guidelines; little to no collaboration.	Infographic is incomplete, inaccurate, or lacks evidence of peer collaboration.
	.66	.33	.66	.03	0
Responses to Prompts	Clearly and thoroughly answers all 4 prompts with supporting evidence from the Guidelines.	Responds to most of the prompts, but with limited detail or depth.	Responds to some prompts, but responses lack development or evidence.	Minimal attempt to respond to prompts; lacks clarity or connection to the Guidelines.	Responses are missing, unclear, or do not address the prompts.
	.66	.33	.66	.03	0
Quality and TPE 7.2(c) Alignment	Work demonstrates high quality and strong alignment with TPE 7.2(c), addressing structured	Work shows some alignment to TPE 7.2(c), with moderate attention to structured literacy components.	Work attempts to address TPE 7.2(c), but shows partial understanding or limited structure.	Weak or inconsistent alignment to TPE 7.2(c); unclear connection to structured literacy.	Work lacks alignment with TPE 7.2(c) or does not incorporate structured literacy.

	literacy components.				
	.66	.33	.66	.03	0
TOTAL	2	1	.5	.25	0

Reading Rockets 3: Determine Key Components of Literacy Assessment in Reading Rockets Quiz 3- Vocabulary 2- Spelling (e-f). [Return](#)

TPE 7.5/U7.5 (e, f) Introduced ,Practiced, & Assessed

TPE7.7/U7/7 a Practiced

Assessed with quiz score results

Complete the Reading Rockets modules which will provide you with pertinent and applicable knowledge related to vocabulary and spelling At the end of each module, you will take a short quiz. Submit a screenshot of the quiz in the gradebook

Dyslexia #3 Screening and Assessment for Dyslexia. [Return3](#) [Return if](#) [Return understand](#) [Return Profile](#)

<https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/>

California Department of Education (2017). *California Dyslexia Guidelines, Chapters 9 and 10*. Sacramento, CA

TPE7.2 c. Practiced & Assessed.

TPE 7.10Practiced & Assessed

TPE 7.5/U7.5 (e, f) Introduced/Practiced, assessed

TPE 7.7/U7.7 (a)Practice

Assessed with the Modules Quiz and Knowledge Check

Complete the module and the knowledge check:

The *Screening and Assessment for Dyslexia Module* begins with an overview of assessment and multi-tiered system of supports (MTSS). Next, the module includes a discussion on the importance of screening with examples of different screeners. The module also addresses the process of assessing for special education services for struggling readers, particularly with dyslexia. The module ends with resources for families of students who struggle to read, including information to help families navigate the sometimes convoluted road to accessing services for their child. Emphasized throughout are strategies for identifying and challenging educational systems that have maintained inequities.

Purpose of Reading Assessment:

The purpose of reading assessment is to collect data, and on the basis of the data, make decisions about instructional practices, such as refreshing foundational reading skills, addressing issues of fluency, teaching specific vocabulary or re-teaching content with an emphasis on understanding, deducing, inferring, and critically analyzing the

text. Reading assessment data are also an important component of high-stakes decision-making, such as determining a student's eligibility for services or intervention. Assessment for students with dyslexia focusses on key areas of reading, including Phonological Awareness, Working Memory, Rapid Automatized Naming, and Vocabulary Knowledge, Phonic Skills, Decoding, Oral Reading Fluency

Teachers use many types of assessments to answer questions about students with or at-risk of dyslexia.

- ✓ Which students are at risk of dyslexia
- ✓ What kind of instruction /intervention would most help a student identified as at risk of dyslexia improve their reading skills?
- ✓ Is the student making adequate progress in instruction/intervention?
- ✓ Does the student qualify for services?

What is a Multi-Tiered System of Support (MTSS)?

MTSS is a framework that guides educators in providing appropriate supports for all students. In the area of reading assessment and instruction, the framework includes processes and procedures for screening for dyslexia, determining appropriate intervention for students at risk of or with dyslexia and monitoring their progress when receiving more targeted instruction and/or intervention.

The key components of MTSS include:

- Schoolwide approach to expectations and supports
- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need*
- Ongoing data collection and progress monitoring
- Family involvement

Although MTSS provides a framework for the early identification and intervention essential in helping support students with dyslexia, schools implement MTSS in different ways. Some schools might identify this process as Response-to-Intervention (RTI); they might identify the tiers as special or general education; and they might have different educators involved in each of the three tiers. Regardless of these differences, integral to the implementation of MTSS is the use of high-quality screening, reading assessment, and progress-monitoring data. Educators use these data in deciding the appropriate level of support within a system of tiered intervention.

The overall purpose of tiered intervention is to provide each student with high expectations while supporting their success. The tiers are intended to be fluid, allowing students to move to greater and lesser levels of support depending on their progress and family involvement and input. These three tiers include: TIER 1: Universal All students, TIER 2: Targeted Students with some risk factors and TIER 3: Intensive Students at High Risk.

MTSS and Equity

There is a long history, that persists today, of attributing poor academic performance or behavioral difficulties to perceived student, family, or cultural deficiencies. Traditionally marginalized groups, including people of color, low-income families, and students whose primary spoken language is not standardized English are particularly vulnerable. In contrast, Multi-tiered Systems of Support (MTSS) shift the responsibility for student success from the individual to the systems in which they are learning.

MTSS approaches aim to provide high-quality, culturally responsive instruction to ALL students and to support their educational attainment through instructional tiers of increasing intensity. Instruction within tiers is data-based and movement between tiers is objective, flexible, and based on progress-monitoring data. MTSS considers student strengths, values family input and involvement, and at its core is designed to eliminate barriers to educational success and promote inclusive and equitable educational experiences for each and every student (Jackson, 2021).

Screening for Dyslexia: Identify which students are at risk of Dyslexia? Read the scenario in the module and complete the activities.

What is screening?

Screening is when a teacher uses an assessment tool in order to learn what skills students have and what skills students do not have. Screening for dyslexia helps teachers identify students who need more reading support in specific areas.

Why is screening important?

Screening is a preventative measure. (Please note that screening does not directly lead to a dyslexia diagnosis.) Early screening for dyslexia that leads to reading interventions can prevent or ameliorate many of the negative consequences related to dyslexia in both academic and social emotional areas (Catts & Hogan, 2021).

Where should screening occur?

Because screening can prevent the negative consequences of dyslexia, it is recommended that kindergarten and early elementary school classroom teachers screen their students for dyslexia. Screening optimally occurs in general education within an MTSS model. When combined with effective implementation of MTSS, screening can also reduce or eliminate bias (positive or negative) when it comes to referring students for intervention or testing for dyslexia.

When should screening occur?

Screening is important for children across ages, but for screening for dyslexia, early screening is critical. Perhaps surprisingly, dyslexia screening can happen even before students are able to read. This is because some of the many parts and processes that will constitute the later reading brain are developing during the years birth through age 5. Early identification of potential reading difficulties is important because reading intervention provided when children are younger is more effective than intervention provided in later years (Lovett et al., 2017). Equally important, early screening can prevent the "dyslexia paradox" (Ozernov-Palchik & Gaab, 2016). This refers to the phenomenon where students often must struggle for years (e.g., from kindergarten to 4th grade) before they fall far enough behind to qualify to receive services for their reading challenges.

Subskills Assessed on a Dyslexia screener

Literacy and Preliteracy Skills

Certain literacy and preliteracy skills measured early in school are associated with later proficient reading. In other words, research shows that students that go on to be good readers exhibit certain skills in kindergarten. For example, a student's knowledge of letter names at the beginning of kindergarten can predict how well they will read at the end of second grade.

Examine the Prereading Skills for Assessment in the module.

Continue to examine Key Concepts of Tiers 2 and 3.

What is Progress Monitoring?

After an appropriate reading intervention has been determined, educators must monitor if students at risk of or with dyslexia are making sufficient progress, in order to determine if adjustments need to be made to instruction. Progress monitoring is essential to ensure children are not arrested in a reading program that is not benefiting them.

Progress monitoring includes a wide array of assessments that can be given to students, individually or in groups, to evaluate progress in specific areas of literacy. Progress-monitoring instruments might appear similar in format and structure to screening measures.

Does the student qualify for additional support services?

If intervention has not been adequate at the targeted (Tier 2) or intensive (Tier 3) levels, additional assessment is needed to determine if the student is eligible for additional supports and services.

Student Study Team/Student Success Team (SST) [Student Study Team Best Practices Manual](#)

School multidisciplinary teams, referred to in this module as the Student Study Team or Student Success Team (SST), provide recommendations for additional support(s) for students who are struggling in school before a referral to special education is considered. The SST is typically comprised of teachers and other school professionals including a school psychologist, speech and language pathologist, administrator, and other related service personnel. With added accommodations and/or more differentiated instruction as recommended by the SST, many students will be successful in the general education setting. However, if a student continues to struggle to be successful, the team should consider a referral to assess for special education eligibility, which in some cases may lead to referral to a school that specializes in dyslexia.

Special Education

As governed and defined by federal law (Individuals with Disabilities Education Act, IDEA), special education is: “Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.” Special education provides services and supports to students through an Individualized Education Program (IEP).

As discussed above, an IEP is a legal document under IDEA. Eligibility is restricted to the 13 disability categories identified in IDEA. However, through a second law that predates IDEA, the Rehabilitation Act (1973), students may also be eligible to receive additional support services through a 504 Plan.

Key Takeaways

- ✓ The purpose of screening and assessment for dyslexia is to inform educational decisions about instruction and intervention, ideas within Multi-tiered Systems of Support (MTSS).
- ✓ Screening for reading difficulties, such as dyslexia, is a preventative measure that leads to early identification, targeted reading instruction (Tier 2) and, in some cases intensive reading intervention (Tier 3).

- ✓ Formal and informal reading measures that assess discrete reading skills, as well as underlying processes found to contribute to reading difficulties, are essential in guiding instructional planning for students at risk of or with dyslexia.
- ✓ Progress-monitoring data from curriculum-specific (CBMs) or commercially published assessments are used to determine if students are making sufficient progress, or if aspects of instruction or a different approach to instruction need to be considered.
- ✓ Assessment for additional supports and services, including special education or a 504 plan, is a multi-step process that involves a comprehensive evaluation and family involvement and input. Students with dyslexia qualify for special education as a student with a Specific Learning Disability (SLD).
- ✓ Providing families with school- and community-based resources is an important component of an educational program and positively impacts student reading outcomes and self-esteem.

From: <https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/>

Knowledge Check:

1. Provide a definition: What is assessment?
2. Explain which assessments will use to identify and support students at risk of and with dyslexia.
3. How will you use these instruments?
4. Review the processes and components of a Multi-tiered System of Support (MTSS).
5. Develop a graphic organizer to represent the processes and components of MTSS.
6. Explain the value of universal screening for dyslexia and the types of screening instruments available.
7. Review the uses of reading assessment measures and progress-monitoring data in designing instruction for individuals identified as at risk of and with dyslexia. Why are they effective tools for you to use in your teaching practices?
8. What did you learn about establishing eligibility to access additional support services for students at risk of or with dyslexia?
9. Which strategies will you use to advocate for students with dyslexia at school, as well as how to connect parents/families with community resources?
10. Add the definitions to your ongoing glossary: **Phonological Awareness, Working Memory, Rapid Automatized Naming, and Vocabulary Knowledge, Phonic Skills, Decoding, Oral Reading Fluency**
11. How are assessment data used to help design reading instruction and intervention
12. What is an IEP?

Assignment 3.1Fieldwork Due W4 Interview a Special Education Teacher:
Investigate Special Education Practices to Assess and Support Students with Dyslexia

[Return c](#)

[Return u](#)

TPE 7.12 Introduced

TPE 7.2 (c) introduced

TPE 7.10 Practiced

Instructions

1. Identify a special education teacher to interview.
2. Download the [Template for Interview with a Special Education Teacher](#).
3. Review the instructions and write two of your own questions (questions 9 and 10).
4. Using the questions provided in the template as well as your own two questions, interview a special education teacher about dyslexia and assessments. Take detailed notes throughout the interview.
5. Then, write a 4-page reflection about what you learned. Please submit all of the following:
 - 10 questions that you asked in the interview. (Note: Please use the eight sample questions provided in the template, and then, write two of your own questions to ask.)
 - The Special Education teacher's responses to each question
 - 4-page reflection

*Reminders: Please be inclusive by using language that respects diverse learners. Use people-first language (student with dyslexia instead of dyslexic student). Always remember to use pseudonyms to maintain confidentiality and anonymity. Always ask permission before recording an interview. If the interviewee declines to be recorded, be sure to take copious notes.

Refer to the Rubric.

Additional Resources

- [Template for Interview TPE 7.6.a with a Special Education Teacher](#)

Assignment 3.2 Support Multilingualism and Multiliteracy in Language Development. [Return](#) [Return mm](#) [ReturnEE](#)

TPR 7.7/U7.7. introduced

TPE 7.6.a introduced.

7.6/U7.6 introduced.

7.8/U7.8 Introduced

Background

In this assignment, you will consider language as a resource to tap into as a teacher to *enrich* translanguage instruction through the funds of cultural knowledge that exist in the students and families which exist in your classroom community!

Access and equity in multilingualism and multiliteracy include the transfer between language, culture, and **making meaning** in connection to the understanding of the value of the use of a variety of language strategies through emergent, dynamic, adaptive, and complex practices.

As educators of diverse student populations, it is our ethical responsibility to nurture students' multilingualism while simultaneously fostering and developing the academic language they need to succeed.

Refer to the rubric to make sure you are meeting all the criteria! You must make connections between all of your **Module 3 resources** and each component of the prompt, providing examples.

Instructions

Create a 12-slide PowerPoint presentation that:

- Describes the following in relation to the understanding of the value of the use of a variety of language strategies through emergent, dynamic, adaptive, and complex instructional practices:
 - The advantages of multilingualism and multiliteracy
 - Transfer between language
 - **Making meaning**
- Include references in the PowerPoint and or any resources including a video. Make connections to other course materials (a minimum of three connections).

Length: This assignment must be a minimum of 12 slides.

References: Include 2 scholarly resources.

Additional required reading and resources

Ollerhead, S., & Taylor-Leech, K. (2019, November 6). [Promoting multilingual approaches in teaching and learning](#). *Learning Portal*.

Institute of Education Sciences. (2021, June 15). [Multilingualism and translanguaging in the classroom](#) [Video]. YouTube.

Assignment 3.3 Designing Word Strategies: Alignment Analysis assignment.

[Return](#) c. [return f](#)
7.5/U7.5 c Assessed.

Background

Remember, language development strategies for all students need to consider dyslexia, multilingual speakers, multiple forms of communication, and listening levels among the individual reading levels and students' lived experiences.

You will identify standards related to **language, word analysis, phonics and vocabulary development**, unpack these standards, and select strategies which will meet the needs of all learners as you teach towards these standards. Continue to develop the lesson plan
Be sure to review your Course Resources before you begin this assignment as they will inform your work.

Instructions

You will identify standards related to language, word analysis, phonics and vocabulary development, unpack these standards, and select strategies which will meet the needs of all learners as you teach towards these standards.
Alignment Analysis assignment.

Create a graphic organizer in which you:

- Identify five anchor standards related to **the language strand, word analysis, phonics, and vocabulary** that are appropriate for your selected grade level.
- Unpack each standard by identifying the following:
 - Concepts: What will the students know
 - Skills: What will students be able to do

- **Identify research-based strategies** aligned to the standard. State the strategy, define the strategy, and provide a link to an instructional video of the strategy in action. Include a citation.

Be sure to include strategies to use in structured in-text interactive contexts as well as during interactive out-of-text learning structures. **Think about strategies to develop student's effective expression as they write, discuss, present, and use language conventions.** Engage students in a range of frequent formal and informal collaborative discussions, including extend conversations, and writing for varied purposes, audiences, and contexts. Select strategies that meet the needs of the following:

- Students diagnosed **with dyslexia**;
- **Students who are English learners**;
- Students who transfer between languages; and
- **Students who use language and other forms of communication and technology.**

Note: Some strategies will meet the needs of all, and others differentiate for specifically targeted learners.

Explain why you selected each strategy and provide examples to support your reason(s). You are encouraged to use a **graphic organizer** that makes sense to and resonates with you. You may choose to design something similar to the chart provided in [ITL510 Graphic Organizer Example.docx](#), or you can get creative: you can create an outline on a Word document, a Venn diagram in Google Slides, or an infographic using a free web-based application such as Canva or Piktochart. Your graphic organizer must be accessible (if you are submitting a link to something you created with an application instead of a file, make sure anyone with the link can access your work) and easy to read so your instructor can assess your submission. You are encouraged to use a graphic organizer that makes sense to and resonates with you. You may choose to design something similar to the chart provided in [ITL510 Graphic Organizer Example.docx](#), or you can get creative: you can create an outline on a Word document, a Venn diagram in Google Slides, or an infographic using a free web-based application such as Canva or Piktochart. Your graphic organizer must be accessible (if you are submitting a link to something you created with an application instead of a file, make sure anyone with the link can access your work) and easy to read so your instructor can assess your submission.

Continue to develop a Lesson Plan Draft. *Use template*

Additional Resources

- [ITL510 Graphic Organizer Example.docx](#)
- California Department of Education. (2014). [Chapter eight of the English language arts/English language development framework for California public schools: Kindergarten through grade twelve.](#)
- California Department of Education. (2015). [Resource guide to the foundational skills of the California common core standards for English language arts and literacy in history/social studies, science, and technical subjects.](#)
- Cunningham, P.M., & Cunningham, J.W. (2002). [What we know about how to teach phonics.](#) In A.E. Farstrup & S.J. Samuels (Eds.), *What Research Has to Say About Reading Instruction* (3rd ed., pp. 87–109). Used with permission of the International Reading Association.
- Reading Horizons. (2013, May 30). [Reading Horizons workshop @ UVU with Shantell Berrett](#) [Video]. YouTube.

- The Lettered Classroom. (2016, December 17). [Words their way in the classroom](#) [Video]. YouTube.
- Institution of Education Science. (n.d.). [Recommendation 3: Blending letters, recognizing and reading words](#).
- Literacy Instruction for Students with Significant Disabilities. (n.d.). [Word identification and decoding](#).
- Read Write Think. (n.d.). [Developing academic vocabulary](#).

ITI 510

Designing Word Strategies: Alignment Analysis

Assignment 3.3

Rubric

7.5/U7.5 c Assessed.

Criteria	Proficient (6 points)	Acceptable (5 points)	Developing (4 points)	Emerging (3 points)	Not Acceptable (2 points)
Graphic Organizer: five anchor standards related to the language strand, word analysis, phonics, and vocabulary	Includes a complete and clearly organized graphic organizer with all five anchor standards accurately represented and fully explained.	Includes a complete graphic organizer with all five anchor standards; minor details may be unclear.	Graphic organizer includes most standards but lacks clarity or accuracy in parts.	Some anchor standards are missing or poorly explained.	Graphic organizer is incomplete or not relevant to the topic.
Strategy: State, define, and provide a link and citation	Clearly states and defines the strategy, includes a functional instructional video link, and a complete citation.	Strategy is stated and defined with a relevant video link and a partial citation.	Strategy is defined with limited clarity; video or citation may be incomplete or partially relevant.	Strategy is loosely defined or unclear; missing video or citation.	Strategy is missing or lacks necessary components (definition, video, or citation).
Explain: Why strategy was selected, with examples	Thoroughly explains the rationale for selecting each strategy with	Provides a clear explanation with relevant examples.	Provides some explanation and/or limited examples.	Explanation is vague and lacks strong examples.	Little or no rationale provided; examples are

	strong, relevant examples.				missing or off-topic.
Overall Quality & TPE 7.5/U7.5 Alignment	Exceeds expectations with high-quality work and strong alignment to TPE 7.5/U7.5.c	Work meets expectations and demonstrates clear alignment to TPE 7.5/U7.5.c 7.5/U7.5 c	Work is adequate with some reference to TPE 7.5/U7.5.c	Limited evidence of alignment to TPE 7.5/U7.5.c	No alignment or poor-quality work not related to TPE 7.5/U7.5.c

Assignment 3.4 Create a Read Aloud Lesson Plan [Return](#). RETURN.

TPE 7.6/U7.6 Meaning Making Introduced, Practiced, & Assessed

TPE 7.7/U7.7 Introduced & Practiced

Background

A Read Aloud is appropriate for all grade levels! Read Aloud needs planning and intentionality to be effective as an instructional practice. It is not just reading a text with expression but engaging critical thinking through text-dependent questions and engaging the interaction between text to self.

Achieve the Core has good examples of interactive read-aloud lesson plans. Considering the instructional components of a well-developed lesson plan will allow you to have a starting point as you develop your interactive read-aloud lesson (using the template). There are multiple grade-level texts to choose from. Make sure that you are also considering a diverse text that allows students to make connections to their lived experiences.

Instructions

Develop a read-aloud lesson plan by completing the [Read Aloud Project Template.docx](#) (Word document version). Please prepare all materials, anchor charts, etc., that you will use during the read aloud as you develop the plan. Include strategies to promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.

Note: The following instructions refer to the pages in the [Read Aloud Project Template.pdf](#) (PDF version).

1. Select a text for the read aloud. When choosing your text, you may choose a text from any of the resources assigned for this assignment or identify a text from your current grade level curriculum (if you are an intern). It is vitally important that you intentionally select texts that are diverse and anti-bias. You have learned how to select diverse texts, but you also need to recognize bias. Social Justice Books offers a guide to support you.
 - a. Read Aloud Planning, pp. 2 -3 (PDF)
2. Evaluate the text for complexity.
 - a. What Makes This Read-Aloud Complex, p. 7
 - b. Text Complexity: Qualitative Measures Rubric, pp. 15 - 16
 - i. Highlight where on the rubric the text rates in all four criteria for the type of text you selected
3. Develop lesson activities.
 - a. Generating Questions from Considering Qualitative Dimensions of Complexity, p. 13
 - b. Use the Common Core Standards Qualitative Features of Text Complexity Explained Companion to the Qualitative Dimensions Scale (p. 14) to fill all the cells for the following categories:
 - i. Structure
 - ii. Language Clarity and Conventions (including vocabulary)
 - iii. Knowledge Demands (life, content, cultural/literary)
 - c. Creating Questions for Close Analytic Reading Exemplars, p. 17
 - d. Questions/Activities/Vocabulary/Tasks table, pp. 4 - 6

Record a video of yourself teaching the read aloud. This recording does not need to occur in front of students, but it certainly can. If you are an intern, use your current classroom. If you are a student teacher and are not currently in a classroom and are unable to obtain access to a classroom, try to have other children or adults as your audience. You must prepare all materials, anchor charts, etc., and use them in your video. Their use must be evident in the video, as your read aloud demonstration will be included in the assessment of your submission. The video should be 7 to 10 minutes in length.

Evaluate your read aloud. Watch your video, and as you watch, complete the [ITL510 Read Aloud Observation Form.docx](#).

Please submit all of the following by Saturday:

1. Your read-aloud lesson plan (may use the Read Aloud Project Template or another format)
2. Your 7-10 minute video recording
3. Your completed Read Aloud Observation Form

ITL 510 – Assignment 3.4

Rubric:

Create a Read-Aloud Lesson Plan

TPE 7.7/U7.7: Introduced & Practiced

Total Points: 10

Criteria	Proficient (10 pts)	Acceptable (8 pts)	Developing (6 pts)	Emerging (2 pts)	Not Acceptable (0.5 pt)
Read-Aloud Lesson Plan (Template or Alternative Format)	Comprehensive and well-structured plan with clear learning objectives, text selection, and literacy goals aligned to TPEs.	Clear lesson plan with most elements included. Objectives and text are appropriate.	Basic plan with limited instructional detail or unclear objectives.	Minimal planning or incomplete structure.	No clear lesson plan provided.
	2	1.6	1.2	.4	0.1
Lesson Activities, Materials, and Anchor Charts	Creative, relevant, and fully prepared materials and visuals are included and well-integrated into the lesson.	Most materials and charts are developed and generally support the lesson.	Some materials are missing or underdeveloped.	Materials are unclear or inconsistently applied.	No materials or anchor charts evident.
	2	1.6	1.2	.4	0.1
Oral and Written Language Development Strategies	Strong, research-based strategies addressing vocabulary, syntax, and discourse. Integrated throughout the lesson.	Appropriate strategies included for language development, mostly integrated into the lesson.	Some strategies are noted but lack depth or integration.	Minimal attention to language development strategies.	No strategies to support oral/written development.
	2	1.6	1.2	.4	0.1
Video Demonstration (7–10 minutes) & Observation Form	Video is clear, falls within time range, and uses all planned materials. Observation form is complete and detailed.	Video is mostly complete with minor timing or material use issues. Observation form is included.	Video is underdeveloped, short, or lacks clear use of materials. Observation form is basic.	Video is significantly incomplete or unclear. Observation form is missing details.	No video or observation form submitted.
	2	1.6		.4	0.1
Text Complexity &	Qualitative Dimensions	Most qualitative	Basic completion of	Incomplete or generic	Text complexity

Alignment to TPE 7.6/U7.6 & TPE 7.7/U7.7	completed fully with thoughtful analysis. Tasks/questions align with complexity and standards. Strong TPE alignment.	dimensions addressed with some analysis. Clear TPE alignment.	text complexity components with minimal TPE references.	complexity section. Weak or unclear TPE alignment.	considerations and TPE alignment are missing.
	2	1.6	1.2	.4	0.1
TOTAL	10	8	6	2	0.5

Week 3 Resources:

Required Readings

- [Resource Guide to the Foundational Skills of the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects](#)

California Department of Education. (2015). *Resource guide to the foundational skills of the California common core standards for English language arts and literacy in history/social studies, science, and technical subjects*. <https://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf>
Read pages 6-13 before you begin Assignment 7.

- [What We Know About How to Teach Phonics](#)

Cunningham, P.M., & Cunningham, J.W. (2002). What we know about how to teach phonics. In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 87–109). [Used with permission of the International Reading Association.
https://www.academia.edu/28558270/What_We_Know_About_How_to_Teach_Phonics
Read this chapter before you begin Assignment 7.

- [Promoting Multilingual Approaches in Teaching and Learning](#)

Ollerhead, S., & Taylor-Leech, K. (2019, November 6). *Promoting multilingual approaches in teaching and learning*. *Learning Portal*.
<https://learningportal.iiep.unesco.org/en/blog/promoting-multilingual-approaches-in-teaching-and-learning>
This article will inform your responses to Assignment 6.

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

Chapter 9 Screening and Assessment for Dyslexia

Chapter 10 Special Education and 504 Plans

Chapter 11 Effective Approaches for Teaching Students with Dyslexia

Chapter 12. Assistive Technology

Websites

- [Recommendation 3: Blending Letters, Recognizing and Reading Words](#)

Institution of Education Science. (n.d.). *Recommendation 3: Blending letters, recognizing and reading words*.
https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/kindergarten_recommendation3.asp
This resource offers strategies for supporting children's reading at home.

- [Instructional Practices](#)

International Literacy Association. (n.d.). *Instructional practices*. <https://www.literacyworldwide.org/get-resources/instructional-practices>
Curated by ILA's Literacy Research Panel, the Instructional Practices collection offers a framework for effective literacy practices. These short, easy-to-implement practices are grounded in research and will be valuable to your teaching strategies and techniques. This collection is available exclusively to ILA members.

- [Word Identification and Decoding](#)

Literacy Instruction for Students with Significant Disabilities. (n.d.). *Word identification and decoding*. <https://literacyforallinstruction.ca/working1with-words/>
Search this site for resources on strategies.

- [Developing Academic Vocabulary](#)

Read Write Think. (n.d.). *Developing academic vocabulary*. <https://www.readwritethink.org/professional-development/strategy-guide-series/developing-academic-vocabulary>
This website offers strategy guides for developing academic vocabulary.

- [Cognition and Learning](#)

Sanford College of Education. (n.d.). *Cognition and learning*. <https://selplaybook.org/courses/sfwd-courses-cognition-and-learning/>
SEL Playbook 6: *Cognition and Learning* offers social-emotional learning resources. You will need to sign into My Learning Portal to access SEL playbooks.

Videos

- [Multilingualism and Translanguaging in the Classroom](#)

Institute of Education Sciences. (2021, June 15). *Multilingualism and translanguaging in the classroom [Video]*. YouTube. <https://www.youtube.com/watch?v=USRW-NXJVFc>
This REL Pacific video [9:07] provides an overview of the benefits of multilingualism and translanguaging in schooling, including how language abilities are interconnected, how these abilities are used in complex ways to create meaning, and how students can effectively communicate using all the linguistic resources available to them.

- [Reading Horizons Workshop UVU with Shantell Berrett](#)

Reading Horizons. (2013, May 30). *Reading Horizons workshop @ UVU with Shantell Berrett [Video]*. YouTube. <https://youtu.be/aVkiVN4Q6bI>
This video [60:01] will change your thoughts about explicit language development! Take the time to listen and learn! You will also be provided insight into a student with dyslexia and how to think through instruction to meet not only the needs of that student but the needs of all students.

- [Words Their Way in the Classroom](#)

The Lettered Classroom. (2016, December 17). *Words their way in the classroom [Video]*. YouTube. <https://youtu.be/nEmYNY82TtQ>
Teaching word study to students in the classroom is essential to building good writers and readers. In this video, you will learn how to organize using the *Words Their Way* study and how student choice comes into play. These tips will allow teachers to manage small groups and individual conferences and will reinforce skills while students independently work on activities or make this a center option! You will also discover how to differentiate word study and how you can apply differentiation to your classroom. This video is a resource for all elementary classrooms! [31:06]

Resource

- [Benefits of Multilingualism](#)

Review this PowerPoint presentation by Mark Ryan about the benefits of multilingualism.

Module 3 Optional Resources

Recommended Textbooks

The following textbooks are not required reading. You do not need to read them to complete any discussions or assignments in this course successfully, but they are highly recommended reading to support teaching literacy.

Words Their Way

Words Their Way is a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills.

For *Words Their Way*, it is recommended that you read the sixth or seventh edition.

You are encouraged to read chapters relevant to the word study you are designing in addition to recommended chapters. Feel free to reach out to your instructor for additional guidance.

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F.R. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction (6th ed.)*. Pearson Education, Inc. ISBN: 978-0133996333

- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 9

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F.R. (2019). *Words their way: Word study for phonics, vocabulary, and spelling instruction (7th ed.)*. Pearson Education, Inc. ISBN: 9780135204917

- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 9

Phonics They Use

With its focus on how students use phonics to read and write, not just how much phonics a student knows, *Phonics They Use* includes numerous developmentally appropriate activities for helping students with fluency, rhyme-based decoding, spelling, and more.

Cunningham, P.M., (2017). *Phonics they use: Words for reading and writing (7th ed.)*. Pearson Education, Inc. ISBN: 978-0134255187

- Chapter 9
- Chapter 10
- Chapter 12
- Chapter 13
- Chapter 14

Week 4 Reading Strategies and Media Information Sources

Collaborate #4 Collaborate #4 Lesson 4: Digital and Media Literacy in Education [Return](#)

7.7/U7.7 b Introduced.

<https://360.articulate.com/review/content/ff5c8b79-27ac-49ad-b061-ded828a9db59/review>

Complete the lesson, readings and Knowledge Check

Lesson #4.1: Digital literacy and media literacy are two essential skill sets to thrive in the 21st century, including:

- Critical thinking
- How to become efficient consumers of information
- Recognize different points of view
- To be producers of responsible information in media
- Identify the role of media in our culture

Teachers must clearly understand these two types of literacy and how essential it is to teach these literacy skills.

Digital Literacy

- Ability to find, evaluate, and communicate information using typical or digital platforms.
- Combines both technical and cognitive abilities in the use of information and communication technologies to create, evaluate, and share information.
- Defined as a "soft skill".
- About the ability to learn and adapt to technology.
- Learn more: [What Is Digital Literacy? 5 Skills That Will Serve You Well](#) (Flavin, 2021)

Media Literacy

- Ability to analyze, evaluate, create, and act using all forms of communication, using all media (not only text).
- Promotes curiosity as producers and consumers.
- Learn more: [WHAT Is Media Literacy and HOW Can Simple Shifts Center It](#) (Lonergan, 2022)

1. Watch this video to learn about media literacy:

[embed] <https://www.youtube.com/watch?v=x6H8jpbcl0U>

Watch this video to learn more about media- and information-literate citizens:

[embed] <https://www.youtube.com/watch?v=bjYhmTC3lrc>

2. Discuss with your group the key concepts you will apply to your own teaching practices.

According to Prasanna (2023), there are specific advantages and disadvantages for media consumers. In the 21st century, most of us are media consumers in different ways. However,

most of the students in the K-12 classrooms are considered digital natives and have been interacting with information in the media at a very early age. However, it is essential to generalize this label for some young people as other elements impact the ability to be highly technologically literate or engaged. On the other hand, many teachers in the school setting may self-identify as digital immigrants as these adults encountered this technology after they acquired literacy skills (Wang et al., 2013).

3. Take a moment to check out this resource by Theresa Kelly for more information on media and digital information. The site contains outstanding graphic organizers with evidence-based information: [What is Digital and Media Literacy?](#)

Respond to the following prompts:

- ✓ How have media and technology changed the literacy skills and strategies K-12 students need to develop to access, evaluate, and produce information?
 - ✓ How will you teach students, who are immersed in a digital world, fluency in spelling, handwriting, and other language conventions to support writing and presentations, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Provide two examples of learning activities.
4. Discuss with your group your insights on the changes in literacy skills and strategies. Include your reflection in the submission.

Important takeaways

Digital and media literacy competencies include:

- The use of texts, tools, and technologies to access information and entertainment.
 - The skills of critical thinking, analysis, and evaluation;
 - The practice of message composition and creativity;
 - The ability to engage in reflection and ethical thinking; and
 - Active participation in social action through individual and collaborative efforts.
- (Kelly, 2022).

As you can see, many of these skills are consistent with our Teacher Performance Expectations (TPE).

Pros and Cons

1. Consider some of the pros and cons of media literacy:

Advantages/Strengths	Disadvantages/Weakness
Diverse perspectives on various topics at a global level.	Overload of information (hard to stay on topic or decide which one is relevant or credible/reliable or accurate) a danger to misinformation.
Access to information in different modalities (articles, papers, expert opinions, access to infinite information).	Bias (the danger of accessing information from biased sources with a political, social, economic, or hidden agenda). May produce misinformation, propaganda, or deceptions that can impact consumers' decision-making.
Increase awareness (more information on current events at a global level, more	Lack of context based on sensationalism rather than in-depth analysis and substantiating the information with reliable sources. Resulting in a superficial

informed society, creates movements for action).	understanding of complex issues and oversimplification. In these cases, you see the phenomenon of filter bubbles and echo chambers, which limits exposure to diverse perspectives. This is an impediment to critical thinking and the ability to have discussions and open dialogue.
Instant gratification: information is shared almost instantly (stay current with news and events)	

Teachers must teach students to stay vigilant and engage in media literacy, fact-checking, and critical thinking skills.

2. Read more about the advantages and disadvantages of media here: [Advantages and Disadvantages of Media](#) | [List of Top 10 Media Advantages and Disadvantages](#)

Respond to these prompts in your Reflective Journal for week 4:

Credibility

- ✓ How do we evaluate the credibility of information obtained through these sources? Watch the following video to learn more: <https://youtu.be/iRIHmK8drWc>

The Big Question:

- ✓ How do we teach our students to be savvy consumers and producers of media and digital information?
- ✓ How do we evaluate the credibility of information obtained through these sources?

They call it the CRAAP TEST: A method to evaluate the source's credibility.

CRAAP is an acronym to describe:

- Currency: What is the up-to-date information?
- Relevance: How does this source relate to your topic?
- Authority: Where did this information come from a known author in the field or organization?
- Accuracy: Is this information accurate?
- Purpose: The why for this information to be available.

Other areas to check out:

- Is the author a known author or part of the discipline and used citations related to the field?
- Is the author a practitioner in the field of this discipline? Is he affiliated with a university, government agency, or a field related to this discipline?
- Is the publisher a known source? Was this publication peer-reviewed and includes the references?
- How about the analysis? Is it unbiased? Is the tone free of emotion?

Helpful resources for how to evaluate credibility:

- [FAQ: How do I know if my sources are credible/reliable?](#)
- [Evaluating Information Sources](#)

[How do I know if a source is credible?](#)

Discussion/Reflection #4: Discuss the Strengths and Weaknesses of Media and Digital Literacy [Return](#)

TPE 7.4 Introduced 7.8/U7.8 b Introduced

Background

Digital technology in the classroom is essential in the 21st century. The transition in how students learn and acquire digital information must be a critical factor in teachers' instructional planning. Digital literacy offers the following benefits:

- Customization/differentiation of diverse learning opportunities;
- Boosting students' persistence and motivation in digital learning experiences;
- Allowing for mastery/competency-based learning;
- Supporting social-based learning spaces; and
- Assuring equitable access to learning materials that are current/relevant.

Teachers must embrace digital literacy and incorporate it into traditional instructional structures to stay connected and prepare students for a globally connected community.

Instructions

Create and share a presentation about the use of digital media in ELA. You can use PowerPoint or another mode of presentation as long as it is accessible and includes all of the following:

- ✓ Explain the strengths and limitations of ELA digital media in teaching PK-12 students to evaluate the credibility of information.
- ✓ Present clear, equitable criteria students need to consider when reading online content (use a minimum of two citations).
- ✓ Identify and describe at least five (5) ELA/ELD teaching digital tools that address both the physical and virtual classroom supporting the speaking and listening CCSS strands.
 - For each tool, identify the standard it could support.
 - Use a minimum of three citations.
- ✓ Identify two digital tools that will support your instruction and student learning for each of the four oral reading instructional structures and justify why you chose them (cite your sources). The four common ELA oral reading instructional structures are:
 - Read Aloud
 - Readers Theatre: Readers' Theater Model Lesson
 - Text Talks
 - Think Pair Share

In your initial post, share your presentation and discuss digital media in ELA. Then, review your peers' posts and respond to at least two of your classmates.

Your initial post should be roughly 150 words in length, and your responses to peers should be roughly 75 words each. Make sure to include the name of the classmate to add a personal connection. Cite sources you reference in-text and under a "References" section in APA format. Did you learn something new or gain a different perspective? What resonated with you about your classmate's understanding of digital technology in the classroom? Identify tools they chose that you will also consider using in future instruction and justify why from an equity lens.

Additional Resources

- Davis, V. (2020, July 27). [Essential apps for the physical and digital classroom](#). Edutopia.

- National University. (n.d.). [APA style](#). Nu.Libguides.com

Reading Rockets #4 Determine Key Components of Literacy Assessments in Reading Rockets (g,h, I). [Return](#) [Return h](#) [Return i](#)

TPE 7.5./U7.5 g,h,& i Introduced and Practiced

Assessed with quiz 4

Quiz 4- Comprehension Writing Assessment: g. connected, decodable text; h. provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax; i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

Complete the Reading Rockets Modules which will provide you with pertinent and applicable knowledge related to comprehension, writing, and assessment. At the end of the module, you will take a short quiz. Submit a screenshot of the quiz in the gradebook.

Dyslexia #4 Multilingual/English Learners and Dyslexia <https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/>
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>
[Return4](#)

TPE 7.2 c Practiced & Assessed

This assignment is assessed with the Module's quiz and Knowledge check.

The *Multilingual / English Learners and Dyslexia Module* begins with an overview of California's linguistically diverse student population. The module provides specific examples of how to use students' knowledge of their native language in learning to read in English, and includes discussion of the ELA/ELD Framework, culturally responsive teaching, Universal Design for Learning (UDL) and screening. Throughout the module emphasizes the importance of integrating oral English proficiency with English language literacy development. The module concludes with an example of an Equity-based Language Assessment and an accompanying activity with resources.

Knowledge Check: In your group develop a language profile and action plan for a multilingual student. Refer to the case study provided or develop a case study as a hypothetical scenario. Explore the resources provided to locate the information needed to complete the assessment plan checklist. Make sure to include strategies grounded in **UDL**, and opportunities for students to practice how to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Submit the checklist

CASE STUDIES:

1. Jonah is a 7-year-old African American boy. He has a superb imagination and enjoys drawing illustrations for stories he listens to. He is eager to learn to read but he is having trouble doing so. Jonah's first grade teacher reports that he

recognizes some letters of the alphabet and a few words by sight but struggles to produce rhyming words and count the number of sounds in words. Although exposed to letter sound instruction, Jonah is unable to consistently connect letters to the sounds they represent.

2. Ruby is a 9-year-old 4th grader, whose family immigrated from Honduras three years ago. In second grade Ruby was found eligible for special education services as a student with a specific learning disability in reading and spelling. For the past year Ruby has been receiving these services in a dual-language program that includes strong instruction in both English and Spanish. Ruby's oral reading remains very slow and laborious. Although Ruby has difficulty understanding what she is reading, her listening comprehension in both English and Spanish is above grade-level.
3. Alejandro is a 12-year-old seventh grader and a fifth-generation Hispanic Californian. He and his family are fluent in both English and Spanish. Despite participation in an intensive reading program, Alejandro has yet to develop the literacy skills needed to access middle-school reading material. He frequently guesses or skips words and mispronounces words like "since", "though", and "early". He is very reluctant to read and actively avoids doing so. Alejandro's father reports that he also struggled with reading and writing when he was in school, but like Alejandro excelled in math.

Assignment 4.1: Signature Assignment Toolkit and Resources .

Toolkit and Resources for Literacy Instruction in the Classroom You should start working on this assignment: Week 1. Your foundation courses already introduced the Foundational courses and Literacy Standards. In this course you will curate the components and create a Toolkit which will serve as a resource for your teaching practices.

This assignment has **three parts** which are connected to other assignments.

Part 1: Use the concepts from the **TPE 7.5/U7.5 (a-i)** as part of your **glossary** assignment (due w4).

Step 1 In collaboration with at least three no more than four peers per group set up a team, (begin to work with this team during week 2). Your group will be assigned a set of TPE standards TPE **7.5/U7.5 (a-i)** to develop the Glossary in Alignment with the Foundational Skills a, b, c, d, e, f, g, h, i). which will be part of the teacher's toolkit. Which will serve as a resource for teaching literacy. .

Step 2. Divide the items among the team members to work on preparing a **teacher's toolkit** and **curate a series of evidence-based resources** to align with the TPE **7.5/U7.5 (a-i)** literacy standards: and are aligned to the **literacy TPE Foundational Skills Standards**.

Part II: in addition, your team will be assign several of the 17 Literacy TPE Standards to develop the Literacy Toolkit .

Step 1. Your group will develop a series of **evidence-based strategies for each TPE standard assigned to develop a Toolkit. In addition, your group will develop includes 2 lesson Plans for the Toolkit**

Part III your group will package the Glossary, the TPE literacy standards you were assigned in addition to the **2- lesson plans** in alignment with assigned Standards listed below (1-17) which are also aligned to the literacy TPEs. Each group will **complete the Template individually.**

Note: It is Important to set up a plan to divide the task among your peers, with a clear understanding of the specific items each member will address, and a timeline to make the deadline.

Each member of the team should have a **final product: a glossary in alignment to TPE 7.5/7.5 (a-i)** which will serve as a teacher resource for all members of the class. Use the template to check off each item completed. Each group will develop 2-lesson plans to include in the Toolkit. Make sure to complete all of components. your workgroup completed on the template.

Note: These resources must **include links and a short description of how the resources or lesson plans are effective tools for your students.** Be specific regarding grade level and students' literacy level of proficiency. Please refer to the rubric.

You will be required to use the information, definitions, resources, and lesson plan samples for your next course: ITL 512 to further extend, practice, apply, and deepen your understanding of these concepts to work on a case study.

Part 1 Glossary [Return a](#) [Return b](#) [Return c](#) [Return d](#) [Return e](#) [Return f](#) [Return g](#) [Return h](#) [Return i](#)

7.5/U7.5 (a, b, c, d, e, f, g, h, i) Introduced

List of 9 (a. to i) concepts: For each component, provide a sample of an effective evidence-based strategy and include the concept in your glossary.

- a. print concepts, including letters of the alphabet
- b. phonological awareness, including phonemic awareness.
- c. phonics, spelling, and word recognition, including letter- sound, spelling-sound, and sound-symbol correspondences.
- d. decoding and encoding, including morphological awareness
- e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)
- f. instruction that is structured and organized as well as direct, systematic,
- g. and explicit connected, decodable text
- h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.
- i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

Part II & Part III.

[Return a](#) [Return b](#) [Return c](#) [Return d](#) [Return e](#) [Return f](#) [Return g](#) [Return h](#) [Return i](#)
[Return 7.6/U7.6mm](#) [Return a](#) [ReturnW4toolboxPart2and377u77ld](#) [Return 7.7/U7.7a](#)
[Return 7.7/U7.7b](#) [Return 7.7/U7.7c](#) [Return 7.8/U7.8](#) [Return 7.8/U7.8a](#) [Return 7.8/U7.8b](#)
[Return 7.8/U7.8c](#) [Return 7.2a](#) [Return mtss](#) [Return CDG](#) [Return monitor](#) [Returnlitprofile](#)
[Return EL](#) [Return IF](#)

7.6/U7.6 Practiced/Assessed.

7.6/U7.6 Practiced/Assessed (a) ; .

7.7/U7.7 Practiced/Assessed; .

(7.7/U7.7 a) Practiced/Assessed;

(7.7/U7.7 b) Practiced/Assessed;

(7.7/U7.7 c) Practiced/Assessed;

7.8/U7.8 Practiced/Assessed;

(7.8/U7.8 a) Practiced/Assessed;

(7.8/U7.8 b);

(7.8/U7.8 c) Practiced/Assessed;

TPE 7.2 (a) Practiced/Assessed;

TPE 7.2 b Practiced/Assessed;

TPE 7.10 c Practiced/Assessed;

TPE 7.10 c Practiced/Assessed;

TPE 7.10 Practiced/Assessed

Curate a Toolkit with 17 Evidence-based effective practices. Each group will **develop resources and strategies assigned to your group**: In addition, each group will provide **2 lesson plans** that includes up to 2 components from the list assigned to your group **include the template with the check off**. Each group will be assigned by the instructor and noted on the template with the specific components. The group will work in collaboration and submit one assignment per group. Refer to the Rubric. Make sure to read the assigned readings, watch the videos and explore the resources provided for this assignment. You can use resources you curated in Part 1 for this assignment.

1-Develop samples of strategies, resources, or lesson plans based on evidence-based effective practices on:

- how to engage students in **meaning-making** by building on prior knowledge and using complex literary and informational texts (print, digital, and oral).

-Include questioning, and discussion to develop students' literal and inferential comprehension

-include in the samples the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.

- Include a series of read-aloud examples. 7.6/U7.6 Practiced/Assessed

2-Develop samples of strategies, resources, or lesson plans and include evidence-based effective practices on:

- how to engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

(7.6/U7.6 a) Practiced/Assessed

3-Develop samples of strategies, resources, or lesson plans that includes:

- how to promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax)
- include discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. **7.7/U7.7 Practiced/Assessed**

4-Develop samples of strategies, resources, or lesson plans that includes evidence-based effective practices on how to create environments that foster students' oral and written language development, including discipline-specific academic language. **(7.7/U7.7 a) Practiced/Assessed**

5-Develop samples of strategies, resources, or lesson plans that include evidence-based effective practices on:

- how to enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. **(7.7/U7.7 b) Practiced/Assessed**

6-Develop samples of strategies, resources, or lesson plans that include evidence-based effective practices on:

- how to conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. **(7.7/U7.7 c) Practiced/Assessed**

7-Develop samples of strategies, resources, or lesson plans that include evidence-based effective practices on:

- how to develop students' effective expression as they write, discuss, present, and use language conventions

Develop samples of strategies, resources, or lesson plans that show evidence of student engagement in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. **7.8/U7.8 Practiced/Assessed**

8-Develop samples of strategies, resources, or lesson plans that include evidence-based effective practices on:

- how to teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. **(7.8/U7.8 a) Practiced/Assessed**

9-Develop samples of strategies, resources, or lesson plans that include evidence-based effective practices on

- teaching young children letter formation/printing and related language conventions, such as capitalization and punctuation, with applicable decoding skills. **(7.8/U7.8 b) Practiced/Assessed**

10-Develop samples of strategies, resources, or lesson plans that include evidence-based effective practices on:

- how to plan and implement evidence-based literacy instruction (, and integrated content and literacy instruction) that are grounded in an understanding of Universal Design for Learning. **(7.8/U7.8 c) Practiced/Assessed**

11-Develop samples of strategies, resources, or lesson plans that include evidence-based effective practices on:
- how to plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; *TPE 7.2 (a) Practiced/Assessed*

12-Develop samples of strategies, resources, or lesson plans that include evidence-based effective practices on:
- how to plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); *TPE 7.2 b Practiced/Assessed*

13-Develop samples of strategies, resources, or lesson plans that implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the *California Dyslexia Guidelines*.
- include the definition and characteristics of dyslexia and a clear description of structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). *TPE 7.10 c Practiced/Assessed*

14-Develop samples of strategies, resources, or lesson plans that include evidence-based strategies on:
- how to monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. *TPE 7.10 Practiced/Assessed*

15- Develop samples of strategies, resources, or lesson plans that include evidence-based strategies on:
- how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. *TPE 7.10 Practiced/Assessed*

16- Develop samples of strategies, resources, or lesson plans that include evidence-based strategies on how to appropriately assess and interpret results for English learner students. *TPE 7.10 Practiced/Assessed*

17- Develop samples of strategies, resources, or lesson plans that include evidence-base strategies on:
- how to collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support. *TPE 7.10 Practiced/Assessed*

WORKGROUP TEMPLATE:

Collaborative Work Group Template: Foundational Literacy Components & Instructional Strategies

Group Information

Group Number _____ Group Members (max 6) _____ Assigned Components (circle): a b c d e f g h i

Part I: Glossary & Strategy Resource Tool. Part I

For each assigned component, define the concept and provide at least one evidence-based instructional strategy.

Component	Definition (Student-Developed)	Strategy Sample (Evidence-Based)	Glossary Entry
a. Print Concepts			
b. Phonological Awareness			
c. Phonics, Spelling, and Word Recognition			
d. Decoding and Encoding			
e. Fluency			
f. Structured, Direct Instruction			
g. Connected Decodable Text			
h. Spelling, Syllables, Semantics			
i. Complex Disciplinary Texts			

Part II: Evidence-Based Practice Toolkit Part II (from 1–17)

Your group is responsible for addressing assigned strategies from the list below. For each one, cite specific practices and explain how it supports foundational literacy skills.

Strategy #	TPE # Refer to the assignment for full description	Strategy Summary (1-2 sentences)	Source/Citation (APA or URL)
1			
2			
3			
4			
5			
6			
7			
8			
9	...		

Strategy #	TPE # Refer to the assignment for full description	Strategy Summary (1-2 sentences)	Source/Citation (APA or URL)
10			
11			
12			
13			
14			
15			
16			
17			

Instructor will assign specific evidence-based practices (e.g., #1, #3, #6, etc.) to each group.

Part III: Lesson Plan Submission (x2)

You will be assigned up to 4 components from part II (1-17_ . Create 2 lesson plans per group, each addressing up to 2 assigned components. Each component must include evidence-based instructional strategies, resources, and formative assessment.

LESSON PLAN TEMPLATE

Lesson Plan #1:

- Grade Level:
- Standards (e.g., CCSS, CA ELA):
- Focus Components: (e.g., b and d)
- Objective:
- Materials:
- Step-by-step Procedure:
- Strategy Used:

- Assessment (Formative):
- Connection to Evidence-Based Practices (cite #):
- Differentiation (ELs, Special Needs):

Lesson Plan #2: *(Same format as above)*

Group Collaboration Checklist

Task	Completed (✓) Notes
Group members assigned roles	
Defined components a–i	
Glossary entries created	
Strategy samples included	
Resources for each component <i>and strategies</i>	
Evidence-based practices researched & cited	
Two complete lesson plans written	
Final template reviewed by group	
One final document submitted	
Members of the group:	

Submit assignment, lesson plan, strategies, resources, and workgroup template. Refer to the Rubric to ensure you address all of the components for this signature Assignment.

ITL 510 Signature Assignment 4.1

Literacy Toolkit Rubric

Total Points: 14

Part I Aligned to **TPE 7.5/U7.5 (a–i)** introduced

Part II and III Aligned to 7.6/U7.6 Practiced/Assessed;(7.6/U7.6a)

Practiced/Assessed;7.7/U7.7 Practiced/Assessed;(7.7/U7.7 a) Practiced/Assessed, (7.7/U7.7

b) Practiced/Assessed; (7.7/U7.7 c) Practiced/Assessed; 7.8/U7.8 Practiced/Assessed;

(7.8/U7.8 a) Practiced/Assessed; (7.8/U7.8 b) Practiced/Assessed

;(7.8/U7.8 c) Practiced/Assessed; TPE 7.2 (a) Practiced/Assessed 7.10 c Practiced/Assessed; TPE 7.10 Practiced/Assessed; 7.10 Practiced/Assessed.

TPE 7.10 Practiced/Assessed

Criteria	Proficient (14 pts)	Acceptable (12.6 pts)	Developing (11.2 pts)	Emerging (9.8 pts)	Not Acceptable (8.4 pts)
Part I: Glossary – TPE 7.5/U7.5 (a–i)	Glossary includes all components (a–i) with accurate definitions and specific,	Glossary includes most components with accurate definitions and generally	Glossary includes some components or strategies; some definitions are unclear.	Glossary is incomplete with minimal strategies or unclear definitions.\	Glossary missing or lacks relevant content.

	effective evidence-based strategies.	appropriate strategies.			
Part II: Toolkit with Resources, Activities, and Assessments	Toolkit includes clearly described resources, activities, and assessments for each standard. Resources are grade- and proficiency-level appropriate with justifications and links.	Toolkit includes most required elements. Resources are mostly aligned and include general descriptions and links.	Toolkit partially completed. Some grade level or literacy alignment is vague.	Toolkit is incomplete or lacking detail. Few resources or unclear relevance.	Toolkit missing or lacks alignment to standards and grade level.
Part III: Packaging – Toolkit + 2 Lesson Plans	Toolkit is well-organized and includes glossary, standards, and 2 lesson plans aligned with TPE and literacy goals. Template completed thoroughly.	Toolkit is organized and includes most required components. Lesson plans generally align with TPEs.	Toolkit includes some components; partial lesson alignment with TPEs.	Toolkit lacks organization or lesson plan alignment.	Toolkit packaging is missing or mostly incomplete.
Overall Quality & TPE Alignment	Responses are clear, evidence-based, and well-aligned to assigned TPE and lesson strategies. High quality presentation.	Responses show appropriate alignment and are generally evidence-based. Quality is acceptable.	Responses are basic with some evidence and alignment. Quality varies.	Minimal evidence-based support and unclear alignment.	Responses do not align to TPE or lack evidence-based support.

Assignment 4.2: Develop and Improve Your Professional Network: LinkedIn

Background

As a teacher candidate, it is essential to demonstrate your experiences to possible employers. Equally important, building a professional network of like-minded educators and organizations to grow in your profession is essential. TPE 6 is Developing as a Professional Educator. This assignment will further develop the network section of your profile. The goal is to improve your practice by routinely engaging in communication and inquiry with colleagues. You should also continue to develop your LinkedIn profile as you progress in the credential program. Throughout the duration of this course, you have been creating artifacts (i.e., your assignments) that demonstrate your skills. Now, it's time to share these skills with your professional network!

Instructions

1. Sign in to your LinkedIn account. You should have created your account in previous courses. If you have taken the ITL foundation classes, then you already have a LinkedIn Profile. If you do not currently have a LinkedIn Profile, please refer to the Additional Resources section below.
2. Search LinkedIn for research-based literacy organizations that support the LTPEs covered in this course. A few examples are:
 - a. ILA (International Literacy Association)
 - b. Literacy for Reluctant and Struggling Readers
 - c. Reading Instruction in Special Education
 - d. Fountas & Pinnell Literacy
 - e. Reading Is Fundamental
3. Select three reading/literacy organizations to follow on LinkedIn.
4. Review your selected organizations' posts and share a post (one from each organization) to "Anyone" and briefly describe why that post resonates with you in relation to a concept or topic covered in this course.
5. Take a screenshot of your posts and paste them into a Word document for submission. Make sure that the entire post is visible and can be read on the Word document so your instructor can read why you selected that post to share.

Due Saturday 11:59 PM

Additional Resources

- [Garrick Chow]. (2023, April 5). [Learning LinkedIn](#) [Video]. LinkedIn Learning.
- Cohen, J. (2023, August 30). [Mac, Windows, Chromebook, and more: How to take a screenshot on any device.](#)

Assignment 4.3 Compile Research-Based Resources & Create a Glossary

Instructions

- ✓ Create a Glossary with all of the definitions you have learned in this course.
- ✓ Curate a chart with at least four (4) resources associated with research-based organizations that support the LTPEs in this course.

The Glossary will be completed in collaboration with your team.

Each entry for the resources should provide a **clear and brief description**: what is the resource about and how does it support the Literacy goals

References: Include 4-6 scholarly references.

You can include professional organizations, Blogs, and others which are research-based.

Glossary: a minimum of 15 definitions.

Readings

- [Resource Guide to the Foundational Skills of the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects](#)

California Department of Education. (2015). *Resource guide to the foundational skills of the California common core standards for English language arts and literacy in history/social studies, science, and technical subjects*. <https://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf>
Read pages 6-13 before you begin Assignment 7.

- [What We Know About How to Teach Phonics](#)

Cunningham, P.M., & Cunningham, J.W. (2002). What we know about how to teach phonics. In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 87–109). [Used with permission of the International Reading Association.
https://www.academia.edu/28558270/What_We_Know_About_How_to_Teach_Phonics
Read this chapter before you begin Assignment 7.

- [Promoting Multilingual Approaches in Teaching and Learning](#)

Ollerhead, S., & Taylor-Leech, K. (2019, November 6). *Promoting multilingual approaches in teaching and learning*. *Learning Portal*.
<https://learningportal.iiep.unesco.org/en/blog/promoting-multilingual-approaches-in-teaching-and-learning>
This article will inform your responses to Assignment 6.

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

Chapter 9 Screening and Assessment for Dyslexia

Chapter 10 Special Education and 504 Plans

Chapter 11 Effective Approaches for Teaching Students with Dyslexia

Chapter 12. Assistive Technology

Websites

- [Recommendation 3: Blending Letters, Recognizing and Reading Words](#)

Institution of Education Science. (n.d.). *Recommendation 3: Blending letters, recognizing and reading words*.
https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/kindergarten_recommendation3.asp
This resource offers strategies for supporting children's reading at home.

- [Instructional Practices](#)

International Literacy Association. (n.d.). *Instructional practices*. <https://www.literacyworldwide.org/get-resources/instructional-practices>
Curated by ILA's Literacy Research Panel, the Instructional Practices collection offers a framework for effective literacy practices. These short, easy-to-implement practices are grounded in research and will be valuable to your teaching strategies and techniques. This collection is available exclusively to ILA members.

- [Word Identification and Decoding](#)

Literacy Instruction for Students with Significant Disabilities. (n.d.). *Word identification and decoding*. <https://literacyforallinstruction.ca/working1with-words/>
Search this site for resources on strategies.

- [Developing Academic Vocabulary](#)

Read Write Think. (n.d.). *Developing academic vocabulary*. <https://www.readwritethink.org/professional-development/strategy-guide-series/developing-academic-vocabulary>
This website offers strategy guides for developing academic vocabulary.

- [Cognition and Learning](#)

Sanford College of Education. (n.d.). *Cognition and learning*. <https://selplaybook.org/courses/sfwd-courses-cognition-and-learning/>
SEL Playbook 6: *Cognition and Learning* offers social-emotional learning resources. You will need to sign into My Learning Portal to access SEL playbooks.

Videos

- [Multilingualism and Translanguaging in the Classroom](#)

Institute of Education Sciences. (2021, June 15). *Multilingualism and translanguaging in the classroom [Video]*. YouTube. <https://www.youtube.com/watch?v=USRW-NXJVFc>
This REL Pacific video [9:07] provides an overview of the benefits of multilingualism and translanguaging in schooling, including how language abilities are interconnected, how these abilities are used in complex ways to create meaning, and how students can effectively communicate using all the linguistic resources available to them.

- [Reading Horizons Workshop UVU with Shantell Berrett](#)

Reading Horizons. (2013, May 30). *Reading Horizons workshop @ UVU with Shantell Berrett [Video]*. YouTube. <https://youtu.be/aVkiVN4Q6bI>
This video [60:01] will change your thoughts about explicit language development! Take the time to listen and learn! You will also be provided insight into a student with dyslexia and how to think through instruction to meet not only the needs of that student but the needs of all students.

- [Words Their Way in the Classroom](#)

The Lettered Classroom. (2016, December 17). *Words their way in the classroom [Video]*. YouTube. <https://youtu.be/nEmYNY82TtQ>
Teaching word study to students in the classroom is essential to building good writers and readers. In this video, you will learn how to organize using the *Words Their Way* study and how student choice comes into play. These tips will allow teachers to manage small groups and individual conferences and will reinforce skills while students independently work on activities or make this a center option! You will also discover how to differentiate word study and how you can apply differentiation to your classroom. This video is a resource for all elementary classrooms! [31:06]

Resource

- [Benefits of Multilingualism](#)

Review this PowerPoint presentation by Mark Ryan about the benefits of multilingualism.

Module 3 Optional Resources

Recommended Textbooks

The following textbooks are not required reading. You do not need to read them to complete any discussions or assignments in this course successfully, but they are highly recommended reading to support teaching literacy.

Words Their Way

Words Their Way is a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills.

For *Words Their Way*, it is recommended that you read the sixth or seventh edition.

You are encouraged to read chapters relevant to the word study you are designing in addition to recommended chapters. Feel free to reach out to your instructor for additional guidance.

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F.R. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction (6th ed.)*. Pearson Education, Inc. ISBN: 978-0133996333

- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 9

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F.R. (2019). *Words their way: Word study for phonics, vocabulary, and spelling instruction (7th ed.)*. Pearson Education, Inc. ISBN: 9780135204917

- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 9

Phonics They Use

With its focus on how students use phonics to read and write, not just how much phonics a student knows, *Phonics They Use* includes numerous developmentally appropriate activities for helping students with fluency, rhyme-based decoding, spelling, and more.

Cunningham, P.M., (2017). *Phonics they use: Words for reading and writing (7th ed.)*. Pearson Education, Inc. ISBN: 978-0134255187

- Chapter 9
- Chapter 10
- Chapter 12
- Chapter 13
- Chapter 14

Course Grading Definition and Definition of Grades for Graduate Courses

Please refer to the National University's Course Catalog for the most recent information for

Policy on Grading, Incompletes, Withdrawal, et cetera, available at

<https://www.nu.edu/catalog/>.

Assignments	Week	Points
Discussion Threads #1	1	2
Discussion Threads #2	2	2
Discussion Threads #3	3	2
Discussion Threads #4	4	2
Reading Rocket Quizzes #1	1	1
Reading Rocket Quizzes #2	2	1
Reading Rocket Quizzes #3	3	1
Reading Rocket Quizzes #4	4	1
Zoom Collaborate #1	1	2
Zoom Collaborate #2	2	2
Zoom Collaborate #3	3	2
Zoom Collaborate #4	4	2
Complete Modules: Dyslexia #1	1	1
Complete Modules: Dyslexia #2	2	1
Complete Modules: Dyslexia #3	3	1
Complete Modules: Dyslexia #4	4	1 24
1.1 Assessment ELA/ELD Case Study Assignment	1	6
1.2 Examine ELA/ELD Standards, instructional Strategies, and Assessment	1	6
2.1 Annotate to Make Meaning/Assessment	2	6
2.2 Running Record/Guided and Independent Reading	2	8
3.1 Fieldwork Interview a Special Education Teacher*	3	8
3.2 Multilingualism and Multiliteracy in Language Development Translanguaging multilingualism and multiliteracy	3	6
3.3 Designing word strategies Alignment Analysis	3	6
3.4 Create a Read Aloud Lesson Plan	3	10
4.1 Signature Assignment: Toolkit and Resources for Literacy	4	14
4.2 LinkedIn	✓	✓

4.3 Glossary	4	6
*Due Week 4		100

Rubrics for all assignments are included in the Course itself.

The final grade evaluation in this course will be based on points as follows.

Grades	Points	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

National University Attendance, Enrollment and Grading System

Attendance

All students must be officially enrolled to attend class and receive a grade. University instructors will not permit non-enrolled students to attend a class or be issued a grade. The Office of the Registrar will not post grades for students who are not officially enrolled. Lack of participation and/or attendance for students taking onsite or online classes does not qualify the student for a refund or consideration for a drop or withdrawal from the class unless the student submits the request within the established timeframe established in Catalog policies. Please follow the published Catalog policy deadlines for drops and withdrawals.

Enrollment Guidelines

By enrolling in any National University course, you assume responsibility for meeting all its requirements. All students are expected to attend all required course sessions, complete all assignments, read all relevant materials, and be prepared for all course discussions/activities.

Grades and Grading System

National University publishes the current grading policies and practices. Grade point awards and definitions, including incomplete or withdrawal practices, are found in the National University Catalog.

Faculty Interactions

Substantive and Regular Interactions: National University is committed to meet Department of Education requirements for substantive and regular interactions between faculty and students. National University faculty meet this requirement through participation in at least one of the following course activities:

- Participating in regularly occurring class meetings.
- Participating in a regularly occurring online discussion about academic course content.
- Faculty-scheduled consultations with a student to discuss academic course content.
- Substantive and personalized feedback on student assignments.
- Regularly occurring posts of instructor guidance to summarize weekly assignments or adding individual faculty voice to the online course experience.
- Participating in regularly scheduled learning sessions (synchronously); or
- Proactive and scheduled communication initiated by faculty in response to student progress.
- Responding to students within 48 hours of an inquiry.

General Policies

All National University policies can be found in the most recent Catalog on the website.

Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, or any other attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Plagiarism is the presentation of someone else's ideas or work as one's own. Academic dishonesty violations will be addressed by the instructor and will receive an assigned number of sanction points for each violation for which they are found responsible. Sanction points are cumulative over the length of the student's tenure at National University. Individuals can report any violation that occurs at the University to the Office of Student Conduct (OSC) via Report It. The Office of Student Conduct is responsible for investigation and adjudication of violations of the Student Code of Conduct. For additional information please review the Student Code of Conduct in the Catalog. National University provides helpful information concerning plagiarism for both students and faculty on the Student Resources Library website.

Americans with Disabilities Act (ADA) Accessibility Statement

National University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. Accordingly, qualified persons with disabilities may not, on the basis of that disability, be denied admission or subjected to discrimination in admission decisions. Further, no qualified student with a disability, on the basis of that disability, may be excluded from any academic, research, counseling, financial aid, or other post-secondary education program or activity that the University provides to all students. Students can obtain information about seeking accommodations due to a disability at: Requesting Accommodations.

Civility

Civility is an expectation in all NU courses. Freedom of speech and expression are valued not only throughout society but also, and particularly, in the academic setting. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to all online, hybrid and ground/onsite courses) include but are not limited to the following: Conflicting opinions among members of a class are to be respected and responded to in a professional manner, side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions, or presentations, and there are to be no objectively offensive comments, language, or gestures.

Code of Conduct

The National University (NU) community exists on the basis of shared values and principles. NU student community members are expected to uphold and abide by certain standards of conduct in which form the basis of the Student Code of Conduct. These standards are embodied within the below set of core values.

Core Values of Student Conduct at National University

- Integrity: National University students exemplify honesty, honor and a respect for the truth in all of their dealings.
- Community: National University students build and enhance their community.
- Social Justice: National University students are just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors.
- Respect: National University students show positive regard for each other, for property and for the community.
- Responsibility: National University students are given and accept a high level of responsibility to self, to others and to the community.

National University students are solely responsible for having knowledge of information, policies and procedures outlined within the Student Code of Conduct policy. For more information, students are encouraged to review the Code in the Catalog and the Student Code of Conduct website for the most updated versions of all policies and procedures.

Copyright

The contents of this course are protected by copyright. Students must obtain written permission prior to using copyrighted material for their personal scholarship. In no event should a student share the course contents with third parties without prior written permission of the university or university representative. Failure to recognize copyright protections are against student code of conduct and other use restrictions enumerated in the National University Catalog. Students are expected to comply with U.S. copyright law in their course submissions and may be subject to University action and possible separate civil liability for any such violations.

Course and Institutional Policies

Students are expected to comply with all course and institutional policies. Institutional policies are posted in the National University Catalog.

Credit Hour Expectations

A unit of credit is based upon the hours of classroom instruction for each course and the hours that a typical student reasonably should expect to devote preparing for each hour of class.

An undergraduate course requires 45 hours of classroom instruction, and an undergraduate student generally is expected to devote two hours or more in outside preparations for each hour of class.

A graduate course requires 40 hours of classroom instruction, and a graduate student generally is expected to devote three hours or more in outside preparation for each hour of class.

Diversity

The National University community seeks to cultivate a community that respects and appreciates the dignity and uniqueness of all members, celebrating the unique gifts each person brings. This is reflected in our teaching-learning process, as well as throughout our campus climate. We intentionally engage diversity and inclusion to support the social and academic growth of our students by developing curriculum that incorporates diverse viewpoints, experiences, and social justice, therefore allowing us all to expand our knowledge and practice these values as part of a diverse and inclusive society.

Ethics

Ethical behavior in the classroom is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Title IX Statement & Nondiscrimination Information

National University does not permit discrimination, harassment or retaliation in its educational program or activities on the basis of race, ethnic or national origin, religion, age, sex, gender, sexual orientation, color, physical or mental disability, sexual orientation, marital or veteran status, pregnancy (including childbirth, and related medical conditions) or any other protected characteristic under applicable local, state, or federal law. Sexual misconduct and harassment are considered a form of sex/gender-based discrimination. The University also prohibits retaliation against an individual because that individual participated in any manner in a grievance proceeding. For more information about Title IX please visit the University's Title IX website. To report an incident alleging harassment or discrimination please contact the Title IX Coordinator or use the appropriate form found on the [Report It website](#).

Important Note

University employees not designated as confidential resources are considered mandated reporters and are required to report all incidents of potential sexual misconduct (including sexual harassment), dating violence, domestic violence, and stalking to the Title IX Coordinator for the University. All National University employees, with the exception of the Ombudsman, are considered mandated reporters.

For information about a University confidential resources, please visit the Title IX reporting webpage or the University Ombudsman Office.

Pregnant or Parenting Students

Students needing accommodations related to pregnancy or post-pregnancy-related parenting should review the Pregnancy and Parenting Policy and contact the Title IX Coordinator(s) to discuss plans and required accommodations.

Technology

Students are expected to be competent in using current technology appropriate for their discipline of study. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail are also required. National University maintains a Technical Requirements web page that is updated frequently with Windows and Macintosh hardware and software requirements, including both recommended and supported web browser software. For further information, please access the Online Course Technical Requirements housed in the National University Knowledge Base.

Writing Standards

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written follow specific standards regarding citations of an author's work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials. The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers and the like: <http://nu.libguides.com/citations>.

ITL512 Language-Literacy Strategies



ITL 512 Course Calendar Overview

July 2025

512	Activities/ Topics	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points toward Grade
Wk 1		Live Session- Week 1	No Rubric			2
	Personal Reflection on Teaching and Learning	Discussion 1: Personal Reflection		Additional resources provided with the Assignment.		2
	ELA and ELD	Assignment 1.1: Assess ELA/ELD Case Studies	Rubric Provided with Assignment	Additional resources provided with the Assignment.	TPE 7.10 Practice & Assessed	10
	Student Learning Profiles	Assignment 1.2: Student Learning Profiles 512	Rubric Provided with Assignment	Four videos and a template are provided with Assignment.	TPE 7.2 a Practiced TPE 7.2 b Practiced & Assessed TPE 7.2 c Practiced & Assessed TPE 7.10 Assessed TPE 7.5/U7.5 h Practiced & Assessed TPE 7.7/U7.7 b Practiced TPE 7.7/U7.7 c Assessed TPE 7.8/U7.8 Practiced TPE 7.8/U7.8 b Practiced TPE 7.8/U7.8 c Practiced	5
Wk 2		Live Session- Week 2	No Rubric.			2
		Assignment 2. 1: Thematic Unit		Template is provided with Assignment.	TPE 7.7/U7.7 c Introduced & Practiced	10
	Social- Emotional Cognition & Learning	Assignment 2.2: SEL Cognition and Learning		Learning Portal link, template provided with Assignment.	TPE 7.8/U7.8 a Introduced & Practiced	5

Multilingualism
and
Multiliteracy in
Language
Development

Assignment 2.3:
Multilingualism
and
Multiliteracy in
Language
Development

Rubric Provided
with Assignment

PPT, video link, &
links to external
resources provided
with Assignment.
Three additional
assignments with
materials are also
provided.

TPE 7.6/U7.6
Practice

5

TPE 7.8/U7.8
Introduced &
Practice

TPE 7.7/U7.7.c
Assessed.

Wk
3

Live Session- Week
3

No Rubric.

Personal
Literacy

Discussion 3:
Personal Literacy
Reflection

2

2

TPE 7.2 a
Assessed

20

TPE 7.2 b
Assessed

TPE 7.2c
Assessed

TPE 7.10 Monitor
Assessed

TPE 7.10 Screen
Assessed

TPE 7.7./U7.7
Language
Development
Assessed

TPE 7.7/U7.7a
Assessed

TPE 7.7/U7.7 b
Assessed

TPE 7.8/U7.8
Effective Exp
Assessed

TPE 7.8./U7.8 a
Assessed

Lesson
Planning

Assignment 3.1:
Lesson Plan
Part B

Rubric Provided
with Assignment

Links to many
templates, videos,
& links to external
resources are
provided with the
Assignment.

	Anchor Charting	Assignment 3.2: Anchor Chart	Multiple links to videos, templates, and examples are provided with the Assignment.	TPE 7.6./U7.6 a Introduced	4	
Wk 4		Live Session- Week 4		TPE 7.2 b Introduced	2	
	Teacher Bias & Equity	Discussion 4: Teacher Bias and Equity			2	
	Fieldwork Analysis	Assignment 4.1: Signature Assignment- Fieldwork Experience	Three templates are provided with the Assignment.		15	
	Literacy Teaching Philosophy	Assignment 4.2: Literacy Teaching Philosophy	Rubric Provided with Assignment	Template provided with the Assignment.	TPE 7.2 C Assessed	10
				Total Points	103	

For teaching inspiration, please review, or re-review this short video provided to teachers as they enter the teacher education program:

<https://youtu.be/a6NTnIeu59o>

Course Outline ITL512 Language-Literacy Strategies

Name of Instructor:

How to contact Instructor:

Sanford College of Education Mission

Our mission is to deliver accessible world-class student experiences by providing quality programs and services that ensure student success through meaningful learning.

Mission of the Teacher Education Department

Our mission is to provide innovative, relevant, and inclusive educational experiences that prepare educators who inspire change and growth

Course Structure and Format Outline

Course Description:

July 2025

Complex strategies for teaching reading, writing, listening, speaking, and language development. Research-based practices aligned to CA's Common Core Standards and ELA/ELD frameworks. Language and literacy strategies for all learners, including English speakers, English learners, Standard English learners, students with exceptionalities, and students with other learning needs) in the K-8 classroom. Course Learning Outcomes

Upon satisfactory completion of the course, candidates will be able to:

1. Integrate into instruction the knowledge of comprehensive language instruction including culturally and linguistically sustaining practices with an emphasis on knowledge acquisition through academic language proficiency, cross-language transfer and effective expression.
2. Integrate into instruction the knowledge of the major components of evidence-based language and literacy instruction with an emphasis on knowledge acquisition through student background knowledge and prior experiences.
3. Utilize multiple forms of assessments (informal/formative, student self-assessment, and formal/summative) in analyzing literacy needs and levels of all learners obtained individually in tandem with knowledge of student foundational skills and primary language to leverage students, prior content knowledge.
4. Design instruction using assessments, the Learning Map design, and principles of Universal Design for Learning (UDL) that promote student research, project-based learning, and student interest to incorporate modifications, accommodations, and interventions needed to address the language and literacy needs of all learners.
5. Utilize varied text and digitally-based resources representing increasingly complex texts for both narrative and informational genres with an emphasis on critical reading and the understanding that meaning making is the central purpose of reading and effective expression.

Course Requirements:

This is a content-based course which leads to a variety of practical applications. Students are expected to complete all assigned readings and review all the information contained in the Content Knowledge Modules before entering the Discussion Boards and completing the assignments. If a credential program course, candidates must complete all the assignments to meet all the TPEs aligned with the assignments. Instructors should monitor all student's assignment postings in the first week to ensure that assignments are being completed and immediately contact those students who have not completed assignments to obtain an explanation and provide or arrange assistance for those who need it.

Late Submissions

Students must contact the instructor prior to the deadline via email, if they cannot meet the deadline for an assignment:

Assignments will receive a 2% per day deduction up to and including the 3rd day (6% total), after which the assignment will receive a grade of zero.

Resubmission.

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Instructors should give clear guidance on resubmissions and late submission policies at the course's beginning. Resubmissions are at the instructor's discretion.

Instructor—Student Communication

Students should stay in constant communication with the course instructor, review assignments at the beginning and throughout the course, and ask clarifying questions prior to the assignment's week(s) to minimize point deductions.

Course Structure and Guidelines for Additional Items

The course structure in an online course is generally determined by the designated Course Lead, who provides the course content, and the "Learning Experience Designer", who designs and develops the course. The final course is reviewed by the SCOE Director of Curriculum and approved by the Academic Program Director.

Weekly Objectives

Week 1

By the end of this module, you will be able to:

1. Design a literacy activity that requires students to write, share, and discuss so that meaning is conveyed clearly, logically, and powerfully (CLOs 1,3)
2. Incorporate the lesson principles of UDL that are student-driven, such as promoting student research, Project Based Learning, and building upon student interest (CLOs 1,2,3,4,5)
3. Synthesize reading strategies that demonstrate the purpose of increasing text complexity over time in multiple content areas (CLOs 2,5)
4. Design a thematic lesson that encourages student-use of academic language across content areas (CLOs 1,2,3,4,5)

Week 2

By the end of this module, you will be able to:

1. Utilize equitable learning and teaching strategies that scaffold learning for multilingual students and students with diverse backgrounds with varying skill levels and assets by including and emphasizing language acquisition strategies (CLOs 1,2,3,4,5)
2. Identify effective UDL strategies and instruction which will meet the needs of all learners (CLOs 1,2,4,5)
3. Design a UDL literacy lesson tailored to a variety of student needs including students with IEPs, social and emotional needs, and language acquisition (CLOs 1,2,4,5)
4. Create a Lesson Plan that incorporate high impact literacy strategies to build upon student prior knowledge and experiences and demonstrates the centrality of meaning-making in complex texts as it relates to multiple content areas and both narrative and informational text (CLOs 1,2,3,4,5)

Week 3

By the end of this module, you will be able to:

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1. Synthesize the key components of comprehensive language instruction by observing a lesson which includes word study and a variety of high-quality literature (CLOs 1,2,3,4,5)
2. Identify high-impact literacy strategies that build upon past experiences, cultural and linguistic funds of knowledge, and student background knowledge (CLOs 1,2,3,4,5)
3. Determine appropriate next steps in instruction by analyzing given data sets (CLOs 1,2,3,4,5)

Week 4

By the end of this module, you will be able to:

1. Discuss the role that assessment plays in designing differentiated and equitable instruction (CLOs 1,2,3,4,5)
2. Identify appropriate next steps in instruction by analyzing given data sets (CLOs 1,2,3,4,5)
3. Compare literacy assessments with special attention to inclusivity, bias, personal assumption, and appropriate grade level (CLOs 1,2,3,4,5)
4. Analyze text complexity and a variety of forms and organizational patterns in instructional materials and resources related to multiple content areas (CLOs 1,2,3,4,5)
5. Evaluate narrative and informational text with a focus on Lexile levels and appropriate learning scaffolds to be included in student profiles for learning with the intention of promoting equitable access and inclusion (CLOs 1,2,3,4,5)
6. Develop media that demonstrate insight about culturally and linguistically sustaining, complex strategies for teaching reading, writing, listening, speaking, and language development (CLOs 1,2,3,4,5)
7. (CLO 5) LTPE 7.7, LTPE 7.8 & LTPE 7.9
8. Evaluate the credibility of information obtained through media and multiple information sources. (CLO 5) LTPE 7.6, LTPE 7.7, LTPE 7.8, & LTPE 7.9
9. Create an ELA/ELD lesson plan based on a read-aloud strategy to engage in learning activities for students to read purposefully, listen attentively, and participate in discussion to build discipline-specific knowledge in the content areas. (CLO 1, 3, 4, 5, 6) LTPE 7.1 & LTPE 7.2
10. Curate a chart with resources from research-based organizations that support the LTPEs in this course. (CLO 1, 2, 3, 4, 5, 6) LTPE 7.9
11. Build your professional network. (CLO 3) LTPE 7.10

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Assignment Descriptions by Week

Week 1

Discussion #1: Personal Reflection

Instructions

After reviewing the resources below, submit an initial response in which you:

- Identify some of the challenges that come with thematic or cross-content teaching.
- Discuss how we, as novice teachers, can address some of those challenges as we take on more responsibility in our classrooms to support the goal of unified learning that can be seen across content areas for our students.

Additional Resources

Read the following resources:

- [Funderstanding](https://www.funderstanding.com/educators/thematic-instruction/). (2011). *Thematic Instruction | Teaching Methods | Funderstanding: Education, Curriculum and Learning Resources*. Funderstanding.com. <https://www.funderstanding.com/educators/thematic-instruction/>
- Fulton, J. (2019, December 3). *How to make cross-curricular teaching part of your plan*. Classcraft Blog. <https://www.classcraft.com/blog/how-to-make-cross-curricular-teaching-part-of-your-plan/>

Watch the following resources:

Assignment 1.1: Assess ELA/ELD Case Studies [Return](#)

TPE 7.10 Practice & Assessed

Background

In this assignment, you will **utilize student data** and assessment results to complete a data assessment report chart addressing the needs of the student. Specifically, you will need to do the following:

- Analyze the assessments provided
- Identify the student's strengths/assets based on the data you are provided
- Identify needs/gaps based on the data you are provided
- Recommend varied instructional strategies specific to the student's needs in the area of reading.
- Describe how do you plan to monitor students' progress in literacy development using formative assessment practices.
- Describe a plan to document the ongoing progress monitoring, and diagnostic techniques that will inform instructional decision making (this can be included in your justification).

- ✓ Align your identification of the child's needs and instructional activities with the CCSS.
- ✓ Be sure to review the **Assessment Drives Instruction** section of this module's lesson before completing this assignment.

Instructions:

- ✓ Download and save the Assignment 1 Case Studies and Assessment Chart. *You can access that file below.*

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- ✓ Choose one case study from the list of student in Step 1 of *Assignment 1 Case Studies and Assessment Chart.docx*. You can access the file for that particular student below. You have a choice of students from first through sixth grade.
- ✓ As you read and analyze the data, fill in the Assessment Data Report Chart in Step 2 of *Assignment 1 Case Studies and Assessment Chart.docx*.

1. Describe the assessment.

- What is the assessment's purpose and what information should inform you about student assets/strengths and needs/gaps? You will need to curate the research from credible instructional sites.
- Identify the CCSS standards this assessment aligns with.
- Identify the Language Domains associated with this assessment.

2. Record the information you have regarding the child's academic background.

- List student assets/strengths, categorizing or highlighting them **across assessments** and identifying patterns in any and all of the following areas. If data is not evident, state that no data was available.
 - **Phonemic awareness**
 - **Phonics**
 - **Vocabulary**
 - **Fluency**
 - **Comprehension**
- Write an overall summary of findings.

3. Identify student's strengths.

- Based on the data, clearly list the **student's reading strengths**, substantiating your statements with examples from the data.

4. Identify **student's learning needs**.

- Based on the data, clearly list all of the student's instructional reading needs, substantiating your statements with examples from the data.

5. Recommend **instructional activities to address the child's reading needs in the classroom**.

- Formulate specific recommendations to enrich the **child's foundational reading skills** and **identify at least four activities for the classroom that would meet the needs of the child in different areas of need**.

- Identify specifically which area of need you are targeting in two to four different areas of need.
- Describe clearly and succinctly the activity you are recommending.
 - Activities should be varied, utilize different resources/texts/materials, be appropriate to the child's age and developmental level, and employ multiple teaching and learning strategies.
 - Please do not recommend **reading aloud** to this student in class, as this is something that should occur daily for all students.
- Recommend activities specific to the **foundational reading skills and meaning-making** needs in the reading of this child. For ideas on specific strategies to address student needs, refer to your **Course Resources** and the “Additional Resources” below.
- **Justify your** decision to implement this activity to help meet the child's needs in that specific area. Explain explicitly and separately how each activity will meet the language developmental needs of this child.

Be sure to follow APA guidelines. Refer to the Rubric for specific requirements for submission.

ITL 512 – Assignment 1.1 Rubric:

ELA/ELD Case Studies W1

Total Points: 10

TPE 7.10 Practiced & Assessed

Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.

Criteria	Proficient (10 pts)	Acceptable (8 pts)	Developing (6 pts)	Emerging (4 pts)	Not Acceptable (2 pts)
Assessment Data Report Chart	Chart is thoroughly completed with clear analysis. Assessment purpose, strengths, needs. CCSS and TPE 7.10 alignment are explicitly stated.	Chart is mostly complete with minor details missing. Basic analysis. CCSS and TPE 7.10 alignment present.	Chart is partially filled. Assessment analysis or standards alignment lacks clarity.	Chart is minimally filled with vague or unclear analysis.	Chart is incomplete or missing.

Student Background: Academic Strengths/Assets	Comprehensive record of student assets across key areas with clear identification of strengths and patterns from the data.	Most strengths are identified and categorized with some pattern recognition.	Some assets identified but lacks depth or pattern connection.	Limited mention of student strengths. Patterns not addressed.	No evident data or student strengths included.
Summary	Well-written summary includes clear student strengths, learning needs, and four justified instructional activities aligned to foundational skills.	Summary includes general strengths, needs, and instructional activities, but lacks full justification or detail.	Summary is present but lacks full clarity or connection to activities.	Summary is vague or too general with few instructional links.	Summary is missing or irrelevant.
Instructional Activities	Activities are targeted, age-appropriate, varied, and explicitly tied to two or more areas of need. Includes justification and use of diverse materials/strategies.	Activities are appropriate and mostly aligned to student needs. Justification is present but may lack variety.	Some activities lack clarity or relevance to areas of need.	Activities are generic, minimally described, or weakly justified.	Activities are missing or not aligned with student needs.
Overall Quality & Alignment to TPE 7.10	Submission is well-organized, clearly written, and demonstrates strong alignment to TPE 7.10 using evidence-based practices.	Mostly clear submission with adequate alignment to TPE 7.10.	Some alignment to TPE 7.10; writing lacks clarity or structure.	Limited TPE connection or weak writing structure.	No clear connection to TPE 7.10; disorganized or incomplete.

Assignment 1.2: Student Learning Profiles

Return. [h](#) [b](#) [c](#) [EE](#) [key](#) [b](#). [c](#) [print](#) [7.2a](#) [7.2](#) [b](#) [mtss](#) [7.2](#) [CDG](#) Return [Moni 7.10](#) [Screen710](#) [Return](#) [IF](#)

TPE 7.2 a Practiced; TPE 7.2 b Practiced & Assessed; TPE 7.2 c Practiced & Assessed
TPE 7.10 Assessed; TPE 7.5/U7.5 h Practiced & Assessed; TPE 7.7/U7.7 b Practiced;
TPE 7.7/U7.7c Assessed; TPE 7.8/U7.8 Practiced; TPE 7.8/U7.8 b Practiced; TPE 7.8/U7.8 c Practiced

Background

In this assignment we continue our **exploration of assessment** as it relates to **differentiation, equity, and instructional access**. This will help you next week as you will start designing the lesson plan, which will also require the use of an assessment.

Resources

- ✓ Review the resources from Week 1's Learning Material before you begin your assignment as they will provide additional strategies to draw from as you develop a deeper understanding around equity and assessment.
- ✓ Watch the following reading literacy assessments in real time and their supplemental video where the teacher orchestrates a "think-a-loud" in relation to the student's literacy scores.
 - Kindergarten: Reading Assessment - Video (17 minutes)
 - Kindergarten: Teacher "think-a-loud"- Video (6 minutes)
 - Third Grader Reading Assessment - Video (25 minutes)
 - Third Grader: Teacher "think-a-loud"- Video (6 minutes)

Instructions

- ✓ After you have watched all four videos, you will **create** two student profiles, one for each student, based on student strengths and areas of growth.
- ✓ Use this template to complete this assignment: [Student Profile Template](#)

Student profiles will include the following:

1. Diagnosis for each literacy domain
 - **Phonics**
 - **Phonemic awareness**
 - **Decoding skills**
 - **Comprehension**

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- **Fluency**

2. Include specific next steps or subsequent literacy goals pertinent to the student
3. Include the Lexile level and book recommendations for the student
 - Provide an example of appropriate *narrative* text for the student
 - Provide an example of appropriate *informational* text for the student

Fill out two templates, **one for each student**, and then save and upload the templates as PDF files. APA formatting should be used where possible and include citations where necessary. Refer to the Rubric

***You MUST use the two students provided in the videos. You cannot use your own students for this assignment. ***

ITL 510 Student Learning Profile W1 1.2					
Criteria	Proficient 5	Acceptable 4	Developing 3	Emerging 2	Not Acceptable 1
Diagnose student literacy in the following domains: Phonics, Phonemic awareness, Decoding skills, Comprehension, Fluency	The diagnoses of student literacy are highly developed. Provides diagnoses for both students in all literacy domains that demonstrate insight about theories and concepts presented in course materials and the grade level of the respective students, exceeding the requirement.	The diagnoses of student literacy are developed. Provides diagnoses for both students in all literacy domains that demonstrate general knowledge theories and concepts presented in course materials and the grade level of the respective students, as required.	The diagnoses of student literacy demonstrate emerging effort. Provides diagnoses for students, some literacy domains are missing or demonstrate partial knowledge theories and concepts presented in course materials and the grade level of the respective students.	The diagnoses of student literacy demonstrate initial effort. Provides diagnoses for students, many literacy domains are missing or demonstrate inadequate knowledge theories and concepts presented in course materials and the grade level of the respective students OR diagnosis for a student is not provided.	Did not submit assignment. Did not communicate with instructor regarding late submission
Determine next steps / literacy goals for students	The next steps / literacy goals are highly developed. Provides next steps that are clear, detailed,	The next steps / literacy goals are developed. Provides next steps and literacy goals for both students that	The next steps / literacy goals demonstrate emerging effort. Provides next steps and literacy goals for students	The next steps / literacy goals demonstrate initial effort. Provides next steps and literacy goals for students	Did not submit assignment. Did not communicate with instructor

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	and concise and literacy goals that are specific, measurable, attainable, and time-bound, for both students, demonstrating insight about theories and concepts presented in course materials and the grade level of the respective students, exceeding the requirement.	demonstrate general knowledge about theories and concepts presented in course materials and the grade level of the respective students, as required.	that demonstrate partial knowledge about theories and concepts presented in course materials and the grade level of the respective students.	that demonstrate inadequate knowledge about theories and concepts presented in course materials and the grade level of the respective students.	regarding late submission
Recommend appropriate texts for students	The recommendations are highly developed. Recommends fiction and nonfiction literature for both students and indicates Lexile Levels and text complexity for each recommendation, including all: quantitative, qualitative, and reader background. The recommendations are clear, detailed, and concise, demonstrating insight about theories and concepts presented in course materials and the grade level of the respective students, exceeding the requirement.	The recommendations are developed. Recommends fiction and nonfiction literature for both students and indicates Lexile Levels and text complexity for each recommendation, including all: quantitative, qualitative, and reader background. The recommendations demonstrate general knowledge about theories and concepts presented in course materials and the grade level of the respective students, as required. The recommendations are supported by citations of assigned	The recommendations demonstrate emerging effort. Recommends literature for students. Recommendations partially include fiction and nonfiction literature. Indicates Lexile Levels and text complexity for some recommendations, including the following partially: quantitative, qualitative, and reader background. The recommendations demonstrate partial knowledge about theories and concepts presented in course materials and the grade level of the respective students.	The recommendations demonstrate initial effort. Recommends literature for students. Recommendations minimally include fiction and nonfiction literature. Most recommendations do not provide Lexile Levels and text complexity, including the following minimally: quantitative, qualitative, and reader background. The recommendations demonstrate inadequate knowledge about theories and concepts presented in course materials and the grade level of the respective students.	Did not submit assignment. Did not communicate with instructor regarding late submission

	The recommendations are supported by citations of assigned resources as well as resources from independent research, exceeding the requirement.	resources, as required.	The recommendations are supported by citations, but the citations are inappropriate for some assertions.	The recommendations are supported by citations, but the citations are inappropriate for most assertions or citations are not provided.	
Mechanics/APA Format	Mechanics and APA format are highly developed. Writing demonstrates highly developed skills in use of Standard English. Writing is concise and well-organized. The assignment is free of grammatical mistakes and spelling errors. Subject-specific terms are used when appropriate. Number of sources cited exceed the requirement. APA formatted title page is included, per the requirement. All sources are cited (1) in text and (2) listed on a References page in proper APA format.	Mechanics and APA format are developed. Writing demonstrates developed skills in use of Standard English. Writing is clear and well-organized. The assignment contains no more than three grammatical mistakes and spelling errors. Subject-specific terms are used when appropriate. Number of sources cited meet the requirement. APA formatted title page is included, per the requirement. All sources are cited (1) in text and (2) listed on a References page in proper APA format.	Mechanics and APA format demonstrate emerging effort. Writing demonstrates emerging skills in use of Standard English. Writing is partially clear and generally organized. Assignment contains no more than five grammatical mistakes and spelling errors. Subject-specific terms are missing in some instances when use is appropriate. Some APA components are missing from submission and / or present with errors. Some sources are cited (1) in text and / or (2) listed on a References page in proper APA format.	Mechanics and APA format demonstrate initial effort. Writing demonstrates emerging skills in use of Standard English but needs development in areas of clarity and organization. Assignment contains numerous grammatical mistakes and spelling errors, creating difficulty in understanding the message. Subject-specific terms are not present. APA requirements are met minimally, inadequately, and/or not at all.	Did not submit assignment. Did not communicate with instructor regarding late submission
Total	10	8	6	4	2

Resources Week 1

- [Running Records and Miscue Analysis.pptx](#)
- Lane, H. (2014, May 12). [UFLI Podcast: Introduction to reading assessment](#) [Video]. YouTube. (15m)
- WGBH Educational Foundation. (2002). [Assessment-driven instruction](#) [Video]. Annenberg Learner.
- Sites for Instructional Strategies:
 - Colorin Colorado. (n.d.). [ELL strategies & best practices.](#)
 - Institute of Education Science. (n.d.). [Recommendation 3: Blending letters, recognizing and reading words.](#) Regional Educational Laboratory at Florida State University.
 - Little Worksheets. (n.d.). [Reading comprehension worksheets for grade 1 readers.](#)
 - Los Angeles Unified School District. (2016). [Middle and high school intervention strategies: Literacy strategies.](#)
 - Reading Rockets. (2023). [Classroom strategy library.](#)

Articles

- [Overlapping Opportunities for Social-Emotional and Literacy Learning in Elementary-Grade Project-Based Instruction](#)

Fitzgerald, M. S. (2020). Overlapping Opportunities for Social-Emotional and Literacy Learning in Elementary-Grade Project-Based Instruction. *American Journal of Education*. <https://doi.org/10.1086/709545>

This case study explored how one third-grade teacher's enactment of a PBL curriculum provided opportunities for students to learn and use social-emotional skills and literacy in the service of disciplinary learning.

- [A case study of interdisciplinary thematic learning curriculum to cultivate "4C skills."](#)

Ye, P., & Xu, X. (2023). A case study of interdisciplinary thematic learning curriculum to cultivate "4C skills." *Frontiers in*

Psychology, 14. <https://doi.org/10.3389/fpsyg.2023.1080811>

This study discovered that an interdisciplinary thematic learning environment centered on real-world challenges fosters

students' creative thinking in open practice while also encouraging group communication and collaboration. Students also

gain critical thinking skills through questioning and critique.

- [Teacher self-efficacy, innovativeness, and preparation to teach cross-curriculum skills](#)

Sodergren, C.D.C., Kettler, T., Sulak, T. N., & Payne, A. M. (2023). Teacher self-efficacy, innovativeness, and preparation to

teach cross-curriculum skills. *International Journal of Contemporary Educational Research*, 10(1), 197-209

Teacher self-efficacy (TSE) is related to teachers' job satisfaction, retention, motivation to improve, and work-related stress. Using data from the 2018 Teaching and Learning International Survey (TALIS), we investigated the impact of an

innovative campus culture and preparation for teaching cross-curriculum skills on TSE.

- [Unplugged Activities in Cross-Curricular Teaching: Effect on Sixth Graders' Computational Thinking and Learning Outcomes](#)

Merino-Armero, J., González-Calero J., Cózar-Gutiérrez, R., & del Olmo-Muñoz, R. (2022). Unplugged Activities in Cross-

Curricular Teaching: Effect on Sixth Graders' Computational Thinking and Learning Outcomes. *Multimodal Technologies*

and Interaction, 6(13), 13. <https://doi.org/10.3390/mti6020013>

This study analyzes an unplugged cross-curricular introduction of CT in the Social Sciences area among sixth grade students.

- [Cross-curricular Connections: Science in the Literacy Block](#)

Lott, K., & Clark, S. (2020). Cross-curricular Connections: Science in the Literacy Block. *Science and Children*, 58(2), 80–86.

Early elementary teachers play an essential role in fostering students' foundational knowledge, skills, and attitudes. In the

early elementary grades, students develop fundamental understandings of the natural world that can set them on learning

and attitudinal trajectories toward future engagement with science, technology, engineering, and mathematics (STEM)

(Eshach and Fried 2005; Lind 1999; Osborne and Dillon 2008). Yet, despite this importance, “science time” in many early

elementary classrooms is minimal compared to the time spent on literacy and math (Trygstad et al. 2013).

- [Yes, and... Cross-Curricular Planning for Preschool](#)

Ashbrook, P. (2019). Yes, and... Cross-Curricular Planning for Preschool. *Science & Children*, 57(1), 14–15.

Planning cross-curricular integration increases your flexibility so you can embrace the “Yes, and” improvisational

approach—whatever direction children's interests develop, you are ready to proceed.

- [Toward an Integrated Approach: Social Studies Disciplinary Literacy in Elementary Methods Courses](#)

Greiner, J. A., & Higgs-Coulthard, K. (2022). Toward an Integrated Approach: Social Studies Disciplinary Literacy in

Elementary Methods Courses. *Ohio Social Studies Review*, 58(1), 7–14.

In this article we present an approach to familiarize teacher candidates with disciplinary literacy and social studies

instruction in a way that reinforces both needs in elementary instruction and has potential to enrich the teaching of future

elementary teachers. The approach also integrates a critical lens, by prioritizing integration of non-dominant narratives,

centering student experience and perspective, as well as involving cross-curricular modeling of co-teaching.

Week 2

Discussion #2: Cross-Curricular Teaching

Instructions

In the article, [Deeper Learning: Why Cross-Curricular Teaching is Essential by Ben Johnson](#), the author uses a river metaphor to clarify his argument:

It is time that teachers and administrators realized that public education has reached a dam in the river. We have gone about as far as we can go with isolated instruction and learning. While it may have served the purpose for the older generations, it does not meet the deeper learning needs of students today and tomorrow. Fortunately, deeper learning can be accelerated by consolidating teacher efforts and combining relevant contents, in effect, opening new spillways of knowledge. Deep learning is like taking a long drought from a well of knowledge as opposed to only sipping from many different wells. Deep learning implies that students will follow a particular stream of inquiry to the headwaters, rather than simply sampling all the possible streams. (Johnson, 2014)

Reflecting on this metaphor and how you learned as a student, submit an initial response in which you:

- Discuss in what ways did you drink from many wells? Or did you have the experience of riding the headwaters in one strong river of knowledge?
- Describe your own K–12 learning experiences considering this article.
- Finally, summarize the article. What is the author's main argument? How does his argument for cross-culture teaching support or undermine equity in education?
- Share what resonated with you in their response. Comment on what educational experiences you have in common or how your own educational experiences might be different. Do you agree with their syntheses of educational equity and cross content teaching? Did you get inspired by something they wrote? Do you have an extension idea for them? Share you idea in your feedback!

Assignment 2.1: Thematic Unit. [Return a](#) [Return C](#)

7.8/U7.8 a Introduced and Practiced

TPE 7.7/U7.7 c Introduced & Practiced

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Background

You will begin this assignment in Module 1, using the PowerPoint template, resources below, and exemplar **thematic unit** provided. Please keep in mind that **this assignment will be used to further develop your knowledge of vocabulary strategies and instruction in subsequent assignments**. Your success on this assignment will facilitate your learning and growth as you move through this course.

Instructions

In this assignment, you will pick a grade level and design a thematic unit that supports student learning in all content areas with a focus on *supporting educational equity* and the *social emotional learning* of your students. Content areas (i.e., subjects) to include are:

- **Reading**
- **Writing**
- **Listen**
- **Speaking**
- **Social Studies**
- **Science**
- **Math**
- **Vocabulary**
- **SEL**

For each subject:

1. Select the **CCSS and Literacy Standards it meets**
2. Identify the Literacy Standard skill being taught
3. Identify the social emotional learning (SEL) basic skill being taught
4. Identify instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
5. Select resources
6. Create the writing prompts

Then, **determine the critical vocabulary needed to access the content for your thematic lesson.**

Note:

As you move through the development of your thematic unit, some critical question to ask are:

- How might I use this story or text to make connections with other content areas?
- How can I embed the listening and speaking standards into multiple lessons?
- How can I use both literature and non-fiction text to create writing prompts for my students?
- In what ways can my resources be used to support the social emotional learning of my students?

Use this assignment as an opportunity to do some deep and **meaningful reflection** on:

- how you can support the connections students can make between content areas.
- Specifically how you might encourage language acquisition through intentional vocabulary development.

For this assignment, use the **Thematic Unit Template**.

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- [Thematic Unit Template](#) - PowerPoint File (23 KB)

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. Use number and / or bullet points to deliver talking points. APA formatting should be used where possible and include citations where necessary. Refer to the Rubric

Assignment 2.2: Multilingualism and Multiliteracy in Language Development. Return [MM](#)
Return [C](#) Return [EE](#)

TPE 7.6/U7.6 Practiced. TPE 7.7/U7.7 C Assessed; TPE 7.8/7.8 EE Introduced & Practiced

Background

In this assignment, you will consider language as a resource to tap into as a teacher to enrich **translanguaging instruction** through the funds of cultural knowledge that exist in the students and families which exist in your classroom community! Access and equity in **multilingualism and multiliteracy** include the transfer between language, culture, and **making meaning** in connection to the understanding of the value of the use of a variety of language strategies through emergent, dynamic, adaptive, and complex practices.

As educators of diverse student populations, it is our ethical responsibility to **nurture students' multilingualism** while simultaneously fostering and developing the academic language they need to succeed.

Refer to the rubric to make sure you are meeting all the criteria!

You must make connections between all of your Module 3 resources and each component of the prompt, providing examples.

Instructions

Create a 12-slide PowerPoint presentation that:

- Describes the following in relation to the understanding of the value of the use of a variety of **language strategies** through emergent, dynamic, adaptive, and complex instructional practices:
 - The advantages of multilingualism and multiliteracy
 - Transfer between language
 - Making meaning
 - Effective Expression (as students write, discuss, present, and use language conventions).
- Reference the [Multilingualism and Translanguaging in the Classroom](#) video (9m 7s) as well as make connections to other course materials (a minimum of three connections).

Length: This assignment must be a minimum of 12 slides.

References: Include 2 scholarly resources.

To submit your PowerPoint presentation, complete the following:

1. Select the Add a File button.
2. When the Add a File window opens, select My Computer, upload your file, and select the Add button.
3. Be sure to hit the Submit button once your assignment is uploaded.

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ITL 512 – Assignment 2.2 Rubric:

Multilingualism and Multiliteracy in Language Development

Total Points: 5

TPE 7.6/U7.6 Practiced. TPE 7.7/U7.7 C Assessed; TPE 7.8/7.8 EE Introduced & Practiced

Criteria	Proficient (5 pts)	Acceptable (4 pts)	Developing (3 pts)	Emerging (2 pts)	Not Acceptable (1 pt)
Slide Content: Description of Concepts	Clearly and effectively describes all 4 key concepts (advantages of multilingualism, language transfer, meaning-making, effective expression) with strong connections to classroom practice.	Adequately describes all 4 key concepts with some classroom connections.	Describes 3 of the 4 concepts with limited depth.	Describes 1-2 concepts with minimal elaboration.	Concepts are unclear or missing.
Use of Course Materials and Video	Includes direct, relevant connections to the video and at least 3 course materials to support ideas.	Includes the video and at least 2 course materials.	Includes the video and 1 course material.	Includes the video only with weak connection.	No relevant course material or video referenced.
Slide Design & Organization	Slides are well-organized, easy to follow, visually engaging, and meet/exceed slide length requirement (12+ slides).	Slides are organized and meet slide length requirement.	Slides meet minimum length but lack strong visual or structural coherence.	Slides are disorganized and do not fully meet the length requirement.	Slides are missing or significantly incomplete.
Examples & Application	Provides clear, grade-level relevant examples and practical applications of	Provides examples with some grade-level relevance.	Provides general examples without strong classroom relevance.	Limited or unclear examples provided.	No examples or applications provided.

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	translanguaging and multilingual strategies.				
Overall Quality & TPE Alignment	Project demonstrates high-quality work and strong alignment to TPEs 7.6/U7.6, 7.7/U7.7 and 7.8/U7.8 with accurate, evidence-based reasoning.	Adequate quality and alignment to TPEs with minor errors.	Basic alignment with TPEs but lacks full clarity or accuracy.	Weak alignment with TPEs and unclear reasoning.	Lacks alignment to TPEs and lacks clarity or depth.

Resources Week 2

- Ollerhead, S., & Taylor-Leech, K. (2019, November 6). [Promoting multilingual approaches in teaching and learning](#). *Learning Portal*.
- Institute of Education Sciences. (2021, June 15). [Multilingualism and translanguaging in the classroom](#) [Video]. YouTube.

Articles

- [Language development and thematic instruction: Supporting young learners at risk](#)

Bergeron, B., Weemuth, S., Rhodes, M., & Rudenga, E. (1996). Language development and thematic instruction: Supporting young learners at risk. *Childhood Education*, 72(3), 141–145.
<https://doi.org/10.1080/00094056.1996.10521618>

One primary challenge is to develop instructions that effectively reaches learners with diverse needs while providing an environment that supports and nurtures each child's growth. Programs for at-risk children should provide opportunities for building self-esteem thus fostering young children's belief that they can learn.

- [Reading More, Reading Better](#)

Hiebert, E. (2009). *Reading More, Reading Better*. Guilford Publications.

Teaching students specific literacy skills is important--but equally critical, and often overlooked, is giving them the time and opportunity to read actual texts. Bringing together leading scholars, this book focuses on how teachers can improve both the quality and quantity of reading experiences in K-12 classrooms.

Read:

Chapter 9: Increasing reading opportunities for English language learners

Chapter 10: Text reading and students with learning difficulties

- [Secondary Reading Instruction \(Part 2\): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies](#)

IRIS | Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and

Comprehension Strategies. (n.d.). Iris.peabody.vanderbilt.edu.

<https://iris.peabody.vanderbilt.edu/module/sec-rdng2/#content>

This module examines some of the reasons that adolescents struggle with content-area text and overviews effective strategies teachers can use to improve the vocabulary and comprehension skills of students with a wide range of abilities and across a variety of subjects (est. completion time: 1.5 hours).

- [Dyslexia, literacy and inclusion: Child-centered perspectives](#)

MacBlain, S., Long, L., & Dunn, J. (2015). *Dyslexia, literacy and inclusion: Child-centered perspectives*. SAGE Publications.

Concentrating on the goal of raising literacy standards for children with dyslexia and developmental literacy difficulties, the book outlines holistic approaches for meeting the needs of children with dyslexia and developmental literacy difficulties and describes child-centered approaches for assessment, intervention, and creating inclusive cultures for literacy learning in the mainstream primary school.

Read:

Chapter 3: Meeting the Needs of Children with Dyslexia and Developmental Literacy Difficulties: Holistic Approaches

Chapter 7: New Literacies in the Classroom: Forging Culturally Responsive Curricula

- [Engaging students in meaningful reading a professional development journey](#)

Rossow, A., & Hess, C. (2001). Engaging students in meaningful reading a professional development journey. *Teaching Exceptional Children*, 33(6), 15–20. <https://doi.org/10.1177/004005990103300602>

This article describes the quest of an elementary special educator to create an effective reading program that would motivate students, as well as one that would address the students' Individualized Education Programs. Allowing the students to help select books and integrating writing activities had a positive effect on the students.

- [Employing culturally responsive pedagogy to foster literacy learning in schools](#)

Wearmouth, J. (2017). Employing culturally responsive pedagogy to foster literacy learning in schools. *Cogent Education*, 4(1), 1295824–. <https://doi.org/10.1080/2331186X.2017.1295824>

This paper adopts a sociocultural lens through which to view such pedagogy and refers to a number of seminal texts to justify its relevance. Use of this lens is seen as having a particular rationale. It forces a focus on the agency of the teacher as a mediator of learning who needs to acknowledge the learner's cultural situatedness if school literacy learning for all students is to be as successful as it might be.

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Week 3

Discussion #3: Personal Literacy Reflection

Read the following resources:

- [Building a Culture of Literacy: Ideas for Making Literacy the Foundation in Your School](#)
- [100 Ideas for Teaching Literacy](#)

Prompt:

Teacher modeling is critical in any classroom. From the moment you step into your learning space, your students are watching your every move. Whether you like it or not, everything you do communicates something to your students. In the above assigned reading, [Jacobson](#) (2017) and [Sedgewick](#) (2010) both make explicit and implicit connections to the importance of teacher modeling. They posit that one way to create a culture of literacy with students is to not only make books available to students, but to also model reading to them in authentic and meaningful ways. Sedgewick writes,

This a central rule: all children's language experiences in the classroom, whether thinking, talking, listening, reading, or writing, should be as much like the experiences we [emphasis added] have as possible. Assuming, of course, that we are readers. I have done this many times with *Where the Wild Things Are* by Maurice Sendak, all the Judith Kerr Mog stories (e.g., *Mog the Forgetful Cat*) and dozens of others. These books remind me constantly that reading is supposed to make us think; and to help us feel.

Jacobson affirms Sedgewick's point when she maintains that when teachers of all content areas are deeply engaged in their own literacy activities, either on their own or in collaboration with other teachers, that enthusiasm can spread to students (p. 21).

Sedgewick continues by encouraging her readers to analyze a good book for personal pleasure or enjoyment. She maintains that books are just good books, even if they were written for young children. She states, that there is no such thing as a children's book. Any good book is simply a good book. Analyze, alone or better still, with a colleague...[a] book, (p.8).

In this discussion, you will reflect on your own literacy philosophy and experiences. It's important to reflect on your personal beliefs about reading and literacy instruction because these ideas and opinions will inform and shape your instruction in the classroom. As you move through the discussion prompts, think about your own relationship with reading and literacy and how your experiences have the potential to support student literacy in your classroom.

- ✓ For your initial response, select a story book or young adult book that you have enjoyed reading. Then, record and upload a video in which you detail your own experiences with literacy. In your response, address the following:

1. Was learning to read hard or did it come easily for you?
2. What were some elements that assisted you with the process of learning how to read?

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3. What do you hope to offer your students based on your experience?
 4. Discuss the story book or young adult book that you have enjoyed reading.
 - Provide basic information about the story, including author, illustrator, plot, and key details.
 - Share your favorite part or page of the story.
 - What are the reasons you selected this book?
 - Why do you find it enjoyable?
 - How could you use your book selection for vocabulary or comprehension instruction? What strategies could you focus on while reading the book?
- ✓ Your video response should be no more than five minutes in length. The following are guideline for videos:
- Have your talking points ready before you record.
 - Record in a quiet space with good sufficient lighting.

Review the following job aids to support video submissions:

- [Kaltura Downloading Personal Capture Job Aid](#) - PDF Document (443 KB)
- [Kaltura Creating a Video Job Aid](#) - PDF Document (1.8 MB)
- [Kaltura Uploading a Pre-existing Video Job Aid](#) - PDF Document (575 KB)

Assignment 3.1: Lesson Plan—Part B. [Return screen](#) [Return Monitor](#) [Return CDG](#) [Return MTSS](#) [Return UDL](#) [Return c](#) [Letter](#) [Return Keyb](#) [Return Feedback](#) [Return EE](#) [Return Lang Dev](#) [Return oral w](#)

TPE 7.2 a Assessed; TPE 7.2 b Assessed; TPE 7.2c Assessed; TPE 7.10 Monitor Assessed; TPE 7.10 Screen Assessed;

TPE 7.7./U7.7 Language Development Assessed; TPE 7.7/U7.7a Assessed; TPE 7.7/U7.7 b Assessed.

TPE 7.8/U7.8 Effective Exp Assessed; TPE 7.8./U7.8 a Assessed; TPE 7.8./U7.8 b, Assessed.

TPE 7.8./U7.8 c. Assessed

Introduction

Now that you have created a thematic unit drawing on multiple content areas, you will now take a small component of your thematic unit and create a vocabulary lesson plan using the Lesson Plan Template provided.

Teaching vocabulary first and then reinforcing it throughout your unit is an excellent way to position your students for success because vocabulary is directly related to **comprehension**.

DO NOT ATTEMPT TO COMPLETE THIS ASSIGNMENT WITHOUT FIRST LOOKING AT [THESE EXAMPLES](#)

This video will talk you through the expectations for each section of the lesson plan:

You will complete:

[Part B: Sample Lesson Plan Template](#)

You may utilize the CalTPA Performance Assessment Guide here: https://nu.libguides.com/ld.php?content_id=69563014

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OR

Download your own copy [HERE](#)

- Sample Lesson Plans
 - [Lesson Plan B Sample: Three Little Pigs](#)
 - [Lesson Plan B Sample: Triangles](#)

Rubric for

Assignment 6 Lesson Plan Part B

Criteria	Proficient (10 points)	Acceptable (8 points)	Developing (6 points)	Emerging (4 points)	Not Acceptable (2 points)
Content: Lesson Plan has all components required by the Template.	All required components of the lesson plan template are present, complete, and accurately filled out.	Most required components are present and complete, with minor omissions or inaccuracies.	Several required components are missing or incomplete, or significant inaccuracies are present.	Many required components are missing or largely incomplete, making the lesson plan difficult to follow.	Very few or none of the required components are present, or the lesson plan is largely blank/unusable.
Overall Quality & Alignment to TPE7.2, 7.6, 7.7, 7.8, 7.10 (Organization, clarity, alignment to TPE7.2, 7.6, 7.7, 7.8, 7.10 foundational skills)	Lesson plan is exceptionally well-organized, clear, and demonstrates strong, explicit alignment to all specified TPE standards (7.2, 7.6, 7.7, 7.8, 7.10) and foundational skills.	Lesson plan is generally well-organized and clear, with clear alignment to most specified TPE standards and foundational skills. Minor improvements in organization or alignment could be made.	Lesson plan shows some organization and clarity, but significant improvements are needed. Alignment to TPE standards and foundational skills is inconsistent or unclear in several areas.	Lesson plan is poorly organized unclear, and lacks clarity. Alignment to TPE standards and foundational skills is minimal or absent.	Lesson plan is disorganized, unclear, and shows no discernible alignment to the specified TPE standards or foundational skills.
TOTAL	10	8	6	4	2

Assignment 3.2: Anchor Chart Return [a](#) Return [7.2B](#)

TPE 7.6/U7.6 a Introduced. TPE 7.2 b Introduced

Teachers fill many roles in the classroom, but one that usually surprises new teachers is that of "Language Teacher!" In contemporary classrooms, teachers encounter multicultural, multilingual, and diverse learners. Classroom diversity includes students with varied learning needs, socio-economic status, and prior knowledge.

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This reality necessitates teaching vocabulary in explicit and meaningful ways. The first step is to own your role as a language teacher.

Remember, in order to promote student engagement, you must create a safe environment. Think about evidence base practices to ensure students engage in reading, listening, speaking, writing, and to teach how to develop critical thinking. In a globalized world, students need to have knowledge and skills on how to closely examine information to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

Directions

You will create an anchor chart to accompany your lesson plan. Anchor charts are ubiquitous in K–12 classrooms and will be a wonderful addition to your teaching toolbox. Anchor charts are interactive visual posters that help students organize important or critical information.

1. Watch the three videos:
 - [Top Five Tips for Vocabulary Instruction](#)
 - [Tier Two Vocabulary Instruction](#)
 - [How to Teach Vocabulary in Grades K–2](#)
2. Please reference these two sites for more information on anchor charts.
 - [Anchor Chart Intervention! Secrets to Making Effective AND Well-Designed Anchor Charts](#)
 - [Anchor Charts 101: Why and How to Use Them](#)
3. Please reference to these resources for more information on student engagement.

Videos (Professional Development & Instructional Support)

1. Teaching Channel
 - *Close Reading and Text-Dependent Questions*
[Watch on Teaching Channel](#)
 - *Collaborative Conversations for Academic Discussion*
[Watch on Teaching Channel](#)
2. **Achieve the Core (by Student Achievement Partners)**
 - *Model Lessons on Close Reading and Evidence Gathering*
[Achieve the Core Videos](#)
3. **Edutopia**
 - *Using Text-Based Evidence in Writing*
[How to Teach Evidence-Based Writing](#)
 - *Scaffolded Literacy for English Learners*
[Watch on Edutopia](#)

Blogs & Articles (Practical Classroom Strategies)

1. **Cult of Pedagogy – Jennifer Gonzalez**

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- *The Magic of Annotation: 6 Strategies*
[Read Here](#)
- *How to Teach Close Reading Step-by-Step*
[Read Here](#)
- 2. **Reading Rockets**
 - *Text Talk: Expanding Students' Comprehension*
[Read Here](#)
 - *Using Informational Text to Teach Reading*
[Informational Text Strategies](#)
- 3. **CommonLit Blog**
 - *Using Paired Texts to Foster Analysis and Discussion*
[CommonLit Blog](#)

Academic & Professional Papers

1. **Fisher, Frey & Lapp (2012)**
 - *Text Complexity: Raising Rigor in Reading*
A practical approach to building student stamina for complex texts and extracting evidence.
[ASCD Resource](#)
2. **Shanahan, T. (2013)**
 - *The Challenge of Challenging Text*
Published in *Educational Leadership*
[Read Here](#)
3. **National Writing Project**
 - *Writing to Read: Evidence for How Writing Can Improve Reading*
[Carnegie Report PDF](#)
4. **Zwiers, J. (2014)**
 - *Building Academic Language: Essential Practices for Content Classrooms*
Includes strategies for structured talk, writing, and evidence-based responses.

Digital Tools That Support the Standards

- **Newsela** – for leveled, standards-aligned texts with embedded comprehension questions.
- **Listenwise** – podcasts and listening comprehension activities for grades 5–12.
- **Flip (formerly Flipgrid)** – great for oral reflections, discussions, and viewing/responding tasks.
- **Padlet** – for collaborative research, reflection journals, and multimedia analysis

Submission

Please reference these [anchor chart examples](#) before completing the tasks below.

Use [this template](#) to:

1. Upload a picture of your anchor chart.
2. Submit a written response (approx. 2 paragraphs) explaining your anchor chart by answering the following questions:

-How did you decide what information would be best for an anchor chart?

-How will your anchor chart be used as an instructional resource during your lesson?

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-What instructional purpose does your anchor chart serve?

Week 4

Discussion #4: Teacher Bias and Equity

Resources

Read the following resources:

- [Expanding Formative Assessment for Equity and Agency \[Position Statement\]](#)
- [Confronting Inequity/Assessment for Equity](#)
- [A Critical Analysis of Eight Informal Reading Inventories PDF version](#)

Watch the following resources:

The Illiteracy-to-Prison Pipeline | Brandon Griggs | TEDxJacksonville

Direct link: [The Illiteracy-to-Prison Pipeline | Brandon Griggs | TEDxJacksonville](#)

Prompt

In this module, you will take a deep dive into teacher bias, equality, and culturally responsive assessment practices. Responding to the discussion prompts will assist you in developing your own ideas about addressing specific student needs and appropriate assessment. These topics are especially pertinent in literacy instruction because teacher bias and equity beliefs impact student achievement in profound ways. The discussion prompts for this week may cause some level of discomfort. Please acknowledge these feelings as indicators of your professional growth as a teacher and do your best to power through them.

After reading and watching the assigned resources, please experiment with one of Project Implicit [Implicit Bias Tests](#). Please download a copy of your completion status as you will later submit it for credit. Reflect on these questions and address them in your initial discussion post:

- What role does assessment play in designing classroom instruction
- How have this week's discussion resources altered your opinion of classroom assessment?
- How can teachers be both objective and compassionate towards students in creating and grading assessments or assignment?
- Finally, which bias test did you take, why did you choose that test, and did your results surprise you? How might your test results translate into instructional classroom practices?

Assignment 4.1: Signature Assignment—Fieldwork.

Introduction

This week you are entering a real-life classroom! Unlike your assignment in ITL510 where you received the lesson from the lens of a student, this observation is going to be looked at through the lens of an administrator. For this observation, you are going to choose to observe either a history, science, or math lesson. **DO NOT OBSERVE A READING OR WRITING BASED LESSON.** Our focus for this assignment will be to observe how literacy standards are taught across all curricula

Instructions

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1. Confirm with the Host Teacher at least a week ahead of time the day and time of the lesson. Also, double check that the topic of the lesson is centered around a non-literacy based subject. In addition, if the students will be taking a test or reviewing for a test, those would not be appropriate days to complete your observation.
2. Arrive 15 minutes early to ensure you have time for all front office check-in requirements.
3. Stay the ENTIRE period- be sure you know ahead of time how long the period will last- period lengths can vary greatly by school site as some schools have single block periods and some have block schedules.
4. Take very thorough notes during the lesson. Under no circumstances should you be on your phone, texting, or answer phone calls during this. You may or may not choose to reference the Classroom Walkthrough Checklist during the lesson. If you do choose to reference the document, DO NOT complete the document in front of the classroom teacher or students.
5. If you have follow-up questions for the classroom teacher, be sure to ask if you can email them to him or her. It is very likely that the teacher will have another period of students coming in directly after yours, so he or she may not be able to answer your questions right after the lesson.
6. Complete the assignment utilizing the requirements below.

Submission Requirements:

Please use this template for the assignment: [Field Experience Analysis - Template](#)

1. Complete the [Classroom Walkthrough Checklist](#). You will need to turn this in as part of your assignment.
2. Provide a copy of all handwritten or types notes you took during the observation- these should be extensive!
3. After the observation, you will analyze all data and notes.
4. You will write a [Summative Evaluation Report](#) evaluating the teacher. This will be turned into your instructor but should not be shared with the classroom teacher. The purpose of evaluation is to facilitate improvement in classroom literacy instruction. This goal is achieved through a systematic process of identifying areas of strength, areas of improvement, and writing a growth plan. *Be sure that to include a SMART Goal for each Domain. The SMART Goal should be tied to a minimum of one area of growth-- even the best of teachers have room for growth in each Domain.
5. Include a minimum of FIVE (5) artifacts to support your discussion. These can include a copy of the learning material utilized by the students, a picture of any visual aids the teacher used during the lesson, a screenshot of any website or computer aided instruction, etc.
6. Don't forget to include your SIGNED [Verification of Fieldwork Experience form](#).

Assignment 4.2: Literacy Teaching Philosophy. [Return](#)

TPE 7.2 C Assessed

Instructions:

You may use [this template](#) to help guide you in this assignment, but you are not required to.

You have now spent two courses focused on literacy development. Develop a statement that succinctly summarizes your vision for high quality literacy instruction for all students. Explain your vision by utilizing your knowledge of at least two theoretical perspectives including specific theories and research studies. Keep in mind that your response will be evaluated on how well you utilize this knowledge to support your vision.

Explain how you might implement your vision in your school or district utilizing your knowledge of classroom literacy practice and your artifacts. Be sure to make clear connections between the literacy practices discussed and the vision and underlying theoretical perspectives and theories that comprise your thesis.

The distinction between 'pedagogy' and 'teaching practice' is key.

Requirements:

1. 4-5 pages, double spaced, 1500-2000 words.
2. Develop your narrative with a pedagogy worldview. Reflect on the challenges of teaching literacy at your grade level and as part of the wider K-12 context. What issues are we seeing with literacy? What current programs are in place to help with this. What gains are we seeing within literacy? What can attribute to those gains?
3. Discuss the new **CA Dyslexia** screening requirement for all K-2 students. Impact on literacy instruction for both students and teachers. Are you ready? Knowledgeable? How will you handle this extra layer of literacy instruction.
4. Use this worldview context for a discussion of specific issues or challenges in your classroom practice. What are the problems? How are these manifesting in the data? Once identified, discuss strategies and innovations need, with a discussion about potential outcomes.
5. Discuss your responsibility to the students you serve. Consider all feedback you have received: professors, teachers, students, parents, admin, etc. Question your practices, reflect on any negative experiences and think about how you can do them better. Reflect on the positive experiences and question why they went so well. Reflect on your growth and pre-conceived notions.
6. Reflect on the evolution of your literacy philosophy and your literacy teaching practice: How has your literacy philosophy and **literacy teaching practice** evolved?
7. What research, theories, theorists, and/or theoretical perspectives have influenced you to change your literacy philosophy and/or literacy teaching practice?
8. What key moments or critical incidents led you to change your literacy philosophy and/or literacy teaching practice?
9. How does grounding yourself in your teaching philosophy support you in dealing with challenges that will arise during your career?

Rubric for

Assignment 7 Literacy Philosophy

Criteria	Proficient (Points)	Acceptable (Points)	Developing (Points)	Emerging (Points)	Not Acceptable (Points)
Narrative: Develop your narrative with a pedagogy worldview. Reflect on the challenges of teaching literacy at your grade level and as part of the wider K-12 context. What issues are we seeing with literacy? What current programs are in place to help with this. What gains are we seeing within literacy? What can attribute to those gains?	2 Points: Develops a comprehensive narrative with a strong pedagogy worldview. Reflects deeply on challenges of teaching literacy at grade level and K-12, addressing issues, current programs, gains, and attributing factors clearly and insightfully.	1.5 Points: Develops a narrative with a clear pedagogy worldview. Reflects on challenges, issues, programs, and gains, but some areas may lack depth or clarity.	1 Point: Narrative is present but pedagogy worldview is unclear or inconsistent. Reflection on challenges, issues, programs, or gains is superficial or incomplete.	0.5 Points: Narrative is minimal or lacks a clear pedagogy worldview. Little to no reflection on the required components.	0 Points: Narrative is absent or completely off-topic.
Dyslexia Screening. Discuss the new CA Dyslexia screening requirement for all K-2 students. Impact on literacy instruction for both students and teachers. Are you ready? Knowledgeable? How will you handle this extra layer of literacy instruction.	2 Points: Thoroughly discusses the CA Dyslexia screening requirement, its impact on literacy instruction for students and teachers, demonstrating readiness and knowledge. Provides a detailed and thoughtful plan for handling	1.5 Points: Discusses the CA Dyslexia screening requirement and its impact, showing general readiness and knowledge. Plan for handling instruction is present but could be more detailed or comprehensive.	1 Point: Discussion of CA Dyslexia screening is basic or incomplete. Readiness/knowledge is questionable, and the plan for instruction is vague or missing key elements.	0.5 Points: Minimal or inaccurate discussion of CA Dyslexia screening. No clear indication of readiness or a plan.	0 Points: No discussion of Dyslexia screening or completely irrelevant information.

this extra layer of instruction.

Responsibility to students. Discuss your responsibility to the students you serve. Consider all feedback you have received: professors, teachers, students, parents, admin, etc. Question your practices, reflect on any negative experiences and think about how you can do them better. Reflect on the positive experiences and question why they went so well. Reflect on your growth and pre-conceived notions.	2 Points: Provides a profound and insightful discussion of responsibility to students, integrating feedback from multiple sources. Demonstrates critical self-reflection on practices (both positive and negative) and clear evidence of personal and professional growth.	1.5 Points: Discusses responsibility to students, incorporating feedback from some sources. Shows reflection on practices, but may lack depth or critical analysis in certain areas.	1 Point: Discussion of responsibility is general. Limited integration of feedback or superficial reflection on practices.	0.5 Points: Discussion of responsibility is vague or generic, with little to no evidence of incorporating feedback or self-reflection.	0 Points: No discussion of responsibility to students or completely irrelevant content.
Research and Theories. What research, theories, theorists, and/or theoretical perspectives have influenced you to change your literacy philosophy and/or literacy teaching practice?	1 Point: Clearly identifies and articulates relevant research, theories, theorists, and/or theoretical perspectives that have significantly influenced their literacy philosophy and teaching practice.	0.75 Points: Identifies some relevant research or theories, but the connection to their philosophy/practice may be less explicit or comprehensive.	0.5 Points: Mentions research or theories, but they are vaguely connected or not clearly influential to their philosophy/practice.	0.25 Points: Attempts to mention research/theories but they are irrelevant or misunderstood.	0 Points: No mention of research, theories, or theorists.
Grounding. How does grounding yourself in your teaching philosophy support you in dealing with	1 Point: Articulates a clear understanding of how grounding in their teaching philosophy supports dealing	0.75 Points: Discusses how grounding supports challenges, but the explanation may be somewhat general	0.5 Points: Provides a basic statement about grounding, but the connection to handling	0.25 Points: Vague or inaccurate statement about grounding.	0 Points: No discussion of grounding.

challenges that will arise during your career?	with career challenges, providing specific and insightful examples.	or lack specific examples.	challenges is weak or unclear.		
Evolution of your philosophy. Reflect on the evolution of your literacy philosophy and your literacy teaching practice: How has your literacy philosophy and literacy teaching practice evolved?	1 Point: Provides a clear and insightful reflection on the evolution of their literacy philosophy and teaching practice, detailing specific changes and growth over time.	0.75 Points: Reflects on the evolution of their philosophy/practice, but the details of the changes or the depth of reflection may be limited.	0.5 Points: Superficial reflection on evolution, or changes are not clearly articulated.	0.25 Points: Minimal or unclear reflection on evolution.	0 Points: No discussion of the evolution of their philosophy.
Overall Quality & Alignment to TPE7.2 (Organization, clarity, alignment to TPE7.2)	1 Point: The philosophy is exceptionally well-organized, clear, coherent, and demonstrates strong, explicit alignment to TPE7.2.	0.75 Points: The philosophy is generally well-organized and clear, with clear alignment to TPE7.2. Minor improvements in organization or alignment could be made.	0.5 Points: The philosophy shows some organization and clarity, but significant improvements are needed. Alignment to TPE7.2 is inconsistent or unclear.	0.25 Points: The philosophy is poorly organized and lacks clarity. Alignment to TPE7.2 is minimal or absent.	0 Points: The philosophy is disorganized, unclear, and shows no discernible alignment to TPE7.2.
TOTAL	10	8	6	4	2

Resources Week 4

Articles

- [Focus on text: tackling the common core reading standards, grades 4-8](#)

Benjamin, A. (2014). *Focus on text: tackling the common core reading standards, grades 4-8*. Routledge.

As schools shift to the Common Core, many English language arts teachers are left with questions about how their classrooms should look. Is fiction out? Can I still do strategy instruction? Does close reading mean deliberating on each word? Finally, there's a resource with all of these answers and more. In *Focus on Text*, bestselling author Amy Benjamin provides practical guidance on how to realistically implement the Common Core reading standards. Part I of the book examines misconceptions about the standards and what's really required. It also takes you inside classrooms

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Read:

Chapter 2: Text Complexity and Readability Measurements

Chapter 4: Assessments for the Reading Standards

Chapter 9: Reading Standard 10: Range of Reading and Level of Text Complexity

- [Dyslexia, literacy and inclusion: Child-centered perspectives](#)

MacBlain, S., Long, L., & Dunn, J. (2015). *Dyslexia, literacy and inclusion: Child-centered perspectives*. SAGE Publications.

Concentrating on the goal of raising literacy standards for children with dyslexia and developmental literacy difficulties, the book outlines holistic approaches for meeting the needs of children with dyslexia and developmental literacy difficulties and describes child-centered approaches for assessment, intervention, and creating inclusive cultures for literacy learning in the mainstream primary school.

Refer to the California Dyslexia Guidelines and Modules **California Dyslexia Guidelines**

Read:

Chapter 4: Child-Centred Approaches to the Identification and Assessment of Dyslexia and Developmental Literacy Difficulties

- [Confronting inequity/Assessment for equity](#)

Milner, R.H. (2018). Confronting inequity/Assessment for equity. *Educational Leadership*, 75(5).

<http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Assessment-for-Equity.aspx>

As educators, we need appropriate assessment tools to determine what students know and what they have learned in order to revise and refine our (educators') practices.

- [Expanding formative assessment for equity and agency](#)

National Council of Teachers of English. (2020, November 11). *Expanding formative assessment for equity and agency [Position statement]*.

The purposes of this position statement are threefold and of equal importance: to clarify the meaning of the term "formative"; to describe the conditions necessary for teachers to use assessment to inform their teaching and support students' learning; and to specify what it means to practice formative assessment inclusively in support of all learners.

- [A critical analysis of eight informal reading inventories](#)

Nilsson, N. (2008). A critical analysis of eight informal reading inventories. *The Reading Teacher*, 61,(7), 526–536.

<https://doi.org/10.1598/RT.61.7.2>

For this content analysis study, the author examined and cross-compared the various ways in which eight informal reading inventories (IRIs) published from 2004 to 2008 address key issues relevant to new U.S. federal guidelines and the National Reading Panel's five critical components of reading instruction.

- [Implicit Association Test](#)

Project Implicit. (2011). *Implicit Association Test*. <https://implicit.harvard.edu/implicit/takeatest.html>

On the page you'll be asked to select an Implicit Association Test (IAT) from a list of possible topics . We will also ask you (optionally) to report your attitudes or beliefs about these topics and provide some information about yourself.

- [Find a Book: Lexile & Quantile Tools](#)

Lexile & Quantile Hub. (n.d.). Hub.lexile.com. <https://hub.lexile.com/find-a-book/search>

The program provides meaningful instruction that helps educators learn how to use Lexile and Quantile measures to differentiate instruction, communicate effectively with parents and peers, and improve student learning.>

100/1000 Point Grading Grid

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Total Points	%	Letter Grade
96-100 960-1000	96-100	A
90-95 900-959	90-95	A-
86-89 860-899	86-89	B+
82-85 820-859	82-85	B
78-81 780-819	78-81	B-
74-77 740-779	74-77	C+
70-73 700-739	70-73	C
66-69 660-699	66-99	C-
62-65 620-659	62-65	D+
59-61 590-619	59-61	D
55-58 550-589	55-58	D-
51-54 510-549	51-54	F

Course Grading Definition and Definition of Grades for Graduate Courses are available in the Course Catalog, under the “Our Programs” tab for policy on Grading, Incompletes, Withdrawal, et cetera, available at: www.nu.edu

Professional Dispositions and Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include the following: Conflicting opinions among members of a class are to be respected and responded to professionally. Respond to others in the way you want to be addressed.

Standards of Exemplary Practice for Professional Educators.

- Demonstrate the dispositions expected of teacher candidates
- Demonstrate professionalism by being prompt to class and in turning in assignments
- Bring the following skills and attitudes to the class discussions and be
 - willing to accept the challenge of reading text and research concerning teaching and learning
 - willing to discuss, read and write independently and in small and large groups
 - willing to listen with an open mind to the ideas and informed opinions of others
 - willingness to express ideas in clear, concise English.

Expectations

Candidates are expected to:

- Show empathy, understanding and being sensitive to the needs, feelings, and perspectives of students.
- Exhibit patience, maintain composure and understanding when students struggle or require additional support.
- Be open-minded, receptive to new ideas, diverse perspectives, and different teaching methods.

- Be reflective, continuously evaluating and reflecting on their teaching practices to improve and adapt.
- Be committed to Lifelong Learning, demonstrating a passion for learning and professional development, staying updated with educational research and practices.
- Maintain an optimistic outlook that can inspire and motivate students.
- Show respect, valuing each student as an individual and fostering a respectful classroom environment.
- Collaborate, with willingness to work with colleagues, parents, and the community to enhance student learning.
- Be flexible to changing circumstances and being open to modifying plans as needed.
- Be competent socially, understanding and appreciating the diverse backgrounds of students and incorporating this understanding into teaching.
- Display integrity, uphold ethical standards and being honest and fair in all interactions.
- Show a passion for teaching, demonstrating enthusiasm for the subject matter and a genuine interest in student success.
- Be supportive, encouraging and supporting students in their academic and personal growth.
- Be responsible, by taking ownership of their role as educators and being accountable for their students' learning.
- Demonstrate communicative skills, actively conveying information and fostering open dialogue with students and parents.

Attendance: (online courses)

In general, it is expected that candidates will:

- Complete all assignments specified in the Syllabus, normally by midnight on Sunday of each week.
- Spend just over 11 contact hours per week working in and with fellow students, instructors, and course content such as discussions, simulations, watching videos, etc., (Per the NU Catalog, General Information “Contact Hours)
- Spend approximately 11 non-contact hours of “in class” work in a typical week with at least 22 hours of reading, writing papers, creating presentations, and other homework, etc. (Undergraduate students, per catalog)
- Login to the class at least every two days.
- Check announcements and email.
- Express questions and concerns in the Virtual Office.
- Contact the Help Desk immediately if technological problems prevent access to doing the work required and inform your instructor of unexpected delays.

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

ONLINE LEARNING REQUIREMENTS (NU Catalog under Student Info & Services)

National University offers many programs in an online format. In an online course, students will be able to view the syllabus, complete assignments and assessments, engage with varying course materials (videos, interactive presentations, assigned reading), participate in threaded discussions, interact with peers and the instructors, as well as review instructor feedback.

- Students should log in on the first day of class and anticipate checking their online course multiple times per week.
- Students are provided access to online courses beginning on the Sunday before the term begins and through three weeks after the term ends.
- Students should ensure they have a reliable internet connection and a reliable computer to access their course.

Online Course Expectations (NU Catalog “Student Information and Services)

Students Will:

- Be provided access to online courses beginning on the Sunday before the term begins through three weeks after the term ends.
- Log in on the first day of class and anticipate checking their online course announcements multiple times per week.
- Ensure they have a reliable internet connection and a reliable computer to access their course.
- Review the syllabus, complete assignments and assessments, engage with varying course materials (videos, interactive presentations, assigned reading),
- Participate in threaded discussions.
- Interact with peers and the instructors, as well as review instructor feedback.

Attendance (onsite classes--review the NU Catalog)

Candidates will additionally:

- Attend the weekly Zoom meetings live and are responsible for reviewing all recordings and materials covered.
- Notify the professor prior to the start of class if a class is missed.
- If the professor does not receive notification of an absence, no credit will be given for the work done for that class session or for an assignment that is due
- Acknowledge that an absence is assessed each time a Candidate is not in attendance during a regularly scheduled class period, whether it is an excused absence.

- Acknowledge that in accordance with National University policy, more than three absences, excused or unexcused, will result in a less than satisfactory grade (NU General Catalog, #86, September 2023)
- * This is a credential program course; therefore, candidates must complete all of the assignments to meet all the TPEs aligned with the assignments.

Written Assignment Expectations: All assignments are to be:

- Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.
- Submitted in Standard English following APA 7th Edition guidelines, error free in sentence construction, grammar, punctuation, and spelling.
- Completed and or attempted.

Attendance: (online courses) (NU Catalog “Policies and Procedures”)

- Attendance is mandatory in all University courses.
- The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance.
- The start date of a session is the first Monday of the new course term.
- If the first Monday is a holiday, the start date of the session will be the first Tuesday.
- The term “start date” (whether a Monday or Tuesday) is the start date of the session and not the day students meet for their first class.
- Students are considered officially enrolled in a class at midnight (Pacific time) of the ninth (9th) day of the session.
- All students must be officially enrolled in order to attend class and to receive a grade.
- This means that the course must be added to the student’s schedule prior to the ninth (9th) day of the session.
- It is expected that candidates will:
- Log into the class at least twice a week.
- Notify the professor immediately if technological problems will prevent your attendance in the class.
- Discuss late work with the instructor before missing the due date.
- Acknowledge that failure to post responses and submit assignments by the day required will result in no credit for the work (Please review the Course Calendar.)

Class Drop and Withdrawal Policy (Catalog: Policies and Procedures)

- Students are accepted and enrolled in classes with the understanding they will attend the entire course.

- Students may drop a course prior to midnight Pacific Standard Time (PST) of the ninth (9th) day of the session by emailing their academic advisor at advisor@nu.edu.
- The student is responsible for ensuring that the drop or withdrawal is reflected in their record appropriately by viewing their schedule on the student web portal.

Incomplete Grade

A grade of “I” may only be issued when a student has attended at least two-thirds of the class sessions and is unable to complete the requirements due to uncontrollable and unforeseen circumstances.

- Students must communicate these circumstances (in writing) to the instructor prior to the final day of the course.
- If an instructor decides that an “Incomplete” is warranted, he/she issues a grade of “I” and notates the conditions for removal of the “Incomplete” in the student’s record.
- Students receive notification via e-mail about the assignment of an “Incomplete,” including the conditions for its removal.
- The information remains in place until the “Incomplete” is satisfied or the time limit for removal has passed.
- An “Incomplete” is not issued when the only way the student can make up the work is to attend a major portion of the class the next time it is offered.
- Students must resolve “Incomplete” grades no later than six months after the official course end date or earlier if specified by the instructor.
- The Office of the Registrar sends a courtesy e-mail reminder regarding the “Incomplete” on record when four months have lapsed since the course end date, provided the instructor has not specified a shorter end date.
- An “I” that is not removed within the stipulated time becomes an “F” or a “U” based on the grading criteria of the course.
 - No grade points are assigned.
 - The “F” is calculated in the Grade Point Average.

Grade Reporting (Catalog: Policies and Procedures)

- All grades are reported electronically.
- Students can access their official grades as posted to their record via the student portal on the University’s website.
- Students who need an official printed copy of a grade report can request one through the student portal.
- Grades are not given over the telephone or via e-mail.
- All grades are due from instructors within ten (10) calendar days.
- Grades are only reported for students who are officially enrolled in a class.
- Students should direct questions regarding the accuracy of a grade to their instructor.



Sanford College of Education

Department of Teacher Education

Course Syllabus/Outline

ITL 516 Mathematics: Integrative Design PK-6

ITL 516	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points toward Grade
Week 1	Discussion 1				3
	Assignment 1A: Assessment Analysis	Rubric Provided with Assignment		TPE 7.7/U7.7 a Assessed	10
Week 2	Discussion Week	Rubric Provided with Assignment.			3
	Learning Progression Slide Show	Rubric Provided with Assignment	Template is provided with Assignment.		10

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	Field Work Observation	Rubric Provided with Assignment	Learning Portal link, template provided with Assignment.	10
Week 3	Discussion Week 3-			3
	Assignment: 3 Learning Map (Lesson Plan)	Rubric Provided with Assignment	Links to many templates, videos, & links to external resources are provided with the Assignment.	12
			TPE 7.7/U7.7 a Introduce & Practice TPE 7.10 Assessed	
	Screencast Video Teaching a Concept (Week 3)	Rubric Provided with Assignment	Links to many templates, videos, & links to external resources are provided with the Assignment.	10
Week 4	Discussion Week 4 –	Rubric Provided with Assignment		3
	Assignment 4 Interactive Learning (Week 4)	Rubric Provided with Assignment		12
	Class Makeover (Week 4)			8
	Live Collaborate			4
			Total Points	100

Mission of the Sanford College of Education

The School 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.

Vision of the Teacher Education Department

The National University Department of Teacher Education prepares teachers and other educators who are INSPIRED to TRANSFORM lives of learners.

Mission of the Teacher Education Department

The National University Department of Teacher Education offers aspiring teachers and other education professionals learning experiences to acquire and apply knowledge that transforms lives of learners as evidenced by exemplary academic achievement, socio-emotional thriving, and service to the public good.

Required Text

Gojak, L., Miles, R. H., & National Council of Teachers of Mathematics. (2016). *The common core mathematics companion: The standards decoded, grades K-5 : what they say, what they mean, how to teach them*. Thousand Oaks: Corwin. ISBN- 9781506333083

Dickenson, P., & Coddington, L., *Teaching Outside the Box: Technology Infused Math Instruction*. Kendall Hunt

ISBN- 978-1-5249-6311-8

Suggested: not required/Pamphlet

Tomlinson, C., *Understanding Differentiated Instruction*, ASCD ISBN 978-1-4166-2422-6

For the correct edition of the textbook assigned to a specific class section, go to: [NU Text Direct](#)

Course Prerequisites – *ITL 514 Language-Literacy Assessment* (with a passing grade of at least a B-)

Course Description- Understand how elementary children think and learn mathematics. Explore research-based approaches which enable students to think critically and develop math proficiency. Examine developmentally appropriate practices to design instruction in mathematics. Integrate visual and performing arts, history, and STEM to support students' conceptual understanding and procedural fluency in mathematics.

Additional Resources:

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1. [Common Core Math Quick Links](#)
2. CA Department of Education: [CA Common Core State Standards for English Language Arts and Literacy in History/Social Sciences, Sciences, and Technical Subjects](#)
3. CA Department of Education: [CA Common Core State Standards for Mathematics](#)
4. CA Department of Education: [K12 Specific Content Areas--Standards and Frameworks](#)
5. CA Department of Education: [CCSS Resources](#)
6. Common Core State Standards Initiatives: [Mathematics Practice Standards](#)
7. Achieve the Core: [Progressions Documents for the Common Core State Standards for Mathematics](#)
8. Stanford Graduate School of Education: [Understanding Language](#): Supporting ELL's in Mathematics

Course Learning Outcomes (CLOs)

1. Design an integrative approach to mathematics instruction utilizing how K-8 students acquire mathematical knowledge and misconceptions, learners' preconceptions, multiple instructional methods, and meta-cognitive strategies.
2. Synthesize a variety of evidence-base strategies used to design an integrative approach to teaching mathematics and representing conceptual understanding, procedural fluency, and multi-level instructional practices needed to engage K-8 students with diverse learning needs.
3. Analyze an integrative approach to teaching mathematics, representing instructional practices and procedures needed to support a spiralized curriculum, foundational skills, progress monitoring, and developmentally appropriate adaptations and modifications for all learners.
4. Design integrative mathematics instruction using principles of Universal Design for Learning (UDL) and the Learning Map model and reflecting an approach using culturally, developmentally appropriate, and linguistically based strategies to engage diverse elementary school learners.
5. Reflect on instructional practices and beliefs needed for designing an integrative approach to teaching mathematics and ensuring for all learners socially-emotionally thriving and meaningful academic achievement within an equitable, inclusive learning environment.

Student Learning Outcomes (SLOs)

1. Analyze and interpret student data to plan instruction that will support all learners.
2. Understand how to read and interpret a Common Core Math Standard.
3. Identify the concepts and skills addressed in a particular math standard and how you can integrate technology to support multiple representations and ways of expressions.
4. Observe and identify how math instruction is developed, and students acquire mathematical knowledge.
5. Identify which Standards for Mathematical Practice you observed during your field work observation and how these standards promotes metacognition and multiple methods of instruction.
6. Analyze how the Learning Progressions develop throughout the K-6 grade span. Identify common student misconceptions, conceptual understandings and instructional methods that support acquiring math knowledge.

7. Observe and identify how math instruction is facilitated and how students acquire mathematical knowledge.
8. Understand how Universal Design for Learning can be applied in the context of planning and teaching mathematical knowledge.
9. Discuss strategies for differentiated instruction and how it can support all learners in the context of teaching math.
10. Reflect on your observations of how cultural, development, and linguistic based strategies are used to engage diverse learners.
11. Explore state standards frameworks in Physical Education and Social Science and discuss how these content areas can be used in mathematics.
12. Create a project based learning activity that integrates subject areas in the context of teaching math.
13. Reflect on your peer's screencast lesson.

Course Specific Expectations

The Course Outline is your source for information concerning this course. The graded assignments with due dates are provided. Be sure to check Announcements frequently for updates from your instructor. Another resource for your use is the Course Calendar located in Course Resources. It provides a week-by-week map of the course. These documents are provided to help you plan your course study time.

Detailed Course Assignments and Method of Assessment/Evaluation

Week 1

Discussion Board 1A: Candidates will introduce themselves to their instructor and classmates and share their beliefs about how children learn math. Candidates should also include their experiences about how they learned math and whether this approach was effective or ineffective. Candidates will discuss an "aha" moment they had when learning a math concept. They will describe their emotional connection to learning mathematics and how the cultural context shapes their learning experience (gender, high-stakes, manipulatives). (3 pts.)

Discussion Board 1B: Candidates will select one standard at any grade level CCSS standard, unpack it, identify common misconceptions and share at least one technology resource you might use to teach it. (See Chapter 2 Teaching Outside the Box: Technology Infused Math Instruction (3 pts.)

Assignment 1A: Assessment Analysis

Candidates will begin week one with analyzing student assessment results for 3rd grade (3.NBT.A). In Week 3 for their signature assignment (WEEK 3) they will use these results to design instruction using the learning map. For this Assessment Results assignment use the supplied student worksheets and read the student descriptions to analyze the student samples supplied. Create a graph to illustrate the data and results by skill. You will need to unpack the standard to identify the skills students need to demonstrate mastery. The graph should organize results by content standard for the entire group of students (please reference the Common Core Mathematics Companion text).

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Candidates must analyze the assessments, for the Whole Group and determine: What are the misconceptions; What do they know; What additional information might you need in regards to assessing math; What questions would you need to ask to determine if they are developmentally ready; What are the potential barriers to their learning; What are limitations of the assessment measure?

Review the Learner Profiles share with you and identify the three students in the cases who you would consider to be an English Language Learner, student with special needs and a student in need of Social-Emotional Support. Analyze the three individual student results and determine student assets you should consider for re-teaching and future lessons, as well as student needs you should consider for re-teaching and future lessons.

Use citations to support your analysis of your conclusions regarding student needs as determined by the assessment data. (10 pts)

Rubric for

Assignment Design Instruction Assessment Analysis: Pedagogical Practices

TPE 7.7/U7.7 a Assessed

Criteria	Proficient (Points)	Acceptable (Points)	Developing (Points)	Emerging (Points)	Not Acceptable (Points)
Identify the discipline and core ideas of the lesson and summarize the teachers' approach to instruction and the students' level of engagement	3 Points: Clearly and accurately identifies the discipline and core ideas. Provides a detailed, insightful summary of the teacher's instructional approach and a nuanced analysis of student engagement, supported by specific observations.	2.5 Points: Identifies the discipline and core ideas. Summarizes the teacher's instructional approach and student engagement, but may lack some detail or depth in analysis.	2 Points: Identifies the discipline and core ideas, but summary of instructional approach or student engagement is general or incomplete.	1.5 Points: Vaguely identifies the discipline or core ideas. Summary of instructional approach and student engagement is superficial or inaccurate.	0 Points: Fails to identify the discipline or core ideas, or provides no summary of instruction/e ngagement.

<p>Provide at least three recommendations for improvement that one of which must be from the Total Participation Techniques to engage Students folder and another from the course readings.</p>	<p>4 Points: Provides at least three distinct, well-justified, and actionable recommendations for improvement. Explicitly includes one from "Total Participation Techniques" and one from course readings, with clear connections to the lesson analysis.</p>		<p>3 Points: Provides at least three recommendations, generally well-justified. Includes one from "Total Participation Techniques" and one from course readings, but connections may be less explicit or recommendations slightly less actionable.</p>	<p>2 Points: Provides at least two recommendations, but may miss the specific source requirements (TPT/course readings) or recommendations are not well-justified/actionable.</p>	<p>1 Point: Provides one recommendation, or recommendations are vague, irrelevant, or do not meet source requirements.</p>	<p>0 Points: Provides no recommendations or recommendations are completely inappropriate.</p>
<p>Overall Quality, APA style adherence, & Alignment to TPE7.7a (Organization, clarity, alignment to TPE7.7a)</p>	<p>3 Points: Exceptionally well-organized, clear, and coherent. Adheres to APA style guidelines consistently. Demonstrates strong, explicit alignment to TPE7.7a throughout the analysis.</p>		<p>2.5 Points: Generally well-organized and clear. Largely adheres to APA style with minor errors. Shows clear alignment to TPE7.7a.</p>	<p>2 Points: Shows some organization and clarity but needs improvement. Contains several APA style errors. Alignment to TPE7.7a is inconsistent or unclear.</p>	<p>1.5 Points: Poorly organized and lacks clarity. Significant APA style errors. Minimal or no discernible alignment to TPE7.7a.</p>	<p>0 Points: Disorganized, unclear, and shows no adherence to APA style or alignment to TPE7.7a.</p>
<p>TOTAL</p>	<p>10</p>		<p>8</p>	<p>6</p>	<p>4</p>	<p>0</p>

This week's readings will help you understand the role of technology in math instruction and how the Common Core State Standards for Mathematics should be used in designing instruction. You will also learn about why students have difficulty learning mathematics and some specific strategies for supporting students with exceptionalities.

You will be expected to reference your course readings and lectures in this week's assignments.

Required Textbook

- Dickenson, P. & Coddington, L., Technology Infused Math Instruction: Teaching Outside the Box. Kendall Hunt. 2nd edition. (2021). ISBN: 978152496311-8

Read the Following:

- Chapter 1: The Case for Technology in the Math Classroom, pages 1–22
- Chapter 2: The Foundations and Principles of CCSS, pages 21–44
- Chapter 3: Understanding Design, pages 43–68

Suggested/Not Required Textbook

- Gojak, L., Miles, R.H., & National Council of Teachers of Mathematics. (2016) ISBN: 9781506333083
Read the Following Chapter: Introduction

Articles

- Anderson, R.K.; Boaler, J.; Dieckmann, J.A. Achieving Elusive Teacher Change through Challenging Myths about Learning: A Blended Approach. *Educ. Sci.* 2018, 8, 98.
- Stanford University Medical Center. (2018, January 24). Positive attitude toward math predicts math achievement in kids. *ScienceDaily*. Retrieved May 1, 2020 from www.sciencedaily.com/releases/2018/01/180124131736

Videos

- Dr. Jo Boaler, *Low Floor High Ceiling*

Websites

- [Common Core State Standards Initiative](#) — HTML Page
 - [Number Sense: Rethinking Arithmetic Instruction for Students with Mathematical Disabilities](#) — HTML Page
 - [Positive attitude towards math predicts math achievement in kids](#) — HTML Page
 - [Brains of girls and boys are similar, producing equal math ability](#) — HTML Page
- On the left-hand navigation, select the next content item to continue.

Week 2

Discussion Board 2A: Review the San Francisco Unified School District online curriculum for the Math Domain you are addressing in your group project. Explore how the standards in the domain are articulated across the grade span and briefly discuss how you see math instruction being designed for all learners. Consider the role of the learning progression in designing instruction and how technology is used to support

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students in developing conceptual understanding and procedural fluency. In addition be sure to watch one of the Graham Fletcher Videos for the domain you are addressing in your Week 2 Group Assignment. Articulate how knowing about how the standards are developed across the grade span can support you in designing instruction. Reference: [Accessing Core Curriculum Units through the SFUSD Math Portals](#) (3pts.)

Discussion Board 2B: In Chapter 4 of Teaching Outside the Box, the authors' contend that both procedural fluency and conceptual knowledge are equally essential in mathematics learning. In this video Professor Louanne Myers, assesses a first grade student in her addition facts. Determine the student's strengths, strategies and needs, then share how you would use on the 7 Daily Routines from Teaching Outside the Box to develop the students mathematical fluency. You may include videos or pictures to support how a particular routine addresses Common Core Math Standards and which Standards for Math Practice it would meet. (3pts)

Group Assignment 2A: Learning Map/Lesson Plan [Return](#)

TPE 7.7/U7.7 a Introduced & Practice; TPE 7.2 a Introduce & Practice & Assessed

Resources

A Pathway to Equitable Math Instruction: [Math Equity Tool Kit](#)

Learning Map Template: [Week Two Learning Map TEMPLATE](#)

You will need to make a copy in order to edit and make your own.

Read

Assisting Students Struggling with Mathematics: [Intervention in the Elementary Grades - Institute of Education Sciences](#)

In the subject line, please identify which option you are responding to.

SFUSD Math: [Math Core Curriculum](#)

Group Assignment Part 2: Learning Map/Lesson Plan

Prompt

In Week One of the course, you analyzed assessment data based on learners' profiles. This week you will design instruction based on your learner's profiles and assessment results.

Your lesson plan should include instructional groupings to provide instruction in the specific skills students need support and accommodations. You will create an action plan based on assessment data and what you have learned about Universal Design for Learning, Common Core Math, and MTSS. Describe **how you will create an environment that foster students' oral and written language development, in Math.** In addition, be sure to address how your action plan is developmentally appropriate and includes opportunities for students to use technology to achieve the content-specific learning goal.

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Then you can add your name and where you would like to save the file in your drive. Save your file as a PDF before you upload it to the course.

Assignment 2B: Field Work Observation

Candidates will use an observation form and identify math practices observed in a k-6 public school setting and write a two-page report reflecting on your observations, highlighting the 8 mathematical practices as noted on the form. (10pts)

Include how the teacher:

- Created a safe and positive learning space.
- Set clear expectations and connected students' prior knowledge.
- Engaged students in higher-order thinking
- Monitored and/or assessed student learning.

Resources:

Watch the following video to learn about the 8 Standards for Mathematical Practices.

Direct Link: [What are the 8 Standards for Mathematical Practice?](#) (10:00)

Read:

Common Core State Standards: [Standards for Mathematical Practice](#)

Prompt:

What are the teacher moves and student actions that support classroom discourse and a student-centered mathematics classroom? This week you will conduct a fieldwork observation of a math lesson in a K-8 classroom in a public school in California. Use the supplied form during your observation to record what you see happening during the lesson and include any anecdotal information. Be sure to submit your observation form with your report. Pictures of student work or teacher instruction can be used, but you may not use student pictures without permission.

Template for Field Work Observation: [Field Work Observation TEMPLATE](#)

You will need to copy in order to edit and make your own.

[Engaging in the Mathematical Practices](#) - Word Document

Write a two-three page report reflecting on your observation and highlighting the eight mathematical practices as noted on the observation form. Be sure you explicitly share how the teacher:

- Created a safe and positive learning space.
- Set clear expectations and connect students' prior knowledge.
- Engaged students in higher-order thinking
- Monitored and/or assessed student learning.

**These are the four areas of video clips you will submit for CAL TPA CYCLE 1.*

COVID Restrictions no longer apply. All observations must be in person.

Direct Link: [How to Use Google Jamboard For Math](#) (59:44)

ITL 516 Rubric: Group Assignment 3 Part 2 –

Learning Map/Lesson Plan & Field Work Observation

TPE 7.7/U7.7 a Introduced & Practice; TPE 7.2 a Introduce & Practice & Assessed

Criteria	Proficient (12 pts)	Acceptable (10 pts)	Developing (8 pts)	Emerging (6 pts)	Not Acceptable (4 pts)
Lesson Plan: Aligned to UDL, Common Core Math, MTSS	Lesson is well-aligned with UDL, Common Core Math, and MTSS. Clear instructional groupings are evident.	Lesson is aligned with UDL and Common Core Math, with some reference to MTSS. Instructional groupings present.	Lesson has partial alignment with UDL or Common Core Math. Instructional groupings are minimal.	Limited alignment and vague reference to strategies or standards.	No alignment to UDL, standards, or instructional supports.
Action Plan: Based on Assessment Data	Action plan is detailed, data-informed, and connects clearly to student profiles and learning goals.	Action plan is mostly data-informed with some connection to student needs.	Action plan addresses general needs, but lacks clear data justification.	Weak connections between data and planning.	No evidence of data-informed planning.
Oral/Written Language Development in Math	Strong strategies for promoting oral/written development clearly integrated in the math lesson.	General strategies included, with some alignment to math.	Limited strategies; general references to language development.	Minimal mention of language development.	No evidence of language support strategies.
Use of Technology	Technology is integrated meaningfully and enhances content learning.	Technology is included and mostly supports the lesson.	Technology use is unclear or not connected to learning goals.	Minimal or forced integration of technology.	No evidence of technology use.

Fieldwork Observation Report (Assignment 2B)	Clearly identifies teacher moves, student-centered strategies, and 8 math practices with examples.	Identifies most math practices and classroom discourse with examples.	Covers some practices with limited examples.	Mentions practices but lacks depth.	No clear observations or analysis.
Learning Environment Description	Detailed reflection on teacher's creation of a safe, positive, and engaging space.	Describes the environment with some detail.	General description with few details.	Minimal details about learning environment.	No mention of the learning environment .
Expectations & Prior Knowledge	Clearly explains how expectations were set and prior knowledge was activated.	Describes expectations and some connection to prior knowledge.	Limited or vague explanation of expectations and prior knowledge.	Mentions expectations but lacks clarity.	No evidence of expectations or connection to prior knowledge.
Higher-order Thinking Engagement	Provides clear examples of how students were engaged in higher-order thinking.	Some examples of higher-order thinking are given.	General references to student thinking.	Limited evidence of engagement strategies .	No indication of engagement strategies.
Assessment/Monitoring Learning	Clearly describes how student learning was monitored/assessed during lesson.	Provides general overview of assessment/monitoring.	Limited description of monitoring or assessment.	Mentions assessment vaguely.	No evidence of monitoring or assessment.
Overall Quality & TPE Alignment	Highly organized, evidence-based, and aligned with appropriate TPEs.	Mostly organized and aligned with TPEs.	Generally clear with partial TPE alignment.	Some organization, weak alignment.	Disorganized and lacks TPE connection.

Week 2 Resources

Required

Textbook

- Dickenson, P. & Coddington, L., Technology Infused Math Instruction: Teaching Outside the Box. Kendall Hunt. 2nd edition. (2021). ISBN: 978152496311-8

Read the Following:

- Chapter 4: Developing Daily Routines in Your Mathematics Practice, pages 69–117
- Chapter 5: Open-Ended Tasks, pages 119–162
- Chapter 8: Math Centers, pages 237–260

Suggested/Not Required

Textbook

- Gojak, L., Miles, R.H., & National Council of Teachers of Mathematics. (2016) ISBN: 9781506333083

Read the Following:

- Select content based on your selected standard.
- Identify standards for your Flipped Video

Articles

- The Access Center: Improving Outcomes for All Students K-8: [Concrete Representational Abstract Instructional Approach](#)
- CRA Model: [Concrete - Representational - Abstract: An Instructional Strategy for Math](#)

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- Colorin Colorado: [Math Instruction for English Language Learners](#)
- Jayanthi, M., Gersten, R., & Baker, S. (2008). [Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Guide for Teachers](#) . *Center on Instruction*.
<https://files.eric.ed.gov/fulltext/ED521882.pdf>

Week 3

Discussion Board 3A

In Chapter 5 of Teaching Outside the Box, you will learn how to rewrite a math task so that it is open-ended. Select a math task for the grade level you intend to work with and use either a Backwards approach or Adaptive approach to ensure equity and access for all learners in your math instruction. (3pts)

Discussion Board 3B

For this week's discussion board share a link to the Learning Progression assignment you created with your colleagues in Week 2. Address what you learned about how math content knowledge is developed and how the five key instructional practices can provide support towards conceptual understanding and procedural fluency. In addition, review the research articles provided on supporting English Language Learners, and Students with Learning Disabilities in math, and share what evidence you see of differentiation, UDL, and MTSS in your colleagues' presentations. Provide feedback to at least two other groups and be sure to reference course readings and articles in your response. (3pts)

Assignment 3A: Learning Progressions Flipped Video Parts 1 & 2

Resources

- Zoom: free to start a meeting and record your screen
- [Screen Pay \(formerly Screencastomatic\)](#) is a web-based tool that will record your screen.
- Quicktime can be used to record videos on your mac. YouTube also has recording features and can be used to upload a video that can be shared with other users.
- Videos of teaching math: [Virtual Manipulatives](#)
- Achieve the Core: [Coherence Map](#)
- Google Slides: [Week Three Flipped Video Learning Progress TEMPLATE](#)

You will need to make a copy to edit and make your own.

Read

- National Council for Teachers of Mathematics: [To Flip or Not to Flip](#)
- Math Coach's Corner: [Why CRA?](#)

Prompt

Common Core calls for students to use concrete and visual models to solve problems and make sense of numbers and operations. This assignment has two parts that will allow you to see the progression of mathematics content knowledge across the grade span and provide you with an opportunity to practice teaching with the CRA model.

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Part 1: Pick a standard and identify the skill you will explicitly teach (I.e. multiplying two-digit numbers with the area model) Create a video of yourself teaching a math concept in *two ways* (i.e. concrete manipulative, representational, or symbolic). The screencast should be no longer than eight minutes. You may use virtual manipulatives, a visual representation, or concrete materials.

Part 2: Use the Math Learning Progression template and unpack the grade-level content standard for the concept/skill you selected. Use the Achieve the Core Coherence Map to identify the progression of the standard (i.e. what skill comes before and what skill comes next). Your slide deck should include the concept and skill from the previous grade and the concept and skills for the grade after. Use the Achieve the Core Coherence Map to identify the progression of the standard you have selected to demonstrate.

Week 3 Resources

Required

Textbook

- Dickenson, P. & Coddington, L., Technology Infused Math Instruction: Teaching Outside the Box. Kendall Hunt. 2nd edition. (2021). ISBN: 978152496311-8

Read the Following:

- Chapter 9, pages 261–298

Articles

- University of Arizona: [Progressions Documents for the Common Core State Standard for Mathematics](#)
- Achieve the Core: [Mathematics: Focus by Grade Level](#)
- Rittle-Johnson, B., Schneider, M., & Star, J. R. (2015). [Not a one-way street: Bidirectional relations between procedural and conceptual knowledge of mathematics](#) . *Educational Psychology Review*, 27(4), 587-597.
- Codding, R., Burns, M., & Lukito, G. (2011). [Meta-Analysis of Mathematic Basic-Fact Fluency Interventions: A Component Analysis](#) . *Learning Disabilities Research & Practice*, 26(1), 36–47. <https://doi.org/10.1111/j.1540-5826.2010.00323.x>

Week 4

Discussion Board 4A

In Chapters 6 & 7, the authors discuss how Project-based and Problem-base instruction in math can be used to integrate content across the curriculum. Review the Physical Education and Social Studies frameworks and consider how you might integrate these standards in math instruction. Share the math standard you will address in your Week 4 Assignment and which Physical Education and Social Studies standards you are considering in your project-based or problem-based interactive lesson. Provide comments on your peers' ideas and include any additional ideas you may have for consideration. (3 pts)

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Discussion Board 4B

Post a link to the Screencast video you created in Week 3 of the course. Reflect on what you learned in creating a Flipped Video about yourself as a teacher of mathematics. Provide feedback to at least two of your colleagues' videos this week and share your insight as to what you learned throughout the course that supports developing a growth mindset as a math teacher. (3pts)

Assignment 4A: Interactive Lesson

Resources

Common Core Math Standards: [How to Make A Digital Project](#)

Read

Chapter 7 & 8 Technology Infused Math Instruction

Prompt

In Chapter 7 & 8 of the course textbook "Teaching Outside the Box", the authors' stress the importance of creating engaging math tasks that connects to students' lives and challenge students to express their mathematical thinking in multiple ways. Creating authentic tasks that are rooted in students' lives and allow students to make connections between their informal and formal math strategies are critical components of an effective math task. In this week's lesson you will select a Common Core math standard and create a digital lesson using Google Slides that connects mathematics standards across the content areas. You must consider your students' assets and funds of knowledge when designing a lesson with technology. You can be creative and integrate digital tools in your slide deck that allow students to play, construct, create and synthesize their understanding of math concepts while building both procedural fluency and conceptual understanding.

Your Google Slide deck should meet the following criteria:

- Clearly identify the content standards and skills of the problem or project.
- Create a minimum of three activities that support the skills within the math standard.
- Create one activity that connects either Physical Education or Social Studies in a meaningful way.
- The project/problem is developmentally appropriate for all learners and provides access for students with exceptionalities and English language learners.

Interactive Lesson Template - [Week Four Interactive Lesson/Unit TEMPLATE](#)

You will need to make a copy in order to edit and make your own.

Select this link to view the [5th Grade Example: Camping Trip](#).

Select this link to view the [6th Grade Example: Design a Box](#).

Select these links to watch supporting videos:

- [Making Real Manipulatives Virtual with Google Slides for Remote Learning](#)
- [How to make a Math Project for Second Grade with Google Slides](#)

Assignment 4B: Class Makeover

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After viewing the video "Dan Myer's Math Class Needs a Makeover" [VIDEO](#) and reading the Principles and Standards for School Mathematics by NCTM share your vision of the math classroom you want your students to be in.

1. Describe what you see the teacher doing and what the students are doing.
2. How are text books, technology and tools being used and what is the structure of the class and the tasks that students engaged in? Include an illustration or a photo of your classroom as well.
3. As research suggests teachers tend to teach the way they were taught what might you do differently to enact this vision, which standards and principles by NCTM will you need to continue to grow as a teacher of Mathematics.
4. In addition review your Teacher Performance Expectations (TPE) and reflect where you have made the most growth throughout the course and,
5. What goals will you set to continue to grow in your practice.

Your paper should be no more than 5 pages and include a title page, bibliography and illustrations/photos to show your vision of the math classroom. You may also present your assignment as a Prezi, Infographic, or Slide Show.

Select these links to view valuable resources:

- [Teacher Performance Expectations \(TPE\)](#)
- [NCTM Principles and Standards](#)

Week 4 Resources

Required

Textbook

- Dickenson, P. & Coddington, L., Technology Infused Math Instruction: Teaching Outside the Box. Kendall Hunt. 2nd edition. (2021). ISBN: 978152496311-8

Read the Following:

- Chapter 6, pages 151–182
- Chapter 7, pages 183–221

Frameworks

In addition to the previously mentioned readings, please look at these frameworks:

- [History Social-Science Frameworks](#) - HTML Page
- [Physical Education Framework for California Public Schools](#) - PDF Document

Grading

The final grade evaluation in this course will be based on points as follows:

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Assignment	Points
Threaded Discussions (3 pts each; Weeks 1-4)	24
Assignment 1A: Analyze and Graph Assessment	10
Learning Progression Slide Show (Week 2)	10
Field Work Observation (Week 2)	10
Learning Map (Week 3)	12
Screencast Video Teaching a Concept (Week 3)	10
Interactive Learning (Week 4)	12
Class Makeover (Week 4)	8
Live Collaborate Attendance (1 pt each week)	4
Total	100

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 Grading Definition and Definition of Grades for Graduate Courses

Please refer to the most recent National University, Course Catalog, (available at www.nu.edu under the “Our Programs” tab) for policy on Grading, Incompletes, Withdrawal, et cetera.

	Course Learning Objective Student Learning Objective	Course Reading	Assignments	Related Resources	Standards Addressed (TPEs, SPA, INTASC, etc.)
Unit 1	#3: Analyze an integrative approach to teaching mathematics, representing instructional practices and procedures needed to support a spiralized curriculum, foundational skills, progress monitoring, and developmentally appropriate adaptations and modifications for all learners	Reading: Teaching Outside the Box: Technology Infused Math Instruction Ch 1 & 2 Russell, G, & Chard, D. J. (1999). Number Sense: Rethinking Arithmetic Instruction for Students with Mathematical Disabilities. <i>Journal of Special Education</i> , 33. 18 - 28	Discussion Board 1A: Candidates will introduce themselves by discussing how they learned math; and their experiences with math. View Jo Boalar Video: https://www.youtube.com/watch?v=hKmypL2yQAI Discussion Board 1B: Select one standard at any grade level CCSS standard, unpack it, identify common misconceptions and share at least one	Learning Problems in the Area of Math (Slide Show)	CLO #3 TPE 4.1 Locate and apply information about student's current academic status, content and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. Apply knowledge of

		<p>Stanford University Medical Center. (2018, January 24). Positive attitude toward math predicts math achievement in kids. <i>ScienceDaily</i>. Retrieved April 5, 2018 from www.sciencedaily.com/releases/2018/01/180124131736.htm</p>	<p>technology resource you might use to teach it.</p> <p>Assignment 1A: Candidate analysis of graph and student work samples. (Reference research articles and slide show)</p>		<p>students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.</p> <p>TPE 5.4: Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.</p>
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Unit 2	<p>#1: Design an integrative approach to mathematics instruction utilizing how K-8 students' acquire mathematical knowledge and misconceptions, learners' preconceptions, multiple instructional methods, and meta-cognitive strategies.</p>	<p>Teaching Outside the Box: Technology Infused Math Instruction: Chapter 3-4</p> <p>The Common Core Mathematics Companion: The Standards Decoded</p>	<p>Discussion Board 2A: Review the San Francisco Unified School District online curriculum for the Math Domain you are addressing in your group project. Explore how the standards in the domain are articulated across the grade span and briefly discuss how you see math instruction being designed for all learners. Consider the role of the learning progression in designing instruction and how technology is used to support students</p>	<p>Progression Videos</p> <p>Rittle-Johnson, B., Schneider, M., & Star, J. R. (2015). Not a one-way street: Bidirectional relations between procedural and conceptual knowledge of mathematics. <i>Educational Psychology Review</i>, 27(4), 587-597.</p> <p>Colorin Colorado Math Instruction for ELL's</p> <p>Jayanthi, M., Gersten, R., & Baker, S. (2008). Mathematics Instruction for Students with</p>	<p>CLO # 1</p> <p>TPE 3.1</p> <p>Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</p> <p>TPE 3:#2</p> <p>Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make</p>

			<p>in developing conceptual understanding and procedural fluency.</p> <p>Discussion Board 2B: Procedural fluency and conceptual knowledge are equally essential in mathematics learning. In this video Professor Louanne Myers, assesses a first grade student in her addition facts. Determine the student's strengths, strategies and needs, then share how you would use on the 7 Daily Routines from Teaching Outside the Box to develop the students mathematical fluency.</p>	<p>Learning Disabilities or Difficulty Learning Mathematics: A Guide for Teachers.</p> <p><i>Center on Instruction.</i></p> <p>Websites: UDL Guidelines</p> <p>Videos: What is Dyscalculia</p>	<p>accommodations and/or modifications as needed to promote student access to the curriculum.</p>
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			<p>Group Assignment 2A: Candidates will use the Common Core book from the class, create a narrated presentation (slide show or web based platform) that shows the learning progression of how a concept develops across the grade span (K - 8) Be prepared to share this presentation with your peers.</p> <p>Assignment 2B: Field work observation. Using the supplied form, observe a K - 6</p>		
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			<p>Common Core math lesson. Record your observations and include any anecdotal information.</p> <p>(Pictures of work or teacher instruction can be used but you may not use student pictures without permission.</p> <p>Write a 2-page paper including data from your observation form.</p>		
Unit 3	<p>#4: Design integrative mathematics instruction using principles of Universal Design for Learning (UDL) and the Learning Map model and reflecting an approach using culturally, developmentally appropriate, and linguistically based</p>	<p>Understanding Differentiated Instruction:</p> <p>Resource</p> <p>Teaching Outside the Box: Chapter 5</p>	<p>Discussion Board 3A: In Chapter 5 of Teaching Outside the Box, you will learn how to rewrite a math task so that it is open-ended. Select a math task for the grade level you intend to work with and use either a Backwards</p>	<p>Learning Map /Lesson PlanVideos</p> <p>Articles: Viseu, F., & Oliveira, I. B. (2017). Open-ended tasks in the promotion of classroom communication in mathematics. <i>International</i></p>	<p>CLO #4:</p> <p>TPE 1.4: Use a variety of developmentally and ability-appropriate instructional strategies, resources and assistive technology, including principles of Universal Design of Learning (UDL)</p>

	<p>strategies to engage diverse elementary school learners.</p> <p>Describe how you will create an environment that foster students' oral and written language development, in Math.</p>		<p>approach or Adaptive approach to ensure equity and access for all learners in your math instruction. (3pts)</p> <p>Discussion Board 3B: Share your learning progression group presentation and provide feedback to at least two other groups.</p> <p>Assignment 3A: Signature Assignment Part 2: Select a math content standard based on what you would teach next using assessment results from week 1</p>	<p><i>Electronic Journal of Elementary Education</i>, 4(2), 287-300.</p> <p>Differentiated instruction video</p> <p>Grade 1 Whole Brain Mathematics</p> <p>Grade 3 Whole Brain Mathematics</p> <p>ELD Proficiency</p> <p>California ELD Standards</p> <p>California ELA Standards</p> <p>California State Frameworks</p>	<p>and Multi-Tiered Systems of Support (MTSS) to support access to the curriculum for a wide range of learners in the general education classroom and environment.</p> <p>TPE3.5 Adapt subject matter curriculum organization and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners,</p>
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			<p>and complete the Learning Map</p> <p>from week 1 complete the learning map. (Complete Stage 1 & 2)</p> <p>Assignment 3B: Create a screencast of yourself teaching a math model. Math models have been provided for you in this course. The screencast should be no longer than ten minutes. You may use virtual manipulatives, or a visual representation or concrete materials</p>		<p>students with disabilities, and students with other learning needs in the least restrictive environment.</p>
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Unit 4	<p># 2: Synthesize a variety of evidence-based strategies used to design an integrative approach to teaching mathematics and representing conceptual understanding, procedural fluency, and multi-level instructional practices needed to engage K-8 students with diverse learning needs.</p> <p>#5: Reflect on instructional practices and beliefs needed for designing an integrative approach to teaching mathematics and ensuring for all</p>	<p>Thinking Outside the Box: Chapter 6</p> <p>State Standards: PE and social science frameworks.</p>	<p>Discussion Board 4A: Review the Physical Education and Social Studies frameworks and consider how you might integrate these standards in math instruction. Share the math standard you will addressing in your Week 4 Assignment and which Physical Education and Social Studies standards you are considering in your project-based or problem-based interactive lesson</p> <p>Discussion Board 4B: Threaded discussion of other peers screencast. In the discussion board post your screencast. Provide</p>	<p>Videos: Math Classroom Needs a Makeover—Dan Myers</p> <p>NCTM Executive Summary (PDF)</p>	<p>CLO #2</p> <p>TPE 4.3: Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, literacy and science and other disciplines across the curriculum as applicable to to the subject area of instruction</p> <p>CLO #5</p> <p>TPE 3.1: Demonstrate knowledge of subject matter, including the</p>
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	<p>learners socially-emotionally thriving and meaningful academic achievement within an equitable, inclusive learning environment.</p>		<p>feedback to at least 2 of your peers.</p> <p>Assignment 4A: Signature Assignment: Create a Project Based or Problem Based interactive lesson. Include other subjects in the project such as PE and social sciences.</p> <p>Assignment 4B: Reflection: that you believe demonstrates your professional growth towards the Teacher Performance Expectations (TPE'S). Complete the Reflection and submit to your instructor</p>		<p>adopted California State Standards and curriculum frameworks.</p>
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Professionalism

Candidates are expected to:

- demonstrate the dispositions expected of teacher candidates
- demonstrate professionalism by being prompt to class and in turning in assignments
- turn off all pagers and cell phones upon entering the classroom,
- be honest in all coursework.
- bring the following skills and 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.

Attendance: (online courses)

It is expected that candidates will:

- Login to the class at least twice a week.
- Fully participate in collaborative and interactive sessions.
- Notify the professor immediately if technology problems prevent your participation in the class.

- Acknowledge that failure to post responses and submit assignments by the day required will result in no credit for the work unless you have communicated issues with your instructor PRIOR to the deadline.

Written Assignment Expectations: All assignments are to be:

1. Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.
2. Submitted in Standard English following APA guidelines, error free in sentence construction, grammar, punctuation, and spelling.

Late Work: Guidelines for late work are as follows:

If you cannot meet the posted deadlines, please have the courtesy of communicating that with your instructor. Life happens. However, lack of communication in the age of technology is not acceptable. The candidate and instructor will come to agreement on the terms of the work.

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