APPENDIX B
SB 488 CERTIFICATION SUBMISSION REQUIREMENTS LITERACY INSTRUCTION PREPARATION FOR PROSPECTIVE TEACHERS

August 2025- ALL Changes highlighted in GREEN

PART 1. GENERAL INFORMATION TO BE PROVIDED BY ALL PROGRAMS

1.1 Institution Name
National University

1.2 Dean or Director of Teacher Education Name and contact information
Dr. Nilsa J. Thorsos, Chair Teacher Education Department. nthorsos@nu.edu

1.3 Primary contact(s) for questions and subsequent follow up communications from the Commission regarding the literacy certification process, including contact name, title, email, and phone number. Institutions may list up to 2 individuals. Note: The institution's Dean or Director of Teacher Education will receive all formal communication as well as the named individual(s).

Dr. Patricia Heydet-Kirsch, Director of Assessment, Accreditation, and Clinical Practice.
pheydetkirsch@nu.edu

1.4 Credential program type addressed in this document. (i.e., Preliminary Multiple Subject, Education Specialist: Mild Moderate Support Needs).
Preliminary Multiple Subject

1.5 List of all pathways offered by the institution for this credential (e.g. student teaching traditional, intern, residency).
Student Teaching, Internship, and Residency Options are available to candidates.

1.6 Affirmation by the Dean or Director of Teacher Education of the following statements:

I have read the materials being submitted and authorize their submission for the purposes of certification pursuant to SB 488 (Chapter 678, Statutes of 2021).

I understand that what is included in this submission process represents *selected* aspects of the new literacy standard adopted by the Commission. I understand that the information submitted represents the information specifically required for literacy certification as indicated in Education Code section 44259(B)(4)(A) and (B).

I understand that all Preliminary Multiple Subject, Single Subject, Education Specialist, and PK-3 ECE Specialist Instruction Credential programs must be fully aligned with all of the applicable literacy instruction standards and TPEs, not just those required for certification, by July 1, 2024. I further attest that the program and all associated pathways represented in this submission have undergone a full review by our faculty and staff and are, or will be, fully aligned to the new literacy instruction standard by July 1, 2024.

I understand that beginning July 1, 2025, all Preliminary Multiple Subject, Education Specialist, and PK-3 ECE Specialist Instruction credential candidates will be required to take and pass a Commission-

approved Literacy Performance Assessment that is embedded in the program pursuant to Education Code 44320.3 and is based on the literacy instruction standard and TPE Domain 7.

Yes, Dr. Nilsa J. Thorsos, Chair Teacher Education Department

PART 2. OVERVIEW OF REQUIRED COURSES FOR LITERACY INSTRUCTION AND PROCESS FOR PROGRAM REVISIONS

Submission Requirements for Part 2

Table 2.1
All pathways include the same program sequence.

Credential Pathway	Required courses (primary)	Courses where literacy standard 7 and TPE 7 are covered
Multiple Subject Student Teaching/ Internship/ Residency Program	ITL 510 Language and Literature ITL 512 Literacy Strategies ITL 518 Science Methods ITL 530 Optimized Learning Community ITL 550 B Student Teaching ITL 650 B Intern ITL 551 Seminar Support B	ITL 604 Learners and Learning I ITL 606 Learners and Learning II ITL 608 Design and Process of Teaching ITL 516 Mathematics Integrative Design Community
Multiple Subject plus Bilingual	ITL 510 Language and Literature ITL 512 Literacy Strategies	ITL604 Learners and Learning I ITL 606 Learners and Learning II
Authorization Concurrent pathway	ITL 518 Science Methods ITL 530 Optimized Learning Community BIL 540B Bilingual Clinical Practice BIL 541B Seminar	ITL 608 Design and Process of Teaching

2.2 Briefly describe the process (i.e., committee established, specific faculty review committee work, academic senate approval, etc.) used to review the program to ensure alignment with the new literacy instruction standards and teaching performance expectations.

Credential Pathway	Process used for internal program review	Identify staff who engaged in this process and titles
Multiple Subject Student Teaching/ Internship/ Residency Program	ITL Faculty Workgroup Advisory Board Professional Development Advisory Board Gap Analysis of Literacy Assignments	• Dr. Valerie Amber, Course Lead for • Foundation Courses • Dr. Ida Randle, Academic Director for the ITL programs • Dr. Lindsey Mack, Course Lead for the • Literacy courses • Gail Lankster, Course Lead for Methods Dr. Patricia Dickenson, Course Lead for • Methods Courses • Dr. Nilsa J. Thorsos Chair and Course • Lead • Dr. Clara Amador Academic Director for the Bilingual Programs • Louise Framan Program Director for the intern program
Multiple Subject plus Bilingual Authorization Concurrent pathway	ITL Faculty Workgroup Advisory Board Professional Development Advisory Board	• Dr. Valerie Amber, Course Lead for • Foundation Courses • Dr. Ida Randle, Academic Director for the ITL programs • Dr. Lindsey Mack, Course Lead for the • Literacy courses
	Gap Analysis of Literacy Assignments	• Gail Lankster, Course Lead for Methods Dr. Patricia Dickenson, Course Lead for • Methods Courses • Dr. Nilsa J. Thorsos Chair and Course • Lead • Dr. Clara Amador Academic Director for Bilingual Prog.
• Dr. Valerie Amber, Course Lead for Foundation Courses & member of advisory committee • Dr. Ida Randle, Academic Director for the ITL programs & member of advisory committee • Dr. Lindsey Mack, Course Lead for the Literacy courses & member of advisory committee • Ms. Gail Lankster, Course Lead for Methods & member of advisory committee • Dr. Patricia Dickenson, Course Lead for Methods Courses & member of advisory committee • Dr. Nilsa J. Thorsos Chair and Course Lead & member of advisory committee • Dr. Clara Amador Academic Director for Bilingual Prog		

The team began to work on Appendix C in early January 2024. A weekly meeting was set to work on Standard 7. In addition, the resources created from the Dyslexia Grant were reevaluated to ensure alignment with the updates and revisions to the courses.
The advisory council was presented with Standard 7 and alignment to the courses for teacher preparation, collected insights from stakeholders regarding current practices and lesson plans.
In addition to the faculty committees and shared common trunk analysis, a team of clinical practice faculty members participated in the Spring 2024 Literacy Pilot for CalTPA. This work generated weekly meetings to share ongoing application of TPE 7, and explore alignment, or needed revision, to program courses. Candidate feedback during the CalTPA Literacy Pilot Assessment (LPA) also informed our program review process for the Multiple Subject Program with a thorough gap analysis of candidate performance needs. Candidates focus groups and learning communities were used to evaluate LPA experiences as a guide to alignment in program courses.

For the remaining requirements in Part 2, please include the full language of the prompt with your response.

2.3 Describe how the program has ensured that faculty teaching the literacy instruction courses understand the requirements in SB 488, the new standards and TPEs, and the evidence base supporting them. If this response differs by pathway, please respond for each pathway.
Our training began with the initial workshops; Course Leads followed up with specific Professional Development meetings with instructors staffed to teach the literacy courses and those with new literacy assignments to understand the requirements in SB 488, the new standards and TPEs, and the evidence base supporting them.

2.4 Describe how the institution/program has provided opportunities for faculty teaching these courses to engage in professional learning to ensure that they are prepared to teach new content as required by SB 488, the standards, and the performance expectations. If none has been provided to date, provide information about the implementation plan for specific professional development and learning that will take place. If these responses differ by pathway, please respond for each pathway.

The TED department established a workgroup with all the Course Leads and Academic Program Directors. The Workgroup met weekly starting in January 2024. The Matrix for Appendix C was shared in One Drive to facilitate collaboration and input from all team members, including the workgroup from the Special Education department, to ensure consistency in the Common Trunk courses. Each group worked on updates for the course syllabi and assignments in alignment with Standard 7. Following final revisions, the Course Leads met with instructors in late August. They conducted a series of Professional Development to ensure all instructors clearly understood the requirements for standard 7 and how to teach the course with fidelity. In addition, the agenda for the Teacher Education Department Advisory Council meeting for Fall, included a robust discussion regarding the new standards with the stakeholders in preparation for the transition.

2.5. What steps has the program taken or will take in the coming months to communicate to mentor/cooperating teachers and other PK-12 partners the new requirements of SB 488, the new literacy instruction program standards, TPEs, and upcoming performance assessment requirements? (meetings, notifications, handbook updates, etc.)
A series of Professional Development sessions are planned for January 2025 and will include Instructors, Clinical Practice faculty and District level Partners. The Handbooks are being updated (University Supervisor Handbook, Site Support Provider Handbook, Intern Handbook, Student Teaching Handbooks, and the ITL Handbook).
2.6. In what ways did the program's process for reviewing its coursework and clinical practice requirements against the new standards and TPEs include individuals with expertise in literacy instruction for multilingual/English learner students?
The team included clinical practice leads: Louise Framan - Reading Credential JoEllen Shea, Meghann O'Connor In addition to Course Leads for the Literacy Courses and foundations: Lindsey Mack, Course Lead for Literacy Gail Lancaster, Course Lead for Methods Valerie Amber Course Lead for the Foundations Nilsa J. Thorsos, Department Chair

Instructors for the courses who were vetted to ensure had a strong background in literacy were included in the final process for updates for the ITL course. During the professional Development session provided feedback to the Course leads and APDs:

- Donna Block
- Maria Flaherty
- Steven Brownson
- Kristen Antonious
- Susan Van Felto
- Gill Navarro
- Tim Calver
- Alfonso Denegri
- Maria Quiñones
- Meghan Fregoso
- Rachel Lucas

For the Literacy Pilot- Meghann O'Connor, Louise Framan, and JoEllen Shea
The Clinical Practice Retreat (May 2024) included a session on the Literacy changes and drive the subsequent professional development for all clinical practice faculty.

TED Leadership bimonthly meetings included on the agenda updates of the work and progress with the Course Leads and Academic Program Director working on Appendix C and updates on the literacy courses.
Leadership meeting agendas: March 20, April 10, May 1, June 5, July 3, August 7, September 5, September 18, and October 25.

2.7. Provide links to syllabi that demonstrate that the English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework are required and central components for candidates in literacy instruction coursework. These links should be bookmarked to the exact place in the syllabi where this occurs. Multiple links to different sections of the same syllabus are acceptable.

ITL 604 Learners and Learning I
ITL 606 Learning and Learning II
ITL 608 Design and Process of Teaching
ITL 516 Mathematics Integrative Design
ITL 510 Language and Literature
ITL 512 Literacy Strategies
ITL 518 Science Methods
ITL 530 Optimized Learning Community

PART 3. PREPARING CANDIDATES TO UNDERSTAND AND TEACH FOUNDATIONAL SKILLS

Submission Requirements for Part 3

Part 3 addresses candidate preparation to provide effective literacy instruction consistent with the above requirements.

1.3. Program/Coursework Coverage of TPEs – Submission of Table 3.1 (provided in the appendices). Course coverage of **Foundational Skills TPE 7.5** with links to specific content within course syllabi. *(See Appendix C)*

Table 3.1

7.5/U7.5 Foundational Skills. Develop following student skills	**Introduce and Primary Coverage of Concepts***	**Opportunities to Practice***	**How Assessed***
a. print concepts, including letters of the alphabet	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) ITL 510 (W1) Reading Rocket #1 W1 (ab) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) (a) ITL 510 (W1) Reading Rocket #1 W1 (ab) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) (a) Ra ITL 510 (W1) Reading Rocket #1 W1 (ab) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components
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	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) Rb ITL 510 (W1) Reading Rocket #1 W1 (ab) R ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) ITL 510 (W1) Reading Rocket #1 W1 (ab) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) Rb ITL 510 (W1) Reading Rocket #1 W1 (ab) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components

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	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) ITL 510 (W2) Reading Rocket #2 (c, d) R ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) ITL 510 (W2) Reading Rocket #2 (c, d) R ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) Rc ITL 510 (W2) Reading Rocket #2 (c, d) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components
7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
d. decoding and encoding, including morphological awareness	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) Rd ITL 510 (W2) Reading Rocket #2 (c, d) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) Rd ITL 510 (W2) Reading Rocket #2 (c, d) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) Rd ITL 510 (W2) Reading Rocket #2 (c, d) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components
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)	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) ITL 510 (W3) Reading Rocket #3 (e, f) R ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components Re	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) ITL 510 (W3) Reading Rocket #3 (e, f) R ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components Re	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) ITL 510 (W3) Reading Rocket #3 (e, f) Re ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components Re
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	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (f) Rf ITL 510 (W3) Reading Rocket #3 (e, f) R ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components Rf	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (f) Rf ITL 510 (W3) Reading Rocket #3 (e, f) R ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components Rf	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (f) Rf ITL 510 (W3) Reading Rocket #3 (e, f) Rf ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components Rf
g. connected, decodable text	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) Rg ITL 510 (W4) Reading Rocket #4 (g,h,i) Return g ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components Rg	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) Rg ITL 510 (W4) Reading Rocket #4 (g,h,i) Return g ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components Rg	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) Rg ITL 510 (W4) Reading Rocket #4 (g,h,i) Return g ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components Rg

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.	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a)Rh ITL 510 (W4) Reading Rocket #4 (g,h,i) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) Rh ITL 510 (W4) Reading Rocket #4 (g,h,i) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) Rh ITL 510 (W4) Reading Rocket #4 (g,h,i) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components
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.	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) ITL 510 (W4) Reading Rocket #4 (g,h,i) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) ITL 510 (W4) Reading Rocket #4 (g,h,i) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills (a) ITL 510 (W4) Reading Rocket #4 (g,h,i) ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components

3.2. Coursework Coverage of Standard 7 – Provide a narrative with links embedded to specific location(s) in course syllabi addressing Standard 7a describing how the program prepares candidates to teach foundational skills and the coverage of the above knowledge and skills (TPE 7.5), as specified in the excerpt from the Education Code. Please be concise. Suggested length no more than 1000 words.

The ITL program is designed to equip teacher candidates with the essential skills and knowledge needed to teach foundational literacy skills, as outlined in Standard 7a and TPE 7.5. This narrative highlights the program's alignment with the Education Code and links specific course syllabi to illustrate our approach.

The ITL Multiple Subject program scope and sequence integrates TPE 7 in weekly assignments, including the weekly Zoom meetings to support the work of the foundational and method course curriculum. The scope and sequence of the Program is divided into three components. **Foundation** courses (ITL 600, ITL 604, ITL, 606, and ITL 608), Methods courses (ITL 510 ITL 512, ITL 516, ITL & 518), and culminating in Clinical Practice with seminars to support completing the CAL TPA requirements. In the Foundations

ITL 604: Learners and Learning I Introduce the foundational literacy skills, covering systematic and explicit instruction in phonemic awareness, phonics, and decoding. Candidates learn to integrate these components into effective literacy instruction. **Key Components**

- **Fundamentals of Reading/Foundations Skills (Print Concepts, Phonemic/Phonological Awareness, Phonics, Decoding and Encoding, Text Reading, Instruction that is Structured and Organized, Decodable Text, reading fluency, and advance students' progress in the elements of foundational skills:** The course emphasizes the critical role of foundational reading skills in reading development. Candidates engage in activities that develop their understanding of the foundational literacy skills.
- **Assessment Practices:** Candidates practice and assess their understanding through various methods, including journal article reviews and instructional videos, case studies, quizzes and group projects which are detailed in the syllabus.

ITL 510 Language & Literature Candidates practice and assess their understanding Following ITL 604, ITL 510 builds on the foundational skills learned in the previous course by focusing on practical application and case studies of literacy instruction. **Key Components**

- **Case Study & Alignment Analysis:** Candidates analyze real-world literacy scenarios, assessing the effectiveness of various instructional strategies.

- **Application in Diverse Contexts:** The course prepares candidates to address literacy challenges in diverse classroom settings, ensuring they are equipped to meet all students' needs. More information is available in the course syllabus.
- **Strategies and Support Identification learner's asset**.

Clinical Practice

In addition to coursework, teacher candidates are required to implement their knowledge in clinical practice. They provide instruction in text reading fluency, which includes:

- **Focus on Key Literacy Components:** Instruction covers spelling, syllable patterns, semantics, morphology, and syntax, enabling candidates to deliver comprehensive literacy instruction.
- **Feedback and Evaluation:** Candidates receive feedback based on student teaching evaluations and TPE assessments, ensuring they continuously improve their practices.

Collaborative Professional Development

The TED ITL and SED literacy teams actively collaborate through professional learning communities, which include:

- **Research Updates:** These communities ensure that teacher candidates are informed of current literacy research, enhancing their instructional practices.
- **Ongoing Improvement:** Continuous data analysis from student teaching evaluations and CalTPA assessments informs program improvements, ensuring alignment with educational standards and candidate success.

The ITL program prepares teacher candidates to effectively teach foundational literacy skills through a combination of rigorous coursework and hands-on clinical practice. By embedding practical experiences and continuous professional development, we ensure that candidates are well-equipped to meet the diverse literacy needs of their future students.

3.3 *Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills – Provide direct links to evidence demonstrating how the program provides opportunities for candidates to practice teaching students foundational reading skills. The standards require that candidates are provided opportunities to practice foundational reading skills that are appropriate for the children and/or students they are teaching in their clinical practice experience. This does not mean that candidates must practice or be observed teaching every individual foundational reading skill in their clinical practice setting (see PSA 24-08). This documentation must include all the following:

3.3a

The following MOU is now used with our district partner as each existing MOU is renewed.

Added Narrative/Evidence August 2025:

Unpaid Student Teaching MOU F25 See highlighted sections on p. 2; section 3.1, p. 4, section 3.14 letter i; and Exhibit B hyperlinked.

Paid Internship NU MOU document F25- See highlighted sections on p.3, part 9 sections a, c with hyperlink to exhibit B, and letter p; (access in Evidences, please) **SSP Training PPT** – See slides 17, 18, 19 and 67 (access in Evidences, please) **ITL IE3 F25**
3.3b Our current handbooks launched in a "live" format in Spring 2024. Changes in handbooks regarding literacy elements are in draft format and will be updated once the approvals are made within this work. A series of Professional Development sessions are planned for January 2025 and will include Instructors, Clinical Practice faculty and District level Partners. The Handbooks are being updated (University Supervisor Handbook, Site Support Provider Handbook, Intern Handbook, Student Teaching Handbooks, and the ITL Handbook).
3.3c The Sanford College of Education Clinical Practice integrates TPE 7 in weekly coursework and course meetings to support the work of the foundational and method course curriculum. The evidence included presents one tool used by instructors to help candidates plan for lesson design, and where they may include their evidence of TPE 7 in formal Lesson Plans. The assessment of lesson plans occurs within each clinical practice course multiple times as candidates work toward mastery of all TPEs. (SSP Training Slides) 17-18-19- & 67) **Added Narrative/Evidence August 2025:** A document titled "SB488 Example of Clinical Practice Feedback Tool" has been added that provides a narrative with screenshot examples of the Brightspace tool, illustrating multiple levels of feedback. The document further demonstrates the integration of GoReact for text-based comments, TPE tagging, and rubric-based assessment feedback, all explicitly aligned with TPE indicators and corresponding elements of the standard. **Evidences:** SB488 Example of Clinical Practice Feedback Tool

PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION

Below is the applicable language from Education Code Section 44259 (b)(4)(A)(ii):

Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	**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 510Assignment 3.2 Multilingualism & Multiliteracy in Language Development R76 ITL 510 (W1) Collaborate 1.1Assessment & MM Rc1 ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components #1 R76	ITL 510Assignment 3.2 Multilingualism & Multiliteracy in Language Development R76 ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan ITL 510 (W1) Collaborate 1.1Assessment & MM	ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components #1 ITL 512 W1 ELA/ELD Case Studies Assessment

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.	ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan Ra ITL 512 Anchor Charts (W3) R76a ITL 512 W2 Thematic Unit R76	ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan ITL 512 W2 Thematic Unit ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components #2	ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan ITL 512 W2 Thematic Unit ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components #2
7.7/U7.7 Language students' oral and written language development by attending to vocabulary knowledge and	ITL 510 (W1) 1.1Assessment Case Study ITL 510 W3	ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom	ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom

use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.	Assignment 3.4 Create a Read Aloud Lesson Plan ITL 510 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) components #3	Part I, II, & III (17) components #3 ITL 510 (W3) Reading Rocket #3 (e, f) ITL 510 (W1) 1.1Assessment Case Study	Part I, II, & III (17) components #3 ITL 510 (W1) 1.1Assessment Case Study ITL 512 (W3) Lesson Plan Part B
a.Create environments that foster students' oral and written development, including discipline specific academic language.	ITL 608 Assignment 2A 2B Lesson Plan ITL 516 Group Assignment 2A: Learning Map ITL 510 W3 Assignment 3.4 Create a Read Aloud Lesson Plan	ITL 510 (W3) Reading Rocket #3 (e, f) ITL 608 Assignment 2A 2B Lesson Plan ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) #4 ITL 516 Group Assignment 2A: Learning Map	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) #4 components ITL 516 Group Assignment 2A: Learning Map
b. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.	ITL 510 Collaborate/Reflection Session- Week 4 Digital and Media Literacy in Education ITL 510 Discussion#4 Discuss the Strengths and Weaknesses of Media and Digital Literacy	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components #5 ITL 512 (W1) Student Learning Profiles	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components #5 ITL 512 (W3) Lesson Plan Part B

c. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	ITL 510 W2 Collaborate ITL 510Assignment 3.2 Multilingualism & Multiliteracy in Language Development ITL 512 W2 Assignment 2. 1: Thematic Unit	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components #6 ITL 510 W2 Discussion ITL 512 W2 Assignment 2.1 Thematic Unit	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components #6 ITL 512 (W1) Student Learning Profiles ITL 512 Assignment 2.2 (W2) Multilingualism. Return

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.	ITL 510Assignment 3.2 Multilingualism & Multiliteracy in Language Development ITL 512 Assignment 2.2 (W2) Multilingualism	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components #7 ITL 512 (W1) Student Learning Profiles ITL 512 Assignment 2.2 (W2) Multilingualism	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components #7 R ITL 512 (W3) Lesson Plan Part B

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. ITL 512 W2 Assignment 2. 1: Thematic Unit	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component #8 ITL 512 W2 Assignment 2. 1: Thematic Unit	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component 8 ITL 512 (W3) Lesson Plan Part B
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 W2 Assignment 2A 2B Lesson Plan ITL 608 Discussion#3 ITL 510 W4 Discussion 4	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components #9 ITL 512 (W1) Student Learning Profiles	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) components #9 ITL 512 (W3) Lesson Plan Part B
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. ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) component 10s	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) component 10s ITL 512 (W1) Student Learning Profiles	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part I, II, & III (17) component 10s ITL 512 (W3) Lesson Plan Part B

4.2. Clinical Practice: Ensuring Opportunities for Candidates to Practice a strong literature, language, and comprehension component with a balance of oral and written language. Provide links to evidence demonstrating how the program ensures that candidates are in clinical practice settings that allow them opportunities to practice TPEs related to oral and written language, as applicable to the credential program.	
4.2a. Communication/Agreement with Districts	Student Teachers (or interns) in Special Education, Teacher Education/Inspired Teaching and Learning (ITL) programs are guided by the current California Teacher Performance Expectations (TPE). **Added Narrative/Evidence August 2025:** The MOU has been updated to include language explicitly addressing the TPE, along with Appendix B containing the full text of TPE 7. The IE3 letter was revised to reflect current program requirements, and new MOUs were created for both Unpaid Student Teaching and Paid Internships. Additionally, the School Site Provider (SSP) training PowerPoint slides were updated to incorporate detailed language related to TPE 7 and literacy references. The following MOU is now used with our district partner as each existing MOU is renewed. **Evidences:** **Unpaid Student Teaching MOU F25** See highlighted sections on p. 2; section 3.1, p. 4, section 3.14 letter i; and Exhibit B hyperlinked **Paid Internship NU MOU document F25-** See highlighted sections on p.3, part 9 sections a, c with hyperlink to exhibit B, and letter p; **SSP Training PPT** – See slides 17, 18, 19 and 67 **ITL IE3 F25**
4.2b. Candidate Information	Our current handbooks launched in a “live” format in Spring 2024. Changes in handbooks regarding literacy elements are in draft format and will be updated once the approvals are made within this work. A series of Professional **Evidences:** **SSP Training PPT** – See slides 17, 18, 19 and 67

	Development sessions are planned for January 2025 and will include Instructors, Clinical Practice faculty and District level Partners. The Handbooks are being updated (University Supervisor Handbook, Site Support Provider Handbook, Intern Handbook, Student Teaching Handbooks, and the ITL Handbook).
4.2c. Candidate Clinical Practice Opportunities	The Sanford College of Education Clinical Practice integrates TPE 7 in weekly coursework and course meetings to support the work of the foundational and method course curriculum. The evidence included presents one tool used by instructors to help candidates plan for lesson design, and where they may include their evidences of TPE 7 in formal Lesson Plans. The assessment of lesson plans occurs within each clinical practice course multiple times as candidates work toward mastery of all TPEs. **Added Narrative/Evidence August 2025:** A document was added that includes a narrative and screenshot examples of the Brightspace tool, illustrating multiple levels of feedback. The document also demonstrates the use of GoReact for text-based comments, TPE tagging, and rubric-based assessment feedback, all aligned with TPE indicators and elements of the standard. This document serves as the SB 488 example of clinical practice feedback tools. **Evidences:** SB 488 example of clinical practice feedback SSP Training PPT- slide 18 specifically

PART 5. ENSURING CANDIDATES ARE WELL PREPARED TO UNDERSTAND AND IMPLEMENT DIAGNOSTIC AND EARLY INTERVENTION TECHNIQUES

Submission Requirements for Part 5

Note: If there are differences in pathways offered, please indicate these differences and identify the relevant pathway.

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

7.5/U7.5 Foundational Skills. Develop following student skills	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;	ITL 604 (W3) Assignment: 3A focus student report ITL606 (W3) Assignment 3A_B ITL608 (W3) Micro Competencies #9 ITL 608 Micro Competencies #4	ITL 606 W4 Assignment 4-Instructional Design-Teaching ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component#11 ITL 512 (W1) Student Learning Profiles	ITL 608 W2 Assignment 2A 2B Lesson Plan ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component#11 ITL 512 (W3) Lesson Plan Part 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)	ITL 604 Discussion –W2 ITL 606 Micro Competencies W3 • MC13 – Identify types of progress monitoring strategies • MC14 – Identify CA Multi-tiered Systems of Support (MTSS) assessment elements ITL608 (W3) Micro Competencies #9	ITL 606 3A Lesson Plan Rationale knowledge check b ITL 608 (W3) Assignment 3A. ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component 12 ITL 512 (W1) Student Learning Profiles	ITL 606 3A Lesson Plan Rationale knowledge check b ITL 608 (W3) Assignment 3A. ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component 12 ITL 512 (W3) Lesson Plan Part B

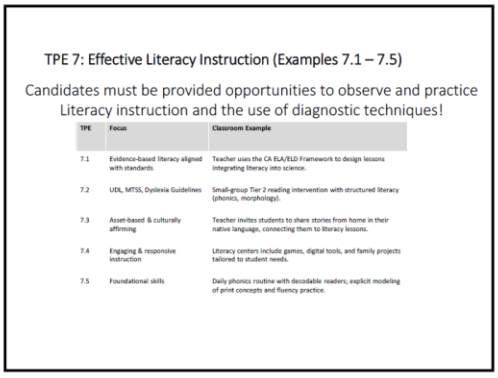
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	ITL 604 Discussion –W2 ITL 604 (W3) Assignment: 3A focus student report ITL 510 W1Dyslexia 1 ITL 510 W2 Dyslexia 2 ITL 510 W3 Dyslexia 3 ITL 510 W4 Dyslexia	ITL 604 (W3) Assignment: 3A focus student report ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component13 ITL 510 W1Dyslexia 1 ITL 510 W2 Dyslexia 2 ITL 510 W3 Dyslexia 3 R ITL 510 W4 Dyslexia 4	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component13 ITL 510 W1Dyslexia 1 ITL 510 W2 Dyslexia 2 ITL 510 W3 Dyslexia 3 ITL 510 W4 Dyslexia 4

TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	ITL606 (W3) Assignment 3A_B ITL 606 (w3) Discussion 3 ITL 608 Discussion #2	ITL 510 (W1) 1.1Assessment_Case Study ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component 14 ITL606 Assignment 3C	ITL 512 (W1) Student Learning Profiles ITL 512 (W3) Lesson Plan Part B ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component 14
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 Dyslexia 3 ITL 510 Assignment 3.1 Interview with Special Education Teacher. ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component #15	ITL 510 (W1) 1.1Assessment_Case Study ITL 510 W2Assignment 2.2 ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component #15	ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component #15 Return lit profile ITL 512 (W1) Student Learning Profiles ITL 512 (W3) Lesson Plan Part B

5.2. Clinical Practice Opportunities for candidates to learn about diagnostic techniques that inform teaching and assessment and early intervention techniques.

5.2a. Direct link to location(s) in sample MOU(s)	**Added Narrative/Evidence August 2025:** An updated MOU was developed to include language explicitly addressing the TPE, accompanied by Appendix B containing the full text of TPE 7. The IE3 letter was revised to reflect current program requirements, and new MOUs were created for both Unpaid Student Teaching and Paid Internships. **Evidences:** **Unpaid Student Teaching MOU F25** See highlighted sections on p. 2; section 3.1, p. 4, section 3.14 letter i; and Exhibit B hyperlinked specifically **Paid Internship NU MOU document F25-** See highlighted sections on p.3, part 9 sections a, c with hyperlink to exhibit B, and letter p; specifically **ITL IE3 F25**
5.2b. Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning about diagnostic techniques as well as early intervention techniques.	Our current handbooks launched in a "live" format in Spring 2024. Changes in handbooks regarding literacy elements are in draft format and will be updated once the approvals are made within this work. A series of Professional Development sessions are planned for January 2025 and will include Instructors, Clinical Practice faculty and District level Partners. The Handbooks are being updated (University Supervisor Handbook, Site Support Provider Handbook, Intern Handbook, Student Teaching Handbooks, and the ITL Handbook).

5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.	The Sanford College of Education Clinical Practice integrates TPE 7 in weekly coursework and course meetings to support the work of the foundational and method course curriculum. The evidence included presents one tool used by instructors to help candidates plan for lesson design, and where they may include their evidence of TPE 7 in formal Lesson Plans. The assessment of lesson plans occurs within each clinical practice course multiple times as candidates work toward mastery of all TPEs. **Added Narrative/Evidence August 2025:** 5.2.c language, slide 18 of the SSP Training ppt was added to specific information to the mentor teacher that they need to provide teacher candidates opportunities to observe or participate in screening and diagnostic techniques to inform teaching and assessment and early intervention techniques. Slide 18 now says *"Candidates must be provided opportunities to observe and practice Literacy instruction and the use of diagnostic techniques"* **Evidences:** SB 488 example of clinical practice feedback **SSP Training PPT**- slide 18 specifically (screenshot below)



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5.3 Incorporation of California Dyslexia	
Guidelines 5.3a. Coursework – Explain how the California Dyslexia Guidelines are incorporated into the program for all candidates. (300 words or less).	The Commission on Teacher Credentialing (CTC) awarded a Dyslexia Grant to the Department of Teacher Education and the Department of Special Education at SCOE for the period of July 1, 2022, to June 30, 2023. In a collaborative effort, both departments developed a series of dyslexia-related modules and curated evidence-based resources to enhance the teacher preparation programs. These modules and resources were designed to improve candidates' understanding of dyslexia and its implications for classroom instruction and were integrated into several courses within the curriculum. The preliminary teacher education program at SCOE updated several key courses as part of this initiative. The Foundation courses, **ITL 604** was enhanced with dyslexia content. Similarly, **ITL 606, and ITL 608** were updated. These courses represent the final components of the common foundation thread, focusing on assessment and lesson planning. Additionally, literacy courses were updated across both the **Multiple Subject** and **Single Subject** credential programs. For the Multiple Subject credentials, **ITL 510** and **ITL 512** incorporated the new dyslexia modules, while for the Single Subject credential, **ITL 520** and **ITL 522** integrated these updates as part of the teaching methods sequence. The updates emphasized the role of the general education teacher in the **Multi-Tiered System of Supports (MTSS)**, early intervention strategies, and participation in student success teams. Dyslexia modules, PowerPoint presentations, and other resources were introduced to candidates, who were required to complete learning activities tied to these resources. This initiative has enhanced the capacity of teacher candidates to address the needs of students with dyslexia in general education settings.

5.3b. Coursework – Provide direct link(s) to specific location(s) in course syllabi where the content of the California Dyslexia Guidelines is clearly identified.	ITL604 Discussion Week 2 CDG, and legal compliance ITL604 Assignment 4A Strategies & Support return ITL606 Assignment W4 Discussion return ITL 606 Assignment 2B Meeting Students' needs ITL510 Dyslexia Modules W1, W2, W3, & W4. return What is Dyslexia? & Field Experience: Interview a Special Education Teacher to find more information about Dyslexia ITL 510 Assignment 3.3 Designing Word Strategies ITL 510 Signature Assignment# Toolkit components #12, #13, #14, & #15 ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component 12 ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component13 ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component 14 ITL 510 W4 Toolkit and Resources for Literacy Instruction in the Classroom Part II & III (17) component #15

	ITL512 Assignment W4.2 Literacy Teaching Philosophy
5.3c. Clinical Practice Explain how the program provides, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines.	This is addressed in the Lesson Plan draft, allowing candidates serving K-12 students with dyslexia are provided an opportunity to use the lesson plan to observe and practice the concepts included in the CA Dyslexia Guidelines. **Added Narrative/Evidence August 2025:** An updated MOU was developed to include language explicitly addressing the TPE, accompanied by Appendix B containing the full text of TPE 7. The new MOUs were created for both Unpaid Student Teaching and Paid Internships. **Evidences:** **Unpaid Student Teaching MOU F25** See highlighted sections on p. 2; section 3.1, p. 4, section 3.14 letter i; and Exhibit B hyperlinked specifically (access in Evidences, please) **Paid Internship NU MOU document F25**- See highlighted sections on p.3, part 9 sections a, c with hyperlink to exhibit B, and letter p; specifically **ITL IE3 F25**
5.3d. Communication/Agreement with Districts – Direct link(s) to sample MOU(s) or other documentation describing expectations for clinical practice settings related to providing, to the extent practica.	The following MOU will be implemented with our district partner as each existing MOU is renewed. **Added Narrative/Evidence August 2025:**

	An updated MOU was developed to include language explicitly addressing the TPE, accompanied by Appendix B containing the full text of TPE 7. The IE3 letter was revised to reflect current program requirements, and new MOUs were created for both Unpaid Student Teaching and Paid Internships. **Evidences:** **Unpaid Student Teaching MOU F25** See highlighted sections on p. 2; section 3.1, p. 4, section 3.14 letter i; and Exhibit B hyperlinked specifically **Paid Internship NU MOU document F25-** See highlighted sections on p.3, part 9 sections a, c with hyperlink to exhibit B, and letter p; specifically **ITL IE3 F25**
5.3e. Candidate Information – Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the California Dyslexia Guidelines.	Our current handbooks launched in a "live" format in Spring 2024. Changes in handbooks regarding literacy elements are in draft format and will be updated once the approvals are made within this work. A series of Professional Development sessions are planned for January 2025 and will include Instructors, Clinical Practice faculty and District level Partners. The Handbooks are being updated (University Supervisor Handbook, Site Support Provider Handbook, Candidate Handbooks) Please access in the Evidences folder

5.3f. Provide direct links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use the skills described in California Dyslexia Guidelines (may be combined with 5.3c above).	The eLearning modules created by UC/CSU Collaborative for Dyslexia were shared on 9/18/24 in a webinar that the chair attended. To meet this guideline, the SED 607 and SED 609 are exploring currently how to embed them into coursework along with other strategies. UC/CSU Collaborative for Neuroscience, Diversity, and Learning (arrayalearning.org) E-Learning Modules – UC/CSU California Collaborative for Neurodiversity and Learning (ucla.edu)

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
- Dyslexia Modules do not have a rubric: they are assessed with the quizzes
- Reading Rockets 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: (Click o view)

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. Consider 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 promptly 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: Course Wide

AI Literacy & GAiIT: Generative Ai Inclusion Threshold Framework utilizes specific levels of AI access based on assignment and the assignment's purpose within the teacher candidates learning goals. The GAiIT Framework was developed by a team at National University, led by internationally acclaimed technology expert Dr. Torrence Temple. Together the GAiIT Framework builds AI literacy and a greater collaborative understanding behind the use of AI, the reason for using AI, and the expectations when using AI.

Please view: https://thegaiitframework.org/ for more information.

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)

604	Activities/ Topics	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points Graded
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) Introduced*	10
		Assignment 2A Asset Identification Data Analysis	Rubric Provided with Assignment	Template is provided with Assignment.	*TPE 7.2 (b) (c)* *Introduce*	40
		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.	*TPE 7.5/U7.5 (a,b,c,d,e,f.g,h,i)* *Introduction, Practice, & Assess* *TPE 7.2 c Introduce*	10
				.		
Week 3	**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		*TPE7.5/U7.5* *(a, b, c, d, e)* *Introduce Practice & Assess* *TPE 7.2 (a, c) Introduce & Practice*	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 the Assignment.		30
Week 4	**Individual Learning Needs**	Discussion Week 4: Inclusive Practices	Rubric Provided with Assignment			10
		Assignment 4A: Strategies & Support Identification Report based on assets and reading foundations to understand typical learner's assets	Rubric Provided with Assignment		*TPE 7.5/U7.5* *(d, e)* *Introduce Practice & Assess*	30

		Knowledge Checks: Micro Competencies	Quizzes			46
		Bonus Points: Zoom Collaborate	Rubric Provided	Template provided		8
					Total Points	**155**

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 impact 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.

Assignment Types:

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

Summary of Outcomes, Themes, Assignments, and Grading Criteria: 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 Types used for TPR 7 Application:

Discussion: W2 **TPE 7.2 [Introduction].** **R21**

Assignment Breakdown

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.

Instruction:

Discussion: MTSS Refer to (Click here) and access the framework (Click here for Framework). https://ocde.us/MTSS/Pages/CA-MTSS.aspx

Provide a clear outline of the framework.

Discussion: Directions:

- 13 categories that students can qualify for within IDEA regulations.
- Provide one sample of a plan with interventions Tier 1. For a student who might have a Learning Disability or Dyslexia

- Identify the eligibility process for special education services. **Read the California Dyslexia Guidelines**: Provide three Key Concepts from - Chapter 6: When the Concern May Not Be Dyslexia

Module Learning Outcome (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.

Module Learning Outcome (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

1. First, watch this video: Direct link: IDEA Basics: (504 Plan) How is an IEP Different from a 504 Plan?
2. 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:

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 this AI prompt: When should a teacher use an IEP and when should a 504 Plan to support a hearing-impaired student.

1. 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.
2. In addition to your summary of the videos, reflect in 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 disagreed 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: (Click here for webcam video discussion help)

Assignment Types used for TPR 7 Application:

Assignment 2A: **TPE 7.2 (b) [Introduced]**

TPE 7.2 [Introduced]

Assignment 2A: *Asset Identification Data Analysis*
Refer to: (Click here to see Asset Based Pedagogies) and address the section for:
English Learner Roadmap Principles Overview (ELL – Click here // For MTSS Click here)

Instruction:

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

Summary of Outcomes, Themes, Assignments, and Grading Criteria: 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.

Assignment Types used for TPR 7 Application:

Assignment 3A & 3B: **TPE 7.5 (a, b, c, d, e) [Introduced, Practiced & Assessed]**

TPE 7.2 [Introduced & Practiced]

- Assignment 3A: Asset Identification of 3 Focus Students Based on the California Dyslexia Guidelines
    - Chapter 6: When the Concern May Not Be Dyslexia.
    - Chapter 9: Screen and Assessment for Dyslexia
- Assignment 3B: Field Experience Assignment
- Additional Assignments:
    - Discussion W3: Develop a plan to implement collaboration and communication with the family, including how to support student success.

Summary of Outcomes, Themes, Assignments, and Grading Criteria: Week 4

Theme: Individual Learning Needs

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 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.

Assignment Types used for TPR 7 Application:

Assignment 4A:

- Additional Assignments:
    - Assignment 4B
    - Discussion W4: Develop a plan to implement collaboration and communication with the family, including how to support student success.

ITL 604 Assignment Descriptions by Week

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 Two: 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)

Week Two: 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)

Week Two: 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)

Week Two: Assignment 2C: Fundamentals of Reading/Foundation Skills

TPE 7.5/U7.5 [Introduced, Developed, & Assessed]
Ra Rb Rc Rd Re Rf Rg Rh Ri

This assignment is designed to make connections between key Reading Terms and CA Literacy Standard (7). For this assignment, you will be at Level 2 GAilT with the development of the infographic.

There are three (3) components for Assignment 2 C:

1) Complete these activities in chart #1
2) Complete the infographic
3) Prepare the presentation to address the guidelines and prompts.

Chart #1

Key Reading Terms	Resources and Activities: To prepare for the infographic assignment, and provide opportunities to introduce, practice, and	Example of Learning Activity

	assess these skills and knowledge. Use the following links and complete the activities:	
Print concepts, including letters of the alphabet (a)	This is a sample of a glossary with definitions of key vocabulary terms with examples of these literacy skills. Introduce a-i Click to see sample glossary Print Concepts (Introduce and Practice) Click to see resource Concepts of Print ideas for teachers. Click to see resource Basics: Alphabet Knowledge Click to see resource	Grade Level: Learning Activity:
Phonological awareness, including phonemic awareness (b)	Phonemic Awareness (introduce and practice) Click to see resource What is Phonological Awareness? (introduce and practice) Click to see resource	Grade Level: Learning Activity:
Phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences (c)	Phonics and Word Recognition (introduce and practice) Click to see resource How Spelling Supports Reading (introduce and practice) Click to see resource Phonics in Practice (introduce and practice) Click here to see resource	Grade Level: Learning Activity:
Decoding and encoding, including morphological awareness (d)	Morphological Awareness (introduce and practice) Click here to see resource	Grade Level: Learning Activity:
Text reading fluency, including accuracy, prosody (expression) and rate (as an indicator of automaticity) (e)	Reading Assessment (introduce, practice, and assess) (introduce , practice, & assess) Click here to see resource Text Reading Fluency (introduce, practice, and assess) Click here to see resource Text Reading Fluency for older children (introduce, practice, and assess). Click here to see resource	Grade Level: Learning Activity:
Instruction that is structured and organized as well as direct, systematic, and explicit (f)	Structured Reading Instruction (introduce and practice) Click here to see resource	Grade Level: Learning Activity:
Connected, decodable text. h. Provide instruction in text reading fluency that emphasizes spelling and	Decodable texts (introduce, practice, and assess) Click here to see resource	Grade Level: Learning Activity:

syllable patterns, semantics, morphology, and syntax. (g)	Decodable texts. (introduce, practice, and assess) Click here to see resource Grade level decodable texts. (introduce, practice, and assess) Click here to see resource	
Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. (h)	Spelling (introduce, practice, and assess) Click here to see resource Spelling exercises and posttest (Assess) (introduce, practice, and assess) Click here to see resource	Grade Level: Learning Activity:
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. (i)	Complete the comprehension module (assess) Click here to see resource Complete the module Comprehension in depth (assess) Click here to see resource Complete the Comprehension in Practice Module (assess) Click here to see resource Complete the Comprehension Assignments (assess) Click here to see resource	Grade Level: Learning Activity:
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.	
Deliverables:	Create an infographic (using Venngage, Piktochart, Visma, etc.) on The Fundamentals of Reading. You are encouraged to use AI tools. Select the 9 key terms (a, b, c, d, e, f, g, h, i) For each key vocabulary term, you must include the connections to the grade level you wish to teach. To prepare the presentation: • 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**: 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 Definitions and Concepts: Gather the relevant data or content you want to include in your infographic. These could be statistics 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. 5. Organize your content logically, ensuring a flow that guides the reader's eye from top to bottom or left to right. 6. 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. 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.
Resources:	**Presentation: Technology Tools** Venngage: Click to see the resource Make Professional, Interactive Presentations with Visme: Click to see the resource Piktochart: Click to see the resource 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
Assesses TPE 7.5	**ITL604 Rubric Assignment 2C** *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.*
Performance Scale	**Rubric Information & Presentation on Foundational Reading Skills** • **5 = Proficient** – Meets and exceeds expectations, accurate, clear, creative, research-based • **4 = Acceptable** – Meets expectations, mostly accurate, clear examples, some gaps • **3 = Developing** – Partial coverage, limited detail, somewhat unclear connections • **2 = Emerging** – Minimal coverage, inaccurate or vague, missing examples

	• **1 = Not Acceptable** – Not addressed or inaccurate

Rubric Components

Component 1: Presentation (5 points total)

Key Term	Proficient (5)	Acceptable (4)	Developing (3)	Emerging (2)	Not Acceptable (1)
Print Concepts (a)	Clear definition with kindergarten example (e.g., book handling, letter recognition).	Accurate but lacks depth or clarity.	Partial definition or example.	Minimal coverage, vague.	Missing or inaccurate.
Phonological Awareness (b)	Complete with Grade 1 example (e.g., syllable clapping, blending onset-rime).	Accurate but missing one aspect.	Limited explanation.	Vague or unclear.	Missing.
Phonics/Spelling/Word Recognition (c)	Strong Grade 2 example (e.g., Elkonin boxes, sight words).	Adequate but limited details.	Weak explanation.	Minimal, vague example.	Missing.
d. Decoding & Encoding	Includes morphology example (prefix/suffix sort).	Adequate but surface-level.	Limited explanation.	Minimal coverage.	Missing.
e. Text Reading Fluency	Covers accuracy, prosody, rate with example (e.g., partner timed reading).	Addresses 2 of 3 fluency elements.	Limited example.	Minimal coverage.	Missing.
f. Structured & Explicit Instruction	Example of direct phonics lesson (I do, We do, You do).	Example provided, some gaps.	Partial coverage.	Minimal clarity.	Missing.
g. Connected, Decodable Text	Grade K–1 decodable passage aligned to phonics lesson.	Example less detailed.	Weak explanation.	Minimal.	Missing.
h. Fluency with Spelling/Patterns/Syntax	Strong Grade 3 example using multisyllabic words & morphology.	Adequate, some gaps.	Limited.	Minimal.	Missing.
i. Advancing Progress to Complex Texts	Grade 4–5 example analyzing nonfiction passage with morphology / syntax clues.	Adequate but surface-level.	Limited.	Minimal.	Missing.
Design & Creativity	Clear, engaging layout; visuals support comprehension.	Somewhat clear, limited visuals.	Somewhat cluttered or plain.	Minimal effort.	Disorganized.

Component 2: Presentation (5 points total)

Key Term	Proficient (5)	Acceptable (4)	Developing (3)	Emerging (2)	Not Acceptable (1)
a. Print Concepts	Explains Kindergarten print skills; uses example/student work.	Adequate but brief.	Limited example.	Minimal.	Missing.
b. Phonological Awareness	Demonstrates oral blending/segmenting; connects to CA Standards.	Adequate but missing detail.	Limited.	Minimal.	Missing.
c. Phonics/Spelling/ Word Recognition	Demonstrates spelling patterns/word building.	Adequate.	Limited.	Minimal.	Missing.
d. Decoding & Encoding	Demonstrates morphology activity (prefix/suffix).	Adequate.	Limited.	Minimal.	Missing.
e. Text Reading Fluency	Demonstrates paired reading; explains accuracy, prosody, rate.	Covers 2 of 3 aspects.	Limited.	Minimal.	Missing.
f. Structured & Explicit Instruction	Shows lesson with gradual release (I do → We do → You do).	Adequate.	Limited.	Minimal.	Missing.
g. Connected, Decodable Text	Example decodable passage linked to phonics lesson.	Adequate.	Limited.	Minimal.	Missing.
h. Fluency with Spelling/Patterns/ Syntax	Demonstrates syllable analysis (e.g., “information”) linking to meaning.	Adequate.	Limited.	Minimal.	Missing.
i. Advancing Progress to Complex Texts	Demonstrates Grade 5 science text analysis; models annotation.	Adequate.	Limited.	Minimal.	Missing.
Research, Organization & Tech Use	Clear, multimodal, integrates Edutopia, Ignite Reading, TPEs; uses Venngage/Piktochart with citations.	Adequate, missing 1 resource/tool.	Limited.	Minimal.	Missing.

Total Score: /10

- **9–10** = Proficient
- **7–8** = Acceptable
- **5–6** = Developing
- **3–4** = Emerging
- **1–2** = Not Acceptable

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 to provide a deeper understanding of the needs of all learners.

Instructions

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

Key Reading Terms	**Resources and Activities:** To prepare for the infographic assignment, and provide opportunities to introduce, practice, and assess these skills and knowledge. Use the following links and complete the activities:	**Example of Learning Activity**
Print concepts, including letters of the alphabet (a)	Resources included in assignment	**See below**
Phonological awareness, including phonemic awareness. (b)	Resources included in assignment	**See below**
Phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences. (c)	Resources included in assignment	**See below**
decoding and encoding, including morphological awareness. (d)	Resources included in assignment	**See below**
Text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) (e)	Resources included in assignment	**See below**

CLO Alignment:	All seven of the Course Learning Outcomes for ITL604 are aligned with this assignment. This is a great opportunity to synthesize your learning!
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! **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.
Resources	• 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)

Component: Presentation (30 points total)

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, present levels, 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 **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
	Proficient	**Acceptable**	**Developing**	**Emerging**	**Not Acceptable**
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**

Week Three: Assignment 3B: Field Experience (Reflection and Metting 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)

R7. 5.3b

Week Four: Assignment 4A: Strategies & Support Identification – Signature Assignment

TPE 7.5/U7.5 (d)(e) [Introduced, Developed, & Assessed]

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 identify assets and gaps and continue to add them by completing tables (one for each focus student), which is considered an extension of the work in Week Three.

Instructions

You will use Week Three's completed tables that identify 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 support and strategies that will align with the assets and gaps you identified last week.

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. As you determine identify and implement strategies, make sure to refer to the California Dyslexia Guidelines and the Dyslexia Modules available in the Resources,

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.

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.

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." – Standford 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 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 support 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.

Focus Student 1(FS1) EL Supports and Strategies Template

Key Reading Terms	**Resources and Activities:** To prepare for the infographic assignment, and provide opportunities to introduce, practice, and assess these skills and knowledge. Use the following links and complete the activities:	**Example of Learning Activity**
Decoding and encoding, including morphological awareness. (d)	Resources listed below	See Below
text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) (e)	Resources listed below	See Below
CLO Alignment:	All seven of the Course Learning Outcomes for ITL604 are aligned with this assignment. This is a great opportunity to synthesize your learning!	

Deliverables:	**Deliverables** You will use Week 3's complete tables that identify 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 support 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!
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) Literacy Specific 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 LA Reading Informational Text Third grade Goal book • UDL Aligned Strategies

Focus Student 1(FS1) EL Supports and Strategies Template

Focus on FS1's:	Support Needed to Fill Identified Gaps	Suggested Strategies
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 (including 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		

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 or with characteristics of dyslexia 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 for dyslexia , 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	

Rubric Component: Presentation (30 points total) – Assesses TPR 7.5/U7.5

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** 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	All 3 tables include new information that mostly aligns with assets and gaps. Synthesis is included and mostly clear. UDL and MTSS are referenced and somewhat integrated.	Some new information included, but not consistent across all three tables. Strategies only partially align to assets/gaps. UDL/MTSS mentioned, but not clearly applied.	Minimal new content: most tables repeat Week 3 information. Weak alignment of supports to student needs. UDL and MTSS are minimally addressed.	Tables are incomplete or missing new information. No 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,	Mostly clear descriptions of literacy performance and intervention ideas for each student. Most	Some aspects of literacy performance described, but gaps remain. Limited	Few new details about reading performance; weak or missing interventions. Few	Inadequate or missing description of literacy performance and interventions. No

	including decoding, encoding, and fluency. All elements of **TPE 7.5/U7.5 (d-e)** are addressed with relevant and appropriate interventions.	elements of TPE 7.5/U7.5 are addressed.	interventions noted. Only some of the TPE 7.5/U7.5 components are addressed.	elements of TPE 7.5/U7.5 included.	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. R P21 5.3b

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 the chapters: Explain the key concepts that will guide your decision-making in the process of implementing interventions and monitoring students' progress. How does the CDG assist you as a teacher as you take part of the MTSS and the Student Study Team?

Chapter 6: When the Concern May Not Be Dyslexia

Chapter 10. Chapter 10: Special Education and 504 Plans

Week 3. RP23

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_QI1Fd- 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, 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 (7th 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 accommodation 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 accommodation 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.

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

Examine 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:

3. 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).

4. 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.

5. 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.).

6. 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.

7. 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 10 &11	Assessed with quiz scores	Template is provided with Assignment.		14
	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.	*TPE 7.2 c Introduce*	30
	Synchronous Session				2
Week 3	Discussion 3			*TPE 7.10 Introduce & Practice*	10
	Micro-Competencies MC 13 MC 14	Assessed with quiz scores	Additional resources provided with the Assignment.	*7.2 b Introduce & Assess*	8
	Assignment 3A - Lesson Plan Rationale	Rubric Provided with Assignment	Additional resources provided with the Assignment.	*7.2 b Introduce; Practice, & Assess*	25
	Assignment 3C - Field Experience Report and Reflection		Additional resources provided with the Assignment.	*TPE 7.2 a Introduce* *TPE 7.10 Introduce & Practice*	30

	Synchronous Session		Links to many templates, videos, & links to external resources are provided with the Assignment.		2
Week 4	Discussion 4	Rubric Provided with Assignment		*TPE 7.2 c Introduce*	10
	Micro-Competencies W4	Assessed with quiz scores		*TPE 7.2 b Introduce & Assess*	14
	Assignment 4A - Instructional Approach: Teaching	Rubric Provided with Assignment	Additional resources provided with the Assignment.	*TPE 7.2 Practice & Assess* 7.5 f, l, Introduce	40
	Synchronous Session	Rubric Provided	Additional resources provided with the Assignment.		8
				Total Points	**155**

Summary of Outcomes, Themes, Assignments, and Grading Criteria: Course Wide

AI Literacy & GAiIT: Generative Ai Inclusion Threshold Framework utilizes specific levels of AI access based on assignment and the assignment's purpose within the teacher candidates learning goals. The GAiIT Framework was developed by a team at National University, led by internationally acclaimed technology expert Dr. Torrence Temple. Together the GAiIT Framework builds AI literacy and a greater collaborative understanding behind the use of AI, the reason for using AI, and the expectations when using AI.

Please view: https://thegaiitframework.org/ for more information.

Summary of Outcomes, Assignments, and Grading Criteria: **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)

Assignment AI Inclusion Level Assessed Per Assignment:

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

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

Summary of Outcomes, Assignments, and Grading Criteria: **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)

Assignment AI Inclusion Level Assessed Per Assignment:

GAilT Level	**Assignment Title**

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

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

Summary of Outcomes, Assignments, and Grading Criteria: **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)

Assignment AI Inclusion Level Assessed Per Assignment:

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

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

Summary of Outcomes, Assignments, and Grading Criteria: **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)

Assignment AI Inclusion Level Assessed Per Assignment:

GAilT Level	Assignment Title
	Week 4: Discussion
	Week 4: Assignment 4A Instructional Approach: Teaching

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

Assignments Overviews and Detailed Descriptions (by Week)

Week 1 Micro Competency Topics

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 (Standford)

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

ITL 606 Assignment Descriptions by Week

Week One: Assignment 1A: Theory to Practice	
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.	
Topical focus:	
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?)	
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.
Deliverables:	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?). *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.
Resources:	Possible Presentation Software • Prezi Tutorial • Canva Tutorial • Explain Everything (there is a free version)Tutorial • Visme Tutorial • Screencastify Tutorial 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
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

Assignments Overviews and Detailed Descriptions (by Week)

Week 2 Micro Competency Topics

MC 8 Areas of Focus:

- 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 Areas of Focus:

- Ages and Stages of Development

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

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Matrices. (n.d.-b). 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.

- Important Milestones: Your Child by Five Years

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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 Areas of Focus:

- 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 Areas of Focus:

- 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 Two: 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.	
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.
Teaching Assignment Deliverables:	**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

Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

Elements of Evidence of TPE 3.1	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
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 Understands the importance of planned instruction to meet learning expectations Reinterprets historical events and literature based on the social understanding of the time Ensures that subject matter is not static; it changes Is familiar with how the content relates to students' development Knows the content, current findings, and how they are interpreted Is knowledgeable about subject matter. Is knowledgeable of student's cognitive development Builds bridges between the new skills and content and students' prior experiences	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	Directions: Identify 3 areas of growth with an action you will take to improve this area.

TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.		
Provides instruction that supports all students' learning Uses academic vocabulary Makes relevant connections to standards during instruction to extend student learning Integrates key concepts, themes, relationships, and connections across subject matter areas Incorporates different perspectives, appropriate to discipline Utilizes current understanding of relevant content standards and frameworks		

TPE 3.2

TPE 3.2 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.		
Elements of Evidence of TPE 3.2	**Current Assets and Strengths**	**Identify 3 Areas of Growth and an Action you will take**
Understands students' individual cognitive, social, and physical development and scaffolds instruction accordingly Connects content to students' prior knowledge and their experiences Implementation of instructional strategies to match students' learning needs Engages and facilitates students' understanding by linking students' previous knowledge Scaffolds instruction to address achievement gaps for the full range of learners Builds understanding of English learners' levels of language acquisition to best support their learning Teaches specific academic language in ways that engage students in accessing subject matter text and/or learning activities Guides all students in using analysis strategies that provide equitable access of subject matter Uses some form of pre-assessment to make decisions about instruction, students' levels of readiness, interests, and learning profiles	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	Directions: Identify 3 areas of growth with an action you will take to improve this area.

TPE 3.2 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.		
Designs instruction that is responsive to that motivates students Matches students' instruction with their pattern of abilities Acknowledges and understands students' cultural differences Transforms standards into incremental classroom targets and informs students of targets Checks for understanding so as to design instruction that meets students' learning needs Offers choices to encourage ownership		

TPE 3.3

TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.1		
Elements of Evidence of TPE 3.3	**Current Assets and Strengths**	**Identify 3 Areas of Growth and an Action you will take**
Knows how content is learned by students and when preparing to teach a concept considers students' prior knowledge and skills Organizes subject matter based on optimal pedagogical understanding to promote and support student learning Understand the different types of knowledge students must comprehend in order to master the subject matter, including factual, procedural knowledge, social skills, collaboration, group interaction, physical skills, and how it relates to students' development 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 Organizes and implements subject allowing adequate time for student comprehension and support for students' special needs Adjusts instruction within and across subject matter to ensure student learning Organizes instruction to reveal and value different cultural perspectives Organizes instruction to incorporate subject or grade-level expectations and curriculum frameworks to support student learning	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	Directions: Identify 3 areas of growth with an action you will take to improve this area.

TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.1		
Implements instructional strategies to demonstrate key concepts and their interrelationships Analyzes collected assessment data to plan for future instruction Provides instruction using a variety of strategies including flexible groups, scaffolded instruction, cooperative groups, and individual needs		

TPE 3.4

TPE 3.4 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.		
Elements of Evidence of TPE 3.4	**Current Assets and Strengths**	**Identify 3 Areas of Growth and an Action you will take**
Long/short-term lesson plans/planning (unit plans, benchmark planning, grade level planning) Incorporate multiple means of representation, expression, and engagement	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	Directions: Identify 3 areas of growth with an action you will take to improve this area.

TPE 3.5

TPE 3.5 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, students with disabilities, and students with other learning needs in the least restrictive environment.		
Elements of Evidence of TPE 3.5	**Current Assets and Strengths**	**Identify 3 Areas of Growth and an Action you will take**
Frontloading of vocabulary: word wall, choral reading Graffiti wall, Pair share; pair with peer mentors Game based: jeopardy Graphic organizers, note cards, pictures with definitions, Frayer model Struggling with reading; letter blocks; crashing game Modifications based on IEPs iPads as reinforcer or for expressive language	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	Directions: Identify 3 areas of growth with an action you will take to improve this area.

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Elmo, or other toys / assistive tools (age-relative)		

TPE 3.6

TPE 3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.		
Elements of Evidence of TPE 3.6	**Current Assets and Strengths**	**Identify 3 Areas of Growth and an Action you will take**
Access materials Haiku Socrative quiz maker: chunking of material, focus; questions Smartboards; laptops, iPads; PP; digital version of student selection, Data director Videos iPads as reinforcer or for expressive language Elmo, or other toys / assistive tools (age-relative)	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	Directions: Identify 3 areas of growth with an action you will take to improve this area.

TPE 3.7

TPE 3.7 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		
Elements of Evidence of TPE 3.8	**Current Assets and Strengths**	**Identify 3 Areas of Growth and an Action you will take**
Model knowledge, skills, and fluency in using digital tools for instruction Have students use digital tools to learn, create new content, and demonstrate learning Model and promote digital citizenship and critical digital literacy Promote equal access of all students to digital tools and assure that students are safe in their digital participation	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	Directions: Identify 3 areas of growth with an action you will take to improve this area.

TPE 3.8

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

TPE 3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards		
Uses established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications	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	

5.3b. scroll down

Week Two: Assignment 2B: Meeting Students' Needs

TPE 7.2 [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.

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?

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?

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 with family?" 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 Responsive Reaching

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 Classroom Community to Increase 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.

Week Two: Discussion

TPE 7.2 [Introduced]

Overview: 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?"

Introduction & 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.

Assignments Overviews and Detailed Descriptions (by Week)

Week 3 Micro Competency Topics: TPE 7.2 b. Introduced & Assessed

MC 12 Areas of Focus:

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=npTQlGJa2lg

- Individualized Education Plan at a Glance (First Grader)

  FirstGrade_IEP.pdf. (n.d.). Google Docs. https://drive.google.com/file/d/1je1o4PAMbSRMaojP9IjnFEZJ0PD440Qh/view

- Addiction & Subtraction Fact Strategies

  Wichita Public Schools. (2014). Addition and subtraction fact strategies. https://community.ksde.org/LinkClick.aspx?fileticket=n2ZHaEprrfs%3D&tabid=6036&mid=14879

- How to Assess Students Math Factos 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 Areas of Focus: R21

- 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 Areas of Focus:

- 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 Areas of Focus:

- 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 3 ASSIGNMENT. RP20 R23

Week Three: Assignment 3A: Lesson Plan Rationale
TPE 7.2b [Assessed]
Overview: 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).
Instructions
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.
Deliverables:
#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 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)**

Week Three: Assignment 3B: Lesson Plan Rationale

TPE 7.2b [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.

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)

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.

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).

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).

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.

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.

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?

Assessments

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

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

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

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 Students:

Focus Student 1:

Focus Student 2:

Focus Student 3:

Step 1 Template Taken from: CalTPA Performance Assessment Guide Instructional Cycle 1 Multiple Subject Learning About Students and Planning Instruction Copyright © 2019 by the California Commission on Teacher Credentialing 1900 Capitol Avenue, Sacramento, CA 95811. All rights reserved.

Rubric Components

Literacy Based Instruction: (25 points total)

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**

Assignment 3C. R23

Week Three: Assignment 3C: Field Experience – Part 1

TPE 7.10 [Introduced & Practiced]

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

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

Instructions

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.
4.

Diverse Learners and Reflection in simSchool.

TPE 7.2 a. Introduced.

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.

Your 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.

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.

Deliverables:

Field Experience Module

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) P20

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

TPE 7.10 [Introduced & Practiced]

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).

Instructions

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.

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) Include in your reflections:

   How will you *practice monitoring students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instruction? Provide examples.*

   Provide a plan on *how to appropriately assess and interpret results for EL students*' assessments. Include assessments and rationale for interpretation of results.

   How Differentiated Instruction and Formative Assessment Work at Forest Lake Elementary
   Summative Assessment: Overview & Examples - Teachings in Education
   Formative and Summative Assessments - Edmentum

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.

Deliverables:

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 Three: Discussion

TPE 7.2 [Introduced & Practiced]

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).

Instructions

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.

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.
Resources:
• Using Kaltura Media -- Scroll to the "Kaltura Media" section for additional resources on making a video.

Assignments Overviews and Detailed Descriptions (by Week)

Week 4 Micro Competency Topics: TPE 7.2 b. Introduced & Assessed (MCs are assessed with quiz scores)

MC 16 Areas of Focus:

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 Areas of Focus:

- 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-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 Areas of Focus:

- 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://lciltd.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 Areas of Focus:

- 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 Areas of Focus:

- 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 Areas of Focus: P25

- 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.

ASSIGNMENT #4. RP20 P25

Week Four: Assignment 4A: Instructional Approach: Teaching

TPE 7.2a [Introduced & Practiced]. R

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).

Instructions

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

For Assignment 4A:

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)
- 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

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

Week Four: 4A Template
Academic knowledge related to the specific content you plan to teach English language proficiency levels (Standard English learners and Fluent English Proficient, Heritage language speakers, and/or multilingual learners
Describe what skills students already have coming into this lesson – what are they already able to do?
Cultural and linguistic resources and funds of knowledge (i.e., *knowledge and skills derived from cultural experience*
List students and their ELPAC levels: ***Cultural resources and funds of knowledge:*** ***Linguistic resources and funds of knowledge:***
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
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 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 to have from the lesson? ***What knowledge and skills do you expect students to have after engaging in the lesson?*** ***What knowledge do you expect students to have after engaging in the lesson?*** ***What 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?
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 Principle Guidelines incorporated.
Create your own headings based on the indicators to the left!
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 Principal 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?
Create your own headings based on the indicators to the left!
What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual student learning needs beyond the UDL supports built into the lesson?
Create your own headings based on the indicators to the left!
Taken from: CalTPA Performance Assessment Guide Instructional Cycle 1 Multiple Subject Learning About Students and Planning Instruction *Copyright © 2019 by the California Commission on Teacher Credentialing 1900 Capitol Avenue, Sacramento, CA 95811. All rights reserved.* *33*

Assignment 4A - Instructional Approach: Teaching.

Week Four: Assignment 4A: Instructional Approach: Teaching
TPE 7.2a [Assessed]
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' 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).

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;

Instructions

Getting to Know Your Students

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)

.

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)

#3Complete 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)

Rubric Component: Presentation (30 points total) – Assesses TPR 7.2a

Criteria	Proficient 40 points)	Acceptable (30 points)	Developing (20 points)	Emerging (10 points)	Not Acceptable (9 points)
Content Standard learning goals and Grade level &	Grade level and content-specific standard are clearly stated. Learning goals are well-developed and show strong alignment	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.

alignment to TPE 7.2 B	to **TPE 7.2a**. UDL framework is fully integrated in instructional planning.				
	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**

5.3b CDG

Week Four: Discussion

TPE 7.2 [Introduced & Practiced]

Overview for 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. 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.

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 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 concepts 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	66-99	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.

Teacher Education Department

Sanford College of Education

Course Syllabus/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: (Click here to view online video)

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.

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 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.

Course Calendar Overview

ITL 608	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points toward Grade
Week 1	**Week 1: Discussion**			*TPE7.8/UP7.8 c Introduce*	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
	Assignment 2A -2B Lesson Plan Stages One and Two	Rubric Provided with Assignment	Learning Portal link, template provided with Assignment.	*7.7/U7.7 (a) Introduce* *TPE 7.2 (b)* *Practice & **assess*** *TPE 7.2 (a)* ***Assess*** *7.8/U7.8 b Introduce*	40
	Synchronous Session		PPT, video link, & links to external resources provided with Assignment. Three additional assignments with materials are also provided.		2
Week 3	Micro Competencies 9 MTSS/Tiers, Interventions	Rubric Provided with Assignment		*TPE 7.2 (b)* *Introduce & **assess***	14
	Discussion #3		Additional resources provided with the Assignment.	*7.8/U7.8 (b) Introduce*	10
	Assignment 3A. Meeting Students' Needs: MTSS/TIERs	Rubric Provided with Assignment	Additional resources provided with the Assignment.	*TPE 7.2 (b)* *Practice & **assess***	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			*TPE 7.2 a, b Introduce* *TPE 7.10 Introduce*	8
	Assignment 4A Unpacking TPE 7 Literacy		Additional resources provided with the Assignment.	*7.5/U7.5 f* *Introduce & Practice*	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**

AI Literacy & GAiIT: Generative Ai Inclusion Threshold Framework utilizes specific levels of AI access based on assignment and the assignment's purpose within the teacher candidates learning goals. The GAiIT Framework was developed by a team at National University, led by internationally acclaimed technology expert Dr. Torrence Temple. Together the GAiIT Framework builds AI literacy and a greater collaborative understanding behind the use of AI, the reason for using AI, and the expectations when using AI.

Please view: https://thegaiitframework.org/ for more information.

Summary of Outcomes, Assignments, and Grading Criteria: **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)

Assignment AI Inclusion Level Assessed Per Assignment:

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

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

Summary of Outcomes, Assignments, and Grading Criteria: **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)

Assignment AI Inclusion Level Assessed Per Assignment:

GAIIT Level	Assignment Title
	Week 2: Discussion
	Week 2: Assignment 2A and 2B - Lesson Plan Stages One and Two

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

Summary of Outcomes, Assignments, and Grading Criteria: **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)

Assignment AI Inclusion Level Assessed Per Assignment:

GAiIT Level	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

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

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)

Assignment AI Inclusion Level Assessed Per Assignment:

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

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

Assignments Overviews and Detailed Descriptions (by Week): **Week 1**

Micro Competencies

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:

- **Accommodation 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 R

Week One: Discussion
TPE 7.8/U7.8(c) [Introduced]
Overview: 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.

Background

Instructions

Week 1: Assignment 1A. Lesson Plan Stage One

Week One: Assignment 1A: Lesson Plan Stage One

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 complete Lesson Plan looks like.

Topical focus:

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:
Deliverables:	See Lesson Plan structure below:

Lesson Plan Guide / Template

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 students' 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

Learning Goal	**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. Grade-level appropriate content-specific learning goal(s) what students will be able to accomplish at the end of the lesson

Learning goal **Components:** Performance Condition Criterion	Describe what students will know and be able to do the end of the lesson by using a given strategy. Decide on your instructional strategy to list below. Complete the following steps below to put together your learning goal.
Strategy	Identify the instructional strategy:
Performance Verb	List the verbs using Blooms or DOK:

Condition 1.Support with Tools and Resources 2. Environment	Describe the circumstances under which the performance takes place:
Criterion 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

Week One: Assignment 1B: Field Experience

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.

Topical focus:

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.

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) V**ideo** • 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: **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 Staying About Students (Corwin) • Social-Emotional Development Domain: Infant/Toddler Learning & Development (CPE) • 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 Staying About Students (Corwin) • Social-Emotional Development Domain: Infant/Toddler Learning & Development (CPE)
Deliverables:	Field Observation Materials

Assignments Overviews and Detailed Descriptions (by Week): **Week 2**

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

MC 4 Areas of Focus: RP25

- 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)

DISCUSSION2 RP23

Week Two: Discussion #2

TPE 7.2 [Introduced & Practiced]

Overview: 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

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.

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.

Assignment 2A & 2B Lesson Plan Stages. R RP19 R20

Week Two: Assignment 2A & 2B: Lesson Plan Stages 1 and 2. R

TPE 7.2 (a)(b) [Introduced & Assessed]
TPE 7.7/U7.7 (a) [Introduced]
TPE 7.8 / U7.8(b) [Introduced]

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.

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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
Remember : include strategies to create environments that foster students' oral and written language development, including discipline- specific academic language

Planning Your Instruction (2A)

See template below

Guide or Template A2a:

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

Learning Goal	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. Grade-level appropriate content-specific learning goal(s) what students will be able to accomplish at the end of the lesson

Learning goal Components: Performance Condition Criterion	Describe what students will know and be able to do the end of the lesson by using a given strategy. Decide on your instructional strategy to list below. Complete the following steps below to put together your learning goal.
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:

Criterion 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	

Assignment 2B- Stage Two – Instructional Approach: Teaching

Getting to Know Your Students

Week Two: Assignment 2A & 2B Instructional Approach: Teaching
TPE 7.2 (b) [Practiced]
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
Write a Description of the Students' Assets and Learning Needs for the Focus Student you chose in assignment 2 B.
Planning Your Instruction (2B)
See template below

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 levels (Standard English learners and English learners	List students and their ELPAC levels:
Cultural and linguistic resources and funds of knowledge (i.e., *knowledge and skills derived from cultural experience*	Cultural resources and funds of knowledge: Linguistic resources and funds of knowledge:
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?	**7.8/U7.8 (b) [Develop]**
What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual student learning needs beyond the UDL supports built into the lesson?	**7.7 / U7.7 (a) [Introduced]** Include: adaptations and accommodations in your lesson to create an environment that fosters students' oral and written language development, including discipline-specific academic language.

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 7.2(b):
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, linguistic, cultural, and socio-	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)	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**

Activities and Resources: Week 2 for Assessment 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 from the article below:

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 Articles resources below:

- 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)

Assignments Overviews and Detailed Descriptions (by Week): Week 3

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

Micro Competency Focus Areas:

MC 4 Areas of Focus:

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 R RP21

- 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

Rp19

Week Three: Discussion

TPE 7.8 / U7.8 (b) [Introduced]

Overview: 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 Skoolbo. 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 i**n 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.

ASSIGNMENT 3A. RP21

Week Three: 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.

Instructions

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.

Assignment Template / suggested outline:

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 helping 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 awaking 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 & Rubric for Assignment:

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 Provide a 3-minute warning prior to the end time for the project Provide positive reinforcement (Add yours)	Verbally, and/or gesturally, assist the students with hints or questions, so that they 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)	I will model to students one (or two) solutions that will help them 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)			

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
(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. R

Week Three: Assignment 3A: Metting 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.
Instructions

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 helping 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
- ✓ Understanding of SEL and MTSS integration.
- ✓ Develop a plan of action using the downloadable form provided. 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

Criteria	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Responses to Prompts:*(Include reflections on whole child, SEL+MTSS video, calming strategies, four instructional strategies, and sensory-based learning)*	. 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:*(Include tiered supports: Tier 1, Tier 2, Tier 3 for school/classroom expectations using the provided matrix)*	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**

Week Three: Assignment 3C: Field Experience

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.

Instructions

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 for 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.

Getting into Simschool.org

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 it to your Reflection assignment. The following is a step-by-step process:

Go to ca.simschool.org

- Next log in using your credentials (should have been emailed to you already) or email: support@simschool.org for your login.

- 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.

- 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.

- 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).

Activities and Resources: Week 3

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 Cheat sheet (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

Assignments Overviews and Detailed Descriptions (by Week): **Week 4** R

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

Micro Competency Focus Areas:

Micro Competencies Week4

TPE 7.2(a) 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 Four: Discussion #4
TPE 7.2(c) [Introduced]
Overview: Develop a video that shows three strategies or new ideas that you found to be helpful in the way you see you managing your class. Not every strategy matches everyone's personality. You need to find what works for you!
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.

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.

Resources for the Discussion

- Using Kaltura Media -- Scroll to the "Kaltura Media" section for additional resources on making a video.

ASSIGNMENT 4 UNPACKING TPE7: LITERACY RP26

Week Four: Assignment 4A: Unpacking TPE 7 - Literacy

TPE 7.5 / U7.5 (Foundational Skills a-j) [Introduced & 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

Instructions

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.

Teacher Placement

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 7.1

TPE 7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards and 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	
Current Assets and Strengths	**Identify 3 Areas of Growth and an Action you will take**
Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using? 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. 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	Directions: Identify 3 areas of growth *with an action* you will take to improve this area.

TPE 7.3

TPE 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 bilingual education) programs	
Current Assets and Strengths	**Identify 3 Areas of Growth and an Action you will take**
Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using? 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. 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	Describe the tools you need to investigate and practice using?

TPE 7.4

TPE 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.	
Current Assets and Strengths	**Identify 3 Areas of Growth and an Action you will take**
Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using? 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. 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	Describe the tools you need to investigate and practice using?

TPE 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.	
• Green if you are very confident with the TPE	

TPE 7.5

TPE 7.5

Foundational Skills. Develop students' skills in the following:

- 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 connected, decodable text.

g. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

h 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.

i. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

j. 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.

Current Assets and Strengths	**Identify 3 Areas of Growth and an Action you will take**
Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using? 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. 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	Describe the tools you need to investigate and practice using?

Week 4: Assignment 4b - Field Experience (simSchool – Literacy Focus)

Week Four: Assignment 4B: Field Experience (Report and Reflection)

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.

Instructions

Watch the simSchool video prior to completing your modules.

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**

Week 4: Assignment 4C

Week Four: Assignment 4C: LinkedIn Profile

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 (Assignment 4C)	
Category	**What Does It Look Like?**
About	In the “about” section, you will highlight your skill set and your objective. Ex: “A determined and innovative educator seeking a full-time elementary teaching position.”
Background	Upload a professional photo. This photo should be a portrait quality photo with a solid color background with good lighting - wearing professional clothing. Next, upload a professional photo for your background (backdrop).
Experiences	In this section, you will upload several experiences or parts. *Instructions:* • 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.

LinkedIn Profile Checklist (Assignment 4C)	
Category	**What Does It Look Like?**
	• Upload at least two artifacts for each category, such as an observation reflecting evidence of the field experience. 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. Leadership Experiences You will upload your leadership experiences in chronological order. Work Experiences You will upload your work experience in chronological order. 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. Make sure you list the name of the TPE in the “title” part when adding the experience. (Ex: Mastery of TPE 1). Teaching Statement Attach your Teaching Statement as a link or artifact (evidence) from your ITL 600 or SED 601 course
Licenses and Certification	Here you will upload any licenses and certifications. 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.
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.
Recommendations	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. Click on the section titled, “Recommendations” to create one. Your instructor will view the recommendation you provided.

LinkedIn Profile Checklist (Assignment 4C)	
Category	**What Does It Look Like?**
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.

Activities and Resources: Week 4

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.

100/100 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.

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.

Teacher Education Department

Sanford College of Education

Course Syllabus/Outline

ITL 510 Language-Literacy: Foundations

Course Description

Research-based course that explores the theories, methods, and strategies for teaching foundational reading, writing, listening, speaking, and language skills to all K-12 learners, including English learners and students with special needs, aligning with California's Common Core Standards and ELA/ELD frameworks. It covers principles needed to support diverse learners and serves as a prerequisite for more advanced language and literacy courses.

Course Learning Outcomes

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.
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.
3. Analyze the foundational language and literacy development needs of all learners using information obtained through individual and/or consultation/collaboration with other educators.
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.

5. Utilize varied text and digitally-based resources to support foundational literacy, meaning making, and language development of all learners.
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.

Course Calendar Overview

ITL 510						
	Activities/ Topics	**Assignment** **Page #**	**How Assessed**	**Related Resources**	**Literacy Standards Addressed** **(TPE-7)**	**Points**
Week 1	ELA/ELD Standards and Strategies	Collaborate/Reflection Session- Week 1 Lesson 1: English Language Arts/ English Language Development Framework and 21st Century Skills			TPE 7.8/U7.8 a- Introduced	2
		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
Week 2	Multilingualism and Literacy Instructional Strategies	Collaborate/Reflection Session- Week 2 Getting to know your students, promoting equitable instruction, selecting			TPE 7.8/U7.8 (a) Introduced TPE 7.7/U7.7c Introduced	2

		appropriate texts, and translanguaging			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
						20 Total
WEEK 3	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		TPE7.2 c Practiced & Assessed	1

			Knowledge Check		TPE 7.10 Understand Practiced TPE 7.5/U7.5 (e, f) Introduced/ Practiced, assessed TPE 7.7/U7.7 (a)Practice	
		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 Introduced TPE 7.8/U7.8 Introduced	6
		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

Week 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 7.8/U7.8 b Introduced	2
		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
		4.1Signature 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 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	14

					(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				✓
					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.

Live Session Option: 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.

Summary of Outcomes, Assignments, and Grading Criteria: **Week 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.

Collaborate Lesson 1: English Language Arts/ English Language Development Framework and 21st Century Skills & Meaning Making (Click here for lesson resource). Rc1

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. (Click here for web-based resource)

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.

Utilizing 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

- 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.
- 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 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.

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: Discussion - E**xplore the ELA/ELD Roadmap**

Rubrics for all assignments are included in the Course itself.

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:
  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) print concept
(b) phonological/phonemic awareness

Week 2: (c) phonics, spelling/word recognition,
(d) decoding and encoding/morphological awareness

Week 3: (e) text reading fluency
(f) structured reading instruction

Week 4: (g) decodable text,
(h) reading fluency, 1- read and write complex texts

Reading Rockets #1 (a, b). Ra. Rb

Reading Rockets 1: Determine Key Components of Literacy Assessment in Reading Rockets
Quiz 1- Print Awareness (Click here for online resources)

Phonemic Awareness in depth (Click here for online resources) **(a)**
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 R22 5.3b

TPE7.2 c Practiced & Assessed

The Dyslexia Modules are assessed with a snapshot as evidence of completion.

(Click here for online resources)

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.

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Assignment 1.1: Assessment ELA/ELD Case Studies W1. R **R23** **R24**

Rubric at the end of the assignment.

TPE 710 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 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.
- ✓ 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.

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
7.5/U7.5 (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:

1. Print concepts, including letters of the alphabet
2. Phonological awareness, including phonemic awareness
3. Phonics, spelling, and word recognition, including letter- sound, spelling-sound and sound-symbol correspondences
4. Decoding and encoding, including morphological awareness
5. Text reading fluency, including accuracy, prosody(expression), and rate (as an indicator of automaticity)
6. **instruction that is structured and organized as well as direct, systematic, and explicit**
7. Connected, decodable text
8. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax
9. 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.

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

ITL510 Assessment Drives Instruction 1 Assessment Drives Instruction

"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 next. No one assessment can provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction results in useful 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." 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. 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.

Analyzing 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. You must interpret vital information regarding the child's reading abilities by reviewing and analyzing administered reading assessments. Obtaining meaningful portions of the data which provides evidence of what the child knows and can 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. You must analyze data from multiple measures and use this information as a basis for planning instruction. Understanding the significance of the errors made by the students' 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. You must 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.

Organizing 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 their students. You must classify and prioritize the needs of students, thereby allowing you to organize children into appropriate reading groups. Designing 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**

1st Grade

- Dominique https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade1_Dominique.pdf?ou=28583
- Juliet https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade1_Juliet.pdf?ou=28583
- Lindsie V https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade1_LindsieV.pdf?ou=28583
- Taylor https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade1_Taylor.pdf?ou=28583

2nd Grade

- Hayley https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade2_Hayley.pdf?ou=28583
- https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade4_Chris.pdf?ou=28583

3rd Grade

- Cole https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade3_ColeF.pdf?ou=28583
- Elizabeth https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade3_Elizabeth.pdf?ou=28583
- Sydney https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade3_Sydney.pdf?ou=28583

4th Grade

- Chris https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade4_Chris.pdf?ou=28583

5th Grade

- Luis https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade5_Luis.pdf?ou=28583

6th Grade

- D.C.J. https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade6_DCJ.pdf?ou=28583
- Karanda C https://nationalu.brightspace.com/content/enforced/28583-ITL510-26147-2204/Grade6_KarandaC.pdf?ou=28583

1. Choose one case study from the sets of student data in Step 1 You have a choice of students from first through sixth grade.

2. 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.

   a) 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

   b) 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

3. Write an overall summary of findings.

4. Identify student's assets.
   - ✓ Based on the data, clearly list the student's reading strengths, substantiating your statements with examples from the data.

5. 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.

6. 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) *(Four targeted activities with justification for foundational skill areas)*	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**
Assessment Data Report *(Completion and accuracy of chart with student assessment data)*	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 *(Synthesis of strengths, needs, and instructional implications)*	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) *(Four targeted activities with justification for foundational skill areas)*	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 *(Organization, clarity, alignment to TPE 7.7/U7.7 a–i foundational skills)*	Submission is clear, well-organized, and shows strong alignment to TPE 7.7/UU7.5. 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/finalelaccssstandards.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., & Brynelson, 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., Invernizi, 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., Invernizi, 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).* 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. Rcoll3 Rc R18
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 (Click here to review online resource)

In this lesson, you will :

- Learn strategies for on how **to know your students** and promoting **equitable instruction**.
- Explore how to **select appropriate texts** that support diverse learners.
- Practice **translanguaging techniques** to build on students' home languages and linguistic strengths.
- Engage in activities that use **literary and informational texts** (print, digital, and oral) to support meaning-making.
- Develop comprehension through **questioning and discussion** that extend literal and inferential understanding.
- Strengthen higher-order thinking skills such as **reasoning, perspective-taking, and critical analysis**.
- Apply these skills across disciplines through **reading, writing, listening, and speaking** tasks.

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 that 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=5l1CcrRrck0

Teachers prepare lessons to engage students with a variety of literary and informational texts in print, digital, and oral formats to build meaning and deepen understanding. These activities will include **guided reading, interactive discussions, and the use of multimedia resources that connect texts to students' prior knowledge and lived experiences**. Through questioning strategies and structured dialogue, students will develop literal comprehension while extending to inferential levels, making connections across content areas and real-world contexts.

To strengthen higher-order thinking, lessons need to include interactive to promote students' engagement and participation in activities that foster reasoning, perspective-taking, and critical analysis. These will include small-group debates, cross-disciplinary writing prompts, and reflective journals that integrate reading, writing, listening, and speaking. By applying comprehension strategies across subjects such as science, social studies, and mathematics, students will learn to analyze complex ideas, evaluate multiple perspectives, and communicate their insights effectively. Watch this video and provide 4 Key Concepts you saw in action in the video https://www.youtube.com/watch?v=SfSdvdIOVFw Refer to resources available in the Signature Assignment Part II #1.

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

Text complexity is the only factor to consider when selecting reading materials.
Answer:

Translanguaging allows students to use all their language resources for learning.
Answer:

Getting to know students' cultural backgrounds has little impact on lesson planning.
Answer:

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 considerations should teachers make when selecting reading materials for diverse learners?
   Answer:

3. Define translanguaging and give an example of how it might look in the classroom.
   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 Rc

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 7.5/U7.5 (c, d). Rc Rd Rc Rd

Determine Key Components of Literacy Assessment in Reading Rockets Quiz 2

(c) Phonics

(d) decoding/encoding/morphological awareness (Click here for online resource)

Provide six (6) Key concepts from the reading.

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

Complete the Reading Rockets modules which will provide you with pertinent and applicable knowledge related to foundational skills of reading. 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 Dyslexia and the Brain. R 5.3b

TPE 7.2(c)

Assessed

Assessed with modules quiz.

See the sample below of the Knowledge Check

(Click for online resources)

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 to:

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 R21

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 Rp23

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.
   1. 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
7. 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
8. 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 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

- 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).

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., Invernizi, 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., Invernizi, 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 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)
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
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
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
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
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

1. 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.

2. 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

3. 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.

4. 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

1. Understand the updated California Literacy Standards, particularly those addressing foundational skills, brain-based instruction, and supports for English learners and students with dyslexia.
2. 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. Greater emphasis on standardized testing
b. Removal of phonics instruction
c. Inclusion of the California Dyslexia Guidelines
d. Focus solely on general education students

2. Which foundational skill is not emphasized in the updated literacy standards?
a. Phonics
b. Phonological awareness
c. Word recognition
d. Test preparation

3. The new literacy standards will replace which assessment?
a. CBEST
b. RICA
c. TPA
d. Praxis

4. According to the California Dyslexia Guidelines, which of the following is not recommended for supporting students with dyslexia?
a. Multisensory instruction
b. Explicit instruction
c. Whole language immersion
d. Structured and sequential support

5. Which research did Cunningham & Cunningham (2002) highlight?
a. Only phonics taught in large groups is effective
b. Explicit and systematic phonics instruction is best
c. Only digital tools are effective in phonics
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?

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
4. (Click for online resources)

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

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. Canva.com
National University. (n.d.). APA style. Nu.Libguides.com. arrayalearning.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 literacy components.	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.
	.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. Re. Rf RLD R77a Rg

(e) - fluency

(f) - Structured Reading Instruction

Develop a graphic organizer with key concepts from the reading.

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 or complete an activity. Submit a screenshot of the quiz in the gradebook

Dyslexia #3 Screening and Assessment for Dyslexia. R22 R23 R24 P25 **5.3b**
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 7.10	Practiced & 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 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 3.1 Fieldwork Due W4 Interview a Special Education Teacher: RP23

Investigate Special Education Practices to Assess and Support Students with Dyslexia

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 with a Special Education Teacher

TPE 7.6.a

Assignment 3.2 Support Multilingualism and Multiliteracy in Language Development. R3.2 Rc Rp17 R18 R

TPR 7.7 / U7.7 Practiced & Assessed

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 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. In addition to 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

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 your Module 3 and 4 resources and each component of the prompt, providing examples.

Instructions

Create a 12-slide PowerPoint presentation that:

(1) describes the following about the understanding of the value of the use of a variety of language strategies through emergent, dynamic, adaptive, and complex instructional practices: a) The advantages of multilingualism and multiliteracy; b)Transfer between language; c) **Making meaning by** building on prior knowledge and using complex literary and informational
(2) Include references in the PowerPoint and or any resources, including a video. Make connections to other course materials (a minimum of three connections). Look at the signature assignment: toolkit which has many resources on trans language and meaning making

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.

Rubric

Rubric: Multilingualism, Multiliteracy, and Equity Presentation (12-Slide PPT)

Criteria	Proficient (6 pts)	Acceptable (5 pts)	Developing (4 pts)	Emerging (3 pts)
Understanding of Multilingualism & Multiliteracy	Clearly and comprehensively explains the advantages of multilingualism/multiliteracy with strong, research-based support; demonstrates nuanced understanding of emergent,	Provides a solid explanation of advantages of multilingualism/multiliteracy with some research support; addresses most aspects of instructional practices.	Provides a limited explanation; discussion is general with minimal research support;	Provides little or no explanation; lacks depth, clarity, or evidence; missing

Criteria	Proficient (6 pts)	Acceptable (5 pts)	Developing (4 pts)	Emerging (3 pts)
	dynamic, adaptive, and complex instructional practices.		instructional practices not fully developed.	instructional practices.
Transfer Between Language, Culture, and Meaning-Making	Thoroughly explains transfer processes between languages and cultures; meaning-making is clearly connected to building on prior knowledge and using complex texts (print, digital, oral).	Explains transfer between languages and cultures with some detail; connects to meaning-making using prior knowledge and texts, though connections may be partial.	Mentions transfer and meaning-making superficially; minimal connection to prior knowledge or complex texts.	Does not address transfer or meaning-making; missing or inaccurate information.
Comprehension & Higher-Order Thinking Skills	Effectively demonstrates how questioning, discussion, and complex texts develop literal/inferential comprehension and higher-order skills (reasoning, perspective-taking, critical reading, writing, listening, speaking).	Addresses comprehension and higher-order skills with some evidence of questioning, discussion, and texts; connections could be more explicit.	Provides limited examples of comprehension or higher-order skills; connections are vague or incomplete.	Fails to demonstrate comprehension or higher-order skills; no meaningful connections.
Ethical Responsibility & Equity	Clearly articulates the ethical responsibility of fostering multilingualism and developing academic language; provides strong, contextually relevant examples.	Explains ethical responsibility and equity considerations with some examples; generally clear.	Mentions responsibility but lacks clear examples or depth; minimal equity focus.	Does not address ethical responsibility or equity in multilingual education.
Use of Module 3 & 4 Resources & Connections	Integrates multiple (3+) Module 3 and 4 resources with strong examples; clear connections to course materials, including toolkit resources on translanguaging and meaning-making.	Uses some Module 3 and 4 resources (at least 2); makes connections to course materials but may lack depth.	Limited use of Module 3 and 4 resources (1); connections to course materials vague.	No integration of Module 3 and 4 resources or course materials.
Presentation Requirements (12 Slides,	Meets/exceeds requirements: 12+ slides, includes scholarly references (2+), integrates multimedia (e.g., video),	Meets most requirements: 12 slides, 2 references, some media included; organization clear but less engaging.	Partially meets requirements: fewer than 12 slides, missing references or	Does not meet requirements: missing slides, no references, no media;

Criteria	Proficient (6 pts)	Acceptable (5 pts)	Developing (4 pts)	Emerging (3 pts)
References, Media)	and is well-organized and visually engaging.		media; organization inconsistent.	poorly organized.

Assignment 3.3 Designing Word Strategies: Alignment Analysis assignment. Return c. return f
7.5/U7.5 c Assessed. 5.3B

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

Rubric Assignment 3.3

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 strong, relevant examples.	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 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. c7.5/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 3.3 Create a Read Aloud Lesson Plan R R7.6a R77 R77a

TPE 7.6/U7.6 (a) Meaning Making Introduced, Practiced, & Assessed

TPE 7.7/U7.7 Introduced & Practiced

Background

A **Read Aloud** is a powerful instructional practice that supports literacy development across **all grade levels**. When done with planning and intentionality, it goes beyond expressive reading and becomes an interactive learning experience. Read Alouds engage students in **critical thinking** by incorporating text-dependent questions, encouraging text-to-self and text-to-world connections, and fostering collaborative discussion.

Read Aloud activities help students build meaning by activating **prior knowledge** and introducing them to **complex literary and informational texts**. Through this process, students strengthen their comprehension skills, including literal and inferential understanding, and practice higher-order thinking such as reasoning, perspective-taking, and critical analysis. Teachers guide students to ask and answer questions, draw evidence from the text, and engage in **analysis, reflection, and research**.

Importantly, Read Alouds create opportunities for **follow-up activities** that extend learning. These may include writing responses, small group discussions, artistic projects, or research tasks. As a result, Read Alouds not only promote engagement and comprehension but also support students in applying literacy skills **across the disciplines**—reading, writing, listening, and speaking.

Achieve the Core @ https://achievethecore.org/content/upload/Foundational%20Skills%20Observation%20Tool.pdf 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. 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** https://achievethecore.org/page/1119/instructional-practice-guide

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

2. Evaluate the text for complexity.
   a. What Makes This Read-Aloud Complex
   b. Text Complexity: Qualitative Measures Rubric
      i. Highlight where on the rubric the text rates in all four criteria for the type of text you selected
3. Develop lesson activities.

https://achievethecore.org/page/962/lesson-planning-tool

   a. Generating Questions from Considering Qualitative Dimensions of Complexity,
   b. Use the Common Core Standards Qualitative Features of Text Complexity Explained Companion to the Qualitative Dimensions Scale 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,
   d. Questions/Activities/Vocabulary/Tasks table,

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

https://achievethecore.org/content/upload/Foundational%20Skills%20Observation%20Tool.pdf
Observation Tool

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

Readings
Guide for Selecting Anti-Bias Children's Books Derman-Sparks, L. (n.d.). Guide for selecting anti-bias children's books. *Social justice books: A teaching for change project*. https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/ This online article is based on “Ten Quick Ways to Analyze Children’s Books for Racism and Sexism.” Updated in 2013.
Read-Aloud Routine for Building Vocabulary and Comprehension Skills in Kindergarten Through Third Grade English Learner Institute for Teaching and Excellence. (n.d.). *Read-aloud routine for building vocabulary and comprehension skills in kindergarten through third grade* [Interactive flip book]. https://elitetexas.org/files/downloads/Flipbook-EC-WEB.pdf

- This is a wonderful resource for read aloud and building vocabulary.

15+ Outstanding Recent Read-Aloud Books for Middle School

Jensen, K. (2020, August 17). 15+ outstanding recent read-aloud books for middle school. *Book Riot*. https://bookriot.com/read-aloud-books-for-middle-school/

This online article discusses read-alouds for middle school students

Why Reading Aloud to Middle School Students Works

Lee, L. (2020, January 9). Why reading aloud to middle school students works. *Edutopia*. https://www.edutopia.org/article/why-reading-aloud-middle-school-students-works

- The benefits of reading aloud aren't limited to elementary students. One middle school teacher explains how "read-alongs" improve comprehension and boost engagement.

20 Ways to Adapt the Read Aloud in the Inclusive Classroom

Kluth, P., & Chandler-Olcott, K. (2007). 20 ways to adapt the read aloud in the inclusive classroom. *Reading rockets*. https://www.readingrockets.org/topics/autism-spectrum-disorder/articles/20-ways-adapt-read-aloud-inclusive-classroom#:~:text=Give%20the%20student%20a%20story,e.g.%2C%20a%20special%20chair

- Adapted from: P. Kluth & Chandler-Olcott, K. (2007). "A land we can share": Teaching literacy to students with autism.

Websites

Read Aloud Project: Lessons for Read Aloud Books, Grades K–2

Achieve the Core. (n.d.). *Read aloud project: Lessons for read aloud books, grades K–2*. https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=788&sort=name

- Achieve the Core has good examples of interactive read-aloud lesson plans. Looking at 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. There are multiple grade-level texts to choose from. You will need to sign in to access the resources.

Enhancing Vocabulary and Comprehension for English Learners Through an Interactive Read-Aloud System

English Learner Institute for Teaching and Excellence. (n.d.). *Enhancing vocabulary and comprehension for English learners through an interactive read-aloud system.* https://elitetexas.org/resources-el/enhancing-vocabulary-and-comprehension-for-els-through-an-interactive-read

- This website offers various resources for teachers of English learners. Be sure to watch the video [1:14] embedded on the web page.

Great Read-Alouds from the New York Times

New York Times. (n.d.). *Great read-alouds from the New York Times*. https://learning.blogs.nytimes.com/great-read-alouds-from-the-new-york-times/

- This webpage offers various resources on read-alouds compiled by the *New York Times*.

Videos

Shared Writing of Gist Statement

English Learner Institute for Teaching and Excellence. (n.d.). S*hared writing of gist statement* [Video]. https://elitetexas.org/files/downloads/Shared%20Writing,%20Gist%20Statement%20-%20Bianca%20Perez-2.mp4

- Watch this video [2:45] before beginning the Read Aloud assignment.

Teaching Vocabulary

English Learner Institute for Teaching and Excellence. (n.d.). *Teaching vocabulary* [Video]. https://elitetexas.org/files/downloads/Teaching%20Vocabulary-2.mp4

- Watch this video [2:42] before beginning the Read Aloud assignment.

Turn and Talk Routines & Using Sentence Stems

English Learner Institute for Teaching and Excellence. (n.d.). *Turn and talk routines & using sentence stems* [Video]. https://elitetexas.org/files/downloads/Turn%20and%20Talk%20Routines%20amp%20Using%20Sentence%20Stems.mp4

- Watch this video [6:02] before beginning the Read Aloud assignment.

1st Grade Interactive Read Aloud

[Courtney Chan]. (2020, February 17). *1st grade interactive read aloud* [Video]. YouTube. https://www.youtube.com/watch?v=Lk5FrCKqJWI

- This is an example of a first grade interactive read aloud. [16:25]

Interactive Read Aloud: Whose Hands Are These? (Community Helpers)

[KDLA Learning]. (2020, April 27). *Interactive read aloud: Whose hands are these? (Community helpers)* [Video]. YouTube. https://www.youtube.com/watch?v=fZimXR8aW8U

- This is an example of a virtual teaching read aloud. [9:25]

Interactive Read Aloud in 5th Grade

[FCPS ISD Language Arts]. (2020, November 23). *Interactive read aloud in 5th grade* [Video]. YouTube. https://www.youtube.com/watch?v=_X_ckKetINI

- In this video, a teacher reads a picture book to a fifth grade class using Blackboard Collaborate and a Jamboard to elicit student thinking. [11:05]

See Template:

Read Aloud Lesson Outline & Reflection

Name: Grade Level:

Book Title:

Comprehension Strategy:

Standard:

Objective:

Assessment

Informal:

Formal:

Stage I: Pre-reading (introduction)

● **Hook**-

● **Introduce** title/author-

● **Picture walk-**

(Note where you will stop and what you will say to **build background**, **make connections** to prior knowledge, and **preview content**, **vocabulary** and discuss the **focus strategy**. Include page #s for stopping points)

Stage II: During Reading

(Note where you will stop and what you will say to **explain/model** the strategy (launch, highlight core ideas, think aloud), **ask questions**, and provide **turn and talk opportunities**. Include pages for stopping points)

Stage III: Responding

(Note how you will **close** the lesson. How will you **foster a discussion** of the **author's message** and recap the **objective** of the lesson? How will you know that the students **met your objective**?)

Choices you made to **disrupt Inequities**: Why did you choose this **text** (mirror/window)? How will you make the content and language **accessible** to all students?

Which students might you **consciously position** as "sense makers"? Consider how you will choose to "**read**" and **respond** to students. Example phrases:
"You're telling us something very important."
"Does anyone want to share their thinking?"

“That’s a really interesting comment.”
“I really like the point you just made.”
“What else can you learn from this page?”
“Can you connect with anything that Sonia experienced?”

Lesson Reflection

What worked well? What did not work well?

What did you learn about your students?

What did you learn about yourself as a teacher?

Based on assessment data from this lesson, describe future instructional needs for varying levels of student understanding.

*Use the reflection questions to guide your reflection, and provide lesson-specific information as evidence of the conclusions you draw about the lesson’s effectiveness and next steps in planning.

ITI 510 – Assignment 3.3
Rubric Create a Read-Aloud Lesson Plan

TPE 7.6/U7.6 Meaning Making: Introduced, Practiced, & Assessed

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 & Alignment to TPE 7.6/U7.6 & TPE 7.7/U7.7	Qualitative Dimensions completed fully with thoughtful analysis. Tasks/questions align with complexity and standards. Strong TPE alignment.	Most qualitative dimensions addressed with some analysis. Clear TPE alignment.	Basic completion of text complexity components with minimal TPE references.	Incomplete or generic complexity section. Weak or unclear TPE alignment.	Text complexity 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/workingwith-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., Invernizi, 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., Invernizi, 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 Digital Media Collaboration in Education R R
7.7/U7.7(b) Introduced.

Complete the lesson, readings and Knowledge Check: (Click here for internet resource)

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=x6H8jpbcI0U

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 informed society, creates movements for action).	Lack of context based on sensationalism rather than in-depth analysis and substantiating the information with reliable sources. Resulting in a superficial 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/iRlHmK8drWc

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 R RP19

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

Rubric:

Rubric: Media and Digital Literacy in ELA (2 Points)

Criteria	Proficient (2 pts)	Acceptable (1.5 pts)	Developing (1 pt)	Emerging (0.5 pts)
Analysis of Strengths & Weaknesses	Provides a clear, balanced, and detailed discussion of both strengths and weaknesses of media/digital literacy; supported by research and examples.	Discusses both strengths and weaknesses, though one may be more developed than the other; some research/examples included.	Mentions strengths or weaknesses but lacks balance or depth; minimal evidence or examples.	Provides little or no discussion of strengths/weaknesses; lacks clarity or evidence.
Presentation Content & Organization	Presentation (≤8 slides) is well-organized, visually clear, and includes all required components: strengths/limitations, equitable criteria, 5+ ELA/ELD tools with standards, and oral reading tools; integrates required citations.	Presentation is complete but may lack depth or clarity in one required component; most tools and citations included.	Presentation missing multiple required components or tools; few citations provided.	Presentation incomplete, poorly organized, or missing most required elements.
Use of Digital Tools & Standards	Identifies and describes at least 5 digital tools with corresponding standards plus 2 oral reading tools per structure; justification is clear and evidence-based.	Identifies 5 digital tools and some oral reading tools with standards; justification present but limited.	Identifies fewer than 5 tools or does not clearly link them to standards; justification weak.	Tools missing or not connected to standards; no justification.

Criteria	Proficient (2 pts)	Acceptable (1.5 pts)	Developing (1 pt)	Emerging (0.5 pts)
Peer Engagement & Reflection	Provides thoughtful, reflective responses to at least 2 classmates; connections made to equity and future instructional practice; clear evidence of learning from peers.	Responds to at least 2 classmates; connections present but not deeply developed; some equity consideration included.	Responds to 1 classmate OR responses lack reflection and connections; minimal mention of equity.	No responses to peers OR responses are incomplete and lack substance.

Reading Rockets #4 Determine Key Components of Literacy Assessments in Reading Rockets g- Decodable Text, h- Fluency i. Comprehension . Return g 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 R

https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/
https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

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 **Ra. Rb. Rc. Rd. Re. Rf. Rg. Rh. Ri**

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 of the TPE Literacy Standards and create a Toolkit that 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).
Glossary of Foundational Skills

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) **Develop the Glossary** in Alignment with the Foundational Skills a, b, c, d, e, f, g, h, i**)**. This Glossary will be part of the teacher's toolkit and serve as a resource for teaching literacy.

Part II: Your team will be assigned 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 include 2 lesson plans for the Toolkit**

Part III your group will package the **Glossary**, the 17 **TPE literacy standards** you were assigned in addition to the **2- lesson plans**. 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 meet the deadline.

Each member of the team should have a **final product: a glossary in alignment with 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 the components.

Note: These resources must **include links and a brief description of how they 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

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

Template for the Glossary

Definitions	**Evidence-based strategy:** ***For each component, provide an example of an effective evidence-based strategy***	References with Links

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		
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.

7.6/U7.6	Practiced/Assessed.
7.6/U7.6	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
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 include up to 2 components from the list assigned to your group, **including 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, complete the quizzes,** and explore the key concepts resources provided for this assignment in the table below. Once you are familiar with the concepts, move on to explore and practice the activities provided to prepare for the final component Part 111, the Toolkit with lesson plans, check list of group work. Complete the chart below with your Key Concepts/Annotations from the readings, videos and activities:

TPEs	Resources/Readings & Videos	Key Concepts / Annotations:
	https://www.readingrockets.org/classroom/classroom-strategies Classroom Strategies	
#1- How to engage students in **meaning-making** by	https://www.literacyworldwide.org/get-resources/literacy-glossary https://www.youtube.com/watch?v=jmcJmjTTZrI	

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/U 7.6 RR	Building background knowledge https://www.youtube.com/watch?v=B3hrjOx1gr4 what is an Informative Text? https://www.youtube.com/watch?v=hFFSUQM1J-M https://www.youtube.com/watch?v=M6ZvUdGVOXI What is an inference? https://www.youtube.com/watch?v=iYum3r4y1Hw Using Questioning https://www.edutopia.org/article/teaching-critical-thinking-middle-high-school/ Critical Thinking https://www.youtube.com/watch?v=WE5vEahbGVU Read Aloud sample https://www.youtube.com/watch?v=Vrj5DFvgjWg **literary/informational text to support analysis, reflection, and research.** https://www.youtube.com/watch?v=EM5mubZ5i5o Drawing evidence from informational text https://www.readingrockets.org/topics/comprehension/articles/seven-strategies-teach-students-text-comprehension Meaning Making **Articles** Text Comprehension When Kids Hate to Read Reading for Meaning with Your Child Reading For Meaning: Tutoring Elementary Students to Enhance Comprehension	

#2-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 R76A	https://www.youtube.com/watch?v=N8B42xj8Gk0 Drawing from literary or informational texts https://www.youtube.com/watch?v=OQH26l3JIUE How to read texts to understand them fully https://www.youtube.com/watch?v=CZJpGdRqBio Classroom questioning: Techniques and strategies https://www.readingrockets.org/topics/comprehension/articles/seven-strategies-teach-students-text-comprehension Strategies https://www.readingrockets.org/topics/comprehension/articles/grounded-evidence-fiction Grounded in Evidence https://www.readingrockets.org/people-and-organizations/joan-sedita Question Generator	
#3-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	https://www.readingrockets.org/topics/writing/articles/teaching-writing-diverse-student-populations Teaching writing to diverse students https://www.readingrockets.org/topics/professional-development/articles/knowledge-and-skills-teaching-reading Teaching Reading https://www.readingrockets.org/topics/vocabulary/articles/teaching-vocabulary Teaching Vocabulary https://www.readingrockets.org/topics/curriculum-and-instruction/articles/12-components-research-based-reading-programs Reading Programs	

expression. 7.7/U 7.7 RLD	https://www.youtube.com/watch?v=MbpzkyxveUU **3 Activities to Promote Oral Language // How to Develop Oral Language and Vocabulary in K-2** https://www.youtube.com/watch?v=XJpKkKq2kik Oral Language Development https://www.youtube.com/watch?v=RQ34-Kkchp4 Oral Language Development https://www.youtube.com/watch?v=U_pP4DbkrBk Oral language as a foundation to learn how to read https://www.youtube.com/watch?v=BjE3XjBZsdI Vocabulary and comprehension	
#4- how to **create environments that foster students' oral and written language development,** including discipline-specific academic language. 7.7/U7.7 a R77a	https://www.youtube.com/watch?v=MB3vgs2vnjI What is academic language? https://www.youtube.com/watch?v=ojcun0qE3r4 Building academic language https://www.youtube.com/watch?v=MjIfCYptPLg Academic language for student success https://www.youtube.com/watch?v=INg_0ygzaGY Academic Writing Language and Style https://www.youtube.com/watch?v=Cq4J8bPBcck What is academic writing?	
#5-how to **enhance language development** by engaging students	https://www.youtube.com/watch?v=GZmIUNYXLe8 Engaging students in Oral storytelling to support oral langauge development	

in the creation of diverse print, oral, digital, and multimedia texts. 7.7/U7.7(b) R	https://www.readingrockets.org/topics/assistive-technology/articles/exploring-digital-literacy-practices-inclusive-classroom Exploring digital literacy	
#6-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) Rp17	https://wida.wisc.edu/news/guide-translanguaging-classroom A guide to translanguaging https://www.tesol.org/blog/posts/6-translanguaging-activities-to-foster-writing-for-multilingual-learners-of-english/ Translanguaging activities https://files.eric.ed.gov/fulltext/EJ1431415.pdf Leveraging students' linguistic repertoire https://www.youtube.com/watch?v=nCzQ8L9mEXw Translanguaging in use https://www.youtube.com/watch?v=5l1CcrRrck0&t=15s Translanguaging https://www.youtube.com/watch?v=FgpH3oTb2GU Exploring Linguistic Repertoires in Primary and Secondary	
#7- 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	https://www.readingrockets.org/topics/writing/articles/teaching-elementary-school-students-be-effective-writers Effective writers https://www.youtube.com/watch?v=gKxoisO7oHM teaching effective expression https://newsela.com/blog/read/writing-conventions Writing conventions https://www.smekenseducation.com/teach-conventions-in-context/ Teaching writing conventions in contexts. https://www.youtube.com/watch?v=SZOOPAEXuxA Writing & Grammar Conventions	

range of **frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and context**s. 7.8/U7.8 R18 R	https://www.edutopia.org/article/boosting-engagement-middle-school-classrooms/ Promoting student engagement in Middle school https://www.collaborativeclassroom.org/blog/teaching-writing-conventions-effective-communication/ Effective communication https://writing.dartmouth.edu/teaching/first-year-writing-pedagogies-methods-design/collaborative-learninglearning-peers Collaborate discussions	
#8-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) R	https://writing.dartmouth.edu/sites/writing.prod/files/writing/wysiwyg/ways_of_reading.pdf Ways of reading your classmates' writing: https://www.youtube.com/watch?v=u9175wnT2ck Share and reflect on peer feedback https://writing.dartmouth.edu/teaching/first-year-writing-pedagogies-methods-design/diagnosing-and-responding-student-writing Responding to student writing https://www.youtube.com/watch?v=C7SS6WLPrS8 Peer feedback	
# 9 Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. 7.8/U7.8(b) R	https://twowritingteachers.org/2022/12/07/some-things-to-consider-in-the-handwriting-vs-typing-debate/ Typing https://www.nysed.gov/edtech/guidance-keyboarding-instruction Keyboarding https://ceedar.education.ufl.edu/wp-content/uploads/2014/09/IC-5_FINAL_08-31-14.pdf Evidence based practices	

# 10-on how to **teach young children letter formation/printing** and related language conventions, such as capitalization and punctuation, with applicable decoding skills. 7.8/U7.8(c) R	https://www.readingrockets.org/topics/preschool-and-child-care/articles/how-do-i-write-scaffolding-preschoolers-early-writing Early writing https://developlearngrow.com/9-tricks-to-help-kids-form-letters-properly/ 9 tricks https://www.lwtears.com/blog/how-teach-alphabet?srsltid=AfmBOopUDUUX2w47JxKx3UwiEk_FAVbbtTgrTlCFpG2UHJkk-6_TejL How to teach alphabet https://readinguniverse.org/skill-explainer/handwriting-spelling-typing/handwriting/how-to-teach-letter-formation handwriting https://www.youtube.com/watch?v=LRpt0RoyA_Q Letter formation https://www.youtube.com/playlist?list=PLT6gffbBuQpa3Z9VNV_g6zuH6dRzayJp1 letter formation https://www.youtube.com/watch?v=Yj1TwQywaIE Letter formation	
#11- 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. 7.2(a) R	https://www.readingrockets.org/topics/curriculum-and-instruction/articles/response-instruction-and-universal-design-learning-how-0 UDL and RTI https://www.cast.org/what-we-do/universal-design-for-learning/ UDL	
#12- Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of	https://www.cde.ca.gov/ci/cr/ri/index.asp The California MTSS https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp Definitions https://ceedar.education.ufl.edu/mtss-udl-di-dev/MTSSchapterStart.html MTSS	

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)* R	https://www.csulb.edu/sites/default/files/document/2013-mtss-81913-final_2013-09-03.pdf MTSS https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf California Dyslexia Guidelines	
#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 7.2(c)* R	https://www.readingrockets.org/topics/curriculum-and-instruction/articles/effective-reading-instruction-students-dyslexia https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf California Dyslexia Guidelines https://ca-diverse-learning.org/programs/literacy-dyslexia/ Modules	
#14- Develop samples of strategies, resources, or lesson plans that implement evidence-based literacy instruction	https://nearpod.com/blog/monitoring-student-progress-formative-assessment/ Monitoring: Formative assessment	

(and integrated content and literacy instruction) 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 R	https://iris.peabody.vanderbilt.edu/module/dbi2/cresource/q2/p03/ Monitoring progress https://www.readingrockets.org/topics/fluency/articles/screening-diagnosing-and-progress-monitoring-fluency-details Monitoring & Diagnostic techniques https://teachsimple.com/blog/classroom-management/progress-monitoring/?srsltid=AfmBOoq19Rwbe7nsuc82-FsViCX59rOXTkQl9dICSohgz2SF1vur6jgB Progrss monitoring https://irrc.education.uiowa.edu/blog/2024/09/reading-assessments-and-their-purposes Progress monitoring : Purposes https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf California Dyslexia Guidelines	
#15- Develop samples of strategies, resources, or lesson plans that implement evidence-based literacy instruction (and integrated content and literacy instruction)to demonstrate how to use **screening to determine students' literacy profiles and identify potential reading and writing difficulties, including studen**ts' risk for dyslexia and other literacy-related disabilities. TPE 7.10 R	https://dyslexiaida.org/testing-and-evaluation/ Testing/Evaluation https://www.readingrockets.org/topics/assessment-and-evaluation/articles/dyslexia-schools-assessment-and-identification Dyslexia assessment/identification https://pmc.ncbi.nlm.nih.gov/articles/PMC4538781/ early Intervention https://www.cde.state.co.us/cdesped/dyslexia-assessment Universal Assessment https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf California Dyslexia Guidelines	

	https://www.friendsacademy1810.org/early-literacy-screenings-can-identify-reading-difficulties-in-young-students/ early screening	
#16- Develop resources, that implement evidence-based literacy instruction to appropriately **assess and interpret** results for English learner students. *TPE 7.10* R	https://www.youtube.com/watch?v=TsKq_KjCOjE best practices when assessing ELs https://www.youtube.com/watch?v=vd23Kk94d0Y How do you assess your students learning? https://www.youtube.com/watch?v=ysDDfG-enCc Assessment of English Learners https://www.readingrockets.org/topics/assessment-and-evaluation/articles/best-practice-ells-screening Best practices Els screening https://www.edweek.org/teaching-learning/opinion-assessment-strategies-for-english-language-learners/2021/04 Assessment strategies https://www.colorincolorado.org/article/assessment-young-ells-strengths-and-limitations-current-practices Assessment practices https://www.ed.gov/sites/ed/files/about/offices/list/oela/english-learner-toolkit/chap1.pdf Tools for El assessment	

#17- Develop samples of strategies, resources, or lesson plans that implement evidence-based literacy instruction 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* R25	https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf Family engagement https://iris.peabody.vanderbilt.edu/module/dll/cresource/q2/p04/ Collaborating with families with students with disabilities https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf A guide for educating Els with disabilities https://www.ed.gov/sites/ed/files/about/offices/list/oela/english-learner-toolkit/chap6.pdf Els toolkit https://ies.ed.gov/rel-west/2025/01/descriptive-study-5 Identifying and supporting ELLs with LD. https://www.cahelp.org/parents_students/services/id_referral_process/sst The SST https://www.ausd.us/apps/pages/index.jsp?uREC_ID=1024403&type=d&pREC_ID=2241013 SST /MTSS

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

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Part I: Glossary & Strategy Resource Tool. Part I

Definitions	**Evidence-based strategy:** ***For each component, provide an example of an effective evidence-based strategy***	References with Links
7.5/U7.5 *a.* print concepts, including		

letters of the alphabet		
7.5/U7.5 b. phonological awareness, including phonemic awareness;		
7.5/U7.5 c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences		
7.5/U7.5 d. decoding and encoding, including morphological awareness		
7.5/U7.5 *e.* text reading fluency, including accuracy, prosody (expression) and rate (as an indicator of automaticity);		
7.5/U7.5 f. instruction that is structured and organized as well as direct, systematic, and explicit		
7.5/U7.5 g. connected, decodable text. h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax		

7.5/U7.5 h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax		
7.5/U7.5 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: 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.

Develop samples of strategies, resources, or lesson plans that include evidence-based strategies on:	Strategies/Assessment ***For each component, provide an effective evidence-based strategy and how you will assess or monitor the students' progress.*** Lesson Plan (2 per group)	References/Citations and Links
#1- 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)		
#2-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)		
#3-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		
#4- how to **create environments that foster students' oral and written language development,** including discipline-specific academic language. 7.7/U7.7(a)		

#5-how to **enhance language development** by engaging students in the creation of diverse print, oral, digital, and multimedia texts. 7.7/U7.7 (b)		
#6-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)		
#7-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 context**s. 7.8/U7.8		
#8-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)		

# 9 Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. 7.8/U7.8 (b)		
# 9-on how to **teach young children letter formation/printing** and related language conventions, such as capitalization and punctuation, with applicable decoding skills. 7.8/U7.8 (c)		
#10- 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. 7.2 (a)		
#11- 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)*		
#12-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 7.2 (c)*		
#13- 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*		
#14- how to use **screening to determine students' literacy profiles and identify potential reading and writing difficulties, including student**s' risk for dyslexia and other literacy-related disabilities. *TPE 7.10*		
#15- how to appropriately **assess and interpret** results for English learner students. *TPE 7.10*		
#16- 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*		

Part III: 2- Lesson Plans: Submission

You will be assigned up to 4 components from part II (1-17. Create 2 lesson plans per group, each lesson will address 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 a*nd strategies*		
Evidence-based practices researched & cited		
Two complete lesson plans written		
Final template reviewed by group		

Task	Completed (✓)	Notes
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/U7.6Practiced/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 (Key Concepts)	Proficient (14 pts)	Acceptable (12.6 pts)	Developing (11.2 pts)	Emerging (9.8 pts)	Not Acceptable (8.4 pts)
1. Print Concepts	Provides accurate, complete definition, a research-based strategy, and credible reference with link.	Provides definition, strategy, and reference; may lack depth in one area.	Provides partial definition, strategy not fully evidence-based, or weak reference.	Limited or unclear definition, vague strategy, or missing reference.	No definition, strategy, or reference provided.
2. Phonological/Phonemic Awareness	Provides accurate, complete definition, a research-based strategy, and credible reference with link.	Provides definition, strategy, and reference; may lack depth in one area.	Provides partial definition, strategy not fully evidence-based, or weak reference.	Limited or unclear definition, vague strategy, or missing reference.	No definition, strategy, or reference provided.
3. Phonics, Spelling, and Word Recognition	Provides accurate, complete definition, a research-based strategy, and credible reference with link.	Provides definition, strategy, and reference; may lack depth in one area.	Provides partial definition, strategy not fully evidence-based, or weak reference.	Limited or unclear definition, vague strategy, or	No definition, strategy, or reference provided.

Criteria (Key Concepts)	Proficient (14 pts)	Acceptable (12.6 pts)	Developing (11.2 pts)	Emerging (9.8 pts)	Not Acceptable (8.4 pts)
				missing reference.	
4. Decoding/Encoding & Morphological Awareness	Provides accurate, complete definition, a research-based strategy, and credible reference with link.	Provides definition, strategy, and reference; may lack depth in one area.	Provides partial definition, strategy not fully evidence-based, or weak reference.	Limited or unclear definition, vague strategy, or missing reference.	No definition, strategy, or reference provided.
5. Text Reading Fluency	Provides accurate, complete definition, a research-based strategy, and credible reference with link.	Provides definition, strategy, and reference; may lack depth in one area.	Provides partial definition, strategy not fully evidence-based, or weak reference.	Limited or unclear definition, vague strategy, or missing reference.	No definition, strategy, or reference provided.
6. Structured & Organized Instruction	Provides accurate, complete definition, a research-based strategy, and credible reference with link.	Provides definition, strategy, and reference; may lack depth in one area.	Provides partial definition, strategy not fully evidence-based, or weak reference.	Limited or unclear definition, vague strategy, or missing reference.	No definition, strategy, or reference provided.
7. Connected Decodable Text	Provides accurate, complete definition, a research-based strategy, and credible reference with link.	Provides definition, strategy, and reference; may lack depth in one area.	Provides partial definition, strategy not fully evidence-based, or weak reference.	Limited or unclear definition, vague strategy, or missing reference.	No definition, strategy, or reference provided.
8. Instruction in Text Reading Fluency (patterns, semantics, syntax)	Provides accurate, complete definition, a research-based strategy, and credible reference with link.	Provides definition, strategy, and reference; may lack depth in one area.	Provides partial definition, strategy not fully evidence-based, or weak reference.	Limited or unclear definition, vague strategy, or missing reference.	No definition, strategy, or reference provided.
9. Advancement of Student Progress in Foundational & Language Skills	Provides accurate, complete definition, a research-based strategy, and credible reference with link.	Provides definition, strategy, and reference; may lack depth in one area.	Provides partial definition, strategy not fully evidence-based, or weak reference.	Limited or unclear definition, vague strategy, or missing reference.	No definition, strategy, or reference provided.

Part III Lesson Plan Rubric

Criteria	Proficient (14 pts)	Acceptable (12.6 pts)	Developing (11.2 pts)	Emerging (9.8 pts)	Not Acceptable (8.4 pts)
Lesson Plans (2 required)	Both lesson plans are complete, well-structured, and include all required elements: evidence-based instructional strategies, high-quality resources, and clear formative assessments directly aligned with objectives.	Both lesson plans are complete and include strategies, resources, and assessments, but some elements may lack depth or clear alignment.	One or both lesson plans are missing detail in strategies, resources, or assessment; partial alignment with objectives is present.	Lesson plans are incomplete, with vague or minimal strategies, resources, and assessments.	Lesson plans are missing or do not address required elements.
Evidence-Based Instructional Strategies	Strategies are research-based, clearly explained, and fully integrated into lesson design.	Strategies are evidence-based and present but may lack depth in explanation or integration.	Strategies included but not always evidence-based or inconsistently integrated.	Strategies are vague, generic, or not clearly tied to lesson content.	No evidence-based strategies included.
Resources/Materials	High-quality, appropriate resources are clearly identified and directly support instruction and student learning.	Resources are provided and generally appropriate, but some may lack strong connection to objectives.	Limited or partially appropriate resources; not always well aligned to instruction.	Minimal or unclear resources provided.	No resources included.
Formative Assessment	Formative assessments are clear, aligned to objectives, and provide meaningful data on student progress.	Assessments are present and aligned, but may lack detail in how student progress is measured.	Assessments are included but only partially aligned with objectives.	Minimal assessment methods provided; unclear connection to objectives.	No formative assessment included.

Part II: Toolkit with 17 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 -References and links are not consistent.	-Toolkit is incomplete or lacking detail. -Few resources or unclear relevance.	-Toolkit missing or lacks alignment to standards and grade level.
Overall Quality & TPE Alignment	-Responses are clear, evidence-based, and well-aligned to assigned TPE lesson strategies.	-Responses show appropriate alignment and are generally evidence-based.	-Responses are basic with some evidence and alignment. -Presentation quality was not polished.	Minimal evidence-based support and unclear alignment. -poor quality presentation	Responses do not align to TPE or lack evidence-based support.

	-High quality presentation. -Group Template was submitted	Presentation quality is acceptable. -Group Template was submitted	-Group template was submitted	Group Template was incomplete	

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/workingwith-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., Invernizi, 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., Invernizi, 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
1.1Assessment 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
3.1Fieldwork 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

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	TPE 7.2 a Practiced TPE 7.2 b Practiced & Assessed	5

				provided with Assignment.	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	
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 TPE 7.8/U7.8 a Introduced & Practiced	10
	Social-Emotional Cognition & Learning	Assignment 2.2: SEL Cognition and Learning		Learning Portal link, template provided with Assignment.		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	TPE 7.6/U7.6 Practice TPE 7.8/U7.8 Introduced & Practice	5

				materials are also provided.	TPE 7.7/U7.7.c Assessed.	
Wk 3		Live Session- Week 3	No Rubric.			2
	Personal Literacy	Discussion 3: Personal Literacy Reflection				2
	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.	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	20

					TPE 7.7/U7.7 b Assessed TPE 7.8/U7.8 Effective Exp Assessed TPE 7.8./U7.8 a Assessed	
	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 TPE 7.2 b Introduced	4
Wk 4		Live Session- Week 4				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:

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.

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:

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) LTPE7.7, 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

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. (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: Assessment ELA/ELD Case Studies R23

TPE 7.10 Practice & Assessed

7.6/U7.6. 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.*
- ✓ Choose one case study from the list of students 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 of the following areas. If data is not evident, state that no data was available.
        - **Phonemic awareness**

        - **Phonics**
        - **Vocabulary**
        - **Fluency**
        - **Comprehension (including** students' literal and inferential 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 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

Assignment 1.2: Student Learning Profiles. R.B pg 17 R18 P19 R20 RP21 R23 R24 P25

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

R77b

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 & Assesed; 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

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Background

In this assignment, we continue our **exploration of assessmen**t as it relates to **differentiation, equity, and instructional access**. In addition, we will practice and implement strategies to enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Enhance language development by engaging students in the

creation of diverse print, oral, digital, and multimedia texts. Make sure to include these components in the Lesson plan

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.

  - Kindergartner: Reading Assessment - Video (17 minutes)
  - Kindergartner: 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**
   - **Fluency**
2. Include specific next steps or subsequent literacy goals pertinent to the student, and how you plan to implement strategies to enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts

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, and concise and literacy goals that are	The next steps / literacy goals are developed. Provides next steps and literacy goals for both students that demonstrate general knowledge about	The next steps / literacy goals demonstrate emerging effort. Provides next steps and literacy goals for students that demonstrate partial	The next steps / literacy goals demonstrate initial effort. Provides next steps and literacy goals for students that demonstrate	Did not submit assignment. Did not communicate with instructor regarding late submission

	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.	theories and concepts presented in course materials and the grade level of the respective students, as required.	knowledge about theories and concepts presented in course materials and the grade level of the respective students.	inadequate knowledge about theories and concepts presented in course materials and the grade level of the respective students.	
Recommend appropriate texts for students including diverse print, oral, digital, and multimedia texts	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 supported by citations of assigned resources as well as resources from independent research, exceeding the requirement including diverse	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 including diverse print, oral, digital, and multimedia texts. The recommendations are supported by citations of assigned resources, as required.	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 are supported by citations, but the citations are inappropriate for some assertions.	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. The recommendations are supported by citations, but the citations are inappropriate for most assertions or	Did not submit assignment. Did not communicate with instructor regarding late submission

	print, oral, digital, and multimedia texts.			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 R R76a Rp17 R18

7.8/U7.8 a Introduced and Practiced

TPE 7.7/U7.7 c Introduced & Practiced

7.6/U7.6. a Introduced, Practiced, & Assessed

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. This assignment will allow you to explore ways to engage **students in reading, listening, speaking, writing**, and to draw evidence from texts. To become better consumers of information from texts.

Instructions

In this assignment, you will select 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 engage the students to explore the texts, to draw evidence when answering questions, to reflect and to examine topics drawing from the information in the texts?**
- 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.
- How can you engage students in reading, listening, speaking, writing
- Specifically how you might encourage language acquisition through intentional vocabulary development.

For this assignment, use the **Thematic Unit Template**.

- 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

Thematic Unit Rubric

Criteria	Proficient (10 pts)	Acceptable (8 pts)	Developing (6 pts)	Emerging (4 pts)
Content Areas Integration (Reading, Writing, Listening, Speaking, Social Studies, Science, Math, Vocabulary, SEL)	All content areas are fully integrated into the thematic unit with strong connections across subjects.	Most content areas are integrated, though some connections may be weaker.	Several content areas are missing or only superficially addressed.	Few content areas are included; little evidence of integration.
Standards Alignment (CCSS + Literacy Standards + SEL skills)	Clear and accurate identification of CCSS, literacy standard skill, and SEL skill for each content area.	Standards are identified for most areas; some may lack clarity or alignment.	Standards are inconsistently applied; key components missing.	Few or no standards identified; weak or absent alignment.
Equity & Linguistic Inclusion (Translanguaging, leveraging home languages/dialects)	Instruction fully leverages students' linguistic repertoires; translanguaging strategies are clearly integrated.	Instruction includes some attention to linguistic repertoires; translanguaging mentioned but limited.	Minimal acknowledgment of linguistic diversity; strategies vague.	No evidence of equity-based or translanguaging practices.
Resources & Writing Prompts	High-quality, culturally relevant resources are selected; writing prompts are engaging, standards-aligned, and content-rich.	Appropriate resources selected; writing prompts align but may lack depth or creativity.	Limited or generic resources; prompts weakly connected to objectives.	Resources missing or inappropriate; prompts absent or irrelevant.

Criteria	Proficient (10 pts)	Acceptable (8 pts)	Developing (6 pts)	Emerging (4 pts)
Critical Vocabulary	Critical vocabulary clearly identified and fully integrated into lessons across subjects.	Vocabulary identified, but integration is partial or inconsistent.	Vocabulary listed but not connected to lessons.	Vocabulary missing or not relevant.
Reflection & SEL Integration	Deep reflection evident; SEL skills meaningfully embedded throughout the unit.	Reflection present; SEL skills included but not consistently integrated.	Limited reflection; SEL skills mentioned but weakly connected.	No reflection; SEL skills not addressed.

Assignment 2.2: Multilingualism and Multiliteracy in Language Development. Return MM Return C Return EE Rp17 R18

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.

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 translanguaging and multilingual strategies.	Provides examples with some grade-level relevance.	Provides general examples without strong classroom relevance.	Limited or unclear examples provided.	No examples or applications provided.
Overall Quality & TPE Alignment	Project demonstrates high-quality work and strong alignment to TPEs 7.6/U7.6, 7.7/U7.7and 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 of 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.

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 Sedgwick'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?
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. R 77 pg 15 R77a Rb p17 P18 P19 P20 P21 R23

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

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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 (knowledge) and use grammatical structures)** 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 (to write with comprehension and effective expression). This will promote students' oral and written language development.**

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

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	Lesson plan is exceptionally well-organized, clear, and demonstrates strong, explicit alignment to all specified TPE standards (7.2,	Lesson plan is generally well-organized and clear, with clear alignment to most specified TPE standards and foundational skills. Minor improvements	Lesson plan shows some organization and clarity, but significant improvements are needed. Alignment to TPE standards and foundational	Lesson plan is poorly organized and lacks clarity. Alignment to TPE standards and foundational	Lesson plan is disorganized, unclear, and shows no discernible alignment to the specified TPE standards or

foundational skills)	7.6, 7.7, 7.8, 7.10) and foundational skills.	in organization or alignment could be made.	skills is inconsistent or unclear in several areas.	skills is minimal or absent.	foundational skills.
TOTAL	**10**	**8**	**6**	**4**	**2**

Assignment 3.2: Anchor Chart Ra

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. This reality necessitates teaching vocabulary in explicit and meaningful ways. The first step is to own your role as a language teacher.

Remember, 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**
    - *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 analy

Submission

Please references these examples https://www.prodigygame.com/main-en/blog/anchor-charts#:~:text=Teachers%20often%20use%20anchor%20charts,use%20when%20they%20get%20stuck. before completing the tasks below.

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?

-What instructional purpose does your anchor chart serve?

RUBRIC

CRITERIA	**Highly Developed** **3**	**Developed** **2.5**	**Emerging** **2.25**	**Initial** **1.5**
Graphic Organizer Content	The Graphic Organizer included all the (a, b, & c) required components listed: (a) **Identify** five anchor standards. (b) **Unpack** each standard by identifying the following: --Concepts: What will the students know	The Graphic Organizer included most of the (a, b, & c) required components listed: (a) **Identify** five anchor standards. (b) **Unpack** each standard by identifying the following: --Concepts: What will the students know	The Graphic Organizer included some of the (a, b, & c) required components listed: (a) **Identify** five anchor standards. (b) **Unpack** each standard by identifying the following: --Concepts: What will the students know --Skills: What will students be able to do (c) **Identify** research-based strategies	The Graphic Organizer included few of the required (a, b, & c) components listed: (a) **Identify** five anchor standards. (b) **Unpack** each standard by identifying the following: --Concepts: What will the students know --Skills: What will students be able to do

	--Skills: What will students be able to do (c) **Identify** research-based strategies aligned to the standard. - **State** the strategy, -**define the** strategy -provide **a link** to an instructional **video** of the strategy in action. -**Include citations**.	--Skills: What will students be able to do (c) **Identify** research-based strategies aligned to the standard. - **State** the strategy, -**define the** strategy -provide **a link** to an instructional **video** of the strategy in action. -**Include citations**.	aligned to the standard. - **State** the strategy, -**define the** strategy - provide **a link** to an instructional **video** of the strategy in action. -**Include citations**.	(c) **Identify** research-based strategies aligned to the standard. - **State** the strategy, -**define the** strategy - provide **a link** to an instructional **video** of the strategy in action. -**Include citations**
	Highly Developed **2**	**Developed** 1.7	**Emerging** 1.5	**Initial** 1
Quality/Rationale of selected strategies:	All strategies included in the Graphic Organizer are appropriate to use in structured in-text interactive contexts as well as during interactive out-of-text learning structures. All of the selected strategies meet the needs of the following: -Students diagnosed with dyslexia. -Students who are English learners.	Most of the strategies included in the Graphic Organizer are appropriate to use in structured in-text interactive contexts as well as during interactive out-of-text learning structures. -Most of the selected strategies meet the needs of the following: -Students diagnosed with dyslexia.	Some of the strategies included in the Graphic Organizer are appropriate to use in structured in-text interactive contexts as well as during interactive out-of-text learning structures. Some of the selected strategies meet the needs of the following: -Students diagnosed with dyslexia. -Students who are English learners. -Students who transfer between languages	Very few of the strategies included in the Graphic Organizer are appropriate to use in structured in-text interactive contexts as well as during interactive out-of-text learning structures. -Very few of the selected strategies meet the needs of the following: -Students diagnosed with dyslexia. -Students who are English learners. -Students who transfer between languages

	-Students who transfer between languages -Students who use language and other forms of communication and technology. -The Graphic Organizer includes a clear **Explanation of** why each strategy was selected with clear examples to support the reason(s). Content was APA accurate.	-Students who are English learners. -Students who transfer between languages -Students who use language and other forms of communication and technology. -The Graphic Organizer includes an **Explanation of** why each strategy was selected with clear examples to support the reason(s). Content was mostly APA accurate.	-Students who use language and other forms of communication and technology. -The Graphic Organizer does not include a clear **Explanation of** why each strategy was selected there was no clear examples to support the reason(s). Content had some APA errors.	-Students who use language and other forms of communication and technology. -The Graphic Organizer did not include a clear **Explanation of** why each strategy was selected with clear examples to support the reason(s). Content had many APA errors or lacked APA formatting.
Total Score	**5 pts**	**4 pts**	**3 pts**	**1 pt**

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

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 5.3b

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 challenges that will arise during your career?	**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.

	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
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

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.
- 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.

Course Outline ITL 516 Mathematics:

Course Instructor:

Email:

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_(CAN BE ACCESSED THROUGH THE LMS, ONLY)

Course Prerequisites

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:

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. Achieve the Core: **Progressions Documents for the Common Core State Standards for Mathematics**
7. 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-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.
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 facilitated how 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 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 the 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.

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			10
Week 2	Discussion Week	Rubric Provided with Assignment.			3
	Learning Progression Slide Show	Rubric Provided with Assignment	Template is provided with Assignment.		10
	Field Work Observation	Rubric Provided with Assignment	Learning Portal link, template provided with Assignment.		10
Week 3	Discussion Week 3-				3
		Rubric Provided with Assignment		TPE 7.7/U7.7 a Introduce & Practice	12
	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

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).

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)

Week 1 Resources

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 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 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

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

Signature Assignment Part 2: Learning Map

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. 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.
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 observation form and identify math practices observed in a k-6 public school settings and write a **two page report** reflecting on your observation and 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 studentcentered 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)

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**
- **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 openended. 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 differentation, 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 3: Flipped Video

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.

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 Chapter 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 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. Provide comments on your peers ideas and include any additional ideas you may have for consideration. (3 pts)

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 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

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 take a look at these frameworks:

- History Social-Science Frameworks - HTML Page • Physical Education Framework for California Public Schools - PDF Document *(3.77 MB)*

Assignment	Points
Threaded Discussions (3 pts each; Weeks 1-4)	24
Analyze and Graph Assessment (Week 1)	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	4
Total	100

Grading

The final grade evaluation in this course will be based on points as follows:

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.

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 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 . *Journal of Special Education*, 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	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 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

		Stanford University Medical Center. (2018, January 24). Positive attitude toward math predicts math achievement in kids. *ScienceDaily*. Retrieved April 5, 2018 from www.sciencedaily.com/releases/2018/01/180124131736.htm	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. Assignment 1A: Candidate analysis of graph and student work samples. (Reference research articles and slide show)		learning. TPE 5.4: Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

Unit 2	#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.	Teaching Outside the Box: Technology Infused Math Instruction: Chapter 34 The Common Core Mathematics Companion: The Standards Decoded	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 articulate d across the grade span and briefly discuss how you see math instruction being designed for all learners. Consider the role of the	**Progression Videos** 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. Colorin Colorado Math Instruction for ELL's Jayanthi, M., Gersten, R., & Baker, S. (2008). Mathematics Instruction for Students with	CLO # 1 TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. TPE 3:#2 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.

				Learning Disabilities or Difficulty Learning Mathematics: A Guide for Teachers. *Center on Instruction*. Websites: UDL Guidelines Videos: What is Dyscalculia	

			learning progression in designing instruction and how technology is used to support students in developing conceptual understanding and procedural fluency. 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. 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 presentatio n with your peers. Assignment 2B: Field work observation. Using the		

			supplied form, observe a K - 6 Common Core math lesson. Record your observations and include any anecdotal information. (Pictures of work or teacher instruction can be used but you may not use student pictures without permission. Write a 2page paper including data from your observation form.		

Unit 3	#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.	Understanding Differentiated Instruction: Resource Teaching Outside the Box: Chapter 5	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)	Learning Map Videos Articles: Viseu, F., & Oliveira, I. B. (2017). Openended tasks in the promotion of classroom communication in mathematics. *International Electronic Journal of Elementary Education*, *4*(2), 287-300. **Differentiated instruction video** **Grade 1 Whole Brain Mathematics** **Grade 3 Whole Brain Mathematics** **ELD Proficiency** California ELD Standards California ELA Standards California State Frameworks	CLO #4: 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) and Multitiered Systems of Support (MTSS) to support access to the curriculum for a wide range of learners in the general education classroom and environment. 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, students with disabilities, and students with other

			Discussion Board 3B: Share your learning progression group presentation and provide feedback to at least two other groups. Assignment 3A: Signature Assignment Part 2: Select a math content standard based on what you would teach next using assessment results from week 1 and complete		learning needs in the least restrictive environment.

			the Learning Map from week 1 complete the learning map. (Complete Stage 1 & 2) 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		
Unit 4	# 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.	Thinking Outside the Box: Chapter 6 State Standards: PE and social science frameworks.	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	Videos: Math Classroom Needs a Makeover—Dan Myers NCTM Executive Summary (PDF)	CLO #2 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 the subject area of instruction CLO #5 TPE 3.1: Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

	#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.		which Physical Education and Social Studies standards you are considering in your projectbased or problem based interactive lesson Discussion Board 4B: Threaded discussion of other peers screencast. In the discussion board post your screencast. Provide feedback to at least 2 of your peers. 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. 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		

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; o Willingness to listen with an open mind to the ideas and informed opinions of others; o 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.

Sanford College of Education

Department of Teacher Education

Course Outline

ITL518 Science Integrative Design PK-6

Required Text

Himmele, P., & Himmele, W., (2017). Total Participation Techniques to Engage Students. ASCD. ISBN- 9781416623519 For the correct edition of the textbook assigned to a specific class section, go to: Follett Higher Education: Bookstore

Course Prerequisites

ITL516 *Mathematics Integrative Design* with passing grade of at least a B-.

Course Description

Examines developmentally appropriate practices to design instruction in science. Explores research-based approaches supporting students to think critically and develop problemsolving skills. Analyzes how K6 children think and learn through inquiry and investigations in science. Integrate health science, physical education, and STEM to support broad conceptual understanding and skills in science.

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		TPE7.7a Assess	10
Week 2	Discussion Week	Rubric Provided with Assignment.			3
	Learning Progression Slide Show	Rubric Provided with Assignment	Template is provided with Assignment.		10
	Field Work Observation 4	Rubric Provided with Assignment	Learning Portal link, template provided with Assignment.		10
Week 3	Discussion Week 3-				3
		Rubric Provided with Assignment		TPE 7.7/U7.7 a Introduce & Practice	12
	Screencast Video	Rubric Provided with	Links to		10
	Teaching a Concept (Week 3)	Assignment	many templates, videos, & links to external resources are provided with the		

			Assignment.		
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

Course Learning Outcomes (CLOs)

5

1. Design an integrative approach to science instruction utilizing how K-8 students acquire knowledge and misconceptions, learners' preconceptions, multiple instructional methods, and meta-cognitive strategies.

2. Synthesize a variety of evidence-based instructional strategies for designing an integrative approach to teaching science by exploring crosscutting concepts, engagement of science and engineering practices, and development of disciplinary core ideas.

3. Analyze a variety of instructional strategies using an integrative approach to teaching science and representing developmentally appropriate content and methods needed to promote hands-on activities and student efficacy.

4. Design integrative science 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 science- technology and ensuring for all learners socially-emotionally thriving and meaningful academic achievement within an equitable, inclusive learning environment.

Weekly Learning Outcomes ***Week One***

1. Compare and analyze science teacher practices.
2. Understand how to read and interpret a California Next Generation Science Standard.
3. Create activities that will support students' in developing conceptual understanding and skills to meet the Performance Expectation.

Week Two

1. Identify which Science Standards you observed during your field work observation and how these standards promote metacognition and multiple methods of instruction.
2. Analyze how the Learning Progressions develop throughout the K-6 grade span.
3. Create a video of yourself demonstrating a phenomenon.

Week Three

1. Understand how Universal Design for Learning can be applied in the context of planning and teaching science.
2. Discuss strategies for differentiated instruction and how it can support all learners in the context of teaching science.
3. Reflect on your observations of how cultural, development and linguistic based strategies are used to engage diverse learners.

Week Four

1. Explore state standard frameworks in **Performing Arts, Health and Computer Science**, and discuss how these content areas can be used in science.

2. Create a Project- based learning activity that integrates subject areas in the context of teaching science.
3. Reflect on your peer's learning map.

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.

For guidance with APA format, an excellent tutorial is available in the Course Resources.

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 science. Candidates should include their experiences about how they learned science and whether this approach was effective or ineffective. Candidates will discuss an" aha" moment they had when learning a science concept. They will describe their emotional connection to learning science and how the cultural context shapes their learning experience (gender, high-stakes, and manipulatives). (3points)

Discussion Board 1B

Practice TPE7.7

Candidates will select one science standard from K-6 grade level NGSS standard, unpack it, identify knowledge, skills and understanding common misconceptions, vocabulary and academic language and identify at least 1 piece of technology. (3pts) (TPE 1.3)

In the following video, Dr. Dickenson demonstrates how to unpack a third grade standard for Earth and Space Science (ESS).

How to Unpack and Teach with NGSS Standard - The Easiest Way Possible (9:50)

Direct Link: How to Unpack and Teach with NGSS Standard - The Easiest Way Possible

Candidates should review Week One Course Content for a description of how to unpack NGSS standards. Here is a Quick Guide that you may review.

- Fill in the template by typing the appropriate information in the cells. Please click on the following link to download the template: Unpack NGSS Standard Template
- Save the completed template to your computer (dropbox, cloud, etc.).
- Post your completed template as your response to the discussion.

Respond to the post by **Thursday** evening; then respond to **two peer** posts by Sunday night (11:59PST).

Assignment 1A: Pedagogical Practices Design Instruction TPE7.7a Assess

Instructions

In this assignment select at least two of the six videos to compare and analyze the teachers pedagogical practice that you observed in the video. Then review the research articles that shared research-based practices for elementary science teachers and determine the science teachers areas of strengths and growth. Your paper should have at least three references from the course readings. You will identify the discipline and core ideas of the lesson and summarize the teachers' approach to instruction and the students' level of engagement (from the required course resources). Provide at least three recommendations for improvement one of which must be from the Total Participation Techniques to engage Students folder and another from the course readings. Your paper must include a bibliography in APA format (see Course Resources for sample format paper) .

Videos

4th Grade Motion Science (31:50)

Direct Link:4th Grade Motion Science

Whole Brain Teaching: 3rd Grade, Science (14:03)

Direct Link: Whole Brain Teaching: 3rd Grade, Science

Science Lesson on Sound (26:45)

Direct Link: Science Lesson on Sound

Best Practices; 2nd Grade Inquiry Based Science (6:30)

Direct Link: Best Practices; 2nd Grade Inquiry Based Science

Amy Barsanti Teaching Sample 5th Grade Science (24:00)

Direct Link: Amy Barsanti Teaching Sample 5th Grade Science

ITL518 Week One Assignment Video List

Rubric for Assignment Design Instruction Assessment Analysis: Pedagogical Practices					
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/engagem ent.**

Provide at least three recommendations for improvement one of which must be from the Total Participation Techniques to engage Students folder and another from the course readings.	**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.**	**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.**	**2 Points: Provides at least two recommendations, but may miss the specific source requirements (TPT/course readings) or recommendations are not welljustified/actionable.**	**1 Point: Provides one recommendation, or recommendations are vague, irrelevant, or do not meet source requirements.**	**0 Points: Provides no recommendations or recommendations are completely inappropriate.**
Overall Quality, APA style adherence, & Alignment to TPE7.7a (Organization, clarity, alignment to TPE7.7a)	**3 Points: Exceptionally well-organized, clear, and coherent. Adheres to APA style guidelines consistently. Demonstrates strong, explicit alignment to TPE7.7a throughout the analysis.**	**2.5 Points: Generally wellorganized and clear. Largely adheres to APA style with minor errors. Shows clear alignment to TPE7.7a.**	**2 Points: Shows some organization and clarity but needs improvement. Contains several APA style errors. Alignment to TPE7.7a is inconsistent or unclear.**	**1.5 Points: Poorly organized and lacks clarity. Significant APA style errors. Minimal or no discernible alignment to TPE7.7a.**	**0 Points: Disorganized, unclear, and shows no adherence to APA style or alignment to TPE7.7a.**
TOTAL	**10**	**8**	**6**	**4**	**0**

Week One Resources

Overview of the California Next Generation Science Standards

- Chapter 1: Overview of the California Next Generation Science Standards

Textbook

- Himmele, P., & Himmele, W., (2017) Total Participation Techniques to Engage Students', ASCD
- ISBN: 9781416623519

Read the Following

- Folder all pages

Science Frameworks Adopted by the State Board of Education

- Revision of Science Framework - HTML Page

Next Generation Science Standards

- Next Generation Science Standards - HTML Page

NGSS Evidence statements

- NGSSS Evidence Statement - HTML Page

Articles for Week 1 Assignment: Please cite

- Academic Language Functions Toolkit - PDF Document *(2.64 MB)*
- Science That Matters - PDF Document *(462.3 KB)*
- Beginning Teachers Science Expectations and Beliefs - PDF Document *(154.8 KB)*

Week 2

Discussion Board 2A

Candidates will select one of the videos in the course and discuss how the NGSS design supports students' learning inquiry. (3 points)

Videos

NGSS Elementary (17:26)

Direct Link: NGSS Elementary

NGSS CCC Crash Course (Elementary Version) (4:55)

Direct Link: NGSS CCC Crash Course (Elementary Version)

NGSS SEP Crash Course (Elementary Version) (7:26)

Direct Link: NGSS SEP Crash Course (Elementary Version)

(NGSS) How are the Disciplinary Core Ideas arranged? | California Academy of Sciences (3:28)

Direct Link: (NGSS) How are the Disciplinary Core Ideas arranged? | California Academy of Sciences

Discussion Board 2B: Candidates will watch the video "The Majestic Plastic Bag" and review the California Environmental Principles and Concepts (EP&C) document. They will share the importance of integrating Environmental principles and they might address the EP&C to meet the Disciplinary Core Idea (DCI) for a grade level they would like to teach. (3 points)

Instructions

Watch the video "The Majestic Plastic Bag". Review the California Environmental Principles and Concepts (EP&C) document and the Ten Strands website. In your discussion, share the importance of integrating Environmental principles and how you might address the EP&C to meet the Disciplinary Core Idea (DCI) for a grade level you would like to teach.

The Majestic Plastic Bag - A Mockumentary (3:59)

Direct Link: The Majestic Plastic Bag - A Mockumentary

Group Assignment 2A: Learning Progression Assignment

Introduce & Assess TPE7.7 a

Candidates will work collaboratively with a group to **create a narrated multimedia presentation** for their peers to review, reference and leave comments. Your presentation should explain, demonstrate and include visual images of the concepts and connections across grade levels for the learning progression that your group is assigned. Look for: core ideas, crosscutting concepts, scientific or engineering ideas, visual concepts that illustrate the core idea. Explain how the previous year's standard or Disciplinary Core Ideas can help build upon new learning. (10 points.) (TPE 3.1)

Instructions

Candidates will work collaboratively with a group to **create a multimedia presentation** such as Google Slides, Prezi, YouTube Video or Website for their peers to review, reference and leave comments. Candidates presentation should explain, demonstrate and include visual images of the concepts and connections across grade levels for the learning progression that their group is assigned. (10 pts.) Please use the Google Forms document that your instructor supplies to select a domain and address the performance expectations across the K-5 grade span.

Watch Dr. Dickenson's presentation for how to address the learning progression across the grade span.

Learning Progression Assignment: Science (9:52)

Direct Link: Learning Progression Assignment: Science

Make a copy of the template to complete this assignment with your group: Learning Progressions Assignment: Google Slides Template

Consult this resource as needed to help you with the assignment: Who Learns What When? The Next Generation Science Standards.

NGSS Disciplinary Core Ideas Matrix

Assignment 2A Rubric:

Criteria	Proficient (10 pts)	Acceptable (8 pts)	Developing (6 pts)	Emerging (4 pts)	Not Acceptable (0–2 pts)
Collaboration	Group works seamlessly together; all members contribute equally; strong evidence of	Most group members contribute; some collaboration evident; minimal peer review.	Unequal contributions; some teamwork but gaps in communication or planning.	Limited collaboration; one or two members carry the work.	No collaboration; work is disjointed or incomplete.

Criteria	Proficient (10 pts)	Acceptable (8 pts)	Developing (6 pts)	Emerging (4 pts)	Not Acceptable (0–2 pts)
	teamwork and peer review.				
Explanation of Core Ideas	Clearly explains and connects core ideas across grade levels; strong conceptual clarity.	Explains most core ideas with some grade-level connections.	Some explanation of core ideas but limited clarity or grade-level progression.	Core ideas are unclear or inconsistentl y explained.	No clear explanation of core ideas.
Crosscutting Concepts & Scientific/Engineer ing Ideas	Effectively integrates crosscutting concepts and scientific/engineer ing practices with detailed examples.	Includes some crosscutting concepts and scientific/engineer ing practices; examples may lack depth.	Limited mention of crosscutting concepts or practices; weak examples.	Very little integration of crosscutting concepts.	No mention of crosscutting concepts or scientific/engineer ing practices.
Use of Visuals	Strong, clear, and engaging visuals that enhance understanding of concepts; well integrated.	Visuals support understanding but may not be fully integrated.	Visuals are present but not always relevant or clear.	Minimal visuals that lack clarity or relevance.	No visuals included.
Connection to Previous Standards / DCIs	Demonstrates strong connections to prior year standards/DCIs; clearly shows how learning builds across grades.	Makes some connections to prior year standards/DCIs; progression is partially explained.	Limited reference to prior standards/DC Is; unclear progression.	Weak or inaccurate connection to prior standards/DC Is.	No connections made to prior standards/DCIs.
Clarity & Organization	Presentation is well-structured, logical, and easy to follow; smooth narration.	Presentation is mostly clear and organized; narration may have minor gaps.	Organization is inconsistent; narration may be uneven.	Presentation is difficult to follow; narration is unclear.	Disorganized or incomplete; narration missing or ineffective.
Multimedia Integration	Presentation format (Google Slides, Prezi,	Multimedia format is effective but not highly	Limited multimedia integration;	Multimedia elements are	No effective use of multimedia tools.

Criteria	Proficient (10 pts)	Acceptable (8 pts)	Developing (6 pts)	Emerging (4 pts)	Not Acceptable (0–2 pts)
	YouTube, Website) is creative, interactive, and enhances learning.	interactive or creative.	format is functional but plain.	weak or poorly used.	
Engagement & Interactivity	Actively engages peers with prompts, questions, and opportunities for comments/reflection.	Provides some engagement opportunities for peers.	Limited attempts to engage peers.	Minimal peer engagement; largely one-way presentation.	No engagement with peers.
Content Accuracy	Information is accurate, current, and well-researched; demonstrates mastery of science concepts.	Information is mostly accurate; minor errors do not impede understanding.	Some inaccuracies or lack of depth in explanations.	Frequent inaccuracies that hinder understanding.	Content is largely inaccurate or missing.
Overall Impact	Highly effective, polished presentation that clearly communicates learning progression and concepts.	Effective presentation with clear communication of most concepts.	Adequate presentation but lacks strong impact or clarity.	Weak presentation that struggles to convey concepts.	Presentation incomplete or fails to meet assignment requirements.

Assignment 2B: Teaching Video

Assess TPE 7.7

Time to Teach! Instructions

Create a video of yourself demonstrating a phenomenon. The video should be no longer than ten minutes. You may use a standard you have been working on or choose another. Make sure you choose something you can demonstrate. A short science experiment is highly recommended. Make sure you are not just talking but showing your phenomenon. You will need to tag the following spots in your video. (10 points)

Note: Students should not be included in the video as you would need permission slips for each child.

Select and Annotate Video clips

You may put these in sections or just tag the time.

- Select a clip where you describe the learning goals.
- Select a clip where you describe a learning activity to teach a content related vocabulary word.
- Select a clip where you describe the informal assessment that you will look for when you conduct this lesson.
- Select a clip where you ask a higher order thinking question.

Rubric for Teaching Video

Criteria	Proficient (Points)	Acceptable (Points)	Developing (Points)	Emerging (Points)	Not Acceptable (Points)
Phenomenon is relevant to the TPE.	**2 Points: The chosen phenomenon is highly relevant and clearly connected to the specified TPE, demonstrating a deep understanding.**	**1.5 Points: The phenomenon is relevant to the TPE, but the connection could be more explicit or fully developed.**	**1 Point: The phenomenon is somewhat relevant, but its connection to the TPE is weak or unclear.**	**0.5 Points: The phenomenon has minimal or no clear relevance to the TPE.**	**0 Points: No phenomenon presented or it is completely irrelevant.**
Learning goals are described in video clip.	**2 Points: All learning goals are clearly, concisely, and accurately described in the video clip, aligning well with the lesson content.**	**1.5 Points: Most learning goals are described, but some may lack clarity, conciseness, or full alignment.**	**1 Point: Learning goals are vaguely described or incomplete, making it difficult to understand the lesson's objectives.**	**0.5 Points: Very few or no learning goals are described, or they are inaccurate.**	**0 Points: No learning goals are described in the video.**

The learning activity is described to teach a content related vocabulary words in video clip.	**2 Points: The video clip clearly and effectively describes a specific learning activity designed to teach contentrelated vocabulary words, demonstrating sound pedagogical practice.**	**1.5 Points: The learning activity for vocabulary is described, but its effectiveness or clarity in the video could be improved.**	**1 Point: A learning activity is mentioned, but the description of how it teaches content vocabulary is vague or incomplete.**	**0.5 Points: The video mentions vocabulary but does not describe a specific activity for teaching it.**	**0 Points: No learning activity for vocabulary is described.**
Clip shows where you describe the informal assessment that you will look for when you conduct this lesson.	**2 Points: The video clip clearly shows and describes the specific informal assessment strategies that will be used, demonstrating how they will**	**1.5 Points: The video describes informal assessment, but the specific strategies or how they will be used to gauge understanding**	**1 Point: Informal assessment is mentioned, but the description is vague or lacks specific examples.**	**0.5 Points: Informal assessment is briefly mentioned without any detail or clarity.**	**0 Points: No informal assessment is described or shown in the video.**
	gauge student understanding during the lesson.	**are not fully clear.**			
Clip shows where you ask a higher order thinking question.	**1 Point: The video clip clearly shows the instructor asking a wellformulated higher-order thinking question that encourages critical analysis or synthesis.**	**0.75 Points: The video shows a question, which is generally higher-order, but could be more precisely formulated or effectively posed.**	**0.5 Points: A question is asked, but it is primarily recallbased or only minimally higher-order.**	**0.25 Points: A question is asked, but it is not a higherorder thinking question.**	**0 Points: No question is asked in the video, or the question is irrelevant.**

Overall Quality, APA style adherence, & Alignment to TPE7.7 (Organization, clarity, alignment to TPE7.7)	**1 Point: The video demonstrates excellent overall quality, is wellorganized, clear, and explicitly aligns with TPE7.7. Any accompanying text adheres perfectly to APA style.**	**0.75 Points: The video is generally well-organized and clear, with good quality and alignment to TPE7.7. Minor APA style errors may be present in accompanying text.**	**0.5 Points: The video shows some organization and clarity but needs improvement. Quality is inconsistent, and alignment to TPE7.7 is unclear. Several APA style errors in text.**	**0.25 Points: The video is poorly organized, lacks clarity, and has low quality. Minimal or no discernible alignment to TPE7.7. Significant APA style errors.**	**0 Points: The video is disorganized, unclear, of very poor quality, and shows no alignment to TPE7.7 or APA style adherence.**
TOTAL	**10**	**8**	**6**	**4**	**0**

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Week 2 Resources

Inquiry Guide

- Observe, Describe, Wonder - Teacher Guide - Building Inquiry into Instruction

Textbook

- Himmele, P., & Himmele, W., (2017) Total Participation Techniques to Engage Students', ASCD
- ISBN: 9781416623519 Read the Following
- Folder all page

Learning Science

- Embedded Phenomena: Increasing Comprehension of STEM Concepts Using Body and Space

Phenomena

- Using Phenomena in NGSS - Designed Lessons and Units

Choosing an Anchor Phenomenon

- Finding a Great Anchoring Phenomena for NGSS Units

Building on Students' Strengths: Teaching Science to English Language Learners

- *Building on Students' Strengths: Teaching Science to English Language Learners*, by Ann S. Rosebery and Beth Warren. (2008). National Science Teachers Association. https://static.nsta.org/pdfs/samples/PB218X-1web.pdf

Week 3

Discussion Board 3A

Threaded discussion of peer's screencast. In the discussion board post your screencast. Provide feedback to at least two of your peers. (3 points)

Discussion Board 3B

Share your learning progression group presentation and provide feedback to at least two other peers. Your post must be a different progression for each post (everyone must post their learning progression).

Assignment 3A: Learning Maps E's

Choose any concept and 5 E's to create a one day learning map. (Complete Stage 1 & 2). (15 points) (TPE:1.1, TPE 3.2, TPE 4.4)

Instructions

First, click the following link to open (or download) and complete the learning map document or the slide deck template. Save your learning map to a location of your choice. **Make sure you make a copy and do not write on the original.** A reminder to thoroughly read the rubric.

- 5E One Day Science Learning Map (CALTPA Cycle 2)
- Digital 5E Learning Map

Next, attach and submit your completed learning map. Include worksheets, links to videos and any other items you would use to present the lesson.

Assignment 3B: Field Work Observation

Practice TPE7.6, Introduce & Practice 7.7 a a

Instructions

Read

Review the article "New ways of teaching and observing science class" by Hunter & Sampson (2015). In this article, the authors identify five indicators of good science teaching:

1. Teacher creates a need to learn
2. Teacher make student thinking visible
3. Students engage in activity before delving into content
4. Students participate in the practice of science
5. Students negotiate meaning

Observe

Observe a science lesson in a K-8 classroom for a minimum of 50 minutes. When possible conduct a preobservation meeting with the teacher and ask about the goals of the lesson, what prior knowledge and understandings students have about the topic, and information about the students you will be observing such as their background, needs and interests. Determine the strengths and weakness of the observation in relation to the Science Observation Checklist. Identify the Performance Expectations, Disciplinary Core Ideas, Science and Engineering Practices and Crosscutting Concepts. Pictures of student work or teacher instruction can be used but you may not use student pictures without permission (10 points). In your lesson observation pay careful attention to the following:

1. How the lesson is structured: The way the lesson opens, develops and closes. The role of the teacher and student, and the transition between activities.
2. Demographics
3. Classroom management: How students are managed, and grouped.
4. Types of teaching activities: Whole-class activities; pair; individual.
5. Teacher material: technology, labs, hands on, textbook, etc.
6. The standard, phenomenon, DCI's and crosscutting concepts in the lesson.
7. The 5 Indicators of Good Science Teaching from the article.

Note: It is strongly suggested you read the rubric before submitting your assignment.

Please use this observation sheet to assist you in observing a class: ITL518 - Science Class Observation (Look For) Template.Found in LMS

Be sure you explicitly share how the teacher:

1. Created a safe and positive learning space.
2. Set clear expectations and connected students' prior knowledge.
3. Engaged students in higher-order thinking
4. Monitored and/or assessed student learning.

Note: You need to turn in both the observation form and the write up.
to turn in both the observation form and the write up.

Week 3 Resources

The 5E Instructional Model

- The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching Using Phenomena in NGSS Designed Lessons and Units
- Using Phenomenal in NGSS

Claims, Evidence, Reasoning

- Claims-Evidence-Reasoning

Klews

- Supporting Claims, Evidence, Reasoning

Engaging in Argument from Evidence (6:50)
Direct Link: Engaging in Argumentation
NGSS

- NGSS Evidence Statements

Week 4

Discussion Board 4A

Drop your 5E Learning Map into your LinkedIn account. Provide a screenshot of your learning map embedded in your account in the discussion board. In the discussion share a link to your learning map and identify two standards that you are considering from the state framework for your signature assignment. Provide comments on your peer's ideas and ideas for integration. Respond to two of your peers. (3 points.)

Instructions

Drop your 5E Learning Map into your LinkedIn account. Provide a screenshot of your learning map embedded in your account in the discussion board. In the discussion, share a link to your learning map and identify two standards from Health, Visual and Performing Arts and or Computer Science, that you are considering from the state framework for your signature assignment. Provide comments on your peer's ideas and ideas for integration. Respond to two of your peers.

Select the link to view instructions: Post and share content on LinkedIn.

Respond to the post by **Thursday** evening; then respond to **two** other posts by **Sunday** night (11:59PST).

Discussion Board 4B

Practice TPE7.6 a; Assess TPE7.8.a

Instructions

Sign up for an account on Mystery Science and select one mystery science lesson to report to your peers.

Answer the questions and respond to two of your peers.

In your report you must share the following information:

1. Name of the mystery and grade level for the mystery.
2. **Disciplinary Core Idea:** determine the DCI this mystery would support.
3. **Anchoring Phenomenon:** What is the observable event?
4. **Anchoring Question:** What is the question for investigation?
5. **Engage:** How does the mystery pique student curiosity?
6. **Explore:** How does the mystery support students in scientific inquiry?
7. **Explain**: How does the mystery provide opportunity to make sense of main ideas and connect prior knowledge?
8. **Elaborate:** How does the mystery capture student understanding.
9. **Evaluate:** How does the mystery help learners and their instructors assess how well the learners understand the concept and if they have met the learner outcomes?

Comment on at least two of your colleagues posts with thoughtful feedback as to how you might integrate other subject areas into this investigation. This might include a book for reading, an extended project or a math connection.
Respond to the post by **Thursday** evening; then respond to **two other** posts by Sunday night (11:59 PST).

Discussion Board Rubric

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 literacy components.**	**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.**

Assignment 4A: Science Unit Learning Map (Signature Assignment)

Assess TPE7.7 a

Overview: Turn your learning map into a Science Unit. Include 2 other subjects in the project from **Visual and Performing Arts, Computer Science or Health Education**. Be sure you include the state frameworks standards that you are addressing in your learning map design. Use the Science Unit Learning Map template provided to create your plan. (15 points.) (TPE 1.7, TPE 3.3)

Signature Assignment Instructions

Turn your learning map into a Science Unit. Include 2 other subjects in the project from **Visual and**
Performing Arts, Computer Science or Health Education. Be sure you include the state frameworks standards that you are addressing in your learning map design. Don't forget to ***create a rubric for the end of the Unit.*** (15 points)

Use the Science Unit Learning Map template provided to create your plan.

1. First, click the the following link to open, download and complete the Science Unit template. Save your learning map to a location of your choice. TEMPLATES FOUND IN LMS, ONLY

- ITL518 Science Unit Template
- Kinder Lesson Sequence Sample

2. Next, attach and submit your completed Science Unit:

- Go over the assignment rubric prior to submission
- Click the Week Four Assignment 4A: Science Unit link to navigate to the "Upload Assignment" screen.
- After landing on the "Upload Assignment" screen, locate and attach your completed project-based learning map.
- Select "Submit" to submit your assignment. **Additional Resources: Assessment**
- Is it important to distinguish between the explanation and argumentation practices in the classroom?
- Prompts for Integrating Crosscutting Concepts Into Assessment and Instruction
- Bundling the NGSS
- Help for creating rubrics

Rubric for Science Unit

Learning Map

Criteria	Proficient (Points)	Acceptable (Points)	Developing (Points)	Emerging (Points)	Not Acceptable (Points)

Common Core science standard is well defined (knowledge, skills & questions). Interpretation of the standard is explicit and connects to what students need to know and the teacher needs to teach.	2 Points: The Common Core science standard is expertly defined, including knowledge, skills, and essential questions. The interpretation is highly explicit, deeply connecting to what students need to know and what the teacher needs to teach.	1.5 Points: The Common Core science standard is well defined. The interpretation is explicit, connecting to student learning and teacher instruction, with only minor areas for improvement.	1 Point: The Common Core science standard is defined but may lack some detail. The interpretation is present but connections to student learning and teacher instruction are somewhat general.	0.5 Points: The Common Core science standard definition is vague or incomplete. The interpretation is minimal or unclear.	0 Points: The Common Core science standard is not defined, or the interpretation is absent or incorrect.

Has expertly created a plan that modifies learning activities and provides accommodations for all students including ELL, at-risk students and gifted students. Student groupings are present and well thought out.	2 Points: An expertly created, comprehensive plan with highly effective modifications and accommodations is provided for all student groups (ELL, at-risk, gifted). Student groupings are thoughtfully designed and clearly justified.	1.5 Points: A well-developed plan with effective modifications and accommodations is provided for most student groups. Student groupings are present and generally well thought out.	1 Point: The plan includes some modifications and accommodations, but may be inconsistent or lack depth for certain student groups. Student groupings are present but could be more strategic.	0.5 Points: Limited or generic modifications and accommodations are provided. Student groupings are vague or not clearly justified.	0 Points: No evidence of modifications, accommodations, or student groupings.

(Phenomena) Has expertly created multiple lessons that will create interest and curiosity in the concepts with students. Lesson flow is expertly done and help create a cohesive concept.	2 Points: Expertly created multiple lessons using compelling phenomena that consistently generate high interest and curiosity in the concepts. Lesson flow is seamless, creating a highly cohesive conceptual understanding.	1.5 Points: Multiple lessons are created with engaging phenomena that generally create interest. Lesson flow is logical and contributes to a cohesive concept.	1 Point: Lessons are present, but phenomena may be less engaging or inconsistent. Lesson flow has some breaks or does not fully create a cohesive concept.	0.5 Points: Few lessons or phenomena are weak or unengaging. Lesson flow is disjointed.	0 Points: No lessons or phenomena are presented, or they are irrelevant to the concepts.
Has expertly created options for students to expand their conceptual understanding of practices that help develop deeper and broader understanding. Has created multiple options	2 Points: Expertly created diverse and meaningful options for conceptual expansion and multiple choices for demonstrating knowledge (e.g., oral presentations, written reports,	1.5 Points: Created good options for conceptual expansion and multiple choices for demonstrating knowledge. Options are generally varied and appropriate.	1 Point: Some options for conceptual expansion and demonstrating knowledge are present, but variety or depth may be limited.	0.5 Points: Few or generic options for conceptual expansion and demonstrating knowledge.	0 Points: No options for conceptual expansion or demonstrating knowledge are provided.
for multiple choices for students to show what they know. Oral presentations, written reports, research projects, debates, simulations, quiz, exit ticket, etc.	research projects, debates, simulations, quiz, exit ticket, etc.), fostering deep and broad understanding.				

Has expertly created a rubric to determine student learning. Assessment is clearly linked to stated student outcomes.	1 Point: An expertly created, clear, and comprehensive rubric is provided to determine student learning. Assessment is explicitly and strongly linked to all stated student outcomes.	0.75 Points: A clear rubric is created. Assessment is linked to most stated student outcomes.	0.5 Points: The rubric is present but may lack clarity or detail. Assessment linkage to outcomes is weak or inconsistent.	0.25 Points: The rubric is vague or incomplete. Assessment linkage is minimal.	0 Points: No rubric is created, or assessment is not linked to student outcomes.
Overall Quality, APA style adherence, & Alignment to TPE7.7a (Organization, clarity, alignment to TPE7.7a)	1 Point: The learning map demonstrates excellent overall quality, is exceptionally well-organized, clear, and coherent. It adheres to APA style guidelines consistently and demonstrates strong, explicit alignment to TPE7.7a throughout.	0.75 Points: The learning map is generally wellorganized and clear. It largely adheres to APA style with minor errors and shows clear alignment to TPE7.7a.	0.5 Points: The learning map shows some organization and clarity but needs improvement. It contains several APA style errors, and alignment to TPE7.7a is inconsistent or unclear.	0.25 Points: The learning map is poorly organized and lacks clarity. It has significant APA style errors and minimal or no discernible alignment to TPE7.7a.	0 Points: The learning map is disorganized, unclear, and shows no adherence to APA style or alignment to TPE7.7a.
TOTAL	10	8	6	4	0

Week 4 Resources

Textbook

- Himmele, P., & Himmele, W., (2017) Total Participation Techniques to Engage Students',
  ASCD
- ISBN: 9781416623519 **Read the Following**
- Folder all pages

Article: Unpacking Stem

- Science, Technology, Engineering, and Mathematics (STEM) Education What Form? What Function? - PDF Document *(122.8 KB)* Other Readings
- Computer Science Content Standards Development - HTML Page
- Health Education Content Standards March 2008 - PDF Document *(1.32 MB)*
- Visual and Performing Arts, Adopted January 2001 - PDF Document *(1.09 MB)*

Points

The following table provides the breakdown of the final grade evaluation in this course by points.

Assignment	Points
Threaded Discussions	24 (3 points each)
Weekly Collaborate	8 (2 points each)
Pedagogical Practice	10
Learning Progression Slide Show	10
Screencast Video Teaching a Concept	8
Learning Map	15
Field Work Observation	10
Signature Assignment: STEAM Project Based Assignment	15
Course Total	**100**

Grading

The following table provides an outline of the course grading definition of grades for graduate courses. Total points is equal to 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

Please refer to the most recent National University, Course Catalog, (available at National University Website under the "Our Programs" tab) for policy on Grading, Incompletes, Withdrawal, etc.

Outline

Week One

The following table provides your Week One outline.

Course Learning Objective & Student Learning Objective	**CLO 3**: Analyze a variety of instructional strategies using in an integrative approach to teaching science and representing developmentally appropriate content and methods needed to promote hands-on activities and student efficacy.

Course Reading **FOUND IN LMS, ONLY**	• Science Frameworks Adopted by the State Board of Education – Revision of Science Framework • Next Generation Science Standards • NGSS Evidence Statements • Academic Language Strategies • Science that Matters • Beginning Teachers Science Expectations and Beliefs

Assignments	**Discussion Board 1A:** Candidates will introduce themselves to their instructor and classmates and share their beliefs about how children learn science. Candidates should include their experiences about how they learned science and whether this approach was effective or ineffective. Candidates will discuss an" aha" moment they had when learning a science concept. They will describe their emotional connection to learning science and how the cultural context shapes their learning experience (gender, high-stakes, manipulatives). **Discussion Board 1B:** Candidates will select one science standard from K-6 grade level NGSS standard, unpack it, identify knowledge, skills and understanding, and vocabulary and academic language demands. **Assignment 1A: Pedagogical Practices:** In this assignment select two of the six videos to analyze the teacher's pedagogical practice that they observed in the video. Then review the research articles that shared research-based practices for elementary science teachers and determine the science teachers' areas of strengths and growth. Your paper should have at least three references from the course readings. You will identify the discipline and core ideas of the lesson and summarize the teachers' approach to instruction and the students' level of engagement (from the required course resources). Provide at least three recommendations for improvement, one of which must be from the Engagement folder and another from the course readings. Your paper must include a bibliography in APA format.
Related Resources	Science and the Special Needs Learner: Slide Show
Standards Addressed (TPEs, SPA, INTASC, etc.)	• TPE 1.3 A Discussion Board 1B, Week 1, CO. p. 6 • TPE 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. • TPE 2.5 A: ITL518 Pedagogical Practices, Week 1 CO, p.6 • TPE 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

Week Two

The following table provides your Week Two outline.

Course Learning Objective & Student Learning Objective	**CLO 1:** Design an integrative approach to science instruction utilizing how K-8 students acquire knowledge and misconceptions, learners' preconceptions, multiple instructional methods, and meta- cognitive strategies.
Course Reading	• Inquiry Guide • Learning Science • Phenomena • Choosing an Anchor Phenomenon • Himmele, P., & Himmele, W., (2017) Total Participation Techniques to Engage Students', ASCD
Assignments	**Discussion Board 2A:** Candidates will select one of the videos in the course and discuss how the NGSS design supports students' learning inquiry. (3 points) **Discussion Board 2B:** Candidates will watch the video "The Majestic Plastic Bag" and review the California Environmental Principles and Concepts (EP&C) document. They will share the importance of integrating Environmental principles and they might address the EP&C to meet the Disciplinary Core Idea (DCI) for a grade level they would like to teach. (3 points) **Group Assignment 2A: Learning Progression Assignment:** Candidates will work collaboratively with a group to **create a narrated multimedia presentation** for their peers to review, reference and leave comments. Your presentation should explain, demonstrate, and include visual images of the concepts and connections across grade levels for the learning progression that your group is assigned. Look for: core ideas, crosscutting concepts, scientific or engineering ideas, visual concepts that illustrate the core idea. Explain how the previous year's standard or Disciplinary Core Ideas can help build upon new learning. (10 points.) **Assignment 2B:** Create a video of yourself doing a science experiment. The video should be no longer than ten minutes. You may use your learning map or choose another concept you would like to teach. You will need to tag specific spots in your video. (8 points)
Related Resources	Science Learning Progression Example

Standards Addressed (TPEs, SPA, INTASC, etc.)	• TPE 1.5: A: ITL518 Science Lesson Video, CO p. 6 • TPE 1.5 Promote students' critical and creative thinking through analysis activities that provide opportunities for inquiry, problem solving, responding to, and framing meaningful questions and reflection. • TPE 3.1 A: ITL518 Week 2: Group Assign 2A: Learning Progression Assignment, CO pg.6 • TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

Week Three

The following table provides your Week Three outline.

Course Learning Objective & Student Learning Objective	**CLO 4:** Design integrative science 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.
Course Reading	• Inquiry, the Learning Cycle, & the 5E Instructional Model From the Guidelines for Lesson Planning from the Electronic Journal of Science Education • Using Phenomena in NGSS-Designed Lessons and Units • Klews: Supporting Claims, Evidence, Reasoning • Engaging in Argument from Evidence: Teaching Channel: NGSS from Theory to Practice • NGSS Evidence Statements

Assignments	**Discussion Board 3A:** Threaded discussion of peer's screencast. In the discussion board post your screencast. Provide feedback to at least two of your peers. (3 points) **Discussion Board 3B:** Sign up for an account on Mystery Science and select one mystery to report to your peers. **Assignment 3A:** Choose any concept and 5 E's to create a one day learning map (complete Stage 1 & 2). (15 points) **Assignment 3B: Field work Observation**: Observe a science lesson in a K-8 classroom for a minimum of 50 minutes. When possible, conduct a preobservation meeting with the teacher and ask about the goals of the lesson, what prior knowledge and understandings students have about the topic, and information about the students you will be observing such as their background, needs and interests. Determine the Strengths and weakness of the observation in relation to the Science observation checklist. Identify the Performance Expectations, Disciplinary Core Ideas, Science and

	Engineer Practices and Crosscutting concepts. (10 points.)

Standards Addressed (TPEs, SPA, INTASC, etc.)	• CLO 4 • TPE 1.1 A Week 3. 5 -E Learning Map, CO p.7 • TPE:1.1 Apply knowledge of 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. • TPE 1.5: ITL 518 Week 3, Assignment 3B: Field Work Observation, CO p. 7 • TPE 1.5: Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. • TPE 3.2: ITL 518, Week Assignment 3A 5 -E Learning map, CO p. 7 • TPE 3:2: 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. • TPE 4.4 A: ITL 518 Week 3, Assignment 3A: 5 E – Learning map Co. p. 7

	• TPE 4.4 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction

Week Four

The following table provides your Week Four outline.

Course Learning Objective & Student Learning Objective	CLO 2 Synthesize a variety of evidence-based instructional strategies for designing an integrative approach to teaching science by exploring crosscutting concepts, engagement of science and engineer practices, and development of disciplinary core ideas. CLO 5 Reflect on instructional practices and beliefs needed for designing an integrative approach to teaching science-technology and ensuring for all learners socially-emotionally thriving and meaningful academic achievement within an equitable, inclusive learning environment.
Course Reading FOUND IN LMS, ONLY	• Article: Unpacking STEM • Computer Science Content Standards Development • Visual and Performing Arts, Adopted January 2001
Assignments	**Discussion Board 4A:** Drop your 5E Learning Map into your LinkedIn account. Provide a screenshot of your learning map embedded in your account in the discussion board. In the discussion share a link to your learning map and identify two standards that you are considering from the state framework for your signature assignment. Provide comments on your peer's ideas and ideas for integration. Respond to two of your peers. (3 points.) **Discussion Board 4B:** Sign up for an account on Mystery Science and select one mystery science lesson to report to your peers. Answer the provided questions and respond to two of your peers. (3 points) **Assignment 4A: Signature Assignment:** STEAM Project Based Assignment.

Related Resources	• Podcast: Coding in the Classroom with Scott Moss • Coding is Elementary: Slide Show

	• Computer Science Content Standards Development • Health Education Content Standards March 2008 • Visual and Performing Arts, Adopted January 2001
Standards Addressed (TPEs, SPA, INTASC, etc.)	• TPE 1.7: A Week 4, STEAM Project Based Assignment, CO. • p. 7 TPE 1.7: Provide students with opportunities to access the curriculum by incorporation the visual and performing arts, as appropriate to the content and context of learning. • TPE 3.3 A: 518, Week 4 STEAM Project Based Assignment CO p. 7 • TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject- specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

Professionalism

Expectations

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 your 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:

- All assignments are due at date indicated.
- 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 may be accepted and will receive a deduction of 20% in the grade. No discussions will be accepted late.

Sanford College of Education Department

of Teacher Education

Course Outline
ITL 516 Mathematics: Integrative Design PK-6

Course Instructor:

Email:

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, socioemotional 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 978-14166-2422-6

For the correct edition of the textbook assigned to a specific class section, go to: NU Text Direct

Course Prerequisites

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:

8. **Common Core Math Quick Links**
9. CA Department of Education: **CA Common Core State Standards for English Language Arts and Literacy in History/Social Sciences, Sciences, and Technical Subjects**
10. CA Department of Education: **CA Common Core State Standards for Mathematics**

11. CA Department of Education: **K12 Specific Content Areas--Standards and Frameworks**
12. CA Department of Education: **CCSS Resources**
13. Common Core State Standards Initiatives: **Mathematics Practice Standards**
14. Achieve the Core: **Progressions Documents for the Common Core State Standards for Mathematics**
15. Stanford Graduate School of Education: **Understanding Language**: Supporting ELL's in Mathematics

Course Learning Outcomes (CLOs)

6. 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.
7. 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.
8. 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.
9. 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.
10. 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)

14. Analyze and interpret student data to plan instruction that will support all learners.
15. Understand how to read and interpret a Common Core Math Standard.
16. 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.

17. Observe and identify how math instruction is facilitated how students acquire mathematical knowledge.
18. Identify which Standards for Mathematical Practice you observed during your field work observation and how these standards promotes metacognition and multiple methods of instruction.
19. 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.
20. Observe and identify how math instruction is facilitated and how students acquire mathematical knowledge.
21. Understand how Universal Design for Learning can applied in the context of planning and teaching mathematical knowledge.
22. Discuss strategies for differentiated instruction and how it can support all learners in the context of teaching math.
23. Reflect on your observations of how cultural, development, and linguistic based strategies are used to engage diverse learners.
24. Explore state standards frameworks in Physical Education and Social Science and discuss how these content areas can be used in mathematics.
25. Create a project based learning activity that integrates subject areas in the context of teaching math.
26. 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 the check Announcements frequently for updates from your instructor. Another resource for your use is the Course Calendar located in Course Resources. It provides a weekby-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

Introduces TPE7.7; Practice TPE 7.10; Assess 7.10

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).

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)

Week 1 Resources

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.
- 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.

Rubric for

Assignment Design Instruction Assessment Analysis: Pedagogical Practices

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/engagement.

Provide at least three recommendations for improvement one of which must be from the Total Participation Techniques to engage Students folder and another from the course readings.	**4 Points: Provides at least three distinct, welljustified, and actionable recommendations for improvement. Explicitly includes one from "Total Participation Techniques" and one from course readings, with clear connections to the lesson analysis.**	**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.**	**2 Points: Provides at least two recommendations, but may miss the specific source requirements (TPT/course readings) or recommendations are not welljustified/actionable.**	**1 Point: Provides one recommendation, or recommendations are vague, irrelevant, or do not meet source requirements.**	**0 Points: Provides no recommendations or recommendations are completely inappropriate.**
Overall Quality, APA style adherence, & Alignment to TPE7.7a (Organization, clarity, alignment to TPE7.7a)	**3 Points: Exceptionally wellorganized, clear, and coherent. Adheres to APA style guidelines consistently. Demonstrates strong, explicit alignment to TPE7.7a throughout the analysis.**	**2.5 Points: Generally wellorganized and clear. Largely adheres to APA style with minor errors. Shows clear alignment to TPE7.7a.**	**2 Points: Shows some organization and clarity but needs improvement. Contains several APA style errors. Alignment to TPE7.7a is inconsistent or unclear.**	**1.5 Points: Poorly organized and lacks clarity. Significant APA style errors. Minimal or no discernible alignment to TPE7.7a.**	**0 Points: Disorganized, unclear, and shows no adherence to APA style or alignment to TPE7.7a.**
TOTAL	**10**	**8**	**6**	**4**	**0**

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 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

Assess TPE7.7.a, 7.10

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

Signature Assignment Part 2: Learning Map

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. In addition, be sure to address how your action plan is developmentally appropriate and includes opportunities for students to use technology to achieve the contentspecific learning goal.

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

Practice TPE7.7

Candidates will use observation form and identify math practices observed in a k-6 public school settings and write a two page report reflecting on your observation and 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 Found in LMS, only

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)

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**
- 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 differentation, 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 3: Flipped Video

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.

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 Chapter 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 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. Provide comments on your peers ideas and include any additional ideas you may have for consideration. (3 pts)

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 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

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.

6. Describe what you see the teacher doing and what the students are doing.
7. 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.
8. 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.
9. In addition review your Teacher Performance Expectations (TPE) and reflect where you have made the most growth throughout the course and,
10. 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 take a look at these frameworks:

- History Social-Science Frameworks - HTML Page

- Physical Education Framework for California Public Schools - PDF Document *(3.77 MB)*

Assignment	Points
Threaded Discussions (3 pts each; Weeks 1-4)	24
Analyze and Graph Assessment (Week 1)	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	4
Total	100

Grading

The final grade evaluation in this course will be based on points as follows:

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 etera.

	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. *Journal of Special Education*,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	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

		Stanford University Medical Center. (2018, January 24). Positive attitude toward math predicts math achievement in kids. *ScienceDaily*. Retrieved April 5, 2018 from www.sciencedaily.com/releases/2018/01/180124131736.htm	one technology resource you might use to teach it. Assignment 1A: Candidate analysis of graph and student work samples. (Reference research articles and slide show)		of 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. TPE 5.4: Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

Unit 2	#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.	Teaching Outside the Box: Technology Infused Math Instruction: Chapter 3-4 The Common Core Mathematics Companion: The Standards Decoded	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	**Progression Videos** 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. Colorin Colorado Math Instruction for ELL's Jayanthi, M., Gersten, R., & Baker, S. (2008).	CLO # 1 TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. TPE 3:#2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or

			used to support students in developing conceptual understanding and procedural fluency. 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	Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Guide for Teachers. *Center on Instruction*. Websites: UDL Guidelines Videos: What is Dyscalculia	modifications as needed to promote student access to the curriculum.

			mathematical fluency. 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.		

			Assignment 2B: Field work observation. Using the supplied form, observe a K - 6 Common Core math lesson. Record your observations and include any anecdotal information. (Pictures of work or teacher instruction can be used but you may not use student pictures without permission. Write a 2-page paper including data from your observation form.		
Unit 3	#4: Design integrative mathematics instruction using principles of Universal Design for Learning (UDL)	Understanding Differentiated Instruction: Resource	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-	Learning Map Videos Articles: Viseu, F., & Oliveira, I. B.	CLO #4: TPE 1.4: Use a variety of developmentally and abilityappropriate instructional

	and the Learning Map model and reflecting an approach using culturally, developmentally appropriate, and linguistically based strategies to engage diverse elementary school learners.	Teaching Outside the Box: Chapter 5	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: Share your learning progression group presentation and provide feedback to at least two other groups. Assignment 3A: Signature Assignment Part 2: Select a math	(2017). Open ended tasks in the promotion of classroom communication in mathematics. *International Electronic Journal of Elementary Education*, *4*(2), 287-300. **Differentiated instruction video** **Grade 1 Whole Brain Mathematics** **Grade 3 Whole Brain Mathematics** **ELD Proficiency** California ELD Standards California ELA Standards California State Frameworks	strategies, resources and assistive technology, including principles of Universal Design of Learning (UDL) 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. 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

			content standard based on what you would teach next using assessment results from week 1 and complete the Learning Map from week 1 complete the learning map. (Complete Stage 1 & 2) 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		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.

			representation or concrete materials		

Unit 4	# 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. #5: Reflect on instructional	Thinking Outside the Box: Chapter 6 State Standards: PE and social science frameworks.	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	Videos: Math Classroom Needs a Makeover—Dan Myers NCTM Executive Summary (PDF)	CLO #2 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 CLO #5

	practices and beliefs needed for designing an integrative approach to teaching mathematics and ensuring for all learners sociallyemotionally thriving and meaningful academic achievement within an equitable, inclusive learning environment.		Discussion Board 4B: Threaded discussion of other peers screencast. In the discussion board post your screencast. Provide feedback to at least 2 of your peers. 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. Assignment 4B: Reflection: that you believe demonstrates your professional growth towards the		TPE 3.1: Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

			Teacher Performance Expectations (TPE'S). Complete the Reflection and submit to your instructor		

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.

Teacher Education Department Sanford College of Education

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

ITL606 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:

7. 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).
8. 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.
9. 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.).
10. 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.
11. 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.

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

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

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

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

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

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

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)

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

Assignments Overviews and Detailed Descriptions (by Week)

Week 1

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 (Standford)
- 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
- 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

(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

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 are acquiring 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 for Interns & Student Teachers in various assignments and activities. We will also differentiate for 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 Understands the importance of planned instruction to meet learning expectations Reinterprets historical events and literature based on the social understanding of the time Ensures that subject matter is not static; it changes Is familiar with how the content relates to students' development	**Directions**: Selfevaluate 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 knowledge of what you know about them. From the examples of evidence, select which ones you feel come naturally to you. **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.	**Directions**: Identify three areas of growth with an action you will take to improve this area. **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?

	Knows the content, current findings, and how they are interpreted		
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

	Is knowledgeable about subject matter. Is knowledgeable of student's cognitive development Builds bridges between the new skills and content and students' prior experiences Provides instruction that supports all students' learning Uses academic vocabulary Makes relevant connections to standards during instruction to extend student learning Integrates key concepts, themes, relationships, and connections across subject matter areas Incorporates different perspectives, appropriate to discipline Utilizes current understanding of relevant content standards and frameworks		

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	Understands students' individual cognitive, social, and physical development and scaffolds instruction accordingly Connects content to students' prior knowledge and their experiences Implementation of instructional strategies to match students' learning needs	**Directions**: Selfevaluate by highlighting the elements of the TPE in: **Yellow** if you are not familiar with the TPE	**Describe** the communicati on tools you need to investigate and practice using?
TPE 3.2	Elements of Evidence of TPE 3.2	Current Assets And Strengths	Growth

understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.	Engages and facilitates students' understanding by linking students' previous knowledge Scaffolds instruction to address achievement gaps for the full range of learners Builds understanding of English learners' levels of language acquisition to best support their learning Teaches specific academic language in ways that engage students in accessing subject matter text and/or learning activities Guides all students in using analysis strategies that provide equitable access of subject matter Uses some form of pre-assessment to make decisions about instruction, students' levels of readiness, interests, and learning profiles Designs instruction that is responsive to that motivates students Matches students' instruction with their pattern of abilities Acknowledges and understands students' cultural differences Transforms standards into incremental classroom targets and informs students of targets Checks for understanding so as to design instruction that meets students' learning needs Offers choices to encourage ownership	**GreeBlue** if you are ely confident the TPE f you are very lent with the TPE **onsider** **Teacher and** **n Teacher:** your ability municate in rt to build **Describe** ships, share tations and ess. : What thods of ication do currently : ngths 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	Knows how content is learned by students and when preparing to teach a concept considers students' prior knowledge and skills Organizes subject matter based on optimal pedagogical understanding to promote and support student learning	**Directions**: Self evaluate by highlighting the elements of the TPE in:	**Directions**: Identify 3 areas of growth with an action you will take to improve this area.

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
the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.1	Understand the different types of knowledge students must comprehend in order to master the subject matter, including factual, procedural knowledge, social skills, collaboration, group interaction, physical skills, and how it relates to students' development 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 Organizes and implements subject allowing adequate time for student comprehension and support for students' special needs Adjusts instruction within and across subject matter to ensure student learning Organizes instruction to reveal and value different cultural perspectives Organizes instruction to incorporate subject or grade-level expectations and curriculum frameworks to support student learning Implements instructional strategies to demonstrate key concepts and their interrelationships Analyzes collected assessment data to plan for future instruction Provides instruction using a variety of strategies including flexible groups, scaffolded instruction, cooperative groups, and individual needs	**Yellow** if you are **Blue** miliar with **Green** the TPE f you are ly confident the TPE if you are nfident with TPE	

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	**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	**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 activities to promote the subject matter knowledge of all students, including the full range of English	Frontloading of vocabulary: word wall, choral reading Graffiti wall, Pair share; pair with peer mentors Game based: jeopardy Graphic organizers, note cards, pictures with definitions, Frayer model Struggling with reading; letter blocks; crashing game Modifications based on IEPs	**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	**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
learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.		confident with the TPE	

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.	Scanners to encourage academic responsibilities Access materials Haiku Socrative quiz maker: chunking of material, focus; questions Smartboards; laptops, iPads; PP; digital version of student selection, Data director Videos iPads as reinforcer or for expressive language Elmo, or other toys / assistive tools (age-relative)	**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	**Directions**: Identify 3 areas of growth **with an action** you will take to improve this area.

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	Model knowledge, skills, and fluency in using digital tools for instruction Have students use digital tools to learn, create new content, and demonstrate learning	**Directions**: Self evaluate by highlighting the elements of the TPE in:	**Directions**: Identify 3 areas of growth **with an action** you will take to improve this area.
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
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	Model and promote digital citizenship and critical digital literacy Promote equal access of all students to digital tools and assure that students are safe in their digital participation	**Yellow** if you ıre not fam with the T f you are moder confide tl **Green** if you are very confide tl	

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 internationally recognized educational technology standards	Uses technology to deepen teaching and learning Provides opportunities for students to participate in a digital society and economy Uses established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications	**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	**Directions**: Identify 3 areas of growth with an action you will take to improve this area.

Week 2: Assignment 2B - Meeting Students' Needs

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? **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 individuallywritten 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 provided downloadable form. Add to Your Personal Action Plan.

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

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 in above". List three strategies that are appropriate for your grade level and subject area.

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.

Week 2 Resources

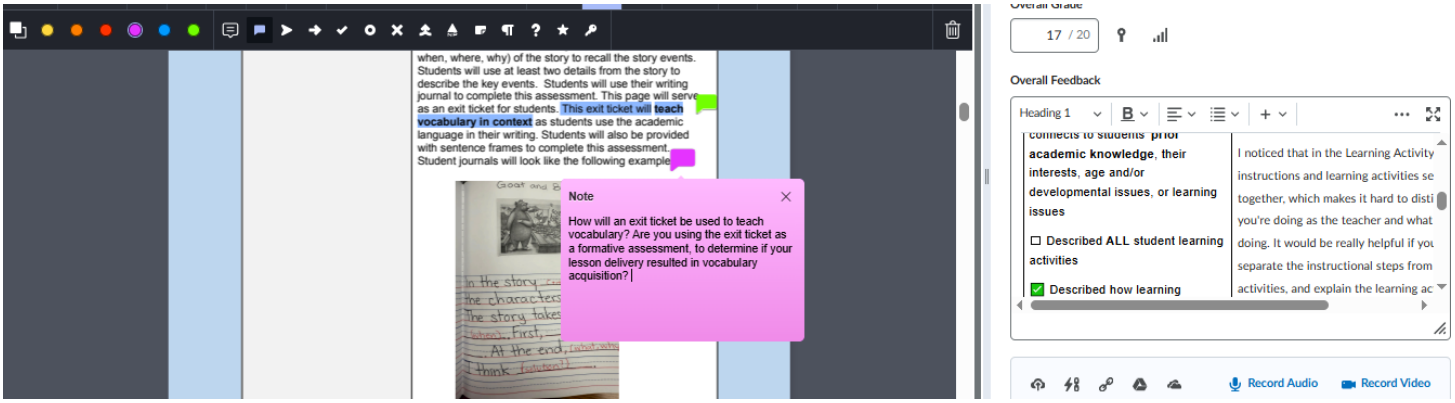
For Assignment 2A

Additional Resources

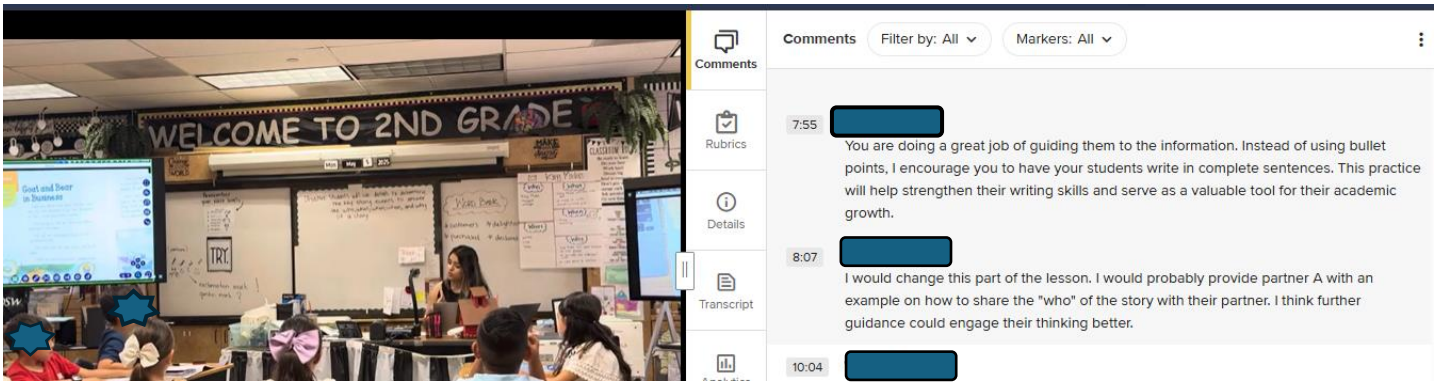
■ ■ ■ ■ ■ ■

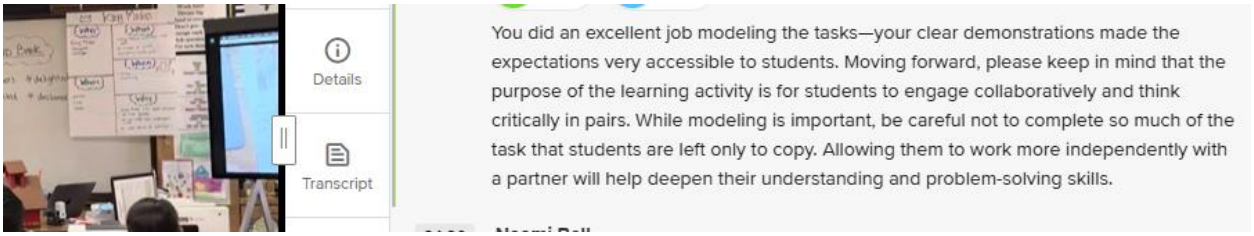
SB488 Examples of Clinical Practice Feedback Tools

Evidence of the tools faculty use to provide active feedback to candidates includes feedback in the Brightspace LMS platform, on the Lesson Plan, prior to teaching one of the 7 Obervations required in the program clinical practice. In this screenshot, the instructor tags specific components of the lesson using “notes” to guide the candidate, and coach the “what” and “why” questions essential to reflecting on lesson plan develoment. On the right side of the screenshot, a checklist is included to coach the inclusion of every required aspect of the lesson plan, and a running textual commentary to guide practice.

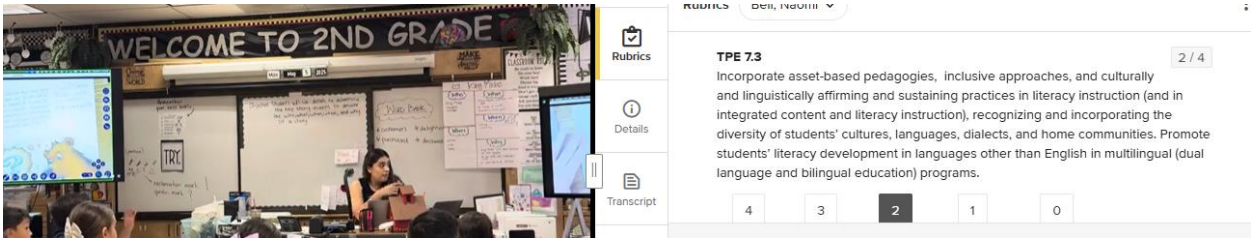


Once the Lesson Plan is approved, the candidate records the lesson delivery and submits the lesson into the GoReact tool. First, the candidate assesses their own performance and offers their perspective of what went well and what changes they would make for the entire recording. Once that step in completed, the instructor adds feedback in the comments, specifically tagged to the timestamp of the lesson. Instructors are trained to offer praise, affirmation, suggestions and questions to ponder; a true feedback/feed-forward model of coaching.





In the GoReact tool, a rubric click opens up specific assessment of the TPEs, in this particular assignment, TPE 7. The candidate can see the rubric scores, and the overall feedback for each aspect of the developmental rubric. The screenshot shows the score for indicator 7.3 was scored as a level 2 , developing.



The entire rubric for this example includes the following level descriptors:

ITL TPE 7 Assessment Rubric S25

Viewing evidences presented in both the video and supporting lesson plan, score each TPE indicator using the rubric level descriptive language below. At the end of each TPE, a text box is available for comments intended to provide quality feedback

Observation Rubric Level Descriptors: 0 / 4

4	3	2	1	0
Integrating	Applying	Developing	Emerging	Not Observed
Evidence of clear and consistent integration demonstrating the competency. Candidate's practices include extensive demonstration of appropriate, relevant, accurate, and clear or detailed evidence. The evidence is purposefully connected and reinforced across this TPE reflecting integration at the level of a beginning teacher.	Evidence of clear application demonstrating the competency. Candidate's practices demonstrate appropriate, relevant, or accurate evidence. Evidence is connected across this TPE. Evidence reflects acceptable application of practice for a student teacher or intern.	Partial evidence demonstrating the competency. Candidate's practices demonstrate minimal, limited, cursory, inconsistent, and/or ambiguous evidence. Evidence is connected across this TPE and may be inconsistent. Evidence reflects developing skills in acceptable practices for a student teacher or intern	Very limited, some irrelevant or inconsistently applied evidence demonstrating the competency. Candidate's practices include inappropriate, irrelevant, inaccurate or missing evidence. Evidence is mostly unconnected across the TPE. Emerging practices are not yet acceptable for a student teacher or intern.	Practices not observed or included in lesson plan evidence.

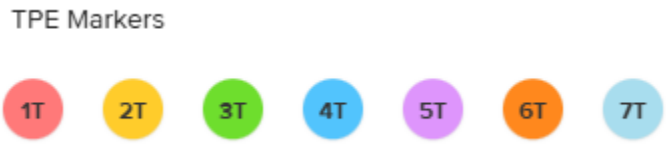
The text box at the end of each TPE is sed to provide overall feedback, and guide continuing performance.

Overall Textual TPE 7 Observations

Provide feedback on TPE 7 overall, and on aspects of the indicators where appropriate.

Type response...

TPE markers allow both the instructor and the candidate to tag observation videos with specific evidences of the TPEs they are demonstrating.



ITL IE3 F25

RE: National University Internship

Dear Principal,

On behalf of National University and the Sanford College of Education, I would like to thank you for your willingness to employ and support an Intern who may be new to the teaching profession. Collaboratively we will support the intern's professional development activities, where responsibilities have been defined in our Memorandum of Understanding (MOU) that was established between National University and your district. As noted in the MOU, every intern is assigned a Site Support Provider (SSP) in his/her school or district of employment to act as a coach/mentor and a University Support Provider (USP) who will also mentor and serve as a liaison and course instructor. I wanted to make sure you were aware that it may take up to 60 days for the USP to be assigned to the intern. In the meantime, the MOU asks that your school site provide 100% of the intern's support and professional development activities until a USP is assigned. The CTC has mandated that 144 hours of general support and an additional 45 hours of EL specific support for interns who do not hold EL authorization. To help report the intern support to CTC we need to ask for some further documentation.

Please provide the following information on the attached form:

1. Site Support Provider contact information.
2. A general schedule or plan for how you will offer support to the intern (e.g., weekly class visit; co-planning; debriefing after a lesson, etc.) until the USP is assigned.

When identifying a Site Support Provider (SSP) keep in mind that the SSP must:

1. Hold a valid, clear matching the exact credential area the intern is seeking. For general education, a content expertise is required.
2. Possess second language certification or English Learner Authorization (ELA).
3. Have a minimum of three years teaching experience in the classroom, with highly effective evaluations.
4. Not serve in an evaluative, administrative role.

CTC communication regarding site-based supervisors adds that IHE/LEA "processes and criteria result in the selection of site based supervisors who provide effective and knowledgeable support for candidates". Our need for Site Support Providers to mentor and coach candidates as they draft CalTPA performance assessments clarifies and reaffirms the shared commitment and responsibilities of the education preparation program sponsors, TK-12 school districts, and county offices of education. Additionally, SB 488 requires that an orientation includes specific Literacy requirements for all candidates, including the CA Dyslexia Guidelines: https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF; The SSP will work with the University Support Provider to ensure opportunities for observing and practicing all aspects of TPE 7 are provided to candidates. Planning of **assessed lessons must include detailed TPE 7 experiences.**

Appendix A: TPE 7

www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12

https://www.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes

We sincerely appreciate the opportunity to partner with you to develop inspired and accomplished educators in California. Please, do not hesitate to reach out to discuss our collaboration or provide feedback.

Kind regards,

Nilsa J. Thorsos, Ph.D.
Professor
Chair, Teacher Education Department
nthorsos@nu.edu

Appendix A : TPE 7

www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12

https://www.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes

TPE 7 Effective Literacy Instructions for All Students
1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards and 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.
2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and 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).
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 bilingual education) programs.
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,

TPE 7 Effective Literacy Instructions for All Students

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.

5. **Foundational Skills.** Develop students' skills in the following:

1. print concepts, including letters of the alphabet
2. phonological awareness, including phonemic awareness
3. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences
4. decoding and encoding, including morphological awareness
5. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)
6. instruction that is structured and organized as well as direct, systematic, and explicit
7. connected, decodable text

Multiple Subject and Single Subject English Candidates:
Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

Multiple Subject and Single Subject Candidates:
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.

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. 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. **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. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

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. 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. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and

TPE 7 Effective Literacy Instructions for All Students
presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
9. **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
10. ***Multiple Subject and Single Subject English Candidates:*** Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. 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. Understand how to appropriately assess and interpret results for English learner students. 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.
11. ***Multiple Subject and Single Subject Candidates:*** Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

INTERN EMPLOYMENT INFORMATION ITL-IE

To be eligible for a University Internship credential, the position must be that of a contracted, full-time teacher of record for at least **one school year** in an internship position. We understand that the intern candidate must meet the guidelines of the credential sought in order to be compliant with CTC regulations and Education Code Standards.

Please describe the position intended for the following candidate at your institution.

CANDIDATE INFORMATION (Site Administrators cannot serve as Site Support Providers -SSP)

Candidate Name:_____ NU Student ID:_____ Student phone number:

_____ Candidate NU student email address:____

_____ Title of position : _____ Requested issuance date:

_____ Contract end date: ____

_____

☐ Multiple Subject ☐ Single Subject:_____ Grade levels to be taught:

_____

Site Support Provider (SSP) name:_____

EL Support Provider Name (if different):_____

SSP Credential Type:_____

CTC Credential number : _____

_____

SSP email address:_____

SSP phone : _____

_____

I am aware of who my assigned Site Support Provider is and have made note of their contact information:

_____

Candidate Signature

The school setting must be diverse. The school must serve a racial and ethnically diverse school population and serve economically disadvantaged students. The setting must serve students that speak languages other than English, including English Learners, and maintain a process for students to receive additional services, i.e., student study team or individual education programs. **National University does not approve virtual placements.**

Multiple Subject Candidates must have exposure to "beginning readers" as well as Math and EL lessons for CalTPA. Instruction must match the authorizations for the internship credential sought and the subject matter obtained to include English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. Full-time is understood as the contractual school day as designated by the employer.

Single Subject Instruction must match the authorizations for the internship credential sought and the subject matter obtained. Full-time is understood as a minimum of 80% instruction per day, for credentialing purposes

WORK SCHEDULE (In detail, describe the candidate's teaching schedule by hours or period below, identify academic content areas, as appropriate)

Period 1: _____ **Period 5:**

_____

Period 2: _____ **Period 6:**

_____

Period 3: _____ **Period 7:**

_____

Period 4: _____ **Period 8:**

_____

EMPLOYER ACKNOWLEDGMENT AND CONTACT INFORMATION

We understand that National University must verify the employment information listed above in connection with CTC standards and must have a valid partnership agreement with the school district/site before an Internship Credential can be requested. We acknowledge that any employing school site must have a CDS site/ restriction code on file with the CTC in order to receive a National University Credentials Internship Agreement. We acknowledge that the candidate will remain employed at the below identified school site for the entirety of their Intern employment. The candidate may not be transferred to any alternate school site without having National University first apply for a Change of Restriction. We acknowledge that the above candidate does not possess an Internship Credential until his/her necessary documentation is verified by the National University credential department and he/she is recommended to the CTC. The final authority to grant or deny the Internship Credential or Change of Restriction rests with the CTC.) We acknowledge that we will ensure the Intern will receive 5 hours of general support and 1.5 hours of EL support weekly to comply with state regulations.

Principal (or designee) Initial _____

District | School Site | Principal Name | Principal (or designee) Signature

Principal Contact Email | District CDS Code | School CDS Code

Budget Authority name/email | Signature of Budget Authority | Phone

Date

RCPC VERIFICATION - Internal use only

Candidate Internship Eligibility Status: ☐ Position Approved ☐ Position **NOT** Approved

If applicable, area of disqualification:

_____

RCPC Name	RCPC Signature	Date