

Education Specialist Extensive Support Needs TPEs Course Matrix

Assessment of TPEs during student/Intern Teaching Fieldwork placement: Candidates are evaluated on the TPEs at mid-term and end of semester during each of the 2 semesters they are enrolled in EDU 4230 ST/Intern Teaching 1 and EDU 4231 ST/Intern Teaching 2. This evaluation takes place in a 3-way conference including the candidates, university supervisor, and cooperating teacher/intern district support provider. The 3 review the TPEs using the Evaluation of Candidate (see link below) on each of the TPEs and identify where the candidates I in Beginning, Emerging or Apply the TPEs. Candidates are expected, by the end of their final semester, to reach the stage of applying the majority of the TPEs with the remainder identified as Emerging. The link is provided to the Evaluation of Candidate form so it can be reviewed as a whole rather than linking every TPE in the matrix to the corresponding TPE in the Evaluation Form. In the matrix below an **A** is provided in the Student/Intern Teaching Seminar columns that also goes directly to this Evaluation form. Any P or PA designations in those columns go to locations in the course syllabus that provides an assignment or assessment for that TPE.

[Evaluation of Candidate: Education Specialist Extensive Support Needs](#)

NOTE: Fall 2023 was the first semester NDNU had Education Specialist candidates who were required to complete the CalTPA. Edu 4886 CalTPA Support SPED Cycle 1 was offered for those candidates. A CalTPA Support Cycle 2 course will be offered for the first time in Spring 2024.

TPE 1: Engaging and Supporting All Students in Learning – Universal TPEs Beginning teachers:	<u>EDU 4100 Psych/Developmental Foundations</u>
	<u>EDU 4104 Sociological Multicultural Foundations</u>
	<u>EDU 4107 Foundations for English Lang. Learners</u>
	<u>EDU 4116 Health Education</u>
	<u>EDU 4200 SPED Program Management</u>
	<u>EDU 4203 Clinical Assessment</u>
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	<u>EDU 4209 Counseling in SPED</u>
	<u>EDU 4237 Curriculum Modifications: ESN</u>
	<u>EDU 4251 Teach ST Motor, Sensory, Heath Needs</u>
	<u>EDU 4252 Core Curr. Access ST Severe Disabilities</u>
	<u>EDU 4330 Reding/Lang. Arts: Primary Grades</u>
	<u>EDU 4333 Reading/Lang. Arts: Upper Grades</u>
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		IP	IP		IP				P					PA A		PA PA

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U1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress				IP	I IP		I							PA A		
U1.3 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.		IP IP	IP		IP				P			P		PA A		

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U1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.		IP			IP	I		I				P	P	PA A		PA
U1.5 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.		IP	IP IP		P		P					P		PA A		

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		IP	IP IP IP		IP				P	P	P			PA A		
<i>U1.6</i> Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.																

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<i>U1.7</i> Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. IP through Orientation to Student/Intern Teaching												P		A		
<i>U1.8</i> Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	P		IP		P								P PA	PA A		

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EX1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.					IP		A	I	IP IP					PA A		
EX1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.					P		I PA I P A			IP P				PA A		

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					<u>IP</u>		<u>I</u> <u>I</u> <u>I</u>			<u>IP</u>				<u>PA</u> <u>A</u>		
		<u>IP</u>	<u>IP</u>		<u>P</u>		<u>I</u> <u>A</u> <u>I</u> <u>A</u>		<u>IP</u>					<u>PA</u> <u>A</u>		

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EX1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.					<u>IP</u>		<u>P</u> <u>P</u> <u>P</u>	<u>I</u> <u>I</u>	<u>IP</u>	<u>P</u>				<u>PA</u> <u>A</u>		
EX1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.					<u>P</u>		<u>I</u> <u>I</u>	<u>I</u> <u>I</u>			<u>P</u> <u>P</u>			<u>PA</u> <u>A</u>		

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EX1.7 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6)			PA		P P		I I			IP P P				PA A		
EX1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6)					I I I		I I		IP					PA A		

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<i>EX1.9</i> Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)	EDU 4230 St/Intern Teaching IES	PA
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					I		PA PA PA		IP					PA A		
<p><i>EX1.10</i> Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)</p> <p>IP – IEP Workshop Agenda: Every candidate in the Special Education Credential program is required to attend this workshop during their first or second semester in the program</p> <p>PA – EDU 4205: Professional Development: SPED Teachers This courses was piloted as a Special Topics course in Fall 2023 and Spring 2024. It is taken in the final semester of Student/Intern Teaching to provide transition from credential candidate to beginning teacher.</p>																

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<i>EX1.11</i> Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3)	EDU 4230 St/Intern Teaching IES	PA A
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<i>U2.1</i> Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.		IP A			I	IP				P P					PA A		
<i>U2.2</i> Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.		IP	IP	IP		IP				P P	P P			A	PA A		

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U2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	IP IP A			I I I	IP									PA A		
U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	IP IP			I	IP A				P					PA A		
U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	IP	IP	IP A IP						P				P	PA A		

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U2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	EDU 4230 St/Intern Teaching IES	PA
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EX2.1 Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.						<u>I</u> <u>P</u>		<u>I</u> <u>I</u> <u>I</u>			<u>IP</u>		<u>P</u> <u>P</u> <u>P</u>		<u>PA</u> <u>A</u>		
EX2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.						<u>I</u> <u>P</u>					<u>IP</u>				<u>PA</u> <u>A</u>		

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EX2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.					I		P		IP				P A	PA A		
EX2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.			IP		I P P			I I I	IP					PA A		

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EX2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. (U2.2)					I	I	IP IP IP A	P		IP P			PA	PA A		
EX2.6 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. (U2.3)					P				IP	IP IP IP IP				PA		

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EX2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.					I		I			IP IP				PA A		
EX2.8 Demonstrate knowledge of the communicative intent of students’ behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (U2.1/ 2.6)	I				P P		P	P	IP IP					PA A		
EX2.9 Demonstrate the ability to identify if a student’s behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)	I				P	I								PA A		

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EX2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	I			I	P			I	IP					PA		
EX2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students’ unique needs.					P		I	P			P		P	PA		
EX2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)	I				P	I			IP					PA		

TPE 2: Creating and Maintaining Effective Environments for Student Learning – Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Health Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reading/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching IES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
					IP		IP		IP IP IP					PA A		
	I				I				IP					PA A		

TPE 3: Understanding and Organizing Subject Matter for Student Learning – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Health Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reading/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching I ES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.		IP	IP A											PA A		PA PA
U3.2 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.			IP PA		IP	I	P		P IP					PA A		PA

TPE 3: Understanding and Organizing Subject Matter for Student Learning – Universal TPEs		Beginning teachers:															
		EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Heath Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reding/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching I ES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
U3.3 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. (See Subject- Specific Pedagogical Skills in Section 2 for reference)			IP	IP PA				P						PA	PA A		
U3.4 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.	IP					P P		P	I	I					PA A		

TPE 3: Understanding and Organizing Subject Matter for Student Learning – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	
	EDU 4104 Sociological Multicultural Foundations	
	EDU 4107 Foundations for English Lang. Learners	IP
	EDU 4116 Health Education	IP
	EDU 4200 SPED Program Management	IP
	EDU 4203 Clinical Assessment	
	EDU 4207 Tech in SPED	IP
	EDU 4209 Counseling in SPED	
	EDU 4237 Curriculum Modifications: ESN	
	EDU 4251 Teach ST Motor, Sensory, Health Needs	
	EDU 4252 Core Curr. Access ST Severe Disabilities	
	EDU 4330 Reading/Lang. Arts: Primary Grades	PA
	EDU 4333 Reading/Lang. Arts: Upper Grades	
	EDU 4230 St/Intern Teaching I ES	PA
	EDU 4231 St/Intern Teaching II ES	A
	EDU 4886 CalTPA Support SPED Cycle 1	
U3.5 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.		

TPE 3: Understanding and Organizing Subject Matter for Student Learning – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations												
	EDU 4104 Sociological Multicultural Foundations												
	EDU 4107 Foundations for English Lang. Learners												
	EDU 4116 Health Education	I	I										
	EDU 4200 SPED Program Management	IP											
	EDU 4203 Clinical Assessment												
	EDU 4207 Tech in SPED	I	PA	PA									
	EDU 4209 Counseling in SPED												
	EDU 4237 Curriculum Modifications: ESN												
	EDU 4251 Teach ST Motor, Sensory, Health Needs												
	EDU 4252 Core Curr. Access ST Severe Disabilities												
	EDU 4330 Reading/Lang. Arts: Primary Grades												
	EDU 4333 Reading/Lang. Arts: Upper Grades												
U3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	EDU 4230 St/Intern Teaching I ES	PA	A										
	EDU 4231 St/Intern Teaching II ES												
	EDU 4886 CalTPA Support SPED Cycle 1												

TPE 3: Understanding and Organizing Subject Matter for Student Learning – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	
	EDU 4104 Sociological Multicultural Foundations	
	EDU 4107 Foundations for English Lang. Learners	
	EDU 4116 Health Education	I
	EDU 4200 SPED Program Management	P
	EDU 4203 Clinical Assessment	
	EDU 4207 Tech in SPED	I I I
	EDU 4209 Counseling in SPED	P
	EDU 4237 Curriculum Modifications: ESN	I
	EDU 4251 Teach ST Motor, Sensory, Health Needs	
	EDU 4252 Core Curr. Access ST Severe Disabilities	
	EDU 4330 Reading/Lang. Arts: Primary Grades	
	EDU 4333 Reading/Lang. Arts: Upper Grades	P P
U3.7 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 Security Netiquette All course syllabi and/or Canvas shells include information on NDNU Services and Policies which are reviewed at the first seminar meeting each semester., One of the items included and reviewed is Netiquette which sets out NDNU expectations for use of all communication modalities.	EDU 4230 St/Intern Teaching I ES	PA A
	EDU 4231 St/Intern Teaching II ES	
	EDU 4886 CalTPA Support SPED Cycle 1	

TPE 3: Understanding and Organizing Subject Matter for Student Learning – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	
	EDU 4104 Sociological Multicultural Foundations	
	EDU 4107 Foundations for English Lang. Learners	
	EDU 4116 Health Education	I I
	EDU 4200 SPED Program Management	IP
	EDU 4203 Clinical Assessment	
	EDU 4207 Tech in SPED	IP IP IP
	EDU 4209 Counseling in SPED	IP
	EDU 4237 Curriculum Modifications: ESN	
	EDU 4251 Teach ST Motor, Sensory, Health Needs	
	EDU 4252 Core Curr. Access ST Severe Disabilities	
	EDU 4330 Reading/Lang. Arts: Primary Grades	
	EDU 4333 Reading/Lang. Arts: Upper Grades	
U3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	EDU 4230 St/Intern Teaching I ES	PA
	EDU 4231 St/Intern Teaching II ES	A
	EDU 4886 CalTPA Support SPED Cycle 1	

TPE 3: Understanding and Organizing Subject Matter for Student Learning – Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Health Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reading/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching IES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
EX3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. (U1.6)			<u>IP</u>						<u>P</u>	<u>P</u>	<u>IP</u> <u>IP</u> <u>P</u>		<u>PA</u>	<u>PA</u> <u>A</u>		
EX3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.					<u>P</u>		<u>I</u> <u>I</u> <u>I</u>				<u>I</u> <u>P</u> <u>P</u> <u>P</u> <u>P</u>		<u>P</u>	<u>PA</u> <u>A</u>		

TPE 3: Understanding and Organizing Subject Matter for Student Learning– Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Heath Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reding/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching IES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
EX3.3 Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). (U3.5)		IP	IP		I I	I IP	P P						PA	PA A		
EX3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. (U3.2)	I			I	I				IP				PA	PA A		
EX3.5 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.					I				IP	IP		IP	PA	PA A		

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations EDU 4104 Sociological Multicultural Foundations EDU 4107 Foundations for English Lang. Learners EDU 4116 Health Education EDU 4200 SPED Program Management EDU 4203 Clinical Assessment EDU 4207 Tech in SPED EDU 4209 Counseling in SPED EDU 4237 Curriculum Modifications: ESN EDU 4251 Teach ST Motor, Sensory, Heath Needs EDU 4252 Core Curr. Access ST Severe Disabilities EDU 4330 Reding/Lang. Arts: Primary Grades EDU 4333 Reading/Lang. Arts: Upper Grades EDU 4230 St/Intern Teaching IES EDU 4231 St/Intern Teaching II ES EDU 4886 CalTPA Support SPED Cycle 1											
	U4.1 Locate and apply information about students' 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.	I				I						
		P				I						
						P						
						P						

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Universal TPEs Beginning teachers:													
	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Heath Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reding/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades
U4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	I				IP							PA A P A	PA A
U4.3 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.			IP IP		IP P		I			P	P		PA A
													PA

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	
	EDU 4104 Sociological Multicultural Foundations	
	EDU 4107 Foundations for English Lang. Learners	IP PA
	EDU 4116 Health Education	
	EDU 4200 SPED Program Management	IP
	EDU 4203 Clinical Assessment	IP
	EDU 4207 Tech in SPED	PA PA
	EDU 4209 Counseling in SPED	
	EDU 4237 Curriculum Modifications: ESN	
	EDU 4251 Teach ST Motor, Sensory, Health Needs	IP
	EDU 4252 Core Curr. Access ST Severe Disabilities	
	EDU 4330 Reading/Lang. Arts: Primary Grades	
	EDU 4333 Reading/Lang. Arts: Upper Grades	A
U4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 	EDU 4230 St/Intern Teaching IES	PA A
	EDU 4231 St/Intern Teaching II ES	
	EDU 4886 CalTPA Support SPED Cycle 1	

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Health Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reading/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching IES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
U4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)				P	P	P	I		P					PA	A	P
U4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.		IP	IP		P	I	I	IP						PA	A	

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	
	EDU 4104 Sociological Multicultural Foundations	
	EDU 4107 Foundations for English Lang. Learners	IP
	EDU 4116 Health Education	IP
	EDU 4200 SPED Program Management	PA
	EDU 4203 Clinical Assessment	
	EDU 4207 Tech in SPED	
	EDU 4209 Counseling in SPED	IP
	EDU 4237 Curriculum Modifications: ESN	IP
	EDU 4251 Teach ST Motor, Sensory, Heath Needs	
	EDU 4252 Core Curr. Access ST Severe Disabilities	
	EDU 4330 Reading/Lang. Arts: Primary Grades	
	EDU 4333 Reading/Lang. Arts: Upper Grades	
U4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	EDU 4230 St/Intern Teaching IES	PA
	EDU 4231 St/Intern Teaching II ES	A
	EDU 4886 CalTPA Support SPED Cycle 1	

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Health Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reading/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching I ES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
					P		P	P	P		P			PA	A	
										IP	IP			PA	A	
					P		I P			IP	P			PA	A	
EX4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.					P		P	P	P		P			PA	A	
EX4.2 Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.										IP	IP			PA	A	
EX4.3 Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. (U4.4)					P		I P			IP	P			PA	A	

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Health Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reading/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching IES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
EX4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)					P		A	P			P P P		P P P A		PA A	
EX4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments. (U4.1)					P P	I I			IP		P P	I P			PA A	

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Health Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reading/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching IES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
	I				I					IP				PA	A	
EX4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).																
EX4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. (U4.6)		IP	IP		P		P	P	IP					PA	A	

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Health Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reading/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching IES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
				P	P		P		P					PA		
				P	P									A		
					P											
<i>EX4.8 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. (U4.5)</i>																

TPE 5: Assessing Student Learning – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	
	EDU 4104 Sociological Multicultural Foundations	
	EDU 4107 Foundations for English Lang. Learners	
	EDU 4116 Health Education	
	EDU 4200 SPED Program Management	
	EDU 4203 Clinical Assessment	
	EDU 4207 Tech in SPED	
	EDU 4209 Counseling in SPED	
	EDU 4237 Curriculum Modifications: ESN	
	EDU 4251 Teach ST Motor, Sensory, Health Needs	
	EDU 4252 Core Curr. Access ST Severe Disabilities	
	EDU 4330 Reading/Lang. Arts: Primary Grades	
	EDU 4333 Reading/Lang. Arts: Upper Grades	
	EDU 4230 St/Intern Teaching IES	
	EDU 4231 St/Intern Teaching II ES	
	EDU 4886 CalTPA Support SPED Cycle 1	
U5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	IP A	

TPE 5: Assessing Student Learning – Universal TPEs	
Beginning teachers:	
<i>U5.2</i> Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	EDU 4100 Psych/Developmental Foundations
	EDU 4104 Sociological Multicultural Foundations
	EDU 4107 Foundations for English Lang. Learners
	EDU 4116 Health Education
	EDU 4200 SPED Program Management
	EDU 4203 Clinical Assessment
	EDU 4207 Tech in SPED
	EDU 4209 Counseling in SPED
	EDU 4237 Curriculum Modifications: ESN
	EDU 4251 Teach ST Motor, Sensory, Health Needs
	EDU 4252 Core Curr. Access ST Severe Disabilities
	EDU 4330 Reading/Lang. Arts: Primary Grades
	EDU 4333 Reading/Lang. Arts: Upper Grades
	EDU 4230 St/Intern Teaching I ES EDU 4231 St/Intern Teaching II ES
	EDU 4886 CalTPA Support SPED Cycle 1

TPE 5: Assessing Student Learning – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations		
	EDU 4104 Sociological Multicultural Foundations		
	EDU 4107 Foundations for English Lang. Learners		
	EDU 4116 Health Education		
	EDU 4200 SPED Program Management		
	EDU 4203 Clinical Assessment		
	EDU 4207 Tech in SPED		
	EDU 4209 Counseling in SPED		
	EDU 4237 Curriculum Modifications: ESN		
	EDU 4251 Teach ST Motor, Sensory, Health Needs		
	EDU 4252 Core Curr. Access ST Severe Disabilities		
	EDU 4330 Reading/Lang. Arts: Primary Grades		
	EDU 4333 Reading/Lang. Arts: Upper Grades		
	EDU 4230 St/Intern Teaching I ES EDU 4231 St/Intern Teaching II ES EDU 4886 CalTPA Support SPED Cycle 1		
U5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	<p>IP</p> <p>A</p>		

TPE 5: Assessing Student Learning – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	
	EDU 4104 Sociological Multicultural Foundations	
	EDU 4107 Foundations for English Lang. Learners	
	EDU 4116 Health Education	IP
	EDU 4200 SPED Program Management	IP
	EDU 4203 Clinical Assessment	
	EDU 4207 Tech in SPED	
	EDU 4209 Counseling in SPED	I
	EDU 4237 Curriculum Modifications: ESN	
	EDU 4251 Teach ST Motor, Sensory, Heath Needs	
	EDU 4252 Core Curr. Access ST Severe Disabilities	
	EDU 4330 Reding/Lang. Arts: Primary Grades	
	EDU 4333 Reading/Lang. Arts: Upper Grades	
	EDU 4230 St/Intern Teaching I ES	PA
	EDU 4231 St/Intern Teaching II ES	A
	EDU 4886 CalTPA Support SPED Cycle 1	
<i>U5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.</i>		

TPE 5: Assessing Student Learning – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Heath Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reding/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching I ES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
			<u>IP</u>		<u>I</u> <u>IP</u>									<u>PA</u> <u>A</u>		
			<u>I</u>		<u>I</u> <u>IP</u>					<u>IP</u> <u>IP</u> <u>IP</u>				<u>PA</u> <u>A</u>		
			<u>I</u>		<u>IP</u>							<u>PA</u>	<u>PA</u>	<u>PA</u> <u>A</u>		

TPE 5: Assessing Student Learning – Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	
	EDU 4104 Sociological Multicultural Foundations	
	PA	PA
	EDU 4107 Foundations for English Lang. Learners	
	A	
	EDU 4116 Health Education	
	EDU 4200 SPED Program Management	
	I	I
	EDU 4203 Clinical Assessment	
	EDU 4207 Tech in SPED	
	I	I
	EDU 4209 Counseling in SPED	
	EDU 4237 Curriculum Modifications: ESN	
<i>U5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</i>	EDU 4251 Teach ST Motor, Sensory, Health Needs	
	EDU 4252 Core Curr. Access ST Severe Disabilities	
	PA	PA
	EDU 4330 Reading/Lang. Arts: Primary Grades	
	PA	PA
	EDU 4333 Reading/Lang. Arts: Upper Grades	
	PA	PA
	EDU 4230 St/Intern Teaching I ES	
	A	
	EDU 4231 St/Intern Teaching II ES	
	EDU 4886 CalTPA Support SPED Cycle 1	

TPE 5: Assessing Student Learning – Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Heath Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reding/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching IES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
EX5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.					I IP IP		P P P A A		IP			PA	PA	PA A		
EX5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)	IP A				IP	I			IP		P	IP PA		PA A		

TPE 5: Assessing Student Learning – Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Health Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reading/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching IES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
					IP		P P P A A			IP P P P P P				PA A		
EX5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.					IP		P P P A A			IP P P P P P				PA A		
EX5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.					IP	IP	I I		I					PA A		

TPE 5: Assessing Student Learning – Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Heath Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reding/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching IES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
EX5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)			I IP PA	I	IP I IP									PA A		
EX5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.			I I I IP PA									IP	IP	PA A		

TPE 5: Assessing Student Learning – Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	
	EDU 4104 Sociological Multicultural Foundations	
	EDU 4107 Foundations for English Lang. Learners	
	EDU 4116 Health Education	
	EDU 4200 SPED Program Management	IP
	EDU 4203 Clinical Assessment	IP
	EDU 4207 Tech in SPED	I
	EDU 4209 Counseling in SPED	
	EDU 4237 Curriculum Modifications: ESN	IP
	EDU 4251 Teach ST Motor, Sensory, Heath Needs	
	EDU 4252 Core Curr. Access ST Severe Disabilities	
	EDU 4330 Reding/Lang. Arts: Primary Grades	
	EDU 4333 Reading/Lang. Arts: Upper Grades	
	EDU 4230 St/Intern Teaching IES	PA A
	EDU 4231 St/Intern Teaching II ES	
	EDU 4886 CalTPA Support SPED Cycle 1	
EX5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)		

TPE 6: Developing as a Professional Educator –Universal TPEs

Beginning teachers:

—	EDU 4100 Psych/Developmental Foundations
	EDU 4104 Sociological Multicultural Foundations
⌚	EDU 4107 Foundations for English Lang. Learners
⌚	EDU 4116 Health Education
	EDU 4200 SPED Program Management
	EDU 4203 Clinical Assessment
	EDU 4207 Tech in SPED
	EDU 4209 Counseling in SPED
	EDU 4237 Curriculum Modifications: ESN
	EDU 4251 Teach ST Motor, Sensory, Health Needs
	EDU 4252 Core Curr. Access ST Severe Disabilities
	EDU 4330 Reading/Lang. Arts: Primary Grades
	EDU 4333 Reading/Lang. Arts: Upper Grades
PA A	EDU 4230 St/Intern Teaching IES
	EDU 4231 St/Intern Teaching II ES
	EDU 4886 CalTPA Support SPED Cycle 1

TPE 6: Developing as a Professional Educator –Universal TPEs		EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Heath Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reding/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching I ES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
Beginning teachers:																	
U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.		I I	IP		IP										PA A		
PA – Professional Behavior Checklist This list is used throughout the program by all stakeholders, including the candidate, to consistently reinforce expectations for professional behavior.																	

<p>TPE 6: Developing as a Professional Educator –Universal TPEs</p> <p>Beginning teachers:</p>	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Health Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reading/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching I ES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
<p>U6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.</p> <p>I - Student/Intern Teacher Orientation</p>				P								P		PA A		

TPE 6: Developing as a Professional Educator –Universal TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	
	EDU 4104 Sociological Multicultural Foundations	
	EDU 4107 Foundations for English Lang. Learners	
	EDU 4116 Health Education	
	EDU 4200 SPED Program Management	P
	EDU 4203 Clinical Assessment	
	EDU 4207 Tech in SPED	
	EDU 4209 Counseling in SPED	
	EDU 4237 Curriculum Modifications: ESN	
	EDU 4251 Teach ST Motor, Sensory, Health Needs	
	EDU 4252 Core Curr. Access ST Severe Disabilities	
	EDU 4330 Reading/Lang. Arts: Primary Grades	
	EDU 4333 Reading/Lang. Arts: Upper Grades	
	EDU 4230 St/Intern Teaching I ES	PA
	EDU 4231 St/Intern Teaching II ES	A
U6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	EDU 4886 CalTPA Support SPED Cycle 1	

TPE 6: Developing as a Professional Educator –Universal TPEs	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Heath Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reding/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching I ES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
Beginning teachers:			IP	IP IP	IP									PA A		PA PA
U6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.																

<p>TPE 6: Developing as a Professional Educator –Universal TPEs</p> <p>Beginning teachers:</p>	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Heath Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reding/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching I ES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
<p>U6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.</p> <p>I – Student/Intern Teacher Orientation</p> <p>IP – Netiquette</p> <p>PA – Professional Behavior Checklist</p>				I –										PA A		

<p>TPE 6: Developing as a Professional Educator –Universal TPEs</p> <p>Beginning teachers:</p>	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Heath Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reding/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching I ES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
<p>U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.</p>		I			I									PA	A	

TPE 6: Developing as a Professional Educator –Extensive Support Needs TPEs Beginning teachers:	EDU 4100 Psych/Developmental Foundations	EDU 4104 Sociological Multicultural Foundations	EDU 4107 Foundations for English Lang. Learners	EDU 4116 Health Education	EDU 4200 SPED Program Management	EDU 4203 Clinical Assessment	EDU 4207 Tech in SPED	EDU 4209 Counseling in SPED	EDU 4237 Curriculum Modifications: ESN	EDU 4251 Teach ST Motor, Sensory, Health Needs	EDU 4252 Core Curr. Access ST Severe Disabilities	EDU 4330 Reading/Lang. Arts: Primary Grades	EDU 4333 Reading/Lang. Arts: Upper Grades	EDU 4230 St/Intern Teaching IES	EDU 4231 St/Intern Teaching II ES	EDU 4886 CalTPA Support SPED Cycle 1
									IP					PA	A	
		IP IP IP IP IP								IP				PA PA PA A		

TPE 6: Developing as a Professional Educator –Extensive Support Needs TPEs

Beginning teachers:

[EDU 4100 Psych/Developmental Foundations](#)

[EDU 4104 Sociological Multicultural Foundations](#)

[EDU 4107 Foundations for English Lang. Learners](#)

[EDU 4116 Health Education](#)

[EDU 4200 SPED Program Management](#)

[EDU 4203 Clinical Assessment](#)

[EDU 4207 Tech in SPED](#)

[EDU 4209 Counseling in SPED](#)

[EDU 4237 Curriculum Modifications: ESN](#)

[EDU 4251 Teach ST Motor, Sensory, Health Needs](#)

[EDU 4252 Core Curr. Access ST Severe Disabilities](#)

[EDU 4330 Reading/Lang. Arts: Primary Grades](#)

[EDU 4333 Reading/Lang. Arts: Upper Grades](#)

[EDU 4230 St/Intern Teaching IES](#)

[EDU 4231 St/Intern Teaching II ES](#)

[EDU 4886 CalTPA Support SPED Cycle 1](#)

EX6.5 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

[A](#)

EX6.6 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

[A](#)

EX6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

[IP](#)

[A](#)

Part 2 – Subject-Specific Teaching Performance Expectations and Literacy Competencies

In the table below, include the course number and title for the course(s) in which this content is covered. Please hyperlink the course number(s)/title(s) to the course syllabi. Please also include faculty names for the instructors of the course(s); faculty names do not need to be hyperlinked.

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	EDU 4330 Read/LA Primary Grades EDU 4333 Read/LA Upper Grades EDU 4237 Curr. Modifications ESN EDU 4252 Core Curr. Access	K. Nordgaard/J. Buttrill J. Constatino J. Fox; S. O'Neil J. Fox, S. O'Neil
English Language Development in Relation to Subject-Specific Pedagogy	EDU 4107 Fnds Eng. Lang. Learners EDU 4330 Read/LA Primary Grades EDU 4333 Read/LA Upper Grades EDU 4237 Curr. Modifications ESN EDU 4252 Core Curr. Access	K. Delaney K. Nordgaard/J. Buttrill J. Constatino J. Fox; S. O'Neil J. Fox, S. O'Neil
Literacy		
Literacy TPE Language for All Teacher Candidates	See Literacy TPEs	
Literacy TPE for Multiple Subject and Education Specialist Candidates	See Literacy TPEs	

Notre Dame de Namur University
EDU 4100 – Psychological Foundation of Education
Fall - 2023
Instructor: Susan Bardouille Charles, Ed.D.
Email: scharles@ndnu.edu
650-424-1180 (home number)

Office Hours: 6:00pm, before class or by appointment in St Mary's, 214
Meeting – St Mary's 115
Monday
Time – 7:15 – 9:45p.m.
Course Meeting Dates: August 28; September 4 (Holiday), 11, 18, 25;
October 2, 9, 16, 23, 30; November 6, 13, 20, 27; December 4, 11.

NDNU Hallmarks of Learning and Core Values

We commit ourselves to be active members of the NDNU by modeling NDNU's Core Values and the Hallmarks of a NDNU Learning Community.

Course Description:

Educational psychology is an interdisciplinary subject that incorporates human development, learning strategies, intelligence, motivation, measurement, and classroom management. An emphasis is placed upon developing a consistent theory and philosophy (personal) based upon the preponderance of current research including, but not limited to such areas as brain-based learning, multiculturalism, gender, and socioeconomic status.

Educational Psychology 4100 is a foundation (overview) course; therefore, all the pedagogical teaching competencies in document SB 2042 and SB 1209 and identified as the Teaching Performance Assessment (TPA) are addressed. **In addition, CTC Program Standards addressing the preparation to teach English learners are also included (TPE 7).** Concepts critical to topics covered in the state-required Performance Assessment for California Teachers assignment are also incorporated.

NDNU has several major institutional outcomes: written communication; oral communication; information literacy; critical thinking; and NDNU mission-commitment alignment (community engagement, social justice, and global peace). Social Equity and Fairness will be addressed throughout, as Standard 1 of the CSTP is clear about “Engaging and Supporting ALL Students in Learning and Standard 4 – “Planning Instruction and Designing learning Experiences for All Students.”

Students will read and discuss, to get an overview/understanding of the California Standards for the Teaching Profession (CSTP) and the California Teaching Expectations (TPE). This should help support the preparation for the CALTPA – California Teaching Professional Assessment.

Required Texts:

Salvin, Robert E. *Educational Psychology: Theory and Practice (eleventh edition)*. John Hopkins University: Pearson, 2015.
(This text will provide the foundational understandings of the course.)

Posey, Allison (2019), *ENGAGE THE BRAIN: How to Design for Learning That Taps into the Power of Emotion*. ASCD, Alexandria, VA.
(This text explains UDL – Universal Design for Learning)

Kallick, Bena & Zmuda, Allison (2017), *STUDENTS AT THE CENTER: Personalized Learning with Habits of Mind*. ASCD, Alexandria, VA.
(This text reminds Educators that their most important work is to help students develop the intellectual and social strength of character necessary to live well in the world.)

Wood, Chip (2007), *YARDSTICKS* (3rd Edition). Northeast Foundation for Children, Inc.
(This text explains the development milestones of children from 0 – 14 years.)

Hall, Pete & Simeral, Alisa (2010), *Teach Reflect Learn: Building Your Capacity for Success in the Classroom*. ASCD, Alexandria, VA.
(This text urges educators to be reflective learners, themselves.)

Recommended Texts:

Armstrong, Thomas (2018), *MULTIPLE INTELLIGENCES IN THE CLASSROOM*. ASCD, Alexandria, VA.

Hardiman, Mariale (2012), *The Brain-Targeted Teaching Model for 21st-Century Schools*. Corwin Press, Thousand Oaks, California.

Silverman, Rita et al. *Educational Psychology: Cases for Teacher Problem-Solving*. New York: McGraw-Hill, Inc., 1994.

Noddings, Nell (2002), *Educating Moral People: A CARING ALTERNATIVE TO CHARACTER EDUCATION*. Teachers College Press, Columbia University, New York.

Simon, Katherine G., (2001).

Curwin, Richard L., Mendler, Allen N., & Mendler, Brian D. (2018) 4th Edition, *Discipline with Dignity: How to Build Responsibility, Relationships, and Respect in Your Classroom*. ASCD, Alexandria, Virginia.

Topics to consider:

1. Who are the Theorists who influenced teaching in the 20th century and continue to do so presently?
2. What is developmental education? – Piaget, Vigotsky, Montessori, and others.
3. How does neuroscience and brain research influence what we do and how we teach presently?
4. Are we teaching for the industrial era (a time pass) or the information technological explosion, today? We must remember that we are already 20 years into the 21st Century!

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
August 28	Introduction/Syllabus Teacher Expectations	Introduce CSTP's and TPE's ** <i>What goals/objectives do you have for this class? What qualities does an outstanding teacher demonstrate?</i>
September 11	Discuss TPE and CSTP – what do you know now, that you did not know before?	** <i>What do you know now that you did not know before? The state of California (CTC) states unequivocally that All students must be engaged; what are your thoughts? Read Chapter 1 of Slavin and write a one- page response.</i>
September 18	What Makes A Good Teacher	Chapter 2 & one- page response: How can I become an intentional teacher?

*** What is the role of research in educational psychology? What research methods are used in educational psychology? How can I become an intentional teacher?*

September 25 Theories of Development Chapter 3 and one page personal response to chapter 3.
Video: Trauma and its effects on development
<https://www.youtube.com/watch?v=95ovIJ3dsNk>

***What should be considered about children/youth when planning a lesson/unit? What are the characteristics/tools/techniques of the human development model? What are the impacts of trauma on development and how can you provide support for children/youth in our planning and teaching?*

October 2 Development During Childhood and Adolescent Chapter 4 –one page reflection

*** How will you use what you know about Early Childhood, Middle Childhood, and Adolescent Students to improve Teaching and Learning?*

October 9 Student Diversity Chapter 5 – Reflection, one page. How is diversity addressed in your school?
Particular emphasis on TPE 2 – Creating and Maintaining Effective Environments for Student Learning [I/P: U2.1; 2.2; 2.3; 2.4; 2.5; 2.6; A 5:

***What is happening in your school/district to address issues of gender, LGBTQT, multiculturalism, learning styles, and language differences?*

October 16 Behavioral Theories of Learning Chapter 6 – 1 page
reflection

***What are the costs/benefits of rewards/punishments? Could/would you deliberately hurt another human being/ animal? What physical behaviors are typical of your favorite age?*

October 23 Information Processing and Chapter 7 – 1 page Cognitive Theories of Learning reflection

***What are some specific techniques for studying long-term memory? What contribution has the brain-based movement made to education? Should the brain be compared to a computer? What academic abilities are typical of your favorite age?*

October 30 The Effective Lesson Chapter 8 – reflection

TPE 5 – Assessing Student Learning [I/P: 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; A 5]

***What can you learn about your students from observation? How will you establish a mechanism to ensure ongoing/consistent observations? What effect does context have on the results of the observation? What part does observation play in assessment? Self-assessment? Peer-assessment?*

November 6 Student-Centered and Constructivist Chapter 9-reflection
Approaches to Instruction

***Are learning styles important? Who are you as a learner? How does knowing “knowing yourself” as a learner contribute to becoming a better teacher?*

November 13 Accommodating Instruction Chapter 10-reflection
To Meet individual Needs

***How is respect for ALL built into day-by-day operations/procedures? What strategies/mechanisms build inclusion? What does role modeling have to do with classroom management?*

November 20 Motivating Students to Learn Chapter 11 & 12
Reflection

TPE 3 – Understanding and Organizing Subject Matter for Student Learning: [I/P 3.1; 3.2; 3.3; 3.4; 3.5; 3.6.3.7; 3.8; A 5]

***What motivates you? What significant influences can increase the level of intrinsic motivation? Can you motivate your students?*

November 27 Effective Learning Environments Chapters 13 & 14
Reflection

***What motivates misbehavior? What is your vision for your classroom community? What factors drive appropriate consequences? What are some successful intervention techniques?*

December 4 Assessing Student Learning & Standardized Tests and Accountability

***What/who should determine assessment procedures/tools? What instruments besides tests can provide useful data about your students? What drives appropriate use and misuse of tests? How can assessment instrument be made more authentic? Why is it important to develop multiple assessment strategies? What issues should be considered when assessing students with diverse backgrounds and needs? What issues should be considered when assessing students and sharing test results with others (i.e., teachers, parents, administrators)? How do assessment practices affect learning?*

December 11 – WRAP UP and EXIT TICKET - What have you learned in the last 14 weeks?

Course Outcomes:

1. To develop a personal motto/metaphor for the teaching process and becoming an intentional teacher
2. To engage and support All Students in learning and making content accessible.
3. To create developmentally appropriate practices from K through 12. (
4. To complete a signature assignment, as specified by the CALTPA.
5. To explore the attributes, skills, and resources needed to become an educational change maker.

Course Requirements:

1. Attendance and consistent participation (5%)
2. Two books from the required list – pace your submissions to have at least one read and submitted to the Instructor by the midterm, latest October 30.
This is not a book report but an academic response – your response and learnings from the texts. Scholarly and AP style are the expectations. The last book response must be submitted by December 11. (30%)
3. The one-page responses (5%).
4. Midterm – A group project which addresses one of the topics that we have covered in class to present to the whole class. (20%)
5. Signature Assignment – Student Self-Assessment (TPE 5)
Describe how you will teach self-regulation and engage students in self-assessment or reflection about their own learning and the criteria you will provide to students to guide their evaluation of their “own learning.” Explain how the self-assessment is aligned to the content-specific learning goal(s) and how it will provide opportunities for students to reflect on and advance their understanding of the content. If you provide instructional adaptations or accommodations for students, explain why.

Explain the process you used to guide students in their self-assessments in relation to the following:-

- a) Their understanding of what they were expected to do
- b) Their evaluation of how well they did
- c) Their thoughts on what they might do differently
- d) The assistance they would like to have to improve their performance

SERVICES

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the [ASC site in Canvas](#) to see all the resources available, to contact us, or to schedule an appointment. Have a question? *Just ASC!*

Advising

The Academic Advisor can provide guidance for putting together a plan for completing your degree requirements to help you register for classes and answer any other questions about academic policies and procedures. While students are ultimately responsible for knowing their degree completion requirements, your Academic Advisor is a great resource and available to meet through multiple mediums (in-person, Zoom, Skype, FaceTime, Text messaging, iMessage, WeChat and telephone). At the very least, plan to connect with them each term (or more) to get their assistance with selecting, changing, adding, or canceling classes.

Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the [Disability Resource Center](#) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (*i.e., scheduled surgeries, hospitalizations, injuries, etc.*) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances.

Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New

York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library [homepage](#).

Academic Integrity

NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the [Student Handbook](#) for a detailed discussion of Academic Conduct expectations.

Course Evaluation

Students are expected to complete and submit course evaluations, which will allow NDNU to improve the learning experience for students in each course and to maintain the quality of our academic programs. Each course evaluation will be available online through Campus Portal beginning two weeks prior to the end of the term and will close the Wednesday following the end of the term. Note: Course evaluation survey results are anonymous (do not identify individual student respondents) and will not be available to the instructor until after they have posted their grades.

Directions: To access, please enable pop-ups in your browser (*uncheck pop-up blocker*), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly.

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated [<https://www.ndnu.edu/resources/covid-19-info/>]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communication

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650)508-3555.

Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Written Assignments

When submitting any written assignments, students are expected to adhere to the American Psychological Association (APA) publication guidelines.

NOTRE DAME de NAMUR UNIVERSITY
School of Education
EDU 4104 Sociological & Multicultural Foundations 3 units

Fall 2023

Wednesdays 430-7PM, St Mary's Hall #117

Instructor: Kelly Delaney, Ed.D
Office Hours: St. Mary's Hall 210: by appointment
Phone: 650.508.3702
E-mail: kdelaney@ndnu.edu

Course Description

This course is designed to provide educators with an introduction to the sociological and multicultural foundations of the American educational system. We will examine the role of schools in the development of identity as well as the reproduction of systems of privilege and oppression. We will examine economic, political, social and cultural factors at play in society and their effects on the classroom. Using these new understandings, we will examine our own professional practice and ways to work more equitably from within our own contexts and classrooms.

Learning Outcomes

Goals for the instructor and students are:

Learning Outcome	Universal TPEs	MM TPEs	ESN TPEs
To deepen our understanding of our own personal and academic identity	I, P, A 1.1, 1.3, 1.5, 1.6, 1.8, 6.1, 6.2, 6.5, 6.7	I, P, 1.7, 1.8, 6.4, 6.5, 6.6, 6.7	I, P, 1.1, 1.3,1.4
To examine our own attitudes and develop more equitable ways of	I, P, A 1.1, 1.3, 1.5, 1.6, 1.8, 6.1, 6.2, 6.5, 6.7	I, P, 1.7, 1.8, 6.4, 6.5, 6.6, 6.7	I, P, 1.1, 1.3,1.4

thinking			
To understand the implications of institutionalized systems of oppression and evaluate the equity of those institutions and individual classrooms in relation to historically marginalized groups	I, P 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 3.1, 3.6, 3.7, 4.1, 4.2, 4.6, 4.7, 5.1, 5.3, 6.4, 6.5, 6.7	I, P 1.3, 1.4, 1.7, 2.4, 2.7, 3.1, 4.2, 4.6, 5.1, 6.1, 6.2, 6.3	I, P 1.1, 1.2, 1.3, 1.5, 2.3, 2.4, 3.1, 4.1, 5.1, 6.1
Learning Outcome	Universal TPEs	MM TPEs	ESN TPEs
To connect these new understandings and ways of thinking to our individual contexts and classrooms with specific strategies to increase equity within school	I, P, A 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1, 4.3, 4.4, 4.7, 5.1, 5.3, 6.3, 6.4, 6.5, 6.6, 6.7	I, P, A 1.2, 2.2, 2.8, 3.1, 4.4, 4.6, 6.1, 6.2	I, P, A 3.1, 3.2, 5.1, 6.1, 6.3,

Course Evaluations/Teaching Effectiveness Surveys

- Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions

- To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "***You have an active survey***" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course

in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

NDNU Hallmarks

Hallmarks are the essential **characteristics, values** and **activities** of a Notre Dame learning community. Hallmarks two through seven will be addressed in this course:

- ***We honor the dignity and sacredness of each person.*** Through developing working relationships with the students we serve, we will honor each student's personhood as we support them in the learning process.
- ***We educate for and act on behalf of justice and peace in the world.*** Through creating lesson plans imbued with subject matter content and multicultural theory, we are ensuring that every student has equity and access to a supportive educational experience.
- ***We commit ourselves to community service.*** By engaging with students in our local community through education, we are committed to community service.
- ***We embrace the gift of diversity.*** We embrace the opportunity to teach students from pluralistic backgrounds in a diverse schools and neighborhood communities. By engaging in a diversity experience, we will connect key course learnings to ideas, beliefs, traditions, or cultural artifacts that are different from our own.
- ***We create community among those with whom we work and with those we serve.*** We work collaboratively with pre-service teaching colleagues, master teachers, professors and students by creating a caring learning community where each person is valued.
- ***We develop holistic learning communities which educate for life.*** Teaching students subject matter content and building our own pedagogical knowledge strengthen our professional teaching relationships.

Required Texts

- Paul C. Gorski and Seema G. Pothini, *Case Studies on Diversity and Social Justice Education*. (New York: Routledge, 2013). Available in the campus bookstore or for purchase or rent online.

Link to text Table of Contents: <https://www.taylorfrancis.com/books/mono/10.4324/9781351142526/case-studies-diversity-social-justice-education-paul-gorski-seema-pothini>

- Ozlem Sensoy and Robin DiAngelo, *Is Everyone Really Equal*, 2nd edition. (New York: Teachers College Press, 2017). Available in the campus bookstore or for purchase or rent online.
- Asset Based Learning Online Module
 - <https://www.memphis.edu/ess/module4/page2.php>

Communication

Instructor will send regular messages to students in this course through NDNU student email accounts. Students must regularly check their student email account for important information about class meetings and assignments. Issues with NDNU email accounts should be directed to OIT at 508-3555.

CalTPA Connection

In order for our students to have best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For this course, the following assignments are used to help with the CalTPA portfolio:

Course Assignment:	Found in CalTPA Candidate Handbook:
Multicultural Lesson Plan	CYCLE 1, Step 1, Getting to Know Your Students, Lesson Plan Rationale & Focus Students
Diversity Experience	CYCLE 1, Step 1, Lesson Plan Rationale

Average Student Workload Expectations

Typically, a 3-unit graduate course entails 180 hours of student engagement over the semester, or 3 hours of in-class time and roughly 9 hours of outside-class time per week for a 15-week course. Course assignments are made in accordance with this expectation.

Average Workload Distribution:	Hours in Class:	40
	Readings:	80
	Collaboration	5
	Assignments:	<u>56</u>
	Total Hours	180

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand subject-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC Canvas site to see all of the resources available, to contact us or to schedule an appointment. Have a question? *Just ASC!*

Students with Academic Challenges—Disability Resource Center (DRC)

If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical) be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as soon as possible. Accommodations are not provided retroactively. Please contact the Disability Resource Center by email at DRC@ndnu.edu or by phone at 650-508-3670.

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact your instructor(s) immediately and do not attend in-person classes until testing negative.

Course Requirements

Privacy, Confidentiality & Behavior

The themes and discussion in this course require a high level of engagement, professionalism, respect and discretion. Due to the sensitive nature of the work, and the fact that participants must make personal and professional connections in order to participate meaningfully, it is important that students maintain the privacy of those with whom they interact outside of our classroom as well as those within our classroom. So do not share someone else's business.

Also please be mindful that everyone is at a different point in her or his journey. All of us must listen respectfully, speak truthfully, expect and embrace discomfort, and be mindful of the feelings of others. Open dialogue is critical to the work we will do in this class, and this requires a high level of engagement with and awareness of others.

This class requires a high level of engagement and participation therefore students must participate constructively and actively in all class discussions and activities. Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructors and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will negatively impact your participation grade.

Academic Honesty

Students are expected to uphold all standards of academic honesty. Cheating, plagiarism, false citations, and the submission of false data are all inexcusable at the graduate level and seriously undermine academic scholarship as a whole.

Attendance

Attendance at each class is mandatory and each absence will result in a drop in your grade, regardless of the reason. If you must miss a class due to emergency, please notify me as soon as possible and bring the make-up assignment to the following meeting. Non-attendance does not excuse you from the timely submission of assignments. Late work will not be accepted. Regardless of the reason, if you miss a class, you must ***submit a 5-page double-spaced summary and analysis of the readings for the week.*** If you already know you will have to miss classes, please reconsider taking this class this semester. No passing grade can be assigned if you miss three or more sessions of the class, regardless of the reason for the absence.

Assignments & Grading

Technical Considerations

All papers must be typed, double spaced, 12-point Times New Roman font with 1-inch margins. All citations, whether in-text or in a reference list, must follow APA guidelines. For tips about APA formatting visit <http://owl.english.purdue.edu/owl/resource/560/02/> . Late assignments will not be accepted.

Attendance & Participation *100 points*

You are expected to engage in critical discussion in the classroom. There will be opportunities for whole class and small group participation, but complete silence is not acceptable. We all benefit from hearing multiple voices and viewpoints, and verbal participation is a part of how I will be checking for understanding. If you do not speak during class you will not like your participation grade. (See detailed behavior guidelines above.)

Reading Reflections/Case Study Questions *20 points each*

(U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP)

(M1.2, 1.4, 2.4, 2.1, 2.10, 5.1 IP)

(E 1.4, 1.7, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)

On each of the dates noted below, students will write a 1-2 page single-spaced paper. Each paper should include a personal connection to the readings along with how that connection might apply to the classroom. Feel free to use a quote from the reading as your starting point for talking back to the text. Please delve deeply and include specific details both about your own life and experience and those of your students. Reflections should be regarding the chapters from Ozlem & Sensoy or other readings posted on Google Classroom, but not the case studies. For each case study that is assigned, please write 2 questions for discussion that will help us to discuss the case in class. (Examples will be posted on Google Classroom.)

Lesson Plan *190 points*

(U1.1, 1.4, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA)

(M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA)

(E 1.4, 1.7, 1.9, 2.4, 2.5, 3.2, 3.3, 3.4, 5.2 IPA)

For this assignment, students will *create* and *write* a lesson plan that integrates information relevant to the themes of this course. Students should choose a topic of interest that you might actually teach in your upcoming career. The point of this assignment is to develop a practical lesson that will be useful in the future and will also utilize culturally sustaining pedagogy in the service of students and which aligns with the aims of multicultural education in an increasingly diverse and global world. Specifically it should align to key principles of the class including UDL, funds of knowledge, community/cultural wealth, and/or asset based teaching. Students should thoroughly address all areas of the NDNU lesson plan template. Each paper should include a 2-3 page reflection connecting the lesson to the themes and research from the course including citations of specific articles in APA format. (Examples will be provided in class.)

Multicultural Lesson Plan Rubric

1=needs improvement

5,15=effective

10,30=very effective

Subject: _____ **Grade Level:** _____ **Central Focus:** _____

Connection to Content Standards

(Only 1, words—not just numbers):

1

5

10

Content Goal/Objective for the Lesson:

(Only 1 sentence, tied to activities/assessments):

1

5

10

Connection to ELD Standards

(Only 1, words—not just numbers):

1

5

10

Language Goal/Objective for the Lesson:

(Only 1 sentence, tied to activities/assessments):

1

5

10

Checking for Understanding and Assessments:

(diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

1

10

20

Higher Order Thinking (HOTS)

(How are students doing higher level thinking during this lesson? Use specific words from Bloom's Taxonomy like *analyze, create, synthesize, evaluate, infer*, etc.)

1

5

10

Student Assets

(What assets do students bring with them to the classroom? What student knowledge, skills, backgrounds and interests can you connect to the lesson to spark student engagement?)

1

5

10

Lesson Delivery:

Include (as in lesson plan template) time estimates for each activity, "teacher will" and "student will" for each section below including intro, instruction, and closure. (If you use the template this chart is built in.)

1

15

30

Introduction/Set/Hook:

(connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

Instruction:

(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc)

Closure: (Reflection, ensure comprehension, review, link new learning, etc.)

Language Demands

1

10

20

During the lesson, the formats and strategies students employ to communicate using language appropriate to the content area of focus?

1) *What vocabulary will students be using?*

2) *Content Specific instructional strategies to support language development and **WHY** these strategies are likely to support language development. (Be sure to include both "teacher will" and "student will" as in lesson plan template. If you use the template this chart is built in.)*

Reading—

Writing—

Speaking—

Listening—

Instructional Strategies to support students

a) Scaffolding: *for all students/learning modalities*
(lots of strategies to support everyone)

1

5

10

b) Differentiations: *for EL/GATE/early finishers*
(specific things different for only some students)

1

5

10

c) Adaptations: *for students w IEPs/504s*
(specific things for only some students)

1

5

10

(Describe different accommodations and/or modifications for students in your class with IEPs and/or 504s. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

Reflection:

1

15

30

(How does the lesson connect to the themes of the course? Specifically how is this a multicultural lesson plan? Content? Pedagogy? Connections to readings? Be specific.)

Diversity Experience 150 points

(U1.1, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 4.3, 4.4, 4.6, 5.2, 5.8, 6.1, 6.2, 6.3, 6.4 IPA)

(M 1.7, 2.4, 2.8, 2.10, 3.2 IPA)

(E 1.4, 1.7, 1.9, 2.4, 3.1, 5.2, 6.2 IPA)

For this assignment, you will work in pairs or small groups. The purpose of this assignment is two-fold: (1) to place you in a setting or experience that is outside your typical daily or weekly activities, and (2) to integrate that experience into your teaching practice. You should be exposed to ideas, beliefs, traditions, or cultural artifacts that are different from your own. The actual experience should last at least two hours, not including travel. You may choose from many experiences including museums, conferences, festivals, events, worship services, and meetings. The experience should enable you to encounter information about diverse groups. Keep in mind that we are defining "diverse" as including race, culture, language, socioeconomic status, exceptionalities, gender, sexual orientation, gender identity and/or religion from historically underrepresented groups. This project culminates with a presentation to the class including a question and answer period as well as a paper detailing how each group member would integrate their new learning into the classroom. In the past, students have visited the Museum of the African Diaspora in S.F., attended a play about race and identity, visited a Japanese internment site, gone to the LGBTQ museum in S.F., attended the indigenous "Unthanksgiving" ceremony on Alcatraz, etc.

Rubric for Diversity Experience

Paper Rubric—80 points

Connections to theory and research from class (Paper only)	Inadequate or incorrect integration of diversity experience with readings/theoretical frameworks from class and/or no quotes	Adequate integration of diversity experience with readings/theoretical frameworks from class with at least 1 quote	Outstanding integration of diversity experience with readings/theoretical frameworks from class with 2+ quotes
	1-16	17 22	23 25
Personal/professional growth and reflection (Paper only)	Inadequate ability to discuss new understandings about diversity in an honest and insightful manner including attitudes needed to work with students from different racial, language, socioeconomic, ability, gender, sexual orientation, and/or religious identities.	Adequate ability to discuss new understandings about diversity in an honest and insightful manner including attitudes needed to work with students from different racial, language, socioeconomic, ability, gender, sexual orientation, and/or religious identities.	Outstanding ability to discuss new understandings about diversity in an honest and insightful manner including attitudes needed to work with students from different racial, language, socioeconomic, ability, gender, sexual orientation, and/or religious identities.
	1-16	17 22	23 25
Practical application of new learning (Paper & Presentation)	Inadequate explanation of how new learning would be integrated into the classroom context. Only 1-2 examples are provided and/or specific details are not included.	Adequate explanation of how new learning would be integrated into the classroom context. 3 examples are provided and some specific details are included.	Outstanding explanation of how new learning would be integrated into the classroom context. 3+ examples are provided and many specific details are included.
	1-16	17 22	23 25
Formatting (Paper only)	Inadequate formatting of paper includes little attention to editing or APA citations.	Adequate formatting of paper includes attention to editing and APA citations w/ some errors.	Outstanding formatting of paper includes attention to editing and APA citations w/ few or no errors.
	1	2 3	4 5

Presentation Rubric—70 points

Presentation skills (Presentation only) DO NOT READ FROM SLIDES!!!!!!!!!!	Student demonstrates inadequate oral communication skills including speaking less than 5 minutes or more than 10 minutes and/or inability to answer questions	Student demonstrates adequate oral communication skills with few vocalized pauses and sufficient analysis of the benefits of the experience.	Student demonstrates outstanding oral communication skills with no vocalized pauses and thoughtful analysis of the benefits of the experience.
	1-10	11 17	18 20
Summary of Experience (Presentation only)	Inadequate or missing summary of experience. Experience does not align with themes of the course and/or the directions of the assignment.	Adequate explanation of the experience and sufficient analysis of the benefits of the experience including topics of relevance and age group recommendations	Outstanding explanation of the experience and thoughtful analysis of the benefits of the experience including topics of relevance and age group recommendations.
	1-16	17 22	23 25
Practical application of new learning (Paper & Presentation)	Inadequate explanation of how new learning would be integrated into the classroom context. Only 1-2 examples are provided and/or specific details are not included.	Adequate explanation of how new learning would be integrated into the classroom context. 3 examples are provided and some specific details are included.	Outstanding explanation of how new learning would be integrated into the classroom context. 3+ examples are provided and many specific details are included.
	1-16	17 22	23 25

*Note that the Practical Application of New Learning portion of this assignment must be included in both the presentation and the paper, and points for this category will be awarded based on how well students explain this category for both portions of the assignment.

Grading

Final grades are calculated using total points earned out of total points possible.

Passing	Grades B- and higher	
A+ 100%	A 95 - 99.99%	A- 94 - 90%
B+ 89 - 87%	B 87 - 84%	
Not Passing	Any grade below B	B- 83 - 80%
C+ 79 - 77%	C 76 - 73%	C- 72 - 70%
D+ 69 - 67%	D 66 - 63%	D- 62 - 60%
F 59% and below		

Points Possible

Attendance & Participation	100
Reading Reflections	100
Diversity Experience	150
Lesson Plan	<u>190</u>

Total Points Possible 540

Schedule of Classes and Assignments Subject to change at discretion of instructor**

Date	Topic	Readings Due	Assignments Due
8/30	Introduction (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1,		

	3.2, 3.3, 5.2, 6.4 IP)		
9/6	Asset Based Thinking (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)	McIntosh, DiAngelo (Google Classroom) Asset Based Online Learning module (Read only—link in syllabus) Gorski/Pothini 4.2	
9/13	Theoretical Frameworks (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)	Chapters 3 & 4 Gorski/Pothini 5.4	Reading Reflection
9/20	No class: Release time for Diversity Project		
9/27	Intersectionality & Institutionalization (U1.1, 1.6, 2.1, 2.2, 2.3, 3.2, 3.3, 4.3, 4.4 6.2 PA) (M 1.7, 2.4, 2.10, 3.2 PA) (E1.4, 1.7, 1.9, 2.4 IPA)	Chapter 8 Gorski/Pothini 5.3, 6.5	
10/4	Power & White Supremacy (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1,	Chapter 5 Gorski/Pothini 5.2, 6.3	Reading Reflection

	2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)		
10/11	The Gender Spectrum & Sexual Orientation (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M1.2, 1.4, 2.4, 2.1, 2.10, 5.1 IP) (E 1.4, 1.7, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)	Chapter 7, Kimmel (Google Classroom) Gorski/Pothini 7.2, 9.4	Reading Reflection
10/18	Classism (U1.6, 2.4, 3.6, 3.7, 4.4, 4.6, 4.7, 5.2, 5.8, 6.1, 6.3, 6.4 IP) (M 2.4, 2.8 IP) (E 2.4, 3.1, 5.2, 6.2 IP)	Chapter 10 Gorski/Pothini 3.2	Reading Reflection
10/25	Exceptionalities (U1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.5, 3.3, 3.2, 3.6, 4.4, 4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA) (M1.2, 1.4, 1.6, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA) (E1.4, 1.7, 2.4, 2.5, 3.3, 3.2, 3.4, 5.2 IPA)	Chapter 6 Gorski/Pothini 8.2, 8.3	

11/1	No Class: Work on Diversity Presentation		
11/8	Language, Immigration & Indigenaiety (U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP) (M1.2, 1.4, 5.5 IP) (E 2.5, 3.1, 3.3 IP)	Yosso, Grinde (Moodle) Gorski/Pothini 10.1, 11.2	
11/15	Religious Freedom (U1.1, 1.4, 1.6, 2.2, 2.3, 2.4, 3.1, 3.3, 3.5, 3.6, 3.7, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1, 6.4, IP) (M 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 IP)	Sensory & Stonebanks, Schlosser (Moodle) Gorski/Pothini 4.3, 4.4	Reading Reflection
11/25	No Class! Thanksgiving Break!		
11/29	Applications in the Classroom (U1.1, 1.4, 1.6, 2.2, 2.3, 3.1, 3.3, 3.5, 3.6, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 PA) (M 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 PA) (E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 PA)		Diversity Presentations
12/6	No Class: Turn in final lesson plan & reflection		Lesson Plan

NOTRE DAME de NAMUR UNIVERSITY
School of Education
EDU 4107 Foundations for Teaching English Learners, 3 units

Fall 2023

Wednesdays 7-930PM, St. Mary's Hall #117

Instructor: Kelly Delaney
Office Hours: St. Mary's Hall #210, by appointment
Phone: 650.508.3702
E-mail: kdelaney@ndnu.edu

Course Description

This course focuses on English language development (ELD) and strategies for English learners (EL) to develop academic language, comprehension, and knowledge in the subjects of the core curriculum. ELD standards are introduced and

discussed. Candidates learn the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, and strategies for teaching English language development (ELD) and specially designed academic instruction in English (SDAIE). They learn about state and federal legal requirements for the placement and instruction of English learners. Theories and models of dual language development as well as psychological, sociocultural, political, and pedagogical factors that affect first and second language acquisition and development are explored in this course. This includes phonology, morphology, syntax and semantics with special focus on phonemic awareness, spelling patterns, morphemes and vocabulary. Students will learn about early intervention techniques for support, scaffolding and differentiation, formative and summative assessments including development and implementation. Teacher candidates will develop lessons that support ELD and gain practical experience with EL students in the field working with a non-profit literacy program that requires ongoing assessment and support in both fluency and comprehension in the areas of reading, writing, speaking and listening with literacy as the primary area of focus.

Grading

Final grades are calculated using total points earned out of total points possible.

Passing	Grades B- and higher	
A+ 100%	A 95 - 99.99%	A- 94 - 90%
B+ 89 - 87%	B 87 - 84%	
Not Passing	Any grade below B	B- 83 - 80%
C+ 79 - 77%	C 76 - 73%	C- 72 - 70%
D+ 69 - 67%	D 66 - 63%	D- 62 - 60%
F 59% and below		

Learning Outcomes

Goals for the instructor and students are:

Learning Outcome	Universal TPEs	MM TPEs	ESN TPEs
Understanding the important concepts about English learners including the complexity of first language development and second language acquisition.	I, P 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 4.1, 4.2,	I, P 1.2, 1.3, 1.6, 1.7, 4.2, 4.6, 5.1, 5.5, 6.1, 6.2, 6.3	I, P 1.1, 1.5, 2.4, 3.2, 5.1, 5.6, 6.1,

	4.6, 6.2, 6.7		
Understanding theories, principles, materials, methods and strategies for English learners	I, P, A 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 5.7, 6.1, 6.2, 6.3, 6.5, 6.7	I, P, A 1.2, 1.3, 1.4, 1.6, 1.7, 3.1, 4.7, 5.1, 6.1, 6.2, 6.3	I, P, A 1.1, 1.5, 2.2, 2.3, 2.4, 3.2, 4.1, 5.1, 6.1
Applying theories, principles and instructional practices for comprehensive instruction of English learners	P, A 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 5.7, 6.1, 6.2, 6.3, 6.5, 6.7	P, A 1.2, 1.3, 1.4, 1.6, 1.7, 2.4, 3.1, 4.7, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3	P, A 1.1, 1.5, 2.2, 2.3, 2.4, 3.2, 4.1, 5.1, 6.1
Understanding psychological, sociocultural, political, and pedagogical factors affecting first and second language development	I, P 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 4.1, 4.2, 4.6, 6.2, 6.7	I, P 1.2, 1.3, 1.6, 1.7, 2.4, 4.2, 4.6, 5.1, 5.5, 6.1, 6.2, 6.3	I, P 1.1, 1.5, 2.4, 3.2, 5.1, 5.6, 6.1, 6.3
Understanding assessment of English language proficiency	I, P, A 1.1, 1.2, 1.3, 1.6, 3.1, 3.2, 3.3, 3.5, 4.1, 4.4, 5.1, 5.2, 5.3, 5.7, 5.8, 6.3, 6.4, 6.7	I, P, A 1.4, 5.1, 5.2, 5.5, 6.1, 6.3	I, P, A 1.1, 3.2, 5.1, 6.1

Average Student Workload Expectations

Typically, a 3-unit graduate course entails 180 hours of student engagement over the semester, or 3 hours of in-class time and

roughly 9 hours of outside-class time per week for a 15-week course. Course assignments are made in accordance with this expectation.

Workload Distribution:	Hours in Class:	42
	Readings:	50
	Community Engagement:	20
	Assignments:	60
	Group Collaboration:	8
	Total Hours	180

Required Reading

1. Diaz-Rico, L.T. (2011) A Course for Teaching English Learners (2nd edition). Pearson.
2. Cary, S. (2007). Working with second language learners: Answers to teachers' top ten questions (2nd edition), Heinemann.
3. Familiarize yourself with the following web sites:
 - a. English Language Development Standards (November 2012) <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
 - b. ELPAC <http://www.cde.ca.gov/>, under testing
 - c. The Common Core State Standards resources: <http://www.cde.ca.gov/re/cc/tl/whatareccss.asp>
 - d. State adopted academic content standards:
<http://www.cde.ca.gov/be/st/ss/>
4. Select reading assignments will be handed out in class.

CalTPA Connection. In order for our students to have best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For this course, the following assignments are used to integrate into the CalTPA portfolio:

Course Assignment:	Found in CalTPA Candidate Handbook:
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SDAIE Lesson	CYCLE 1, Step 1, "Lesson Plan & Rationale"
ESA Final Paper	CYCLE 1, Step 1 "Getting to Know Your Students Assets and Needs, Lesson Plan

Scheduled Topics

<u>Date</u>	<u>Topic</u>	<u>Readings Due</u>
8/30	Introduction and overview Issues in teaching and learning a second language	
9/6	History, Culture, Diversity	Ch. 8 (U1.1, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 4.6, 5.2, 5.8, 6.1, 6.2, 6.3, 6.4 IP) (M 1.7, 2.4, 2.8, 2.10, 3.2 IP) (E1.4, 1.7, 1.9, 2.4, 3.1, 5.2, 6.2 IP)
9/13	Language Structures, Development & Acquisition (<u>3-2-1 Due</u>)	Ch. 9 (U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP) (M1.2, 1.4, 5.5 IP) (E 2.5, 3.1, 3.3 IP)
9/20	No Class: Release time for tutoring hours	
9/27	Language Demands	Ch.1 (U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP) (M1.2, 1.4, 5.5 IP) (E 2.5, 3.1, 3.3 IP)
10/4	Instructional Strategies for English Learners (<u>3-2-1 Due</u>)	Ch. 5 & Cary

(U1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.5, 3.3, 3.2, 3.6, 4.4, 4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IP)
(M1.2, 1.4, 1.6, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP)
(E1.4, 1.7, 2.4, 2.5, 3.3, 3.2, 3.4, 5.2 IP)

- 10/11 Assessment **(3-2-1 Due)** Ch. 3
Macro—understanding and interpreting assessments
(U1.1, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.6, 4.7, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 IP)
(M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP)
(E1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.3, 3.4, 5.2 IP)
- 10/18 Assessment & Planning Cary 1
Micro—evaluating and designing assessments

(U1.1, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.6, 4.7, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 IP)
(M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP)
(E1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.3, 3.4, 5.2 IP)
- 10/25 No Class: Work on SDAIE Lesson with Group
- 11/1 No Class: Work on SDAIE Lesson with Group
- 11/8 [SDAIE lesson presentations](#) **(Group Lesson Plan Due)**
- 11/15 SDAIE lesson presentations **(Group Lesson Plan Due)**

(U1.1, 1.4, 1.6, 2.2, 2.3, 2.4, 3.1, 3.3, 3.5, 3.6, 3.7, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1, 6.4 PA)
(M 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 PA)
(E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 PA)
- 11/22 **No class:** Thanksgiving Break!

11/29 Literacy & Oral Language Development (**3-2-1 Due**) Ch. 6 & 7

(U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP)
(M1.2, 1.4, 5.5 IP)
(E 2.5, 3.1, 3.3 IP)

12/6 No Class: Work on Final Paper (**Individual Lesson Plan Paper Due**)

(U1.6, 2.4, 4.6, 5.2, 5.8, 6.1, 6.3, 6.4 A)
(M2.4, 2.8 A)
(E 2.4, 3.1, 5.2, 6.2 A)

**** Instructor reserves the right to change syllabus and/or class content as needed.**

Academic Honesty and Plagiarism

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please consult the NDNU Student Handbook for consequences related to plagiarism.

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand subject-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC Canvas site to see all of the resources available, to contact us or to schedule an appointment. Have a question? *Just ASC!*

Students with Academic Challenges—Disability Resource Center

If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical) be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as soon as possible. Accommodations are not provided retroactively. Please contact The Disability Resource Center by email at DRC@ndnu.edu or by phone at 650-508-3670.

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library homepage.

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact your instructor(s) immediately and do not attend in-person classes until testing negative.

Course Evaluations/Teaching Effectiveness Surveys:

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions:

To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "***You have an active survey***" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a

survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

NDNU's Mission Statement & Hallmarks

Founded upon the values of the Sisters of Notre Dame de Namur and rooted in the Catholic tradition, Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply values and ethics in his or her personal, professional, and public life.

The hallmarks of the NDNU community are:

1. We proclaim by our lives even more than by our words that God is good.
2. *We honor the dignity and sacredness of each person.*
3. We educate for and *act on behalf of justice and peace* in the world.
4. *We commit ourselves to community service.*
5. *We embrace the gift of diversity.*
6. *We create community among those with whom we work and with those we serve.*
7. We develop holistic learning communities which *educate for life.*

This course's content reflects a commitment to these hallmarks and this mission.

Course Requirements

1. Class attendance and participation 50 points

You are required to attend all class sessions, participate in both small group and whole class discussions, and learn from your peers. All class papers and projects must be completed **on time**. You are also required to read all assigned readings before coming to class and be prepared to use what you have read in class.

Each absence will result in a drop in your grade, regardless of the reason, therefore if you already know you will have to miss a class, please reconsider taking this class this semester. No passing grade can be assigned if you miss three or more sessions of the class, regardless of the reason for the absence. Please inform the instructor in advance if you will need to miss class and

bring the make-up assignment to the following meeting. ***The make-up assignment is a 3-5 page typed reflection*** on the readings for the week. If you will be missing a class without assigned reading, reflect on the reading from the previous class.

Everyone must participate in a respectful, professional and mindful manner throughout the semester, whether in class or at your tutoring assignment. During class, please refrain from using the internet, checking emails, texting or writing and/or grading papers or doing other activities unrelated to class. This is disrespectful to the instructor and peers, shows a lack of professionalism, and is not something you would allow your own students to do. It is your responsibility to contribute meaningfully during class whether in whole class or small groups. Refusal to follow above participation guidelines will result in grading penalties, as I would not have adequate knowledge of your understanding without continuous, focused and appropriate participation. While I understand that not everyone relishes the task of speaking during whole class discussions, please remember that you are hoping to become a teacher, and therefore speaking in front of groups will be required of you in your professional work. In addition, each person in this class has valuable insight and experience to bring to our work, and lack of participation denies the rest of the class important information that might help us all to become better teachers. This also applies to turning off your video or posting an emoji or static picture of yourself if on zoom. For this class, you will need to leave your video on when on zoom, and if you need to momentarily step out of frame for a glass of water for example, that is fine, but it should be a short break. No recordings of online classes is allowed, so please take notes. If you require the support of video recordings due to a diagnosed exceptionality, please contact the DRC (see above.)

2. 3-2-1 Discussions 50 points

(U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.5, 5.8, 6.1, 6.2, 6.3, 6.4, 6.7 IP)

(M 1.2, 1.4, 2.4, 2.1, 2.10, 5.1, 5.5 IP)

(E 1.4, 1.7, 2.5, 3.1, 3.3, 5.2, 6.4 IP)

Students will complete this assignment based on the weekly required reading.

Papers must be typed, single spaced, in 12-point font with standard margins. They should include 3 discussion questions, 2 quotes from the reading, and 1 personal connection based on the readings. Quotes should include page numbers at the end and can be about anything that you find meaningful or important in the text.

Personal connections should be about one paragraph long and connect the reading to the real world or your classroom practice. You may write as many clarifying questions as you like, but at least 2 questions must be critical thinking questions that are likely to lead to good discussions. We will be using these to drive discussions

during class, so please keep that in mind and avoid questions with simple answers.
(Examples will be posted on Google Classroom.)

3. Fieldwork Practice & Reflection (Tutoring) 100 points

(U 1.1, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 4.6, 5.2, 5.8, 6.1, 6.2, 6.3, 6.4 IPA)

(M1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 5.2, 6.2 IPA)

In order to provide students with actual experience working with EL students, candidates will work for 20 hours over the course of the semester with an afterschool program with a high percentage of EL students enrolled. The purpose of this assignment is to provide students with practical experience working with EL students in partnership with their families. It is also in keeping with the TPEs and NDNU's mission and hallmarks regarding taking action in service of social justice and building community.

There are different options available to students to fulfill this requirement which will be discussed by the instructor. If students are already connected to a similar program, service there may satisfy course requirements but students will need to arrange this with the instructor by the second class meeting. Students who are unable to fulfill this requirement must make alternate arrangements with the instructor by the second class meeting. However, students are strongly advised to fulfill this requirement using the tutoring option provided by the instructor.

Attendance at these sessions is mandatory as students will not get tutoring help if NDNU students fail to report to their tutoring assignments. While illness is an excused absence, it will mean that those hours will need to be made up on a different day and time, so do not sign up for tutoring on days you might not be able to make it. Students will also participate in focused discussions throughout the semester reflecting on their experiences with tutoring.

4. SDAIE lesson presentation 100 points 45 minutes per group

(U 1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5, 3.6, 4.4, 4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA)

(M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA)

(E1.4, 1.7, 1.9, 2.4, 2.5, 3.2, 3.3, 3.4, 5.2 IPA)

In this class, participation in discussion, sharing information, and learning from each other are very important. You are expected to work within a small group, design and teach a SDAIE lesson in a content area for a specific grade level using different strategies in the class as a group. Lesson objectives must be tied to standards. In your group, you are also required to prepare one lesson plan using the NDNU lesson plan template, to be turned in to the instructor on the day of your presentation. In education we frequently are required to work with people we might not choose, and we have to find a way to collaborate effectively. There is one grade for each group, with exceptions for any cases where someone has not adequately contributed to the project (hopefully this will not happen!). If there are problems that are insurmountable, this should be discussed with the instructor *well in advance* of the final presentation day so that adjustments can be made if necessary.

SDAIE Group Lesson Rubric

Subject: _____

Grade Level: _____

Central Focus: _____

Connection to Content Standards

(1 for content, 1 for language, words—not just numbers):

1 5 10

Goal/ Objective for the Lesson:

(1 for content, 1 for language, tied to activities/assessments):

1 5 10

Checking for Understanding and Assessments:

(diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

1 10 10

Student Assets

1

5

10

(What assets do students bring with them to the classroom? What knowledge, skills, and interests can you connect to the lesson to spark student interest?)

Lesson Delivery:

1

15

20

Include (as in lesson plan template) time estimates for each activity, "teacher will" and "student will" for each section below including intro, instruction, and closure. (If you use the template this chart is built in.) I will also be looking to see higher order thinking and student engagement are addressed.

Introduction/Set/Hook:

(Connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

Instruction:

(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc.)

Closure: (Reflection, ensure comprehension, review, link new learning, etc.)

Language Demands

1

5

10

During the lesson, the formats and strategies students use to communicate using language appropriate to the content area of focus?

1) *What vocabulary will students be using?*

2) *Content specific instructional strategies to support language development and **WHY** these strategies are likely to support language development. (Be sure to include both "teacher will" and "student will" as in lesson plan template. If you use the template this chart is built in.)*

Reading—

Writing—

Speaking—

Listening—

Scaffolding: for all students/learning modalities

1

5

10

(Lots of strategies here to support everyone in class)

Differentiation

1

5

10

Individualized supports for English Learners/Early finishers

(Describe different supports/adaptations for a beginning, intermediate and advanced English Learner. Explain the multiple ways you will adapt the lesson activities in both instruction and assessment that is targeted for each student. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

Adaptations: for students w 504s/IEPs consider UDL

1

5

10

(Describe different accommodations and/or modifications for students in your class with IEPs and/or 504s. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

5. EDU4107 Embedded Signature Assessment (ESA):

Individualized Lesson Plan for English Learners (200 points)

(U 1.1, 1.4, 1.5, 1.6, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.6, 4.7, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 IPA)

(M 1.7, 1.2, 1.4, 1.6, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA)

(E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 IPA)

This paper measures your:

This paper supports your CalTPA work in:

• Knowledge of pedagogical theories, principles, and instructional practices

• **Planning:** identifying California students' experiential backgrounds,

for advancing English language development (TPE 7)	assets and learning needs • Focus Students: designing specific teaching strategies to meet student needs • Academic Language: analysis of students' assets and needs in both receptive and expressive academic language.
• Ability to analyze a student's specific EL learning needs (TPE 7)	
• Ability to plan differentiated instruction to meet those needs (TPE 9)	

You will be writing a SDAIE lesson plan for an entire class that will include a separate section with multiple individual supports for a specific English Learners who need extra support. You will need to include differentiation for at least one emerging student (beginning), one expanding student (intermediate), and one bridging student (advanced) or groups of students in each of the same three levels. The lesson plan template will be provided in class. You should include accommodations for IEP and 504 students when appropriate, but since this class is about supporting English Learners, there should be strong evidence of support for these students.

ESA Paper Rubric

1=needs improvement

5,15=effective

10,30=very effective

Subject: _____ **Grade Level:** _____ **Central Focus:** _____

Connection to Content Standards

(Only 1, words—not just numbers):

1

5

10

Content Goal/Objective for the Lesson:

(Only 1 sentence, tied to activities/assessments):

1

5

10

Connection to ELD Standards	1	5	10
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(Only 1, words—not just numbers):

Language Goal/Objective for the Lesson:	1	5	10
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(Only 1 sentence, tied to activities/assessments):

Checking for Understanding and Assessments:	1	10	20
--	---	----	----

(diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

Higher Order Thinking (HOTS)	1	5	10
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(How are students doing higher level thinking during this lesson? Use specific words from Bloom's Taxonomy like *analyze, create, synthesize, evaluate, infer*, etc.)

Student Assets	1	5	10
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(What assets do students bring with them to the classroom? What knowledge, skills, and interests can you connect to the lesson to spark student interest?)

Lesson Delivery:	1	15	30
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Include (as in lesson plan template) time estimates for each activity, "teacher will" and "student will" for each section below including intro, instruction, and closure. (If you use the template this chart is built in.)

Introduction/Set/Hook:

(connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

Instruction:

(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc)

Closure: (Reflection, ensure comprehension, review, link new learning, etc.)

Language Demands

1

15

30

During the lesson, the formats and strategies students employ to communicate using language appropriate to the content area of focus?

1) *What vocabulary will students be using?*

2) *Content Specific instructional strategies to support language development and **WHY** these strategies are likely to support language development. (Be sure to include both "teacher will" and "student will" as in lesson plan template. If you use the template this chart is built in.)*

Reading—

Writing—

Speaking—

Listening—

Scaffolding: for all students/learning modalities

1

5

10

(Lots of strategies here to support everyone in class)

Differentiation

1

15

30

Individualized supports for 3 specific English Learners

(Describe different supports/adaptations for a beginning (emerging), intermediate (expanding) and advanced (bridging) English Learner. Explain the multiple ways you will adapt the lesson activities in both instruction and assessment that is targeted for each student. There should be several different examples of things you would do differently for only these 3 students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

Adaptations: for students w 504s/IEPs consider UDL

1

5

10

(Describe different accommodations and/or modifications for students in your class with IEPs and/or 504s. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

Engagement: (Would students actually enjoy the lesson) 1 5 10

5. SDAIE lesson 100 points 45-50 minutes

(U 1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5, 3.6, 4.4, 4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA) (M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA) (E1.4, 1.7, 1.9, 2.4, 2.5, 3.2, 3.3, 3.4, 5.2 IPA)

In this class, participation in discussion, sharing information, and learning from each other are very important. You are expected to work within a small group, design and teach a SDAIE lesson in a content area for a specific grade level using different strategies in the class as a group. Lesson objectives must be tied to standards. As a group, you are also required to prepare one lesson plan using the NDNU lesson plan template, to be turned in to the instructor on the day of your presentation. In education we frequently are required to work with people we might not choose, and we have to find a way to collaborate effectively. There is one grade for each group, with exceptions for any cases where someone has not adequately contributed to the project (hopefully this will not happen!). If there are problems that are insurmountable, this should be discussed with the instructor *well in advance* of the final presentation day so that adjustments can be made if necessary.

SDAIE Group Lesson Rubric

Subject: _____

Grade Level: _____

Central Focus: _____

Connection to Content Standards

1

5

10

(1 for content, 1 for language, words—not just numbers):

Goal/ Objective for the Lesson: 1 5 10

(1 for content, 1 for language, tied to activities/assessments):

Checking for Understanding and Assessments: 1 10 10

(diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

Student Assets 1 5 10

(What assets do students bring with them to the classroom? What knowledge, skills, and interests can you connect to the lesson to spark student interest?)

Lesson Delivery: 1 15 20

Include (as in lesson plan template) time estimates for each activity, "teacher will" and "student will" for each section below including intro, instruction, and closure. (If you use the template this chart is built in.) I will also be looking to see higher order thinking and student engagement are addressed.

Introduction/Set/Hook:

(Connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

Instruction:

(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc.)

Closure: (Reflection, ensure comprehension, review, link new learning, etc.)

Language Demands 1 5 10

During the lesson, the formats and strategies students use to communicate using language appropriate to the content area of focus?

1) *What vocabulary will students be using?*

2) Content specific instructional strategies to support language development and **WHY** these strategies are likely to support language development. (Be sure to include both "teacher will" and "student will" as in lesson plan template. If you use the template this chart is built in.)

Reading—

Writing—

Speaking—

Listening—

Scaffolding: for all students/learning modalities

(Lots of strategies here to support everyone in class)

1

5

10

Differentiation

Individualized supports for English Learners/Early finishers

(Describe different supports/adaptations for a beginning, intermediate and advanced English Learner. Explain the multiple ways you will adapt the lesson activities in both instruction and assessment that is targeted for each student. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

1

5

10

Adaptations: for students w 504s/IEPs consider UDL

(Describe different accommodations and/or modifications for students in your class with IEPs and/or 504s. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

1

5

10

NDNU School of Education
EDU 4116 - Health Education (1 unit)
Fall 2023

Instructor Contact Information: Christy Knott, M.A. in Ed (ITEC) - cknott@ndnu.edu

Course Schedule

4116 - Health	FALL 2023		
Intro	Thursday - 4:30-7:00 PM	September 7	Synchronous - online (via InSpace)
Part 1	Self-paced	Sept 8-20	Asynchronous - 2 weeks
Part 2	Thursday - 4:30-7:00 PM	September 21	NDNU Campus - in-person
Part 3	Self-paced	Sept 22-Oct 4	Asynchronous - 2 weeks
Part 4	Thursday - 4:30-7:00 PM	October 5	NDNU Campus - in-person
Part 5	Self-paced	Oct 6-11	Asynchronous - 1 week
Part 6	Thursday - 4:30-7:00 PM	October 12	Synchronous - online (via InSpace)

Office Hours: Instructor available via email and by appointment on InSpace

Catalog Course Description: This course introduces students to the concept of health promotion through school health education. Current information, health education resources and teaching strategies will be introduced, applied and discussed. This course fulfills the California Teacher Credential Health requirement. *This course does NOT include CPR/First Aid training and certification.*

Learning Outcomes:

<u>Health Awareness</u> - Provide a review of the most common health issues of children and adolescents so that teachers may help students effectively deal with these health problems and understand how they might effect the student experience and classroom environment.	TPE1, TPE2, TPE4, TPE6
<u>Student Wellness</u> - Provide the rising teacher with an understanding of his/her responsibilities regarding health services: observation, referral, follow-up, community resources, etc. in order to create a safe and healthy classroom community for all.	TPE2, TPE6

Self-care - Assist participants in examining their personal values and those of their students in relation to health attitudes and content with a goal of creating a self-care plan to enable them to thrive as teachers and sustain themselves in this rewarding career.	TPE2, TPE 4, TPE6
Aligned with the Universal Teaching Performance Expectations (TPE)	

NDNU Hallmarks: Two of the Hallmarks of NDNU which are especially prevalent throughout this course are

- We honor the dignity and sacredness of each person.
- We create community among those with whom we work and with those we serve.

Required Textbooks/Readings/Links: All course materials will be provided through our Google Classroom.

Course Requirements: Throughout the course, students will be expected to complete all assignments shared through our Google Classroom. Due dates will be listed there.

CalTPA Connection: In order for our students to have the best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. CalTPA Cycle 1, Steps 1 & 2 are integrated in this course.

Attendance: Students are required to attend ALL scheduled class meetings per the schedule (2 in-person and 2 online). A student's attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/approval from the instructor. Absences may also be excused for illness, last minute emergencies, bereavement, etc. but student must communicate and make arrangements with the instructor. Please note that for an excused absence, the student may receive credit for attendance but will need to turn in assignments due at that class and make up missed in-class activities.

Participation: Active participation is defined as sharing questions, concerns, constructive feedback, support, ideas, and resources. Active participation is being attentive, self-motivated, respectful, independent, responsible, and flexible. And you will complete all assignments listed in the syllabus (and in our Google Classroom) for the class date each is due. Attendance alone does not constitute participation.

Student Workload Expectations: To meet the goals of this course, this 1-unit course, delivered over a 6-week period, will approximate **45 hours of engagement**. This will occur in a **blended format** (in person, live online and asynchronously online):

Intro	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6
2.5 hrs live class on InSpace	13 hrs online work	2.5 hrs in-person on NDNU campus	13 hrs online work	2.5 hrs live class on InSpace	9 hrs online work	2.5 hrs in-person on NDNU campus

Cell phone/Computer use: As a courtesy to the instructor and your fellow students, please turn off cell phones and other electronic devices during our live classes. If there is a reason to have your cell phone on, please put it on vibrate. While you are welcome to bring your computer/tablet to our in-person classes, most of what we will do will be active participation that will not necessitate a computer.

Course Evaluation:

- a. Live Classes - attend entirety of ALL 4 live sessions, be punctual and fully participate
- b. Completion of ALL out-of-class assignments, including posts & replies to the discussion questions in Google Classroom by the DEADLINES listed in the course (or within 1-2 days, only IF communicated to and approved by the instructor)
 - i. students who, during the first two weeks, save all/most of the asynchronous work until the last day or two before the next live session will be unable to pass this class and will receive an email letting them know they should withdraw
 - ii. extensions will be considered for extenuating circumstances, but must be approved by the instructor two or more days before each due date

Grading Standards

A+ 100%	B+ 89-87%	C+ 79-77%	D+ 69-67%
A 99-94%	B 86-84%	C 76-74%	D 66-64%
A- 93-90%	B- 83-80%	C- 73-70%	D- 63-60%

Teaching Effectiveness Surveys: Surveys (course evaluations) will be available online through the Campus Portal **2 weeks prior to the end of the semester and will close the Wednesday following the end of the term.** Your feedback regarding courses and faculty is especially important to NDNU, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve our teaching, helps the department and program improve program content, and is used by the university in making decisions about tenure, promotion, and hiring for faculty.

Directions: To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the **“You have an active survey”** link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you are enrolled. Your feedback is particularly important! Please complete your evaluations for all your courses promptly. **Remember:** Your responses are anonymous and are not available to faculty until after course grades are posted.

Course Meeting Schedule:

INTRO	Start of WEEK 1 - Live class online via InSpace	TPEs*
Thursday, Sept 7 4:30-7:00pm via InSpace	Welcome & Logistics Check-in Community Building Paired Intros - get to know a partner, then introduce them to class Importance of Names (video: <i>Substitute Teacher; a.m. greetings</i>) My Key Phrase - what's yours? Overview of Parts 1-6 of class Review of the next two weeks	I U2.1, U2.2, U3.8 P U1.2, U3.7, U3.8, U4.5
Initial Tasks	ASSIGNMENTS: (see Google Classroom for DUE dates) Intake form - complete at the end of our session Who's in the Class - learn more about your classmates 3 About Me - Flipgrid video sharing 3 items or answering 3?s	I U1.1, U1.2
PART 1	Asynchronous - 2 WEEKS	TPEs
Reminder	Before commenting on others' posts , get to know your peers a bit more by watching their "3 About Me" Flipgrid videos.	I U2.1,

Assignments	<p>Each of the following two sections, contains a slide deck which utilizes various sources, including websites and articles, many from national and local organizations focused on educating others about these topics. The videos listed below are integrated within the slide decks, as are the tasks you'll complete in order to reflect on what you just learned. All of this will help you think about how to support students.</p> <p>Assignments for each of the main topics includes:</p> <ol style="list-style-type: none"> 1. LEARN - Work through the slide deck and complete tasks. 2. SHARE - Add your takeaways to share with your classmates. 3. RESPOND - Respond to at least 2 comments. 	I M2.7, M3.1, M4.6, U6.2, U6.4, U6.6 U5.4, U6.1, U6.3
Wellness	<p>TOPICS: Physical health, movement, nutrition, allergens, diet culture, sleep, & diseases</p> <p>VIDEOS: <i>Spark: How Exercise Improves Your Brain - by John Ratey - Animated Book Summary by Mind Body Connection; The Hidden Risks of Sitting; Let's Make Our Day Harder; How the Food You Eat Affects Your Brain; Eating a Rainbow; Food Apartheid explained by Malik Yakini; How to use an Epi-Pen; Exercise vs. Diet; Dr. James Maas on the importance of sleep; Hands Only CPR; Just a little heart attack</i></p> <p>ASSIGNMENTS: <i>(tasks embedded in decks - due dates in Google Classroom)</i></p>	I U1.3, U2.1, U2.2, U2.4, U3.3, U3.6; U3.7, U3.8; P U3.3, U3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U5.4

Mental Health	<p>TOPICS: Anxiety, OCD, ADHD, Autism, Maladaptive Coping Mechanisms, Eating disorders, Body Image, Depression, Suicide, Stress, Staying Mentally Healthy</p> <p>VIDEOS: <i>OCD & Anxiety Disorders; Working Memory and ADHD; Maladaptive Coping Mechanisms; How I overcame depression by just sitting around; Teen Suicide Prevention; Suicide Awareness; The fight against teen suicide begins in the classroom; Reach Out - Preventing Teen Suicide; No One Else Can Play Your Part; Heart2Heart Kid Talks Stress; The Doctor Talks Taking Care of Your Mental Health</i></p> <p>ASSIGNMENTS: <i>(tasks embedded in decks - due dates in Google Classroom) & Self-Care Plan</i></p>	<p>I U1.3, U2.1, U2.2, U2.4, U3.3, U3.6; U3.7, U3.8;</p> <p>P U3.3, U3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U5.4</p>
PART 2	Start of WEEK 3 - Live class IN-PERSON at NDNU Campus	TPEs
<p>Thursday, Sept 21 4:30-7:00pm</p> <p>IN-PERSON at NDNU Campus</p>	<p>Welcome back Check-in Review of the 2 health content slide decks from the previous two weeks, we will:</p> <ol style="list-style-type: none"> 1. discuss key ideas and share out questions, thoughts and concerns 2. hear stories related to the topics covered in this section <p>Fidget Toys What Would You Say - during this activity, you will practice responding to student questions that may come up in your future teaching days. We will focus on difficult topics like suicide, bullying, identity, and more.</p> <p>Stories</p>	<p>I U2.1, U2.2, U2.3, U2.4, U3.3, U3.7, M4.7</p> <p>P 3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U6.5, U6.6</p>

Closing	Review of next week - asynchronous work (<i>see Google Classroom for DUE dates</i>) - next “live” session on Friday, February 24 (on InSpace) @ 4:15-6:45 Closing - share out 1-2 sentences about what you got out of our day together	
Immediate Tasks	ASSIGNMENT: (<i>due date in Google Classroom</i>) Reflection & online discussion - about your learnings and observations from today	
PART 3	Asynchronous - 2 WEEKS	TPEs
Identity, Relationships & Reproductive Health	TOPICS: LGBTQ, gender, relationships, friendship, communication, bullying, healthy vs. unhealthy relationships, consent, sexual assault, reproductive health, teen health laws, STIs, HIV & AIDS VIDEOS: <i>It gets better campaign - by Pixar employees; What does it mean to be gender- fluid?; Disclosure (movie trailer); Love Has No Labels; Bystander video; The Relationship Spectrum; That’s Not Love; Tea Consent; Athlete A (movie trailer); The Hunting Ground (movie trailer); If a Robbery Report Was Treated Like a Rape Report; If Men Had Periods; Sex Needs a New Metaphor</i> ASSIGNMENTS: (<i>tasks embedded in decks - due dates in Google Classroom</i>)	I U1.3, U2.1, U2.2, U2.4, U3.3, U3.6; U3.7, U3.8; P U3.3, U3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U5.4

Alcohol, Tobacco & Other Drugs	<p>TOPICS: Alcohol, Tobacco, Vaping, Marijuana, Opioids & Natural High</p> <p>VIDEOS: <i>Carson's Story- A Young Man's Life and Death; Bars Without Alcohol? Inside The Growing 'Sober Curious 'Trend; BAR Lab Experiment; BAR Lab Experiment - Explanation by Dr. Kilmer; Secondhand Smoke - Dark Balloons; Why Teens are Attracted to Vaping; How Juul Made Nicotine Go Viral; Know the Truth - Amy's Story about Opioids; What is Fentanyl; CA Substance Abuse Trends, Statistics and Solutions; Monitoring the Future 2020 Results; Why We Exist - Natural High</i></p> <p>ASSIGNMENTS: (tasks embedded in decks - due dates in Google Classroom)</p>	<p>I U1.3, U2.1, U2.2, U2.4, U3.3, U3.6; U3.7, U3.8;</p> <p>P U3.3, U3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U5.4</p>
Focus Student 3	<p>ASSIGNMENT: (see Google Classroom for DUE date)</p> <p>1. Complete the 5 Tasks in the "Focus Student 3" assignment</p>	<p>I U2.4</p>
PART 4	Start of WEEK 5 - Live class IN-PERSON at NDNU Campus	TPEs
<p>Thursday, October 5 4:30-7:00pm</p> <p>IN-PERSON at NDNU Campus</p>	<p>Welcome back Check-in Review of the 2 health content slide decks from the previous two weeks, we will:</p> <ol style="list-style-type: none"> 1. discuss key ideas and share out questions, thoughts and concerns 2. hear stories related to the topics covered in this section <p>Agree/Disagree - during this activity, you will empathize with the challenges that some of your students may face.</p> <p>Stories</p>	<p>I U2.1, U2.3,, U3.3, U3.7, M4.7</p> <p>P 3.7, U3.8, U4.5, U4.7, U4.8, U5.3, U6.5, U6.6</p>

Reflection	ASSIGNMENT: <i>(see Google Classroom for DUE date)</i> Reflection & online discussion in Google Classroom about your learnings and observations from our third“ live” class session	A U2.2 I U2.4
PART 5	Asynchronous - 1 WEEK	TPEs
Your New Profession	TOPICS: it’s a profession, whole school health model, mandated reporter, inspiring & useful resources, distance learning VIDEOS: <i>Introduction to MTSS; Empathy; The Lollipop Moment; Every Opportunity; O’Playsis; Daring Classrooms</i> ASSIGNMENTS: <i>(see Google Classroom for DUE dates)</i> 1. LEARN - Work through the deck and complete the tasks. 2. SHARE - Create a Flipgrid video about the 10 Shakes activity 3. RESPOND - Watch all of your classmates’ videos and comment on at least two.	I U2.2, M2.7, U3.6; U6.2, U6.6 P U3.3, U3.7, U3.8, U4.7, U4.8, U5.3, U5.4, U6.1, U6.3
Self-care	TOPICS: stress, time management, SEL, Nadia’s research, self-care resources VIDEOS: <i>The Happiness Advantage; The Key to Make Positive Habits; Atomic Habits; 5-Second Rule; Hell Yeah or No; Born for This; Have it All</i> ASSIGNMENTS: <i>(tasks embedded in decks - due dates in Google Classroom)</i> 1. LEARN - Work through the deck and complete the tasks. 2. SHARE - Add to/revise your Self-Care Plan in the class deck. 3. RESPOND - Look through the plans of your classmates.	I U2.2, M2.7, U3.6; U6.2, U6.6 P U3.3, U3.7, U3.8, U4.7, U4.8, U5.3, U5.4, U6.1, U6.3

Inspiration	<p>Teachers Rock - Look through the slide deck to inspire you - watch the <i>Teaching Center</i> video; listen to the Slam Poem <i>What Teachers Make</i>; read the quotes, watch Rita Pierson's TED Talk - <i>Every Kid Needs a Champion</i></p> <p><u>ASSIGNMENT:</u> - Add YOUR inspiration to the class slide deck</p>	
Great Teachers	<p><u>ASSIGNMENT:</u> (see Google Classroom for DUE date)</p> <p>Part 1 - Think about what you think makes a great teacher</p> <ul style="list-style-type: none"> • Read through results from "Great Teachers" survey • Highlight/take notes on what stands out to you <p>Part 2 - Write a reflection based on what you read. For example:</p> <ul style="list-style-type: none"> • things that surprised you, common themes, similarities/differences... • your reaction to what you read... 	
Ed Tech	<p><u>ASSIGNMENTS:</u> (see Google Classroom for DUE date)</p> <p>Ed Tech Assignment - Complete the 3 Tasks related to the use of educational technologies</p>	
PART 6	End of WEEK 5 - Live class online via InSpace	TPEs

Thursday, October 12 4:30-7:00pm via InSpace	Check-in: Newsball activity - what's new? Review of Day 1 & "Would You Rather" activity Review of the slide decks from the previous week, we will: <ol style="list-style-type: none"> 1. discuss key ideas and share out questions, thoughts and concerns 2. hear stories related to the topics covered in this section Share slide deck of Self-Care Plans that the class created My self-care journey - it's challenging... hard lessons learned over the years Keep in mind... the goal is to help your students become the best version of themselves.... but YOUR GOAL is also to strive to become the best version of yourself (it's all a process!) Discuss your takeaways from the Great Teachers assignment & survey results	I U2.2, U2.3, M2.7, M3.1, M4.6, U6.2, U6.4, U6.6 P U3.3, U3.7, U3.8, U4.7, U4.8, U5.3, U5.4, U6.1, U6.3
Closing	Resources in Google Classroom - for now/future, and to share! Complete Final Eval Survey to give me feedback about the class Quick share out – to describe what you got from this class	

*TPEs - [Commission Approved California Teaching Performance Expectations](#) - I = introduced, P = practiced; A = assessed

Disclaimer: This course meeting schedule serves the credential candidate as a general guideline. The instructor may delete or add topics and/or assignments as the course progresses based on the needs of the candidates.

NDNU SERVICES

Academic Integrity

NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but

are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the [Student Handbook](#) for a detailed discussion of Academic Conduct expectations.

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the [ASC site in Canvas](#) to see all the resources available, to contact us, or to schedule an appointment. Have a question? ***Just ASC!***

Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the [Disability Resource Center](#) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (*i.e., scheduled surgeries, hospitalizations, injuries, etc.*) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and

learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library [homepage](#).

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated [\[https://www.ndnu.edu/resources/covid-19-info/\]](https://www.ndnu.edu/resources/covid-19-info/). Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communications

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

EDU 4200-01

Program Management for Special Education Teacher

Fall 2023, Thursdays @ 7:15pm

Instructor: Brooke Crosby, M.A., M.A.

E-mail: bcrosby@ndnu.org, cowgal.brooke@gmail.com

Syllabus

This is a project-based course which is designed for the special educator to assist in developing an understanding of the procedural requirements to meet the needs of students with disabilities.

Topics include:

- Implementation of laws and procedural requirements
- Implementing the staff development requirements
- Development of the IEP and BIP Including IEP Team Meeting Simulations
- Transition planning
- Special education referral process
- Assistance with including students with special needs in regular classroom settings
- Record keeping and paperwork requirements
- Parent and student rights
- Responsibilities of Collaborative Teaching
- RTI

Core Values

The course is taught with the core values of Notre Dame de Namur University in mind. Those core values are:

- The Whole Person: a commitment to develop one's fullest potential.
- The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners.
- The Just Society: a commitment to enhance justice and peace at the personal, community and global levels.

Teaching Performance Expectations aligned Course Outcomes:

You are expected to spend 45 hours in class- 60 hours readings and minor assignments-60 hours on signature assignment.

Required Readings

Required readings will be provided by the instructor. There is no textbook that is required to buy for this course.

Other Resources

Gargiulo, R. & Metcalf, D. (2015). *Teaching in Today's Inclusive Classrooms* (3rd ed.) Belmont, CA Wadsworth.

Carter, N., Prater, M., and Dyches, T. (2008). *What Every Teacher Should Know About: Making Accommodations and Adaptations for Students with Mild to Moderate Disabilities* (1st ed.) Pearson.

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

Various Vanderbilt Modules that will be referred to throughout the semester:

<http://iris.peabody.vanderbilt.edu/module/asd1/> (Autism: An Overview for Educators)

<http://iris.peabody.vanderbilt.edu/module/asd2/> (Autism: Evidence-based practices)

<http://iris.peabody.vanderbilt.edu/module/preref/> (Prereferral Process)

<http://iris.peabody.vanderbilt.edu/module/agc/> (Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities)

<http://iris.peabody.vanderbilt.edu/module/cnm/> (Connecting Standards-Based Curriculum to Instructional Planning)

<http://iris.peabody.vanderbilt.edu/module/udl/>

(Universal Design for Learning)

<http://iris.peabody.vanderbilt.edu/module/bi1/> (Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle)

<http://iris.peabody.vanderbilt.edu/module/bi2/> (Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions)

<http://iris.peabody.vanderbilt.edu/module/fba/> (Functional behavioral Assessment)

<http://iris.peabody.vanderbilt.edu/module/fam/> (Collaborating with Families)

<http://iris.peabody.vanderbilt.edu/module/sca/> (Providing Instructional Supports: Facilitating Mastery of New Skills)

<http://iris.peabody.vanderbilt.edu/module/rti03-reading/> (RTI: Reading Instruction)

<http://iris.peabody.vanderbilt.edu/module/rti-math/> (RTI: Math)

<http://iris.peabody.vanderbilt.edu/module/ell/> (Teaching English Language Learners: Effective Instructional Practices)

<http://iris.peabody.vanderbilt.edu/module/math/> (High-Quality Mathematics Instruction: What Teachers Should Know)

<http://iris.peabody.vanderbilt.edu/module/rs/> (Related Services: Common Supports for Students with Disabilities)

<http://iris.peabody.vanderbilt.edu/module/tran/> (Transition)

Grading *Grades for this course will be based on the following:*

Attendance/Participation	10%
Self-Reflection: What is Special Education and what does it mean to you as a special education service provider? (1-2 page paper; APA styling)	10%
Written Assignments/Reflections from selected readings and additional resources (1-2 pages; APA styling); assigned in class	20%
<p>Interview Project (interview a general education teacher, a special education teacher and a parent of a student that has special needs)</p> <ul style="list-style-type: none">• The interviews, which may be transcribed verbatim or summarized but must be comprehensive.• A personal reflection on each of the 3 interviews <p><i>*keep for Professional Portfolio</i></p>	20%
<p>Case Studies Lesson Project</p> <ul style="list-style-type: none">• Students must read several case studies, choose 5 and create lesson modifications to meet each student's needs. The assignment must include for 5 of the students:<ul style="list-style-type: none">- A bulleted summary of the student's needs- A bulleted list describing the proposed modifications <p><i>*keep for Professional Portfolio</i></p>	10%
<p>In Depth Case Study of a student with special needs (slideshow/presentation)</p> <p>This project includes:</p> <ul style="list-style-type: none">• Identifying Academic Strengths and Needs• Potential successes and potential difficulties to be addressed based upon history and needs• Gathering information for instructional modifications and/or accommodations depending upon the student's individual needs	30%

- Appropriate mainstreaming tools used to assist with student success
- Review of behavior intervention strategies

**keep for Professional Portfolio*

Grading:

A: 90-100%	B: 80-90%	C: 70-80%
D: 60-70%	F: Below 60%	

Late Assignments:

All assignments are due at the beginning of class on the assigned due date. Any assignment not turned in by the due date will be deducted 5% a day starting the following day.

Note: Instructor reserves the right to make changes in the course syllabus. Students will be informed if a change is made. If you find it necessary to be absent, please contact the instructor regarding missed assignments. Be sure to review the information in the Google drive folder for the missed week.

<u>Class Session</u>	<u>Topics Covered</u>	<u>Assignments Given</u>
Week 1	Intro to Class, Syllabus Review	What is special education to you? Self Reflection - 1-2 page APA style paper in response to prompt
Week 2	People First Language Inclusive Practices History of Special Education (TPEs: U1.1, U6.2)	1-2 page APA style, Article Reflection: "Finding Common Ground"
Week 3	Confidentiality Eligibility Categories - Assessment Process	1-2 page APA style, PreReferral Process Vanderbilt Module

	<p>Strengths Based Language (TPEs: U3.2 TPEs M/M: 2.3, 2.11, 3.2, 3.3, 4.5, 5.2, 5.3, 5.5, 5.6 TPEs ESN: 2.2, 2.3, 2.7, 2.14, 3.4, 3.5, 4.6)</p>	
Week 4	<p>Pre-referral and Assessment for Special Education processes Systems of Support (TPEs: U1.1, U1.4, U1.6, U2.1, U2.6, U3.1, U3.8, U4.1, U4.2, U5.1, U5.2, U5.5, U5.7, U5.8 TPEs M/M: 1.3, 1.7 TPEs ENS: 1.3, 1.4, 1.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7)</p>	1-2 page APA style, UDL Vanderbilt Module
Week 5	Board Meeting	<p>2-3 page APA style: What did you think about the Board Meeting? What was new information for you? Do you have any wonderings about how the Board of Education fits into your purview?</p>
Week 6	<p>Acronyms in Education Culturally Responsive teaching and Social Emotional Learning Universal Design for Learning (TPEs: U1.1 , U1.3, U1.4, U1.5, U1.6, U1.7, U1.8, U2.2, U2.3, U2.5, U3.2, U3.3, U3.4, U3.5, U3.6, U3.8, U4.1, U4.3, U4.4, U4.5, U4.7, U4.8, U5.3, U6.5 TPEs M/M: 1.2, 1.3, 1.7, 2.1, 2.2, 2.4, 2.8, 2.9, 4.5, 5.1 TPEs ESN: 1.7, 1.8, 1.11, 2.4, 2.5, 2.6, 3.1, 3.3, 4.4, 6.5)</p>	2-3 page APA style, response to professional article "Toward a Conception of Culturally Responsive Classroom Management"
Week 7	<p>Professionalism/Ethics Teaching Reading and Accessing CCSS IEP at a Glance IEP documents preparation: Info/Eligibility Page</p>	Print IEP pages (listed in the box to the left)

	Present Levels of Performance Special Factors Goals page (TPEs: U1.6, U1.4, U1.3, U3.3, U4.1, U4.3, 5.8 TPEs M/M: 1.1, 1.3, 1.4, 1.5, 2.1, 3.1, 4.2, 4.4 TPEs ESN: 1.1, 1.5, 1.6, 1.9, 1.10, 3.2, 4.5)	
Week 8	Mid Class Check-in Review the Interview Project Review the Case Study Project	
Week 9	Autism AAC/AT IEP documents preparation: Statewide Assessments Services Page Ed Setting Page (TPEs: U2.4, U3.6, U4.4, U4.5, U4.8, U5.2, U5.4 TPEs M/M: 1.2, 2.5, 2.6, 2.7, 2.8, 4.1, 4.3 TPEs ESN: 1.2, 1.4, 1.7, 2.1, 2.2, 2.4, 2.5, 2.8, 2.11, 4.3, 4.7, 4.8)	1-2 page APA style, Assistive Technology in Action or Video Simulations of someone on the Spectrum Do one of the ASD Vanderbilt Modules
Week 10	Behavior and Classroom Management Notes template IEP agenda Working with Advocates/ Attorneys (TPEs: U1.1, U2.1, U2.2, U2.5, U2.6, U3.8, U4.7, U6.5 TPEs M/M: 2.6, 2.10, 4.3 TPEs ENS: 1.4, 1.8, 2.8, 2.9, 2.10, 2.12, 2.13, 4.1)	Do both of the Behavior Vanderbilt Modules. Do 2-3 page reflection on how this will inform your classroom management. Print the IEP pages in prep for next week
Week 11	Behavior Reflection and Resources IEP documents presentation: ITPs - Transition Plans Progress Reports	

	Understanding Extended School Year	
Week 12	Culturally Responsive and Restorative Practices Guest Speaker - Collaboration (Sian Roper) and collaborating effectively Determine presentation sequence of last two sessions (TPEs: U1.2, U2.1, U3.2, U3.4, U4.1, U4.5, U4.6, U6.4, U6.5 TPEs M/M: 2.4, 4.6, 4.7 TPEs ENS: 1.10, 6.2)	
Week 13	Case Study Presentations	
Week 14	Case Study Presentations	FBA - BIP Assignment Case Study

Note: Instructor reserves the right to make changes in the course syllabus. Students will be informed if a change is made. If you find it necessary to be absent, please contact the instructor regarding missed assignments.

Assignments Information

Required reflections: Explore the Vanderbilt module or assigned professional development article and summarize what you learned and how you will apply what you learn to your teaching. You're required to write based on your reading about 2 pages. Please email me your assignment before the start of class the following week.

Case Study

Case study is done with a k-12 student with a disability. If you are not working with a student with a disability, you can request a case study file from the instructor.

Please address the following questions based on your observation, reading or student data.

Your description must be specific and provide detailed information. Give examples if necessary. Your paper must be between 6-8 pages.

1. Describe the school (Name of program, nature of the program student is in). Describe the school's culture, students' language, ethnicity, socioeconomic status in general along with your role.
2. Describe the classroom (Number of teachers/aides and their training, number of students (male and female), ages, and exceptionalities, room arrangement, equipment, materials, schedule of the day.
3. Describe the student you observed:
age, sex, ethnicity, disability.
Behavior
Responsiveness (attentive, impulsive, etc)
Motivation (eager, indifferent, etc.)
Motility (wheelchair, balanced, etc.)
Verbalization (talkative, nonverbal, etc)
Student's strengths/interest and weaknesses
4. Describe the types of special education and related service(s) the student receives.
5. Describe how the student interacts with teachers, assistants, peers or others (Give specific examples).
6. What is attitude towards the student with disability (by teacher, paraprofessionals, peers, and administrators)?
7. Describe some of successes or positive aspects of education program in place?

8. What would do differently if you were the student's teacher, parent, or administrator?
9. Describe if IEP goals seem to be developed based on the student's needs

Functional Behavioral Assessment (FBA)

FBA is conducted to address problem behaviors. There are three parts on this assignment.

Part 1: Identification of Problem Behavior (10 pts)

Part 2: Data Collection & Hypothesis (20 pts)

Part 3: Behavior Intervention Plan (20 pts)

Part 1 involves the process of identifying the target behavior to be addressed. You are required to write a short paragraph on this. It's short, but a critical because if this statement is written in a vague way, then, you won't be able to collect relevant data.

Part 2 actually involves two different steps. You will select data collection method based on the nature of the target behavior and observe/collect data. Based on your data, you will be able to see a pattern. You will form a hypothesis based on this "pattern"

Part 3 is your action plan. Based on the hypothesis, you will be able to figure out the "function" of the target behavior. You will develop a behavior intervention plan to address the target behavior based on the identified function.

Resources

Tutorial Services

If you feel you need extra help in your courses, tutoring services are available for writing and other subjects. Please refer to Tutorial Center website for more specific information in terms of subjects, hours, in-person and online options, and how to connect.

Career Services

The Office of Career Services is committed to the professional success of our current student body and alumni. Creating, building, and revising your professional profile and portfolio is part of your NDNU student experience. Contact with Laura Mizuha, Assistant Director of Writing and Career Service at lmizuha@ndnu.edu if you have questions or need assistance.

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers like The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library homepage.

Disability Resource Center

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (i.e. scheduled surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances.

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Academic Honesty

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of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

Course Evaluations

Students are expected to complete and submit course evaluations which will allow us to improve the learning experience for students in this course and maintain the quality of our academic programs. Each course evaluation will be available online through Campus Portal beginning two weeks prior to the end of the term and will close the Wednesday following the end of the term.

Directions: To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly.

NDNU School of Education
EDU 4207: Technology in Special Education (3 units)
Fall 23-24

Instructor: Brian Gadus (MA SPED)

Instructor Contact Information: bgadus@ndnu.edu

Course Schedule: Thursday 4:30-7:00pm - Online Instruction via Canvas/InSpace

Office Hours: Available by appointment, email for availability

Catalog Course Description: EDU4207 Technology in Special Education Introduces developmental and methodological foundations for the use of current technologies and practical application to the special education classroom. The use of low-tech to high-tech devices as assistive technology in meeting IEP needs of students are emphasized. Emphasis is also placed on learning the tools to enhance communication, information access, use of adaptive devices, use of current software/hardware, and problem-solving for the special education and regular education classroom.

Course Learning Outcomes:

Learning Outcomes	Universal TPE's	MMSN TPEs	ESN TPEs
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Use of technology and universal design for learning and instruction with students with disabilities including those who are English Language Learners	I: U2.5, U3.6 P: U3.2, U3.4, U6.1 A: U3.6	I: M1.1 P: M1.7 A: M2.1	I: E1.2, E1.3 P: E1.2, E1.5 A: E1.1, E1.2
Students will understand the use of technology and universal design for learning and instruction with students with disabilities including those who are English Language Learners and the use of assistive technology devices to meet the individualized needs of students with disabilities	I: U3.7, U4.5, U5.8 P: U3.5, U4.8, U6.1 A: U6.1	I: M5.2, M5.3, M5.6 P: M3.1, M4.1 A: M6.1	I: E3.2, E4.3, E5.4, E5.7, E6.1 P: E5.1, E5.3 A: E4.3, E5.1, E5.3
Students will be familiar with the legal and historical aspects of assistive technology and universal design as they relate to providing an appropriate individualized education for students with disabilities.	I: U3.7, U4.5, U5.8 P: U3.5, U4.8, U6.1 A: U3.6	I: M1.1, M5.3, M5.6 P: M1.7, M4.1 A: M2.1	I: E2.1, E2.5, E2.7, E2.11 P: E1.2 A: E1.1
Students will become familiar with a variety of assistive technology tools appropriate for application in different content areas for students with disabilities.	I: U2.5, U3.6 P: U3.5, U4.8, U6.1 A: U3.6	I: M2.11, P: M2.5 A: M2.1	I: E1.2, E6.1 P: E1.2 A: E1.1, E1.2, 5.3
Students will understand how assistive technology tools and devices can assist students with disabilities to gain access to curriculum and skills.	I: U4.5, U5.8 P: U3.2 A: U4.8	I: M5.2, M5.3 P: M1.7 A: M2.1	I: E1.7, P: E5.3 A: E1.1, E1.2
Students will apply technology to the creation of materials for the purposes of student instruction, faculty professional development and collaboration, and parent education.	I: U2.5 P: U3.2, U4.8, U6.1 A: U3.6	I: M1.1, M1.2, M5.6 P: M1.7 A: M6.1	I: E5.4 P: E4.1 A: E2.5, E3.1
Students will analyze critical issues surrounding assistive technology and universal design and the effects of these issues on their teaching practice.	I: U2.5, U3.6 P: U3.2 A: U3.6	I: M1.1 P: M1.7 A: M2.1	I: E1.2, E6.1 P: E5.1, E5.3 A: E5.3

Required Textbooks/Reading Links: All readings will be linked in the *“Course Schedule”*.

Course Requirements: Final grades will be determined by the total sum of points earned on all of the course assignments, readings, participation in class, and punctual attendance. **Students must complete ALL assignments in order to receive a passing grade in the course.,**

Grade Distribution:

Grades will be based on a point system with a maximum of 500 points to be determined in the following manner:

A	93-100%	A-	90-92%	B+	88-89%
B	83-87%	B-	80-82%	C	less than 80%

COURSE WORK (100 PTS TOTAL)

1. **Attendance and Participation (50 points):** Class sessions employ a “hybrid” format in which a substantial portion of the session is reserved for technology exploration. There will be a number of in-class assignments, and smaller take home assignments.
2. **Teach the Teachers (25 points):** Students will deliver a lesson to the class using a technology tool of their choice.
3. **Case Study (25 points):** Class participants will create an Assistive Technology Implementation Plan using a case study student.

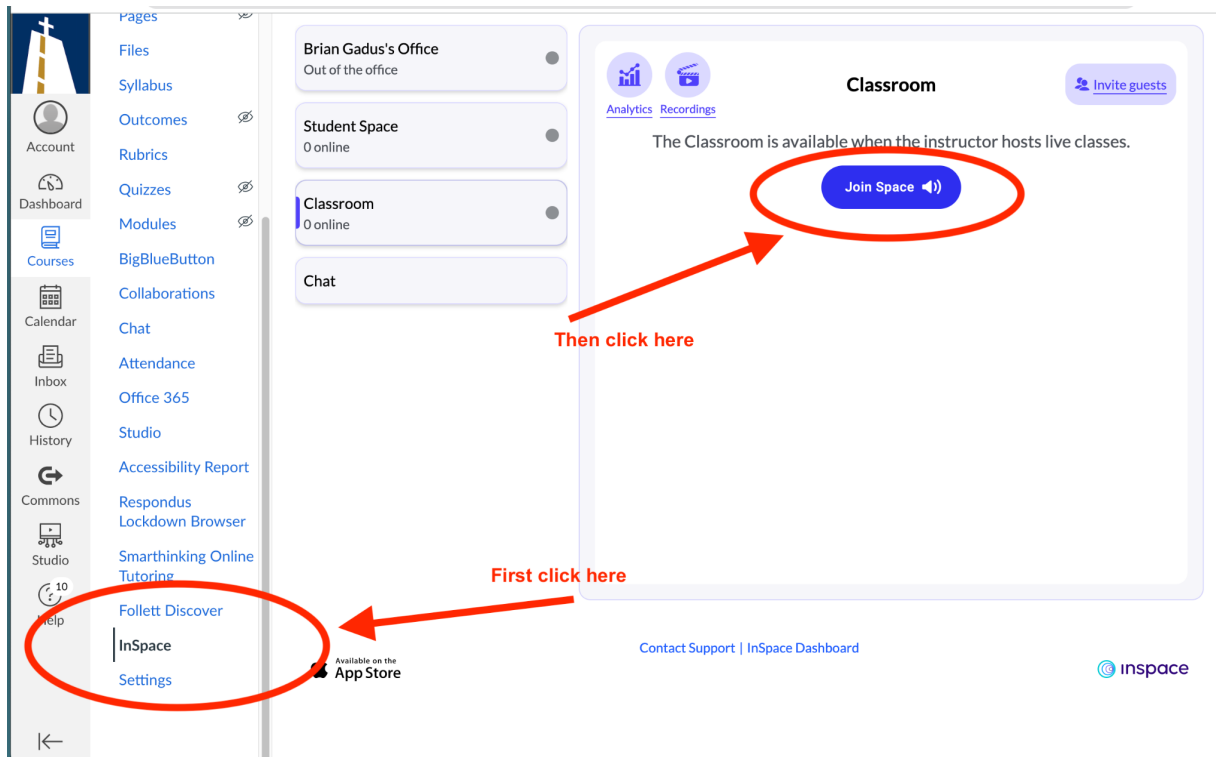
Attendance: This course employs a hybrid model of InSpace remote sessions and asynchronous sessions. For InSpace sessions, please use the instructions below to join

Instructions on how to join remote class via Canvas and InSpace:

Login to NDNU Canvas page and navigate to EDU 4207 course page

On the left menu click **“InSpace”**

Click **“Get Started”** or **“Join Space”** and this will launch the remote course



Participation:

Average Student Workload Expectations: A 3-unit graduate course entails 135 hours of student engagement over the semester, or 2.5 hours of in-class time and roughly 6.5 hours of outside-class time per week for a 15-week course. Course assignments are made in accordance with this expectation. This course requires extensive time in the application of technology to complete assignments.

Workload Distribution:

In Class:	40
Readings:	25
Assignments:	70
Total:	135 hours

Course Evaluation:

Teaching Effectiveness Surveys (course evaluations): Surveys will be available online through the Campus Portal 2 weeks prior to the end of the semester and will close the Wednesday following the end of the term.. Your feedback regarding courses and faculty is especially important to NDNU, to your faculty, and to me as the instructor for this course. Your feedback helps us to review and improve their teaching, helps for department and programs review to improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions: To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the “You have an active survey” link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you are enrolled. Your feedback is particularly important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous and are not available to faculty until after course grades are posted

Course Meeting Schedule:

NOTE: The instructor reserves the right to make changes in the syllabus and course schedule. The actual dates on which these sessions occur may be changed during the semester but not without advance notification.

COURSE SCHEDULE (CLICK TOPIC TO SEE AGENDA AND INSTRUCTIONS)						
WHITE = INSPACE						
PEACH = INDEPENDENT STUDY						
DATE	CLASS	TOPIC	READINGS DUE	Universal TPE	MMSN TPE	ESN TPE
8/31	1	Introduction to Course				
9/7	2	IRIS Module: Assistive Technology		I: 1.2, 2.5, 3.6 P: 1.1, 6.1 A: 6.1	I: 2.1, 4.1, 5.3	I: 1.4, 1.6, 5.4, 6.1 A: 1.4
9/14	3	Introduction to AT "ABOUT ME" GOOGLE SLIDES PRESENTATIONS	1. AT Text Ch 1 2. AT Stigma 3. Overcoming the Stigma of Assistive Devices	I: 1.2, 2.5, 3.6 P: 1.1, 6.1 A: 6.1	I: 2.1, 4.1, 5.3	I: 1.4, 1.6, 5.4, 6.1 A: 1.4
9/21	4	ATIM MODULE: AT in the IEP Consideration Process		I: 3.7, 4.5, 5.8	I: 1.1, 2.1, 2.11 P: 2.1, 3.2	I: 2.1, 2.5, 3.1, 3.2, 6.1 P: 1.5, 1.10, 2.5, 5.1, 5.3 A: 1.1, 1.10
9/28	5	AT Selection Process	1. AT Text Ch 13 2. Ethical Issues Related to...	I: 3.7, 4.5, 5.8	I: 1.1, 2.1, 2.11 P: 2.1, 3.2	I: 2.1, 2.5, 3.1, 3.2, 6.1 P: 1.5, 1.10, 2.5, 5.1, 5.3 A: 1.1, 1.10
10/5	6	ATIM MODULE: AT Implementation		I: 3.7, 4.5, 5.8	I: 1.1, 2.1, 2.11 P: 2.1, 3.2	I: 2.1, 2.5, 3.1, 3.2, 6.1 P: 1.5, 1.10, 2.5, 5.1,

						5.3 A: 1.1, 1.10
10/12	7	AT to Support Reading	1. AT Text Ch 3 2. CA Dyslexia Guidelines (Pg 76-81)	P: 1.6, 3.5, 3.6	P: 2.3	I: 1.3 P: 3.1
10/19	8	AT to Support Writing	1. AT Text Ch 2 2. Speech Recognition in the Classroom	P: 1.6, 3.5, 3.6, 4.8 A: 4.8	P: 2.3	I: 1.3 P: 3.1
10/26	9	AAC Scotland Module			I: 1.2 P: 1.7	I: 1.2, 1.7, 1.8, 5.7 P: 1.2 A: 1.2
11/2	10	AT for Communication: Augmentative and Alternative Communication (AAC)	AT Text Ch 10		I: 1.2, 5.2, 5.6 P: 1.7, 2.5, 4.1 A: 2.8	I: 1.2, 1.7, 1.8, 2.11, 4.3 P: 1.2, 2.3, 2.8, 4.1, 4.3 A: 1.2, 4.3
11/9	11	Choose Your Own Webinar				I: 1.3
11/16	12	Teach the Teacher Presentations		A: 3.6	A: 4.1	A: 3.1
11/23	-	NO CLASS - NDNU HOLIDAY				
11/30	13	Case Study Prep		I: 1.3 P: 1.3, 3.2, 3.4 A: 1.3, 4.4	I: 4.6 A: 2.1, 6.1	P: 3.3, 4.7 A: 2.5, 5.1, 5.3
12/7	14	MAGICAL BRIDGE		P: 1.5		I: 2.7
12/14	15	Case Study Presentations		I: 1.3 P: 1.3, 3.2, 3.4 A: 1.3, 4.4	I: 4.6 A: 2.1, 6.1	P: 3.3, 4.7 A: 2.5, 5.1, 5.3

SERVICES

Academic Success Center (ASC)

The Academic Success Center (ASC) is your one-stop learning hub for in-person and online support services, including 1-to-1 writing consultations for all NDNU writing assignments as well as job materials, online workshops and group appointments, 24/7 on-demand online subject tutoring through TutorMe, research guidance, academic advising, and interactive resources designed in collaboration with faculty to help you save time and avoid stress.

The ASC is here to help you achieve your academic and professional goals. Access Handshake, NDNU's official job and internship portal, through the ASC. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you'll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you - 80% of students with a complete Handshake profile get messaged by employers.

All ASC services are included with your tuition and available even after you graduate! Access the ASC site in Canvas to see all the resources available, to schedule an appointment, or to contact us. Have a question? Just ASC!

Academic Advising and Success Coach

The Academic Advisor and Success Coach provides guidance as you put together a plan for completing your degree requirements, helps you register for classes, answers any other questions about academic policies and procedures. Check your NDNU students email regularly for drop-in hours, special events, and resources. While students are ultimately responsible for knowing their degree completion requirements, your Academic Advisor and Success Coach is a great resource and available to meet through multiple mediums (in-person, Zoom, Skype, FaceTime, Text messaging, iMessage, WeChat and telephone).

Plan to connect with them at least once each term (or more) to get their assistance with selecting, changing, adding, or dropping classes. Your program may require you to check in with your advisor during the advanced registration period. To fulfill this requirement, please email your advisor (academicadvising@ndnu.edu) or call them (650-508-3542) to schedule an online appointment (<https://calendly.com/ndnu>)

Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center

as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (i.e., scheduled surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances.

Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu

Library

Part of the Academic Success Center, the Gellert Library is here to support your research needs. Students can use the online catalog to find academic peer-reviewed journal articles, ebooks, print materials, and more. The library website offers guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact asc@ndnu.edu or schedule an appointment on the library homepage.

POLICIES

Academic Integrity

NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

Course Evaluation

Students are expected to complete and submit course evaluations, which will allow NDNU to improve the learning experience for students in each course and to maintain the quality of our academic programs. Each course evaluation will be available online through Campus Portal beginning two weeks prior to the end of the term and will close the Wednesday following the end of the term. Note: Course evaluation survey results are anonymous (do not identify individual student respondents) and will not be available to the instructor until after they have posted their grades.

Directions: To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly.

COVID-19

NDNU recommends employees and students working or learning on campus to be fully vaccinated [<https://www.ndnu.edu/resources/covid-19-info/>]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communications

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Appendix A

Class Attendance, Participation in Discussion, Completion of In Class Assignments, Completion of Independent Study Assignments (50 points)

Professional Involvement and Participation

Teacher candidates shall conduct themselves in a manner exemplifying their professional role as a teacher by demonstrating respect to themselves, to others and to the profession. Teacher candidates should be prepared for class, should be on time, should actively participate in discussions, should share ideas, and should respect others whose ideas differ from one's own. The use of computers is a necessary component of this class, but should be limited to activities related to this class.

Attendance: *Class attendance is mandatory* and roll will be taken at each session. In the event of an emergency please notify the instructor as soon as possible, via voicemail or email. Non-emergency absences must be cleared with the instructor in advance. *More than one absence will result in a deduction of points from the overall grade.*

All assignments are due on the assigned due date. Late assignments will result in a deduction of total points. If extenuating circumstances arise please notify the instructor as soon as possible. Please make note of all assignment due dates and plan accordingly. Class members should take into consideration personal as well as work schedules when planning assignments and should allot sufficient time to complete assignments in a professional manner. Many class sessions will require postings to the class portal. These should be completed by midnight of that class day.

In Class Participation Activities

A portion of each class will be spent in exploration of technology. Students will complete short activities and/or work on long term class assignments. In class activities must be completed and submitted to the instructor by the following class session to receive credit.

Appendix B

Teach the Teachers Extravaganza!: (25) points

[Sign Up Link Here](#)

Teacher candidates will select a technology tool that can help students access their education. Deliver a hands on lesson to the class, teaching them how to use the specific tool, and how it can be helpful. ***Presentations should be no longer than 30 minutes.***

Scoring Rubric:

Teach the Teachers Extravaganza!		
How does the candidate demonstrate ability to create and maintain effective environments for student learning, include parents in the learning process, and develop as a special educator?		
Concerns <i>Areas that Need Work</i> 0-10 points	Criteria <i>Standards for this Performance</i> 10-20 points	Advanced <i>Evidence of Exceeding Standards</i> 20-25 points
	Candidate has chosen an appropriate technology tool.	
	Candidate shows mastery of the tool being taught to the class.	
	Lesson is well organized and teaches the class how to use the selected tool.	
	Candidate explains how this tool can help students who may have a learning difference.	
	Candidate gives students hands-on opportunities to explore the selected tool.	

	Candidates provide opportunity for class to share what they have learned.	
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Appendix C

Case Study: (25) points [\(Click here for example of past student work\)](#)

Participants will work in groups to develop a Case Study Assistive Technology Implementation Plan. The Case Study project includes a written document with AT Implementation Plan and a Presentation to the class. Don't assume your district has an AT Specialist. The Case Study project should include the three components detailed below.

Make sure your Case Study assignment includes the following 3 components:

don't choose an existing tool the student is using

1. **A written paper** that describes the student and their academic needs, based on an assessment. Do NOT conduct a new academic assessment for this assignment, rather pull from previous assessment information. I am interested in whether or not you can conduct an assessment, but rather what assistive technology tools you select, based on the outcome of an assessment, your observations of the student, and collecting information from other IEP team members. ***This portion of the assignment should be 1-2 pages and should be a brief overview/profile of the student, giving the reader a good idea of who the student is, what their struggles are, and what AT tool you selected and why. Details of which tools you considered are very important! Please make it clear why you ultimately decided on the selected tool.***

2. **AT implementation plan** that include the following information:

- Chosen Tool
- Purpose of using the tool
- IEP Goal the tool is aligned with
- Date tool will be available for student
- Length of implementation trial period
- List who will be responsible for various aspects of implementation
- What are the necessary steps before implementation occurs

- Common issues that may arise and/or FAQs
- Trial will be effective if _____
- Trial will be ineffective if _____
- How will data be collected

3. **Presentation:** Google Slides or Powerpoint (or other format) presentation that will be presented to the class on the last session of the term. Please email me your project, ***only one submission per group***. Presentation should include the information from your written paper and implementation plan in a professional manner. 15-20 min presentation.

Scoring Rubric:

Case Study		
How does the candidate demonstrate ability to assess students for learning, and engage and support all students in learning?		
Concerns <i>Areas that Need Work</i> 0-10 points	Criteria <i>Standards for this Performance</i> 10-20 points	Advanced <i>Evidence of Exceeding Standards</i> 20-25 points
	Case study includes description of case study student, discussion of student strengths and challenges, and results of formal and informal assessment.	
	Case study includes a discussion of assistive technologies considered, identification of chosen assistive technology, and rationale for chosen device. YOU MUST CONSIDER AT LEAST 2 TOOLS.	

	AT Implementation Plan includes the implementation team, the equipment chosen, training schedule, classroom and home implementation and means of evaluation.	
	Case study clearly explains how the selected tool can help the student with their identified needs. Explanation of how the tool can accomplish this is explained in detail.	
	Presentation is clear in synthesizing the above information.	

Notre Dame de Namur University
School of Education, Department of Special Education
EDU 4209: Counseling in Special Education
Strategic Collaboration in Special Education (Pilot Course)
Fall Semester 2023 (Revised 11/12/22)

Instructor Contact Information

Instructor: Joseph "Jay" Totter, PhD
Senior Lecturer

Contact Information: JTotter@ndnu.edu
(408) 772-4777

Course Schedule: Monday 07:00 – 09:45 pm
Online Synchronous Instruction

Office Hours: By Appointment

Course Description

Strategic collaboration is essential for the Special Educator to provide successful inclusion opportunities for all students with disabilities and to grow as a professional. Attitudes, dispositions and skills that foster healthy and productive relationships are essential to this process and include the triad of effective communication, counseling and collaboration. The course focuses on these attitudes, dispositions and skills in order to empower the Special Educator to examine the benefits and challenges of collaboration with others to provide successful inclusion opportunities and maximize the learning potential for students with disabilities. Special emphasis is placed on the role of the Special Educator as a student advocate and as a collaborator with the student and his/her family, General Education teachers, and school administrators. The course balances theory, so the student knows why s/he is doing certain things, and practice, so the student knows how to do these things through guided and then independent practice. Both theory and practice are essential for successful strategic collaboration.

Learning Outcomes

Learning Outcomes	Universal TPEs	MMSN TPEs	ESN TPEs
The learner will know the definition and fundamental components of collaboration.	I+P:U6.3		
The learner will know how to successfully use collaboration techniques for problem solving.	I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3	P:M2.5	

The learner will know how to successfully use collaboration techniques when consulting.	I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.6		
The learner will know specific counseling techniques which enhance collaboration.	I:U1.2 I:U2.7 I:U3.8 I:U4.4 I:U5.4 I+P:U6.3		
The learner will know the characteristics of highly effective educational teams.	I:U1.2 I:U3.7, U3.8 I:U4.4 I+P:U6.3 I:U6.4		
The learner will know the types of team teaching approaches and their benefits.	I:U1.2, U1.4 I:U3.4, U3.7, U3.8 I:U4.3, U4.4 I+P:U4.6, U4.7, U4.8 I:U5.3, U5.4 I:U6.4	I:M1.1, M1.3 P:M4.6	I:E1.1, E1.6 P:E2.5, E2.8, E2.11, E2.13 P:E4.1, E4.7
The learner will know specific collaboration techniques to be used with support staff.	I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.3, U5.4 I+P:U6.3 I:U6.4		
The learner will know the best practices for affective professional development.	I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3		
The learner will know specific collaboration techniques for successful family interactions.	I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I:U6.4		
The learner will know specific communication skills for affective	I:U1.2		P:E2.3

collaboration.	I:U3.7, U3.8 I:U4.4 I:U5.3, U5.4 I+P:U6.3		
The learner will know how to make appropriate statements to enhance collaboration.	I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3		
The learner will know how to ask appropriate questions to enhance collaboration.	I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3		
The learner will know the best practices for successful collaboration during difficult interactions.	I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3		
The learner will know how to provide affective leadership in collaborative activities.	I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.1, U6.2, U6.3, U6.4, U6.5, U6.6		

Textbook and Readings

Required textbook is *Collaboration Skills for School Professionals* by Friend and Cook.

Class will read and discuss a chapter weekly from *The Five Dysfunctions of a Team* by Lencioni.

Supplemental readings on a variety of topics will be assigned for each class.

Course Requirements

Attendance and Participation (15 points)

Class attendance, and therefore the opportunity for active participation, is essential to the learning of all students. If you are not in class you cannot participate and there is no substitute and/or make-up activity that can replace interactive student participation. Attendance alone does not constitute active participation. The student is expected to arrive to class on

time, have completed all assignments and readings, be prepared to actively participate, demonstrate cooperation with and respect for the instructor and the other students, and show consideration for differentiated instructional strategies. Laptops, iPads, iPhones, etc., may be used during class if the student is given approval to do so by the instructor for instructional purposes or is provided as an accommodation verified by the Disability Resource Center (DRC). Turn off or put on vibrate all electronic devices when not in use in the classroom so as not to cause a distraction for you or the other students.

Weekly Reflection (15 points)

Reflection is an important part of the collaborative process. The student should be prepared to reflect weekly about the one (1) most important and relevant topic to them that is presented in each class and to share that reflection with the instructor and students in the class. The verbal reflection must include the following information: (1) the topic, (2) the reason(s) why it is relevant, and (3) the specific way(s) in which the student can use the information in their daily collaborative activities. The student is expected to present the reflection with poise and confidence and with enough specificity to meet the criteria listed above.

Icebreaker Activity (15 points)

The student will research and select a 15-minute maximum icebreaker activity that is interesting and unique. The student will provide all materials required for the icebreaker activity and facilitate it during the class session at which it is scheduled. The student will provide a 1-page handout to the instructor and students about the icebreaker activity which includes the following information: (1) name of the icebreaker, (2) general description of the icebreaker, (3) specific steps of the icebreaker, (4) materials required for the icebreaker, and (5) reason(s) for selecting the icebreaker. The instructor will be provided with an electronic copy (12 point font and double spaced) at the time of the presentation.

School Principal Interview (15 points)

The school principal sets the tone and supports the school culture. It is important to understand his/her approach to collaboration. The student will interview the school principal concerning collaboration and ask the following questions: (1) What is his/her definition of collaboration? (2) How does s/he foster collaboration among the school staff? (3) How does s/he ensure school staff support the collaboration efforts of the school district in general? Then the student will provide the school principal with a copy of the definition of collaboration used for this course and ask the following questions: (1) Does your definition of collaboration correlate with the definition used for this course? (2) If YES, how does it correlate? Provide at least one (1) specific example. (3) If NO, how does it not correlate? Provide at least one (1) example. (4) How might the information on collaboration shared during the interview change his/her approach to future collaboration efforts? The instructor will be provided with an electronic copy (12 point font and double spaced) at the time of the presentation.

General Education Teacher Interview (15 points)

The General Education teacher is an essential partner in the inclusion of students with disabilities in the classroom. It is important to understand his/her approach to collaboration. The student will interview a General Education teacher concerning collaboration and ask the following questions: (1) What is your definition of collaboration? (2) How does s/he foster collaboration with Special Education staff? (3) What are the advantages of collaboration? (4) What are the disadvantages of collaboration? Then the student will provide the General Education teacher a copy of the definition of collaboration used for this course and ask the following questions: (1) Does your definition of collaboration correlated with the definition of collaboration used for this course? (2) If YES, how does it correlate? Provide at least one (1) specific example. (3) If NO, how does it not correlate? Provide at least one (1) specific example. (4) How might the information on collaboration shared during the interview change his/her approach to future collaboration efforts. The instructor will be provided with an electronic copy (12 point font and double spaced) at the time of the presentation.

Professional Development Presentation (15 points)

In order to demonstrate your skill in collaboration, the student will team with another classmate and prepare a 30-minute professional development presentation similar to what would be presented at a school faculty meeting on a relevant topic of current interest in Special Education. The team will conduct the presentation to the class with Powerpoint or Google slides, handouts, etc. The team will complete a self-reflection of their collaboration efforts by addressing each of the six (6) parts of the collaboration definition presented in class with at least one (1) specific example for each part. A copy of the Powerpoint or Google slides, handouts, etc. as well as the written team reflection will be provided to the instructor with an electronic copy (12 point font and double spaced) at the time of the presentation.

Reflection (10 points)

The student will reflect on the important learnings discovered throughout the course and write a one-page reflection on the one (1) most important and personally/professionally relevant learning. The reflection must include a specific description of the important learning, as well as the reason(s) why it is personally/professionally relevant. The student will present the reflection in class. The instructor will be provided with an electronic copy (12 point font and double spaced) at the time of the presentation.

Average Student Workload

NDNU uses Carnegie hours with the total number of student hours as student engagement opposed to time in class and out of class. Time in class will equal 2 hours and 45 minutes and time out of class will vary with the assignments and readings. Total student hours of engagement are as follows:

1 unit course = 45 hours of student engagement

2 unit course = 90 hours of student engagement
3 unit course = 135 hours of student engagement
4 unit course = 180 hours of student engagement

CalTPA Connection

In order for the student to have the best possible preparation to successful submission of their CalTPA, each course in the NDNU credential program provides a connection to this requirement. NDNU encourages the student to integrate the assignments given to them by their instructor as part of their overall CalTPA portfolio for this course. The following assignments are used to integrate into the CalTPA portfolio. Cycle 1 – Section 1 – Plan – Getting to Know Your Students, School Principal Interview, General Education Teacher Interview, Professional Development Project, Weekly and Final Reflections

Evaluation Criteria

The student will be evaluated on their performance on the course requirements listed above and can earn up to 100 points. If the student is absent from class when an assignment is due, they must email it to the instructor by the due date. The student is advised to use strategic scheduling in order to ensure that all assignments are prepared and submitted by the due date. Late assignment submissions will receive a 5-point grade reduction regardless of the reason.

Attendance and Participation = 15 points

Weekly Reflections = 15 points

Icebreaker Activity = 15 points

School Principal Interview = 15 points

General Education Teacher Interview = 15 points

Professional Development Project and Presentation = 15 points

End of Semester Reflection = 10 points

The final grade will be determined as follows:

96-100 Points = A	90-92 Points = B+	82-84 Points = B-	74-78 Points = C	70 or Less Points =
93-95 Points = A-	85-89 Points = B	79-81 Points = C+	71-73 Points = C-	Course Failure

Teaching Effectiveness Survey

Surveys will be able online through the campus portal two (2) weeks prior to the end of the semester and will close the Wednesday following the end of the term. Your feedback regarding the courses and faculty is especially important to

NDNU, to your faculty, and to me as the instructor of this course. Your feedback helps us to review and improve their teaching, helps for department and program reviews to improve program content, and is used by the NDNU in making decisions about tenure, promotion, and hiring decisions for part-time faculty. To access, enable pop-ups in your browser by unchecking the pop-up blocker, then in the Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Survey page, which has a link to a survey for each course in which you are enrolled. Your feedback is particularly important. Please complete your evaluations for all of your courses promptly. Your response are anonymous and are not available to faculty until after course grades are posted.

Course Meeting Schedule

Session	Topic and Assignments	Universal TPEs	MMSN TPEs	ESN TPEs
1	<p>Fundamentals of collaboration.</p> <p>Overview of collaboration including its definition and fundamental components. Complete the stress test and discuss stress management strategies. Problem solve the case for collaboration story. Begin book read of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review class materials in NDNU canvas. Selected student prepares icebreaker activity.</p>	I+P:U6.3		
2	<p>Collaboration and problem solving.</p> <p>Overview of collaboration and problem solving with emphasis on the process and its steps. Practice problem solving. Review technology article. Problem solve the case for collaboration story. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review class materials in NDNU canvas. Selected student prepares icebreaker activity.</p>	I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3	P:M2.5	
3	<p>Collaboration and consulting.</p> <p>Overview of collaboration and consulting with emphasis on the process and its steps. Practice consulting. Review technology article. Problem solve the case for collaboration story. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review class materials in NDNU canvas. Selected student</p>	I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3		

	prepares icebreaker activity.			
4	<p>Collaboration and counseling.</p> <p>Overview of collaboration and counseling with emphasis on the process and its steps. Practice counseling. Review technology article. Problem solve the case for collaboration story. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review class materials in NDNU canvas. Selected student prepares icebreaker activity.</p>	<p>I:U1.2 I:U2.7 I:U3.8 I:U4.4 I:U5.4 I+P:U6.3</p>		
5	<p>Collaboration and effective teams.</p> <p>Overview of collaboration and how effective teams work. Practice team collaboration through cooperative learning group (CLG) assignment of creating IEP goals. Review technology article. Problem solve the case for collaboration story. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review class materials in NDNU canvas. Selected student prepares icebreaker activity.</p>	<p>I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3 I:U6.4</p>		
6	<p>Collaboration and team teaching.</p> <p>Overview of collaboration and team teaching approaches. Practice team collaboration through cooperative learning group (CLG) <i>Lost At Sea</i> challenge. Review technology article. Problem solve the case for collaboration story. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review class materials in NDNU canvas. Finish principal interview. Selected student prepares icebreaker activity.</p>	<p>I:U1.2, U1.4 I:U3.4, U3.7, U3.8 I:U4.3, U4.4 I+P:U4.6, U4.7 U4.8 I:U5.3, U5.4 I:U6.4</p>	<p>I:M1.1, M1.3 P:M4.6</p>	<p>I:E1.1, E1.6 P:E2.5, E2.8 E2.11, E2.13 P:E4.1, E4.7</p>
7	<p>Collaboration and support staff.</p> <p>Overview of collaboration and support staff as team members. Practice para-educator training strategies. Review technology article. Problem solve the case for collaboration story. Present principal interview results. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review class materials in NDNU canvas. Finish GenEd teacher interview. Selected student prepares icebreaker activity.</p>	<p>I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.3, U5.4 I+P:U6.3 I:U6.4</p>		<p>P:E4.7</p>

8	<p>Collaboration and professional develop.</p> <p>Overview of collaboration and the types of professional development. Review technology article. Problem solve the case for collaboration story. Present GenEd teacher interview results. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review class materials in NDNU canvas. Selected student prepares icebreaker activity.</p>	<p>I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3</p>		
9	<p>Collaboration and families.</p> <p>Overview of collaboration and families with emphasis on the changes in a family with a disabled child during their life cycle. Review technology article. Problem solve the case for collaboration story. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review class materials in NDNU canvas. Selected student prepares icebreaker activity.</p>	<p>I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3 I:U6.4</p>		
10	<p>Collaboration and communication.</p> <p>Overview of collaboration and communication general skills including email etiquette. Practice effective communication with student partners. Complete communication skills test. Review technology article. Problem solve the case for collaboration story. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review class materials in NDNU canvas. Selected student prepares icebreaker activity.</p>	<p>I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.3, U5.4 I+P:U6.3</p>		P:E2.3
11	<p>Collaboration and making statements.</p> <p>Overview of collaboration and making statements with emphasis the types of statements including "I" statements followed by practice. Review technology article. Problem solve the case for collaboration story. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review materials in NDNU canvas. Selected student prepares icebreaker activity.</p>	<p>I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3</p>		
12	<p>Collaboration and asking questions.</p>	<p>I:U1.2 I:U3.7, U3.8</p>		

	<p>Overview of collaboration and asking questions with emphasis on types of questions followed by practice. Review technology article. Problem solve the case for collaboration story. Complete good listener test. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review materials in NDNU canvas. Selected student prepares icebreaker activity.</p>	<p>I:U4.4 I:U5.4 I+P:U6.3</p>		
13	<p>Collaboration and difficult situations.</p> <p>Overview of collaboration strategies to be used in difficult conversations and situations. Practice collaboration strategies. Review technology article. Problem solve the case for collaboration story. Complete conflict management style test. Read next chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion.</p> <p>Assignment: Review materials in NDNU canvas. Selected student prepares icebreaker activity.</p>	<p>I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3</p>		
14	<p>Collaboration perspectives and issues.</p> <p>Overview of collaboration and its many perspectives and issues. Review technology article. Problem solve the case for collaboration story. Read final chapter of <i>The Five Dysfunctions of a Team</i> followed by class discussion with emphasis on the intervention model.</p> <p>Assignment: Review class materials in NDNU canvas. Finish professional development project. Selected student prepares icebreaker activity.</p>	<p>I:U1.2 I:U3.7, U3.8 I:U4.4 I:U5.4 I+P:U6.3</p>		
15	<p>Collaboration and professional develop.</p> <p>Presentation of 30-minute professional development projects on a relevant topic of current interest in Special Education.</p> <p>Assignment: Prepare reflection.</p>	<p>A:U6.3</p>		
16	<p>Collaboration and reflection.</p> <p>Discuss the importance of being a reflective teacher. Students present the one (1) most important and personally/professionally relevant learn-ing about collaboration discovered during the course.</p>	<p>I+P:U6.1, U6.2, U6.3, U6.4, U6.5, U6.6</p>		

The course meeting schedule serves the student only as a general guideline. The instructor reserves the right to make changes to the syllabus. The instructor may delete and add topics and/or assignments as the semester progresses based on the needs of the students. The actual dates on which these sessions occur may be changed during the semester with advance notification.

NDNU Hallmarks

Prevailing themes for this course connect to the following NDNU hallmarks:

NDNU honors the dignity and sacredness of each person.

NDNU educates for and acts on behalf of justice and peace in the world.

NDNU embraces the gift of diversity.

NDNU creates a community among those with whom we work and with those we serve.

NDNU develops holistic learning communities which educate for life.

NDNU Policies

Academic Integrity

The NDNU core values learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable course. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. See the [Student Handbook](#) for a detailed discussion of Academic Conduct expectations.

Email Communications

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student mail account, once that account has been established. Students must regularly check their student email account for important information from the university, as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Etiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea, but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds, as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have, or think you may have a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center (DRC) to request appropriate accommodations.

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated [<https://www.ndnu.edu/resources/covid-19-info/>]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. Contact Human Resources at hr@ndnu.edu if you test positive.

NDNU Resources

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the [ASC site in Canvas](#) to see all the resources available, to contact us, or to schedule an appointment.

Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the [Disability Resource Center](#) as soon as possible to ensure that such accommodations

are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (i.e. surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers, such as the New York Times and the Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with the librarian via ZOOM. To meet with the librarian contact library@ndnu.edu or schedule an appointment on the library homepage.

Notre Dame de Namur University
EDU 4330 Primary ~ Reading/Language Arts 01
Course Syllabus

3 units ~ Wednesdays
In-person Meetings 4:30pm-7:00pm
NDNU Campus

Office Hours: After class **or** by appointment
The campus mailbox is in the Office of Education

Instructor:

Kim Norgaard, M.Ed
NDNU Instructor
Principal
Arundel Elementary, San Carlos
Cell: 415-203-4239
Email: knorgaard@ndnu.edu or knorgaard@scsdk8.org

Co-Instructor, Judy Buttrill, M.A., CCC
NDNU, Instructor and Fieldwork Supervisor
Cell: 650-207-2354

Email: jbuttrill@mindspring.com or jbuttrill@ndnu.edu

EDU 4330 - Elementary Reading/Language Arts: Primary Grades surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for all students' developmental processes of learning to read and write. Presents language acquisition and development theories for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.

Learning Outcomes

Learning Outcomes	Universal TPEs	MMSN TPEs	ESN TPEs
Identify and support students' progress in the elements of Foundational Skills and Language Development that support students as they read and write increasingly complex text, including direct and explicit instruction in fluency, spelling patterns, syllable patterns, morphology, vocabulary, and syntax. (including struggling readers, students with special needs, typologies of English learners, speakers of non-dominant varieties of English, and advanced learners) who have varied reading levels and language backgrounds.	P: U1, 4, 6, 7	P: M5	P: E2
To understand the nature of reading and writing as developmental processes of emergent, early, transitional and independent stages of speakers of dominant and non-dominant varieties of English	P: U1,4,6,7	P: M5	I: E2
To identify essential components of a comprehensive language arts program; to analyze the strengths and weaknesses of various approaches; to identify effective and differentiated literacy instruction for teaching organized, systematic, explicit skills (including phonemic awareness, phonics, word analysis, fluency, vocabulary, academic language, and reading comprehension); to develop sound instructional methodologies that promote fluent reading and writing; to understand the California State English-Language Arts Framework and Common Core Standards with emphasis on achieving a comprehensive, structured literacy foundation and literature-rich program for the full range of K-3 learners	P: U2,3,4,5,7	I: M2,5	I: E2,4
To investigate the factors affecting the full range of K-3 learners and to adjust assessments and instruction (strategies/materials) to fit the needs of the learner; to explore the importance of the students' family and cultural background in planning and supporting student learning and to recognize signs of struggling readers, how to support them within the primary classroom and how to make appropriate referrals to	I: U1,2,3,4,7	I: M5	I: E2

support systems within the school and district.			
To facilitate the process of becoming an effective language arts teacher (including a basic understanding of the science of reading, knowledge of evidence-based practices, the development of a philosophy of literacy instruction, learning methods for diagnosis and assessment which inform classroom organization, management, instruction, selection of materials, and the exploration of resources), and to begin the process of reflection practice.	P: U 1,2,3,4,5 ,6,7	I: M 1,2,3,4, 5,	I: E2, 4

CalTPA Connection

For our students to have the best possible preparation for the successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. [CalTPA Cycle 1 in its entirety is integrated in this course.](#)

Privacy and Confidentiality

One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature.

Required Texts for this course

Hougen, Martha C. Ph.D., Smartt, Susan M. Ph.D. (2020) [Fundamentals of Literacy Instruction & Assessment, Pre-K–6, Second Edition.](#) Baltimore, MD: Brookes Publishing Inc.

Kilpatrick, David A. SepPh.D. (2016) [Equipped for Reading Success: A comprehensive, Step by Step Program for Developing Phonemic Awareness and Fluent Word Recognition.](#) Syracuse, NY: Casey and Kirsch Publishers

Zarrillo, J. (2017). [Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment \(Fourth Edition\).](#) Boston, MA: Pearson Education, Inc.

Free online California Dyslexia Guidelines:

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

Additional Recommended Texts and Reading:

Shifting The Balance, 6 ways to Bring the Science of Reading into the Balanced Literacy Classroom

Kllpatrick, David A, (2015) Essentials of Assessing, Preventing, and Overcoming Reading Difficulties. Hoboken, N.J.: John Wiley & Sons, Inc.

Course Requirements:

Attendance, reading the assigned material, and participation in class are significant activities. **In addition, each student must complete 5 hours working with a student in reading.** Tardiness and & more than one absence will affect your grade. You are responsible for obtaining all information distributed in-class sessions. Because of the demanding pace of the course, an excess of unexcused absences will be assigned a failing grade if the student meets the following criteria:

1 unit course = unexcused absence of 3 or more hours

2 unit course = unexcused absence of 6 or more hours

3 unit course = two or more unexcused absences for scheduled class meetings or fails to participate for the equivalent of two weeks of course activities

4 unit course = three or more unexcused absences for scheduled class meetings or fails to participate for the equivalent of three weeks of course activities

Assignments are to be submitted *in person by the due dates*. Late assignments will affect your grade as 1 point is deducted for each day late. All work must be typed, in 12-point font, and double-spaced unless otherwise directed by the instructor. When citing sources, please use APA format and provide a reference list when appropriate. Paginate any paper of more than 2 pages and **be sure your name and date are on the paper**. Please proofread all work. Do not rely on spell-check programs. NDNU Instructional Computing Center (SM 117, CU 5) is available for student use.

As a courtesy to the instructor and your fellow students, please turn off all cell phones and other electronic devices during class. If there is a reason to have your cell phone on, please put it on vibrate. While computers/tablets may be useful at times during seminars, there will also be times when they are a distraction. Thus, *there will be times when you are asked to put your computers/tablets away.*

This course supports your field experience (student teaching). IF YOU ARE NOT student teaching/interning in a primary (K-3) grade this semester, please notify the course instructor (as clearance is needed from the EDU office).

Course Average Student-Workload Expectations

Typically, a 3-unit graduate course entails 180 hours of student engagement over the semester, or 2.5 hours of in-class time and roughly 9.5 hours of outside-class time per week for a 15-week course. Assignments are made in accordance with this expectation.

Workload Distribution ~ Hours in class = 35 Assigned Readings = 65 Assignments = 80

Resubmission of Assignments

To honor the learning process, students may re-submit any assignment during the semester for an improved grade. Students must re-submit within one class period after receiving the teacher's comments.

Grading System

Points and Letter Grades will be given. Course requirements are weighted:

Attendance/Participation 27 points

(approx 2 points per class, including your attendance and involvement in discussions) .

Class discussion should reflect the thoughtful and thorough reading of all the assigned material by its due date. Missing more than 1 class will require a 3-page paper summary of readings and reduced participation points.

- **Read Aloud Project-** **10 pts**
- **Chapter Presentations-** **5 pts**
- **Shared Reading Project-** **10 pts**

- **Science of Reading Quiz - 10 pts**
 - **Dyslexia Guidelines Signs & Symptoms - 5 pts**
 - **Phonemic Awareness Chart - 5 pts**
 - **Case Study and Reading Lesson— 20 pts**
 - **Writing Video Tape Presentation - 8 pts**
- 100 points**

The A or A- grade presumes professionalism, **excellent** class participation, and high-quality written work with strong **reflective** thinking.

For this class, the points and letter grades are as follows:

Points Grade:

96-100 A
 91-95 A-
 86-90 B+
 81-85 B
 76-80 B-
 71-75 C+
 70... C

Letter grades at NDNU:

GRADE POINTS per unit

A 4.0
 A- 3.7
 B+ 3.3
 B 3.0

B- 2.7 requires a B+ in another equal unit class
C+ 2.3 requires an A- in another equal unit class
C 2.0 requires an A in another equal unit class
C- 1.7 not acceptable
D+ 1.3 not acceptable
D 1.0 not acceptable
D- .7 not acceptable
F 0 not acceptable

The instructor reserves the right to make changes to the syllabus/schedule as needed.

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC site in Canvas to see all the resources available, to contact us, or to schedule an appointment. Have a question? Just ASC!

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Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (i.e., scheduled surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

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NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or

visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

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COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated [<https://www.ndnu.edu/resources/covid-19-info/>]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

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Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the

tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Course Evaluations/Teaching Effectiveness Surveys:

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

Directions: To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous and are not available to faculty until after course grades are posted.

Course meeting schedule

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMS N TPEs	ESN TPEs
#1 August 30, 2023 Kim and Judy	Introduction/Syllabus Assignment Overview- Discuss Syllabus/Projects In class Sign up for Chapter Presentations <ul style="list-style-type: none"> • “Putting Reading First” article (Vocabulary of Reading Terms for Primary Instruction) • Cambourne/Dweck • Becoming an effective literacy teacher • Read Aloud & Literacy • Interactive Read Aloud Model-The Empty Pot-Demi • Ready For RICA (RFR) Ch. 1 	Readings Due <u>Fundamentals of Literacy Instruction and Assessment</u> Chapter 1 (Okay to skim pgs 1-8) Read closely pgs. 9-18 <u>Equipped for Reading Success</u> - Chapter 1 <u>Ready for RICA</u> - Ch. 4 California Dyslexia Guidelines Download. Read Chapters 1 & 2	I - 1.1 1.3, 2.2		

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMS N TPEs	ESN TPEs
#2 September 6, 2023 Judy* Kim @6:00	<ul style="list-style-type: none"> *Sign up for CDG chapter presentations <p>The Science of Reading (SOR) & Evidence-Based Practices (1.5 hrs).</p> <ol style="list-style-type: none"> 1. SOR Quizlets & Quiz 2. Defining the Science of Reading 3. Summaries of Research Studies 4. Models/Theories of Reading Instruction 5. Post-NRP Outcomes & Related Legislation 6. Young's Ladder of Reading <p>*Interactive Read-Aloud" sample 2</p>	<p>Readings Due:</p> <p><u>Fundamentals</u> Chapter 2</p> <p><u>Eq/uipped</u> Ch. 3, p. 19-21; 24-25</p> <p><u>How We Read A Graphic Literacy Cartoon.pdf</u>, p. 9 - 12</p> <p><u>Structured & Typical Literacy Practices - Reading Rockets, pp 1-4</u></p> <p>Bring <u>RFR</u> and <u>Fundamentals</u> to class.</p> <p>Due: bring Read Aloud book with annotations and vocabulary list.</p>	<p>P - 1.1, 1.3, 3.1</p> <p>P - 1.3, 1.6,7</p>	<p>I - 1.4</p>	<p>I - 3.1 to 3.5</p>

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMS N TPEs	ESN TPEs
#3 September 13,2023 <i>Kim*</i> <i>Judy*</i>	<u>Read Aloud Presentations</u> <u>Science of Reading, Part 2.</u> 1. Quizzes on SOR 2. Neurobiology of Reading 3. Getting to Word Recognition 4. Partner Discussion of How You Learned to Read 5. Introductory Brain Map of the Reading Brain 6. Importance of Early Identification 7. Dyslexia	<u>Assignment 1 Due- Read-Alouds - 10 PTs</u> Readings Due: <u>Equipped</u> Chapter 4 <u>Fundamentals</u> Chapter 6 <u>CA Dyslexia Guidelines</u> , Ch. 4 <u>Structured & Typical Literacy</u> ,... pp 5 -8	7 P - 1.6 I - 1.4 P - 1.3 I - 1.3	I - 1.1 I - 5.1 I - 1.3	I - 1.5 I - 1.8

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMS N TPEs	ESN TPEs
#4 September 20, 2023 Judy	<u>SOR, Part 3. Structured Literacy, Phonemic Awareness</u> 1. Referral and Aspects of Assessment, MTSS 2. Structured Literacy 3. Phonological Processing including Phonemic Awareness. 4. Quizlet 1 5. Sound production 6. CDG Ch. 3 Presentation 7. Presentation CDG Ch. 3 <u>Flashcards</u> -Prep For Quizlet 2 on .Phonemic Awareness	Readings Due: <u>Fundamentals</u> Chapter 7 <u>Equipped</u> Chapter 5 & 6 <u>RFR</u> - Ch 3, pp. 24 and 25, 28 - 30 Bring to class today: Zarrillo <u>RFR</u> Kilpatrick's <u>Equipped</u> (2016) PhonemicAwarenessActivities.pdf (TaskCards) Assignment Due: Review Ch. 4 in <u>CDG</u> Quizlet #1 today Chapter Presentation Due: California Dyslexia Guidelines Chapter 3	7 I - 1.2 A - 3.1	 P - 1.2	 P - 1.7

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMS N TPEs	ESN TPEs
#5 September 27, 2023 Judy	SOR, EBP, SL, Part 4 1.Six Layers of PA 2.PA Practice 3. Quizlet 2 4.Orthographic Mapping 5.When a Reader is Stuck 6. Practice Quizlet #2 7. Chapter Presentation Due: California Dyslexia Guidelines , Chapter 5 Preparing for the Quiz on November 29th	Readings Due: <u>Equipped</u> Chapters 10 & 11 RFR Chapter 5 Summary of the Relationship between Phonemic Awareness and Orthographic Mapping Assignment Due: Read ReallyGreatReading.Phonemic Awareness AND ANSWER <u>Six (6)</u> <u>questions (Phonemic Aware- ness</u> <u>Chart: 6 Layers)</u> - <u>5 pts</u> ****Bring <u>Equipped</u> and <u>Fundamentals</u> texts with you Today. Quizlet #2 today Chapter Presentation Due: California Dyslexia Guidelines Chapter 5	7 P - 3.2, I - 3.8 I - 3.2, 3.3, 3.4 I - 4.2, 4.3, 4.4 P - 1.5 P - 3.2	I - 3.1 4.4	I - 3.4 4.5

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMS N TPEs	ESN TPEs
#6 October 4, 2023 Judy	<u>Quizlet #3 is Embedded</u> <u>SOR, Part 5.</u> 1.Practice with Exception Words 2.Tips,Tricks and Strategies: Videos 3.Orton-Gillingham videos 4.Review of New Legislation etc. 5.Ever-Changing Science. Science.Two Examples. 6. <u>Phonics Summary 1</u>	<u>Reading Due:</u> <u>RFR Chapter 6 & 7</u> <u>Fundamentals, Chapter 8</u> <u>Structured & Typical Literacy,...</u> <u>pp 9 to end</u> <u>A Movement Rises to Change the Teaching of Reading</u> <i>“10 Reasons Three Cueing is Ineffective”</i>	P & A 1.4, 1.8,7 P - 7	P 5.1 P - 7	
#7 Oct. 11, 2023 Judy	Phonics 2 Summary Orthographic Mapping Assessment: The PAST	<u>Readings Due:</u> <u>Fundamentals of Literacy</u> <u>Chapter 3 & 9</u> RFR Ch. 2 & 15 <i>“At A Loss for Words”</i> <u>Chapter Presentation Due:</u> <u>California Dyslexia Guidelines</u> Chapter 8	P 1.4, 3.2, 3.3, 4.3, 4.4 5.1, 5.2, 5.8 7	P 3.2, 3.3 4.3, 4.4 5.1 5.2 7	P 3.3, 4.5, 5.3

Session/ Date	Topic	Readings and Assignments Due	<u>Universal</u> TPEs	MMS N TPEs	ESN TPEs
#8 October 18th, 2023 Kim	Assessments <u>DIBELS & running records</u>	Chapter Presentation Due: California Dyslexia Guidelines Chapter 9	P: U1, 4, 6, 7	P: M5	P: E2
#9 October 25, 2023 Kim	Ready for RICA - Focus on Multilingual Learners Fluency	Readings Due: Fundamentals Chapter 10 & 11,17 RFR - 8 and 9 Chapter Presentation Due: California Dyslexia Guidelines Chapter 10	P 1.4, 1.8 2.5 3.2 7	P 2.1	P 2.1
#10 November 1, 2023 Kim	Guided Reading Shared Reading (Go over assignment) Shared Reading Assignment 2023	RFR 10 Chapter Presentation Due: California Dyslexia Guidelines Chapter 11	P 1.4, 1.8 2.5, 3.2 7	I 2.1	I 2.1
#11 November 8, 2023 Kim	Word Study techniques Comprehension Vocabulary	Readings Due: <u>Fundamentals of</u> <u>Literacy</u> Chapters 12, 13 RFR Ch 11 & 12	P 1.4, 1.8 7	P 5.1, 5.6	

Session/ Date	Topic	Readings and Assignments Due	<u>Universal</u> TPEs	MMS N TPEs	ESN TPEs
		Chapter Presentation Due: California Dyslexia Guidelines Chapter 6			
#12 November 15, 2023 Kim/ Judy*	*Dyslexia Guidelines: Chapter 7 in class reading *Small Group work/ Case Study Prep Reading Case Study *Shared Reading Presentations” <i>Cont. Comprehension: Slides</i>	Assignment Due: Present Shared Reading assignment 10pts <i>RFR- 13, 14</i>	P 1.4, 1.5, 1.6, 1.8. 3.2, 5.7 7	P 1.3, 5.4, 5.5	
#13 November 22, 2023 <i>Kim</i>	<u>Asynchronous Session</u> Spelling Stages Complete Science of	<u>Review Chs. Ready for RICA</u> <u>Fundamentals</u> Chapter 16 <i>RFR Read Ch. 17</i> <i>Science of Reading Assignment</i>	I 1.2, 2.5, 3.2 7	I 3.2	I 3.2

Session/ Date	Topic	Readings and Assignments Due	Universal TPEs	MMS N TPEs	ESN TPEs
	Reading Pre-Test: Submit to: jbuttrill@mindspring.com	Due Mon. Nov. 27, electronically			
# 14 November 29, Kim Judy (1 hr)	<i>Writing Workshop</i> <i>Writing Lesson</i> <u>Writing Lesson Video</u> Read Chapter 14 Dyslexia guidelines in class <i>Science of Reading Quiz – Review & Test</i>	Due: <u>Reading Case Study</u> -20pts RFR Read over the Appendix. <u>Science of Reading Quiz</u>	P 1.3, 2.2, 2.5, 3.2, 5.1, 5.2, 6.4 7	P 2.1, 3.2, 5.1	

# 15 December 6 Kim	Writing Process- <i>Writing Workshop Video</i> <i>Sharing</i> <i>RICA</i> Literate environment/ Reflection Potluck	<u>DUE: Writing Lesson Video</u> -8pts <u>Due: L. Environment Analysis preparation paper (done in class)</u>	P 2.2, 2.3, 2.5, 3.2, 4.6 7	P 2.1, 2.2, 3.2	
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NOTE: The instructor reserves the right to make changes in the syllabus. The actual dates on which these sessions occur may be changed during the semester but not without advance notification.

Notre Dame de Namur University

Course Title: EDU 4333-Elementary Reading/Language Arts: Upper Grades Description: 3 Units

Prerequisite: EDU 4330–Elementary Reading/Language Arts: Primary Grades Semester: Fall 2023

Class Meetings: Wednesdays, 4:30-7:00pm

Location: Hybrid Course, see course session details

In person: Saint Mary's Room 202

Zoom: <https://zoom.us/my/jcostantino>

In Space: See Canvas Tab (student work space available)

Instructor: Julie Costantino, M.Ed

Contact Information: jcostantino@ndnu.edu

650-966-9241 (*personal cell, please text first to identify yourself*)

Office Hours by appointment: [Bookings Link](#) **Course Description**

EDU4333 Elementary Reading/Language Arts: Upper Grades (3) Prerequisite: EDU4330 Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.

Learning Objectives

1. To explore the nature of reading and writing as developmental processes and various facets of comprehension and composition in other content areas as well as in literature and language, particularly for a full range of learners in upper elementary schools. The full range of learners includes struggling readers, readers with special needs, students with dyslexia, English learners of varied levels of educational backgrounds and cultural backgrounds, speakers of non-dominant varieties of English, typologies of English learners, and advanced learners. (TPE 1, 6, 7)
2. To identify essential elements of a balanced and comprehensive language arts program for the upper elementary grades based on the CA English/ Language Arts Common Core Standards. To consider how different organizational and instructional approaches, such as reading and writing workshop and literature and thematic units, can accomplish a balance of meaning and skills, of different modes and styles, English language learners, etc. (TPE 1, 2, 4, 5, 6, 7)
3. To explore language acquisition and development through listening, speaking, reading, and writing for both first-and second-language learners (ELLs). Consideration will be given to the full range of learners identified in (1) above. To investigate factors affecting student performance in the language arts and to adjust activities and materials to fit the diverse needs of the full range of students. (TPE 2, 4, 5, 7)
4. To explore in-depth various methods of assessment geared to upper elementary students who are speaking non-dominant varieties of English. Implement an assessment plan designed to determine a student's abilities and needs and recommend appropriate instruction to meet the needs of the learner. Reflect on the effectiveness of the assessment plan. (TPE 2, 3, 5, 7)
5. To facilitate the process of becoming an effective reading/language arts teacher, including the development of a philosophy,

planning, strategies, resources—including technological resources, organization, selection of materials for all students, including a wide range of learners identified in (1) above. Each teacher candidate will give emphasis to facilitating self-evaluation. (TPE 2, 4, 5, 6, 7)

Cal TPA Connection

In order for our students to have the best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. CalTPA Cycle 2 (Multiple Subjects–Reading) Steps 1, 3 and 4 are integrated in this course

Texts from EDU 4330

- Hougén, Martha Clare, and Susan M. Smartt. *Fundamentals of Literacy Instruction & Assessment, Pre-K-6*. Paul H. Brookes Publishing Co., 2020.
- Honig, Bill, et al. *Teaching Reading Sourcebook*. 3rd Edition. CORE, 2018.

New Texts for EDU 4333

- Harvey, Stephanie & Goudvis, Anne. *Strategies That Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge*. 3rd Edition. Portland, Maine: Stenhouse Publishers, 2017. (HARVEY)
- Rossi, Joanne & Schipper, Beth. *Case Studies in Preparation for the CA Reading Competency Test*. 4th Edition. Boston: Allyn & Bacon, 2012.
- Diamond, Linda, and B. J. Thorsnes. *Assessing Reading: Multiple Measures*. 2nd Edition. Arena Press, 2018.

Free ELECTRONIC LINKS to Required Texts

- *Put Reading First*
- <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>
- *California Dyslexia Guidelines*
 - <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

RICA Prep Materials used to reinforce learning in 4330 and 4333, Strongly Recommended

- Teachers Study Guide Team, RICA Test Prep Study Questions. 2018
- Zarrillo, James. Ready For Rica: A Test Preparation Guide for California's Reading Instruction Competence Assessment. Pearson, 2017. (TEST PREP)

Grading System

Letter grades will be given. Course requirements will be weighted as indicated in Appendix D, Final Grade but fall into three categories:

- Assignments (Quiz, Reading Reflections, Field Experience ELA Observations): 55 points
- Projects and Performance Assessment (Narrative Unit, Case Study, Weekly ELA Schedule): 80 points
- Attendance (Present and Focused in Class, Thoughtful Participation, Completion of Classwork): 90 points

Credit Hours

To meet the Course Learning Outcomes identified for this course, the expectations are that this 3-unit course, delivered over a 15-week semester, will approximate 135 credit hours, broken down below:

- Course Number: EDU 4333
- Hours in Class: 30
- Reading: 45
- Written Assignments: 30
- Outside Collaboration: 30
- Course Units: 3 Grading

A grade of A or A- presumes high quality written work and excellent oral participation as well as strong reflective thinking. The following chart explains the meaning of letter grades at the Notre Dame de Namur University:

Grade Grade Points per Unit

A 4.0

A- 3.7

B+ 3.3

B 3.0

B- 2.7 (requires a B+ in another class of equal unit value) C+ 2.3 (requires an A- in another class of equal unit value) C 2.0 (requires an A in another class of equal unit value)

D+ 1.3 (not acceptable) D- .7 (not acceptable)

F 0 (not acceptable) Disability Resource Center

The Disability Resource Center (DRC) serves as the liaison for students with disabilities. Students with a diagnosed disability who have met the college's academic standards and have confirmed their intention to enroll, may request accommodations. Please note that access may not be the same as success and getting a desired grade. We want you to succeed but we cannot make changes in academic expectations or responsibilities strictly to foster your success. We must focus on issues of access. That is why we look forward to meeting and speaking with you at length about your past experience in educational settings.

Notre Dame de Namur University is dedicated to providing access for students who have documented disabilities and have registered with the DRC. We encourage you to contact the Disability Resource Center in the early stages of your college planning as reasonable accommodations are not provided retroactively. Should you have any other questions, please feel free to contact us.

Disability Resource Center Notre Dame de Namur University Chapel Annex 1500 Ralston Ave. Belmont, CA 94002

Academic Success Center

The Academic Success Center (ASC) is your one-stop learning hub at NDNU. The ASC supports all NDNU students at every step of their education and professional journeys. Succeed on your scheduled with ASC services and resources:

On-demand subject tutoring

- Have your questions answered immediately with a 24/7 on demand online tutoring
- Connect with a subject-matter expert in about one minute
- Test prep support

Personalized writing tutoring

- Meet one-to-one with a writing expert for help with any writing assignment at any stage of the writing process, including job materials

Career Support

- Take your resume, cover letter, and linked profile to the next level by scheduling a tutoring session and reviewing ASC resources

Interactive workshops

- Master common writing challenges quickly by attending a 30-minutes ASC workshop.
- Topics include resumes, cover letters, grammar, APA, and more.

Want to learn more about why current NDNU students describe the ASC as an “amazing” place?

[Schedule a virtual tour today!](#)

Remember. . .if you have a question, just ASC! Academic Honesty

NDNU’s core values include learning, integrity, and honesty, values we live out in all areas of our learning community. Academic honesty means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic honesty is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations

Course Evaluations/Teaching Effectiveness Surveys

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

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Hallmarks are the essential **characteristics, values** and **activities** of a Notre Dame learning community. Hallmarks two through seven will be addressed in this course:

- We honor the dignity and sacredness of each person: *Through developing working relationships with the students we serve, we will honor each student's personhood as we support them in the learning process.*
- We educate for and act on behalf of justice and peace in the world: *Through teaching student's science and social studies, we are ensuring that every student has equity and access to a supportive educational experience.*
- We commit ourselves to community service: *By engaging with students in our local community through educational engagement, we are committed to community service.*
- We embrace the gift of diversity: *We embrace the opportunity to teach students from pluralistic backgrounds in diverse schools and neighborhood communities.*
- We create community among those with whom we work and with those we serve: *We work collaboratively with pre-service teaching colleagues, master teachers, professors and students by creating a caring learning community.*

We develop holistic learning communities which educate for life: *Teaching students science and social studies in a community setting builds their content knowledge as well as our professional teaching relationships.*

Student Course Requirements

1. Attendance and Participation: Students are required to attend ALL scheduled class meetings (in-person or online); where non-attendance will be considered in the grading process and reflected upon the course grade awarded. A student's attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/approval for the instructor. Absences may also be excused for illness, last minute emergencies, bereavement, etc. but students must make arrangements with the instructor.

Please note that for an excused absence, the student may receive credit for attendance but will need to turn in assignments due at that class and make up missed in-class activities that day. A one-two page write up of the readings, connections to field work, and questions that remain will be required within a week of the absence to make up for work. Because of the demanding pace of the course, an excess of unexcused absences will be assigned a failing grade if the student meets the following criteria:

3 unit course = two or more unexcused absences for scheduled class meetings or fails to participate for the equivalent of two weeks of course activities

Participation includes, but is not limited to: attendance, completing assigned readings, engaging in discussions, and participating in individual and small group activities. Since your active presence is expected, please refrain from engaging in distracting activities during class such as: texting, emailing, internet surfing, phone calls, and checking your smartphone or computer.

2. Completion of Field Experience: Students are required to spend at least **10 hours** observing and participating in language arts activities in an elementary classroom. It is the intent of this assignment that you observe in real classrooms the topics being studied in class. Since you have various placements, there is some degree of flexibility about the grade level of these hours, however **at least 6 hours should be in an upper grade elementary/middle school/high school classroom (grades 4-12) to observe, participate, or teach a lesson.** If you do not have access to an upper grade classroom, please see me so I can connect you with possibilities. These observations are to be live and give you the chance to see another teacher's classroom and instructional routines. Your own placement can be counted toward these hours.

The **log** (see Appendix C) that you turn in to capture your observations should contain the **date of the observation, the topic of the lesson you observed, some brief notes about what you saw,** and the **amount of time spent observing.** You do not need any signatures from those teachers whom you observe. **Log is due on December 13, 2023 via Canvas.**

3. Completion of Assignments: **Reflections** on text readings and journal articles are required throughout the course. From all the readings, choose 3. Due dates are posted in the syllabus. Incorporate responses to the following elements: Identify one main idea, and discuss this in light of your personal classroom experience. All journal articles can be accessed through the library data base – Academic Search Complete EBSCO, A-Z if they aren't linked for you.

4. Completion of Literature Unit and Case Study: The case study (individual) and the literature unit will be outside of class assignments (small group assignment). *Both of these assignments will be shared with the class through individual presentations.* Assignments are detailed in Appendices A and B, and more information will be provided in class. The exam will involve a synthesis of various theories, ideas, and strategies from the course integrated into a sample plan of a typical week in an upper elementary grade. The various sections of the exam will be addressed within the course sessions and will be completed in class on December 6, 2023.

5. Completion of Final Exam/Performance Assessment: The exam will involve a synthesis of various theories, ideas, and strategies from the course integrated into a sample plan of a typical week in an upper elementary grade. The various sections of the exam will be addressed within the course sessions and will be completed in class on December 6, 2023.

Course Outline & Alignment to Teaching Performance Expectations

Be aware that the instructor may modify assignments and schedules as dictated by the needs and interests of the class as the course progresses. Some modification of the assignments may be negotiated with the instructor. The instructor reserves the right to refuse or to mark down for late work. Please proofread assignments thoroughly and submit via Canvas.

TPEs are indicated as I for Introduced, P for Practiced, and A for Assessed

Date Session	Topic/Assignments	Universal TPEs	MMSN TPEs	ESN TPEs
Pre- Reading	Sort, Search, Discover: Spelling in the Child Centered Classroom. Fresch, Mary Jo, Wheaton,	1.4 (P) 1.8 (P) 3.2 (P)	3.1 (P)	3.3 (P)

Complete prior to session 1	<p>Ailen <i>The Reading Teacher</i>. September 1997, Volume, 51, No. 1, pp. 20-31</p> <p>Traditional Spelling Lists: Old Habits are Hard to Break. Children, Katherine, Jones, Jennifer.</p> <p><i>Reading Today</i>, June/July, 2012, pp. 9-11.</p> <p>When Kids Can't Read, What Teachers Can Do: Prologue and Chapters 1-2 (pages 2-22)</p> <p>RICA Prep: Chapters 1, 2, 3: Skim and mark areas for clarification</p>			
Session 1 August 30 In Person	<p><u>Topics:</u></p> <p>Introductions and EDU 4333 Book Clubs Canvas and Syllabus Overview</p> <p>Primary Spelling and Writing Conventions</p> <p><u>Readings for Next Class:</u></p> <p>Strategies that Work: Chapters 1-3</p> <p>When Kids Can't Read, What Teachers Can Do: Chapters 4-5</p> <p>Teaching Reading Sourcebook: The Big Picture, pages 2-18</p> <p>Case Study: Practice, bring notes to class based on the prompt</p> <p>*No books needed in class next week.</p>	<p>1.4 (P, A)</p> <p>1.8 (P, A)</p> <p>3.2 (P)</p> <p>5.1 (P)</p> <p>6.4 (P)</p> <p>7.3 (P)</p>	<p>3.1 (P)</p> <p>5.1 (P)</p>	<p>5.1 (P)</p>

<p>Session 2 September 6 In Person</p>	<p><u>Topics:</u></p> <p>What is Reading?</p> <p>Asset based language/Case Study Practice Literacy Instruction in CA</p> <p>Overview of RICA, EDU 4333 Assessments</p> <p><u>Readings for Next Class:</u></p> <p>Teaching Reading Sourcebook: MTSS For Reading Success, pages 744-753</p> <p>Xie, Yuxuan. “California’s Reading Wars History.” EdSource, EdSource, 10 May 2023, edsources.org/2022/californiasreadingwarshistory/677192. (Read over California’s Reading Wars Timeline to understand how reading instruction in California has shifted since the 1970s.)</p> <p>The Science of Reading: Making Sense of Research. Shanahan, Timothy. <i>The Reading Teacher</i>. 2020, Vol. 74, No. 2, pp. 119-125.</p> <p>Using think alouds to enhance children’s comprehension monitoring abilities. Baumann, James F., Jones, Leah. A. <i>The Reading Teacher</i>. Nov. 1993, Vol. 47, Issue 3, pp. 184-193.</p> <p><i>RICA Prep</i></p> <p>RICA Prep, Chapters 5- Chapter 6</p>	<p>4.3 (P) 5.1 (P) 5.2 (P) 6.2 (P)</p>	<p>4.2 (P) 5.2 (P)</p>	<p>4.4 (P) 5.3 (P)</p>
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<p>Session 3 September 13</p> <p>In Person</p>	<p><u>Topics:</u></p> <p>Language Arts in Upper Grades Review of the Reading Process Striving</p> <p>Readers: Habits to Build</p> <p><u>Readings for Next Class:</u></p> <p>Strategies that Work: Chapter 4</p> <p>Ready for RICA- Chapter 2, pages 14-24 (Be able to compare and contrast running records and miscues.)</p> <p>Learning from their Miscues: Differences in readability and text difficulty. Beaty, Lauren, Care, Esther. <i>Australian Journal of Language and Literacy</i>: October 2009, Vol. 32, Issue 3, pp. 226-244.</p> <p>Reading diagnosis—qualitative or quantitative? Goodman, Yetta. <i>Reading Teacher</i>. April 1997, Vol. 50, Issue 7, p. 534.</p> <p>Common Types of Reading Problems and How to Help Children Who Have Them. Spear-Swerling, Louise. <i>Reading Teacher</i>. Mar 2016, Vol. 69, Issue5, pp. 513-522.</p> <p>Video: MISCUE QUALITATIVE ANALYSIS 2.4.B</p>	<p>1.1 (P) 1.8 (P) 2.1(P) 2.8 (P) 3.5 (P) 6.2 (P) 7.3 (P)</p>	<p>1.2 (P) 1.7 (P) 2.1 (P) 3.1 (P)</p>	<p>2.11 (P) 3.2 (P) 3.3 (P)</p>
<p>Session 4 September 20</p> <p>In Person</p>	<p><u>Topics:</u></p> <p>Modeling the Reading Process with Think-Alouds Introduction to Shared Reading</p> <p>Reading Assessments to Inform Instruction IRIs/Miscue Analysis</p> <p>Running Records Self-Assessment</p> <p>Overview of Literature Unit Groups</p>	<p>2.1 (P) 2.2 (P) 5.1 (P) 5.2 (P) 5.3(P)</p>	<p>2.1 (P) 5.2 (P)</p>	<p>5.3 (P)</p>

	<p>Text Selection</p> <p><u>Readings for Next Class:</u></p> <p>Strategies that Work Chapter 4 Ready for RICA – Chapters 5 & 6</p> <p>Using think alouds to enhance children’s comprehension monitoring abilities, Baumann, James F., Jones, Leah. A. <i>The Reading Teacher</i>. Nov. 1993, Vol. 47, Issue 3, pp. 184-193.</p> <p>Making sense of reading. Smith, Frank. <i>Harvard Educational Review</i>: August 1977, Vol. 47, pp. 386-395.</p> <p>The Science of Reading: Making Sense of Research. Shanahan, Timothy. <i>The Reading Teacher</i>. 2020, Vol. 74, No. 2, pp. 119-125.</p> <p>Videos: Think Aloud https://www.youtube.com/watch?v=Y-tv-cmi6MA</p> <p>https://www.youtube.com/watch?v=IO42Cyx-uCw Videos: Shared Reading</p> <p>https://www.youtube.com/watch?v=UvwDUorz6s w</p> <p>https://www.youtube.com/watch?v=jfGjgOc-rJw</p>			
<p>Session 5 September 27</p> <p>In Person</p>	<p><u>Topics:</u></p> <p>Reading Recap: Focus on Assessment Which assessment for which audience? A Deep Dive into Miscue Analysis Narrative Instruction</p> <p>Into, Through, and Beyond Questioning</p> <p>Elements of Story</p> <p>Readers Workshop, looking ahead</p>	<p>2.1 (P) 2.2 (P) 5.1 (P) 5.2 (P) 5.3 (P) 7.4 (P)</p>	<p>2.1 (P) 5.2 (P)</p>	<p>5.3 (P)</p>

	<p><u>Readings for Next Class:</u> Strategies that Work: Chapter 9</p> <p>Ready for RICA: Chapters 12 and 14</p> <p>When Kids Can't Read, What Teachers Can Do: Chapters 19 and 20</p> <p>Teaching Reading Sourcebook: pages 609-632 The Art of Asking Questions:</p> <p>Unlocking the Power of a Coach's Language. Hudson, Alida, Pletcher, Bethanie. <i>The Reading Teacher</i>. 2020, Vol. 74, No. 1, pp. 96-100</p> <p>"I Could Just Go Free in my Mind": Combining Critical Literacy, Reader Response, and Writer's Workshop in the Elementary Classroom. Gregg, Sara C., Hoyle, Kamania, Flint, Amy. <i>Illinois Reading Council Journal</i>: Fall 2012, Vol. 40, Issue 4, pp. 19-25.</p> <p>Videos: Reader's Workshop https://www.youtube.com/watch?v=Tr2wRR7s0V U Mini-Lesson in Reading Workshop</p> <p><i>Reading Reflection #1 due next week</i></p>			
<p><i>Did you turn in your reading reflection #1 to Canvas?</i></p> <p>Session 6 October 4 Zoom</p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Case Study Practice: Domain IV, Vocabulary, Academic Language, and Background Knowledge (p.50) • A Comprehensive ELA Upper Grade Program: • CCSS • Text Complexity • Higher Order Thinking Skills • Assessment and Instruction: Which Assessment for Which Audience? • Guide to Miscue Analysis 	<p>4.2 (P) 4.4 (P) 5.1 (P) 5.2 (P) 5.3 (P) 6.1 (A) 6.2 (A) 6.7 (A) 7.4 (P) 7.5 (P) 7.10 (P)</p>	<p>4.4 (P) 5.2 (P)</p>	<p>4.4 (P) 5.1 (P)</p>

	<ul style="list-style-type: none"> Assessing Reading: Multiple Measures <p><u>Readings for Next Class:</u></p> <ul style="list-style-type: none"> Strategies that Work: Chapters 6 and 7 Ready for RICA: Chapter 13 Using retrospective miscue analysis to inquire: Learning from Michael. Martens, Prisca, Cousin, Patricia Tefft. <i>Reading Teacher</i>: Vol. 52, Issue 2, pp. 176-181. Teaching Reading Sourcebook: pages 634-64768, then skim the “How?” Section from pages 648-680; find 2 examples of strategies you can explain to a classmate <p><i>Choose a student for Case Study</i></p> <p><i>Work on your narrative Unit with your group Book title for Narrative Unit must be approved by Instructor by October 11</i></p>			
<p>Session 7 October 11 In Person</p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> Miscue Analysis, a model for your case study Case Study Practice: Domain III, Fluency: Second Grade Group, page 36 Domain IV, Vocabulary, Academic Language, and Background Knowledge: Fourth Grade Class, pages 50-51 During Reading Strategies: Give it a Try with <i>It Ain’t So Awful, Falafel</i> Looking Ahead: Independent Reading, Literature Circles, Comprehension Strategies <p><u>Readings for Next Class:</u></p> <ul style="list-style-type: none"> Strategies that Work: Chapters 8 and 10 	<p>4.2 (P) 4.4 (P) 5.1 (P) 5.2 (P) 5.3 (P) 7.4 (P) 7.6 (P) 7.7 (P) 7.10 (P)</p>	<p>4.4 (P) 5.2 (P)</p>	<p>4.4 (P) 5.1 (P)</p>

	<ul style="list-style-type: none"> Literature Circles for Students with Learning Disabilities. Anderson, Peggy L, Corbett, Leann. <i>Intervention in School & Clinic</i>: Sept. 2008, Vol. 44, Issue 1, pp. 25-33. Literature Circles 2.0: Updating a Classic Strategy for the 21st Century. Penton Herrera, Luis Javier; Kidwell, Tabitha. <i>Multicultural Education</i> , Winter2018, Vol. 25 Issue 2, p17-21. Clarifying Differences Between Reading Skills and Reading Strategies. Afflerbach, Peter, Pearson, P. David, Paris, Scott. <i>Reading Teacher</i>. Feb 2008, Vol. 61, Issue 5, pp/ 264-373. <p>Rough draft of Literature Unit, suggested timeline to stay on track</p>			
<p>October 18 Session 8 In Person</p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> Content Area Text Features Organization of Expository Text What Students Need to Know Pre-Reading Strategies Chapter Walks Readings for Next Class: Complete your Literature Units (In Space is available in Canvas for virtual group meetings) Fundamentals of Literacy Instruction & Assessment, PreK-6: Chapters 14-15 Teaching Reading Sourcebook: pages 682- 701; Skim the “How?” section, pages 702- 742; find 2 strategies you can explain to a classmate Text Structure Strategies for Improving Expository Reading Comprehension. Roehling, Julia V., Hebert, Michael, Nelson, J. Ron, Bohaty, Janet J. <i>The</i> 	<p>1.3 (P) 1.8 (P) 3.2 (P) 3.3 (P) 3.5 (P) 4.4 (P) 5.8 (P) 7.4 (P) 7.6 (P) 7.7 (P)</p>	<p>3.1 (P) 4.4 (P)</p>	

	<p><i>Reading Teacher</i>: July, 2017, Vol.71, Issue 1, pp.71- 82.</p> <ul style="list-style-type: none"> • Checking for Understanding Digitally During Content Area Learning. Fisher, Douglas, Frey, Nancy. <i>Reading Teacher</i>: Nov 2015, Vol. 69, Issue 3, pp. 281-286. • Teacher Modeling Using Complex Informational Text. <i>Reading Teacher</i>: July 2015, Vol. 69, Issue 1, pp. 63-69. 			
<p>October 25 Session 9 In Person</p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • 21st Century Reading • Informational Text • Disciplinary Literacy <u>Readings for Next Class:</u> • No readings for next class • Work on Narrative Units and Case Studies • Revisit Observation Log and calendar remaining observations <p><i>Reading Reflection #2 due next week</i></p>	<p>1.4 (P) 3.3 (I/P) 3.5 (P) 3.7 (P) 4.6 (P) 4.8 (P) 7.1 (P) 7.2(P)</p>	<p>2.8 (P) 3.1 (P) 4.2 (P)</p>	<p>1.3 (P) 1.7 (P) 2.3 (P)</p>
<p><i>Did you turn in your reading reflection #2?</i></p> <p>November 1 Session 10 Zoom</p>	<p><u>Topic:</u></p> <ul style="list-style-type: none"> • Presentation of Narrative Units Readings for Next Class: • Strategies that Work: Chapters 11, 12, 13 • Ready for RICA: Chapters 15, 16 • Vocabulary: The Key to Teaching English Language Learners to Read. <i>Reading Improvement</i>: Winter 2007, Vol. 44, Issue 4, pp. 189-193. 	<p>1.4 (A) 3.3 (A) 3.5 (A) 3.7 (A) 4.6 (A) 4.8 (A) 7.1 (A) 7.2(A)</p>	<p>2.8 (A) 3.1 (A) 4.2 (A)</p>	<p>1.3 (A) 1.7 (A) 2.3 (A)</p>

	<ul style="list-style-type: none"> • Critical Literacy's Ongoing Importance for Education. Janks, Hillary. <i>Journal of Adolescent & Adult Literacy</i>: 2014, Vol. 57, Issue 5, pp. 3249-356. • Exploring Digital Literacy Practices in an Inclusive Classroom. <i>Reading Teacher</i>: Vol. 69, Issue 2, pp. 195-205. • Using Texting to Help Families Build Their Children's Vocabulary at Home. Snell, Emily, Wasik, Barbara, Hindman, Annemarie. 2020, <i>The Reading Teacher</i>: 2020, Vol. 74, No. 1, pp. 49-57. <p>Videos: Structural Analysis</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=ow6CQasA3UM • https://www.youtube.com/watch?v=Y-tv-cmi6MA <p>Bring student writing samples to class next week</p>			
<p>Session 11 November 8 In Person</p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Content Area Reading: Review of Key Ideas • Supporting Multilingual Learners • Content Area Literacy • Structural Literacy • Technology Rich Instruction & Literacy • Case Study: Review of Requirements, Notes on Writing Samples • If time, practice: Domain V: Comprehension • Eighth Grade Group, page 64 <p><u>Readings for Next Week:</u></p> <ul style="list-style-type: none"> • Strategies that Work: Chapter 14 (pages 253-270) <p>Ready for RICA: Chapter 17</p> <ul style="list-style-type: none"> • Motivating Writers with Authentic Audiences. Ring, Megan. <i>The Reading</i> 	<p>1.4 (P) 3.3 (P) 3.5 (P) 3.7 (P) 4.6 (P) 4.8 (P) 7.1 (P) 7.4 (P)</p>	<p>2.8 (P) 3.1 (P) 4.2 (P)</p>	<p>1.3 (P) 1.7 (P) 2.3 (P)</p>

	<p><i>Teacher</i>. 2020, Vol. 74, No. 1, pp. 101-102.</p> <ul style="list-style-type: none"> Stirring Up Justice: Adolescent Reading, Writing and Changing the World. <i>Journal of Adolescent & Adult Literacy</i>: 2005, Vol. 49, Issue 4, pp. 318-339 Growing Extraordinary Writers: Leadership Decisions to Raise the Level of Writing Across a School and a District. <i>Reading Teacher</i>: Calkins, Lucy, Ehenworth, Mary. <i>Reading Teacher</i>. July 2016, Vol. 70, Issue 1, pp. 7-18. 			
<p>Session 12</p> <p>November 15 Zoom</p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> Case Study Presentations <u>Readings for Next Week:</u> Dyslexia Guidelines, chapters 4 (pages 19- 23) and 11 Teaching and Learning about Cultural Diversity: Becoming a Multicultural Teacher. Miller, Howard. <i>Reading Teacher</i>. 2001, Vol. 55, Issue 4, pp. 346-347. "I'm Not Stupid": How Assessment Drives (In)appropriate Reading Instruction. <i>Journal of Adolescent & Adult Literacy</i>: 2009 <p>Reading Response #3 due next class</p>	<p>4.2 (A)</p> <p>4.4 (A)</p> <p>5.1 (A)</p> <p>5.2 (A)</p> <p>5.3 (A)</p>	<p>4.4 (A)</p> <p>5.2 (A)</p>	<p>4.4 (A)</p> <p>5.1 (A)</p>
	<p>Happy Thanksgiving</p> <p>No class – continue reading!</p>			

<p><i>Did you turn in Reading Response #3?</i></p> <p>Session 13 November 29 In Person</p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> support in Upper Grades Mini Case Studies <p>RICA Prep</p>	<p>1.4 (P) 1.8 (P) 3.2 (P) 5.1 (P) 6.1 (P) 6.4 (P) 6.4 (A) 6.7 (A) 7.2 (P)</p>	<p>3.1 (P) 5.1 (P)</p>	<p>5.1 (P)</p>
<p>Session 14 December 6 In Person</p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> Compilation of Final Upper Grade Schedule for Reading/Language Arts: Partner work Gallery Walk Anchor Charts <u>Readings for Next Week:</u> Ready for RICA: Review Chapters 16-19 <p>Consider when you will take RICA and calendar study time</p>	<p>1.4 (P/A) 1.8 (P/A) 3.2 (P/A) 5.1 (A) 6.4 (A)</p>	<p>3.1 (P/A) 5.1(P/A)</p>	<p>5.1(PA)</p>
<p>Session 15 December 13 In Person</p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> Semester and Resource Review RICA Prep Course Evaluations Complete as soon as possible: Register for RICA <i>Optional: Take the FREE RICA Prep Class offered by SDCOE</i> https://www.sdcoe.net/educators/educator-preparation <p>Note: <i>If you are finished with the credential</i></p>	<p>1.4 (P/A) 1.8 (P/A) 3.2 (P/A) 5.1(P/A) 6.4 (P/A)</p>	<p>3.1(P/A) 5.1(P/A)</p>	<p>5.1 (P/A)</p>

	<i>program, but you haven't passed RICA and hold a public school position, you will not be eligible for a clear credential and may need to enroll in an additional 1 unit course at NDNU and be supervised. Please meet with Credential Analyst and Advisor for details.</i>			
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Choose a children's literature selection—a chapter book— to work with.

6. Choose a children's literature selection — **a chapter book** – to work with.
 - a. **Confirm** your choice with the instructor by **October 11, 2023**.
 - b. **Read** your selection more than once.
 - c. Think about/jot down **your reactions/responses** to the book as a reader.
 - d. Identify the appropriate **grade level(s) and class** where you would use this unit. **Give a description of the school, the make-up of the class** (socioeconomic, cultural groups, etc.), **the developmental levels**, and the **different needs** that you would have to address.
 - e. Write a 2-3-sentence **summary** of the book to refresh the memory of the reader of your unit.
 - f. Identify at least one message, **theme or essence** of the book, which will give focus to your unit.
 - g. Tell about the **author** of the book you chose.
 - h. List your **goals** for the unit **and what Common Core content standards** are aligned with these goals. You must **justify your selections** of the goals and the standards by **stating the rationale** for your choices.

2) Brainstorm a list of **activities** related to the book. Organize your list by categorizing the activities into two webs/tables:

Language Arts Web/Table – include listening, speaking, reading and writing.

Literary Elements Web/Table – include genre, setting, character, setting, plot, theme, mood, point of view, etc., as appropriate.

Further organize your unit by deciding for which phase – **Into, Through or Beyond** – each activity is most appropriate. **Mark** each activity **I,T,B** as appropriate.

3) Develop a **list of questions** for literature log/discussion for each chunk of the book. Include no more than 3-5 per chapter. Include Into and Beyond questions as well as Through.

4) Develop a **commentary** on your unit:

- i. Write a brief (1-2 paragraph) **rationale** for why you have chosen this book. Articulate **criteria** that justify your choice.
- j. Write a brief (1-2 paragraph) for the activities you chose based on the needs of the students. Star (*) the activities in the webs that are designed to meet the students' needs. (Cite researchers such as, Peregoy & Boyle, or Harvey & Goudvis or Zwiers in your rationale.)
- k. Write a brief (1-2 paragraph) explanation of how to make fitting **connections with students of diverse cultures**, languages and needs.
- l. Tell how you will **assess** whether students have achieved the goals. Be sure that your assessments are aligned with your goals and content standards.

Students should clear the book for this unit with the instructor by **Wednesday, October 11**. A rough draft should be finished by **October 18, 2023**. You do not have to turn in the rough draft, this is meant as a benchmark for your progress on the unit. The written unit is due by **Wednesday, October 25, 2023**. Complete unit will be roughly 5-7 pages, word processed and proofread. Document any resources used (APA Style).

For SPED Candidates:

For Mild/Moderate Candidates: Follow General Education procedures in terms of their relevance to the students in your classroom situation. For those procedures/materials that may not be appropriate for your students, please prepare alternative instructional practices/materials and turn the plan in to the instructor on **Wednesday, October 11**, when the book choice is due. You and the instructor will review the plan and collaborate to accept or alter the plan should there be a need for changes that reflect the intent of the assignment.

For Moderate/Severe Candidates: Follow General Education procedures in terms of their relevance to the students in your classroom situation. In those cases, such as, non-verbal students, suggest some alternative instruction/activities that might be relevant to the population and reflect the area of literature, e.g., use of listening, picture books, pictures in sequence, etc. You and the instructor will review the plan and collaborate to accept or alter the plan should there be a need for changes that reflect the intent of the assignment.

For all SPED Candidates, rubrics will be created to reflect the emphasis of the plans.

Appendix A, continued

Narrative Unit, Performance Assessment Rubric

Name:

Book Title:

Book Choice *by November 1, 2023*

<p>Part 1: Context and Class Description</p> <ul style="list-style-type: none"> • School and students for whom the unit has been designed • Book details including: Summary, Essence, Author Information, Related Books for extended reading (optional), Social Emotional Learning (SEL) Connection 	<p>/5</p>
<p>Part II: Instructional Activities at a Glance (2 visuals)</p> <ul style="list-style-type: none"> • Overview of Instructional Activities at a Glance (week by week list displayed on a calendar, matrix, chart, or web) • Overview of instruction categorized by Into, Though, Beyond and aligned to standards and resource 	<p>/7</p>
<p>Part III: Questions</p> <ul style="list-style-type: none"> • Novel is divided into 3-4 sections with key questions identified • Selection of Questions shows Depth of Coverage and Critical Thinking, Standards based (use Blooms and Webb's Depth of Knowledge as resources) 	<p>/7</p>

Part IV: Commentary & Rationale <ul style="list-style-type: none"> • Rationale for book selection and activities • Criteria • Connections to Diverse Populations • Goals for Unit • State Adopted Standards Cited • Justification for Choices of Goals • Assessment 	/7
Form <ul style="list-style-type: none"> • Presentation • Mechanics 	/4
Comments	Total /30

Appendix B

Case Study Assignment Details

The purpose of this assignment is to learn more about one individual and his/her literacy development, to broaden the ability to use a variety of assessment techniques, and to further the ability to base instruction on the results of assessment.

Steps

Suggested Timelines and Due Dates

Select an upper grade student (grades 3-8), if possible an English language learner reading either a level less than fluency or two or more years below grade level. Please get verbal permission from your master teacher and the student, and written permission from the student's parent or guardian. [A model letter is available](#). In the case study itself, use a pseudonym in referring to the student to protect his/her identity.

Choose student for case study: **October 11**
Obtain parent permission and begin gathering information about student:
Week of October 9

Write a brief description of your student. Cover such factors as family background, ethnicity, primary language, previous school experience, ability to speak and/or read in the primary language, etc. Refer to any records that are available to you about the student.

Weeks of October 16 and October 23

Collect information about the student's literacy behaviors from a variety of sources. Be sure to include their strengths, strategies currently being used with the student, and what the student is ready for next as described below:.

7. Interviews and analysis:

- Interview the students about his/her reading and writing (interests, strategies, etc). The instructor will supply two sample reading interest surveys that can serve as the basis for interviews.
- Use this information to write a brief reflection (1-2 paragraphs) as to the rationale for your analysis and the sense you make of what the student can do and what the student needs next.

8. Reading assessments:

2A. Administer a running record/miscue analysis.

Weeks of October 16 and
October 23

- Have the student read aloud while you record both the miscues and the reading behaviors that the student exhibits. Use the markings for the different types of miscues, and record other reading behaviors that you observe eg foot tapping, yawning, restlessness,, and apparent eyestrain. So not supply any unknown words for the student, as this will not provide an accurate record of his/her strategies for word attack.
- Immediately after the student finishes reading, ask him/her to do a retelling of all that he/she remembers. During the retelling, use prompts when necessary, such as “What happened next? But do not give the student any hints. Keep as accurate a record the retelling as possible, and if necessary, make an audio recording for future analysis.
- Ask 5 comprehension questions (one main idea or synthesis, 2 factual or literal, 1 inference, and 1 open ended). Note whether you had to use a prompt in getting an answer from the students.
- Conference with the students and ask the student for comments on the reading, his/her reactions, what s/he did well, what needs work, what are the goals s/he has for himself.
- Share your observations with the student and point out the strengths and needs, goals, strategies, etc.
- Analyze and record observations on the attached case study form
- Write a brief reflection (1-2 paragraphs) as to the rationale for your analysis and the sense of what the student can do and what s/he needs next.

2B Administer an additional assessment from any of the required texts from class,

- Provide a description of the assessment and a rationale for why you selected this assessment
- Analyze and record data from this assessment.
- Write a brief reflection (1-2 paragraphs) to the rationale for your analysis and the sense of what the student can do and what s/he needs next.

9. Writing assessment:

- Collect writing samples from the student. Make copies of at least three written pieces.

<ul style="list-style-type: none"> Analyze and record observations on attached case study form. Write a brief reflection (1-2 paragraphs) as to the rationale for your analysis and the sense you make of what the student can do and what s/he needs next. 	
<p>Pull together all the information you have gathered into a coherent picture, summarizing and integrating what you have learned in each of the sections. Make some recommendations/goals for this student.</p>	<p>Weeks of October 23 and October 30</p>
<p>Finally, write one final reflection (1 page) in which you share what you have learned about working with the ELL/struggling readers as a result of this case study.</p>	<p>Week of October 30</p>
<p>Organize most salient points of your learning into a slide presentation (via Google slides, Canva, Power Point, or Prezi) to present to the class.</p>	<p>Weeks of November 6 and November 13</p> <p>Case Study Presentation: November 15</p>
<p>For SPED Candidates:</p>	
<p>Mild Moderate: Follow General Education procedures in terms of their relevance to the students in your classroom situation. For those procedures/materials that may not be appropriate for your students, please prepare alternative instructional practices/materials and turn the plan in to the instructor. You and the instructor will review the plan and collaborate to accept or alter the plan should there be a need for changes that reflect the intent of the assignment.</p>	

Extensive Needs: Follow General Education procedures in terms of their relevance to the students in your classroom situation. In those cases, such as non-verbal students or non-readers/writers, suggest some alternative instruction/activities that might be relevant to the population and reflect the area of literature, e.g., use of listening, picture books, pictures in sequence, etc. You and the instructor will review the plan and collaborate to accept or alter the plan should there be a need for changes that reflect the intent of the assignment.

For all SPED Candidates, rubrics will be created to reflect the emphasis of the plans.

Appendix B, continued

Case Study Assignment Rubric

Name: _____ Grade Level: _____

Reading Assessments

Strategies and Behaviors Observed: includes interview, miscue/running record, retelling, comprehension questions, assessment conference, assessment B and corresponding data/notes

/4

Strategies and Skills Needed: includes word analysis, comprehension, fluency, monitoring

/4

Student Comments: includes how he/she views self as a reader and goals for reading

/2

Recommendations/Teacher Goals: includes what to do next and why tied to data

/4

Writing Assessment

Strategies and Behaviors Observed: includes interview, ideas, organization, sentence fluency, voice, word choice, conventions, handwriting

/4

<i>Strategies and Skills Needed:</i> includes ideas, organization, sentence fluency, voice, conventions, mechanics, and hand writing where applicable	/4
<i>Student Comments:</i> includes interview, views of self as a writer, goals for writing	/4
Coherent Picture/Summary	/4
Final Reflection	/3
Comments	Total /33

Appendix C

Field Experience Log

Name: _____

As part of the requirements for this 3 unit course, **you are required to observe and/or participate in 10 hours minimum of literacy instruction in an upper elementary or secondary classroom (grades 4-8)**. It is the intent of this exercise that you observe in real classrooms the topics being studied in class. To best inform your learning, you should observe **at least two different teachers**. Your own teaching can count toward this total, however, you must also observe two other teachers.

The menu below shows options for your observation of and/or participation in literacy instruction. Please choose at least one observation from column 3.

Here is a sample observation log. The template can be found in Canvas on the assignments page.

Tier 1 Instruction: Integrated Literacy Lesson	Content Area Literacy	Tier 2 Instruction: Strategic Reading Intervention
Tier 1: Lesson in Writing/Effective Expression	Family Engagement	Tier 2 Instruction: Writing/Effective Expression
Tier 1: Reading Complex. Text/Monitoring Comprehension	Individual Reading Assessment	Tier 3 Instruction: Intensive Reading Intervention

Date	Grade	Observation Type	Teacher Name	Observations	Time	Hours
9/18/23	4	Indiv Read. Assessment	Jane Doe	Student is at station so teacher could give assessment 1:1; Teacher.....	9:00- 9:45	.75
Total (must add up to at least 10 hours)						

Appendix D	
Final Grade	
Syllabus Quiz <i>due August 31, 2023</i>	/5
Reading Reflections	/15
#1 <i>due October 4, 2023</i>	/5
#2 <i>due November 1, 2023</i>	/5
#3 <i>due November 29, 2023</i>	/5
Narrative Unit See rubric, Appendix A <i>Due October 25, 2023</i>	/30
Case Study See rubric, Appendix B <i>Due November 15, 2023</i>	/33
Field Experience Log Appendix C <i>Due December 13, 2023</i>	/30
Performance Assessment: Weekly ELA Schedule <i>Due December 5, 2023</i>	/20
Attendance & Thoughtful Participation	/90
Total	/223
Comments:	

**NDNU School of Education
Education Specialist Program
EDU 4251: Teaching Students with Motor, Sensory and Health Needs (2 units)
Spring, 2023**

Instructor: Janet Fox

Email: jfox1@ndnu.edu or janet7oaks@gmail.com

Cell: 650 218-3787

Course Schedule: Tuesday, 4:00-6:45, 1/10/23-3/21/23 Synchronous online class with one in-person meeting for first class.

Office Hours: By appointment

Course Description:

This course focuses on students with severe and multiple disabilities, including severe intellectual disability, deaf-blindness, multiple disabilities, and related disabilities such as physical impairments, sensory impairments, other health impairments, and traumatic brain injury. The course covers the characteristics of these learners and teaching methods to meet their varied needs, including methods to support movement, mobility, sensory and specialized health care needs in order for students to access classrooms, schools and the community to the fullest extent of their ability. Emphasis on developing communication skills including knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, for students with students with physical/orthopedic disabilities, other health impairments, deaf/blindness, and multiple disabilities.

Learning Outcomes	Universal TPEs	ESN TPEs
Demonstrate understanding of mandated considerations for augmentative and alternative communication technology (AAC) for students with extensive support needs.		I/P: E1.2
Identify the unique features of deaf-blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language	P: U1.6	I/P: E1.3

development goals within the IEPs for those students.		
Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.	P: U1.3	P: E1.5
Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.	P: U1.6	I/P: E1.7
Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3)	P: U1.3	P: E1.11
Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.		I/P: E2.1
Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.		I/P:E2.2
Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning	P: U2.2	I/P: E2.5

opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.		
Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.	P: U2.3	I/P: E2.6
Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.		I/P: E2.7
Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.		I/P: E2.14
Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.		I/P: E3.5
Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.		I/P: E4.2
Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.	P: U4.4	I/P: E4.3
Demonstrate knowledge of core challenges		I/P: E4.6

associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognitive; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).		
Utilize assessment data to address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.		I/P: E5.3
Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.	P: U6.7	P: E6.4
Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.		I/P: E 6.5
Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.		I/P: E6.6
Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.		I/P: E6.7

NDNU Hallmarks

The course is taught with the Core Values of Notre Dame de Namur University in mind. Those core values are:

- The Whole Person: a commitment to develop one's fullest potential
- The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners
- The Just Society: a commitment to enhance justice and peace at the personal, community and global levels.

Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the [Disability Resource Center](#) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (*i.e., scheduled surgeries, hospitalizations, injuries, etc.*) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library [homepage](#).

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated [<https://www.ndnu.edu/resources/covid-19-info/>]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communications

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas.

You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Privacy and Confidentiality

One of the highlights of the NDNU academic experience is that students often use real world examples from their organizations in class discussions and in their written work. It is imperative that students not share information that is confidential, privileged or proprietary in nature. Students must be mindful of any contracts they have agreed to with their school.

Required Textbooks/Readings/Links

Educating Students with Severe and Multiple Disabilities, Fifth Edition, Fred P. Ovelove. Dick Sobsey. Donna L. Gillis. Paul H. Brookes Publishing Company, 2017

Instruction of Students with Severe Disabilities, 9th Edition Fredda E. Brown.
John McDonnell. Martha E. Snell. Pearson 2020

The Management of Traumatic Brain Injury in Children: Opportunities for Action.
<https://www.cdc.gov/traumaticbraininjury/pdf/reportstocongress/managementoftbiinchildren/TBI-ReporttoCongress-508.pdf> , will also be posted on CANVAS.

Deafblind Online Resource: <https://www.nationaldb.org/products/modules/ohoa/>

Course Requirements:

All written assignments should be uploaded to CANVAS.

Strategy Lists: Make a list of strategies to use when working with students with each of the following disabilities: physical disabilities, traumatic brain injury, sensory disabilities and specialized health care needs. More specific details for each list will be posted on CANVAS.

Final Project: Describe how to access, develop and implement an AAC system to meet the needs of a student who has motor, sensory and/or health needs. Write a four to five-page paper and prepare a 5 to 10-minute presentation for the class with a one-page handout. More detailed instructions will be given out in class and on CANVAS.

Assignment	Due Date
Strategies List: Student with Orthopedic Impairments	1/24
Strategies List: Students who are Deafblind	1/31
Strategies List: Students with Cortical Visual Impairments	2/7
Strategies List: Students with Traumatic Brain Injury	2/14
Strategies List: Students with Health Impairments	2/21
Final Project	3/21

Attendance

Students are required to attend ALL scheduled class meetings (in-person or online); where non-attendance will be considered in the grading process and reflected upon the course grade awarded. A student's attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/approval for the instructor. Absences may also be excused for illness, last minute emergencies, bereavement, etc. but student must make arrangements with the instructor. Please note that for an excused absence, the student may receive credit for attendance but will need to turn in assignments due at that class and make up missed in-class activities that day.

Participation

Participation includes, but is not limited to: attendance, completing assigned readings, engaging in discussions, and participating in individual and small group activities. Since your active presence is expected, please refrain from engaging in distracting activities during class such as: texting, emailing, internet surfing, phone calls, and checking your smartphone or computer.

Course Evaluation:

Point value for assignments:

Strategy list assignment: 75 (15for each list)

Final project: 25

Total possible points=100

A: 90-100 points	B: 80 to 90 points	C: 70 to 80 points
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D: 60-70 points	F: Below 60 points	
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Academic Integrity

NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the [Student Handbook](#) for a detailed discussion of Academic Conduct expectations.

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the [ASC site in Canvas](#) to see all the resources available, to contact us, or to schedule an appointment. Have a question? *Just ASC!*

Course Meeting Schedule:

Date	Topic/Assignments	Universal TPEs	ESN TPEs
<u>Class 1</u> <i>Jan.10</i>	Introductions Syllabus Principles of Quality Instruction <i>Assignments:</i> Orelove et.al. Chpt. 3: <i>Educating Students with Physical Disabilities</i> Brown et.al. Chpt.10: <i>Key Concepts in Understanding Motor Disabilities</i>		P: E6.1

<u>Class 2</u> Jan.17	<p>Working with students who have motor and mobility needs.</p> <p><i>Assignments:</i> Strategy list for students with orthopedic impairments. Task sections of <i>OHOA Module: An Overview of Deaf-Blindness and Instructional Strategies</i>(Learning Activities 1 and 3) https://www.nationaldb.org/products/module/s/ohoa/ Task sections of <i>OHOA Module: Emergent Communication</i> (Learning Activities 1-4) https://www.nationaldb.org/products/module/s/ohoa/emergent-communication/ Task sections of <i>OHOA Module: Progressing from Non-symbolic to Symbolic Communication and Complex Language</i> (Learning Activities 1-4) https://www.nationaldb.org/products/modules/ohoa/complex-language</p>	P: U2.2	I/P: E2.1 E2.6 E2.7 E3.5 E 5.3
<u>Class 3</u> Jan.24	<p>Working with students who are deafblind</p> <p>Guest speaker: California Deafblind Services Julie Maier, Project Coordinator California Deafblind Services</p> <p><i>Assignments:</i> Strategy list for students who are deafblind. Read: Orelove et.al Chpt.4 <i>Educating Students with Sensory Disabilities</i></p>	P: U1.6	I/P: E1.3 E2.6 E4.2 E5.3
<u>Class 4</u> Jan.31	<p>Working with Students with Cortical Visual Impairment (CVI)</p>		I/P: E2.6 E4.2 E 5.3

	<p>Guest speakers: Cortical Visual Impairment: Gabriela Berlanga, SLP Aileen Arai, M.A. Special Educator Curriculum Specialist, The The Bridge School</p> <p><i>Assignments:</i> Strategy list for students who have cortical visual impairment. Read: <i>The Management of Traumatic Brain Injury in Children: Opportunities for Action.</i> https://www.cdc.gov/traumaticbraininjury/pdf/reportstocongress/managementoftbiinchilr/en/TBI-ReporttoCongress-508.pdf</p>		
<u>Class 5</u> <i>Feb.7</i>	<p>Traumatic Brain Injury</p> <p><i>Assignments:</i> Strategy list for students who have traumatic brain injury. Read: Orelove et.al. Chpt. 5 <i>Educating Children with Special Health Care Needs</i> Chpt. 6. <i>Integrating Health Care in Education Programs</i> Brown et.al. Chpt. 9 <i>Understanding and Meeting the Health Care Needs of Students with Severe Disabilities.</i></p>		I/P: E2.14 E4.6 E6.7
<u>Class 6</u> <i>Feb.14</i>	<p>Working with students who have specialized health care needs.</p> <p><i>Assignments:</i> Strategy list for students who have specialized health care needs. Read: Orelove Chpt. 7 <i>Teaching Communication Skills</i></p>		I/P: E2.2 E2.6 E2.7 E5.3 E 6.5 E6.6
<u>Class 7</u> <i>Feb.21</i>	<u>Augmentative and Alternative Communication (AAC) for students with severe and multiple</u>	P: U1.6 U2.2 U4.4	I/P: E1.2 E1.7 E2.5

	<u>disabilities.</u> <u>Guest speakers:</u> Elisa Kingsbury, MS-CCC-SLP Program Specialist, The Bridge School Aileen Arai, M.A. Special Educator Curriculum Specialist, The The Bridge School <i>Assignments:</i> Read Orelove et.al. Chpt. 13 <i>Transition to Adulthood for Youth with Severe and Multiple Disabilities</i>		E4.3 E5.3
<u>Class 8</u> <i>Feb.28</i>	Explanation of final project Transition to Adulthood Self-Determination		P: E1.5 E1.7 E1.11
<i>Mar.7</i>	No Class Spring Break		
<u>Class 9</u> <i>Mar.14</i>	Movie: <i>Crip Camp</i> Group discussion of movie.	P U6.7	I/P E6.4
<u>Class 10</u> <i>Mar.21</i>	Class Presentations		P: E1.2 E1.7 E2.5 P E4.3 E 5.3

Note: Instructor reserves the right to make changes in the course syllabus. Students will be informed if a change is made.

**NDNU School of Education
Education Specialist Program
EDU 4252: Core Curriculum Access for Students with Severe Disabilities (2 units)
Fall, 2023**

Instructor: Janet Fox

Email: jfox1@ndnu.edu or janet7oaks@gmail.com

Cell: 650 218-3787

Course Schedule: Tuesday, 4:00-6:45, 8/29/23-10/31/23 Synchronous online class with one in-person meeting for first class.

Office Hours: By appointment

Course Description:

This Course covers evidence based instructional methods for students with severe disabilities. Using systematic instruction and other research-based techniques, participants will develop skills to facilitate meaningful participation for students with disabilities in a standards-based academic curriculum with appropriate goals and objectives, support, accommodations and specialized instructional techniques. Content areas including literacy, math, science and social studies will be included. The importance of linking instructional activities with valued life outcomes will be emphasized. Methods for including students with severe disabilities in general education classrooms will be discussed.

Learning Outcomes	Universal TPEs	ESN TPEs
Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum		P: E1.6
Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.		P: E2.11
Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to	P: U1.6	P: E3.1

access the academic core curriculum.		
Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.		P: E3.2
Effectively adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).	P: U3.5	P: E3.3
Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.		P: E4.1
Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.	P: U4.3	P: E4.4
Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.	P: U4.1	P: E4.5
Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal	P: U5.1/5.2	P: E5.2

NDNU Hallmarks

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Required Textbooks/Readings/Links

Instruction of Students with Severe Disabilities, 9th Edition Fredda E. Brown.

John McDonnell. Martha E. Snell. Pearson 2020

Systematic Instruction for Students with Moderate and Severe Disabilities, 2nd Edition Belva

Collins. Paul H. Brookes Publishing Co. 2022

More Language Arts, Math, and Science for Students with Severe Disabilities

Diane Browder (Editor), Fred Spooner (Editor) Paul H. Brookes Publishing 2014

Internet Resources:

AFIRM modules: <https://afirm.fpg.unc.edu/afirm-modules> You will need to go to the website and create a log-in and password (it's free).

Course Requirements:

All written assignments should be uploaded to CANVAS

AFIRM Module Reflections

Write a one page reflection on each assigned module discussing main ideas of the module and how you might apply them in your classroom. Bullet point lists are ok.

Systematic instruction vocabulary list:

Define the following terms:

Discrete behavior

Chained behavior

Task analysis

Forward chaining

Backward chaining

Total task presentation

Antecedent

Attentional cue and response

Errorless learning

Stimulus prompt

Response prompt

Massed trial format

Spaced trial format

Distributed trial format

Phases of learning: acquisition, fluency, maintenance, generalization

Systematic Instruction vocabulary quiz:

The quiz is a multiple choice and open notes.

Sample lesson #1

Using the systematic instruction plan template provided by the instructor, describe the instructional procedure for teaching a lesson using most-to-least prompting.

Sample lesson #2

Using the systematic instruction plan template provided by the instructor, describe the instructional procedure for teaching a lesson using least-to-most prompting (system of least prompts).

Sample lessons #3

Using the systematic instruction plan template provided by the instructor, choose one lesson and describe the steps in teaching the lesson using progressive time delay, constant time delay, and simultaneous prompting.

CalTPA lesson plan

Using the lesson plan format in the CalTPA ESN materials, develop a lesson plan in the ELA area for a student or students with Extensive Support Needs.

Flowchart analysis of CalTPA ESN lesson:

Using the flowchart on p.161-164 in Collins textbook, review the CalTPA ESN lesson plan you developed.

Assignment	Due Date
Task Analysis Reflection	9/5
Prompting Reflection	9/5
Definitions of Systematic Instruction vocabulary	9/12
Systematic Instruction Vocabulary Quiz	9/19
Sample Lesson #1	9/26
Sample Lesson #2	10/4
Sample Lesson #3	10/4
CalTPA ESN lesson plan	10/11
Flowchart analysis of CalTPA ESN lesson	10/11
Presentation to class on CalTPA ESN lesson	10/31

Attendance

Students are required to attend ALL scheduled class meetings (in-person or online); where non-attendance will be considered in the grading process and reflected upon the course grade awarded. A student's attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/approval for the instructor. Absences may also be excused for illness, last minute emergencies, bereavement, etc. but student must make arrangements with the instructor. Please note that for an excused absence, the student may receive credit for attendance but will need to turn in assignments due at that class and make up missed in-class activities that day.

Participation

Participation includes, but is not limited to: attendance, completing assigned readings, engaging in discussions, and participating in individual and small group activities. Since your active presence is expected, please refrain from engaging in distracting activities during class such as: texting, emailing, internet surfing, phone calls, and checking your smartphone or computer.

Course Evaluation:

Point value for assignments:

TA module reflection: 5

Prompting module reflection: 5

Vocabulary list: 5

Vocabulary quiz: 10

Sample lesson #1: 10

Sample lesson #2: 10

Sample lesson #3: 10

CalTPA lesson plan: 20
CalTPA lesson flowchart analysis:15
CalTPA lesson presentation: 10

Total possible points=100

A: 90-100 points	B: 80 to 90 points	C: 70 to 80 points
D: 60-70 points	F: Below 60 points	

Academic Integrity

NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the [Student Handbook](#) for a detailed discussion of Academic Conduct expectations.

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The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the [ASC site in Canvas](#) to see all the resources available, to contact us, or to schedule an appointment. Have a question? *Just ASC!*

Course Meeting Schedule:

Date	Topic/Assignments	Universal TPEs	ESN TPEs
<u>Class 1</u> Aug.29	Introductions Syllabus Principles of curriculum development for students with severe disabilities. Basic components of systematic instruction <i>Assignments:</i> Read: Collins Chap. 6 <i>Applying the Principles of ABA to Teach Learners With Moderate and Severe Disabilities</i> AFIRM module: <i>Task Analysis</i> Reflection on <i>Task Analysis</i> module AFIRM module: <i>Prompting</i> Reflection on <i>Prompting</i> module		I: E3.2 P: E4.1
<u>Class 2</u> Sept.5	Task analysis Discrete and chained behaviors Prompts and prompt hierarchies <i>Assignments:</i> Read: Brown et.al. Chap.6: <i>Individual Instructional Strategies</i> Read Collins Chap. 7: <i>Using Response Prompting Strategies Graduated Guidance, Most-to-Least Prompting and System of Least Prompts</i> Definitions of systematic instruction vocabulary		P: E3.2 P: E4.1
<u>Class 3</u> Sept.12	Using graduated guidance Using Most-to-least prompting <i>Assignments:</i> Read: Collins Chap. 8 <i>Using Response-Prompting Strategies Time-Delay, Simultaneous-Prompting Procedures</i> Collins Chap. 9 <i>Increasing the Efficiency of Instruction</i> Quiz on systematic instruction vocabulary		P: E3.2 P: E4.1

	Sample Lesson #1		
<u>Class 4</u> <i>Sept.19</i>	Using least-to-most prompting Using time delay and simultaneous prompting <i>Assignments:</i> Read Collins Chap.10 <i>Facilitating Maintenance and Generalization</i> Sample Lesson #2 Sample Lesson #3		P:E3.2 P E4.1
<u>Class 5</u> <i>Sept.26</i>	Resources for adapting core curriculum goals for students with extensive support needs Participation in statewide assessment for students with extensive needs <i>Assignments:</i> Read Brown Chap.14 <i>Teaching Academic Skills</i>	P: U4.1 P: U5.1/5.2	P: E1.6 P: E2.11 P: E4.5 P: E5.2
<u>Class 6</u> <i>Oct.3</i>	Designing lesson plans for students with ESN <i>Assignments:</i> CalTPA lesson plan for students with extensive needs. CalTPA lesson plan rationale CalTPA essential questions and rubrics Flowchart analysis of CalTPA ESN lesson	P: U4.3	P: E4.4
<u>Class 7</u> <i>Oct.10</i>	Teaching reading and written expression to students with ESN. <i>Assignments:</i> Read Browder and Spooner Section II <i>Teaching Common Core Language Arts</i>	P: U1.6	I,P: E3.1
<u>Class 8</u> <i>Oct.17</i>	Teaching math, science and social studies to students with ESN <i>Assignments:</i> Read Browder and Spooner Section III <i>Teaching Common Core Mathematics and Teaching Science</i>	P: U1.6	I,P: E3.1

<u>Class 9</u> <i>Oct.24</i>	Commercially available curricula for students with ESN: Unique TeachTown EnCORE Readtopia	P: U1.6 P: U4.3	P: E3.1 P: E3.2 P: E4.4
<u>Class 10</u> <i>Oct.31</i>	Presentation of CalTPA based lesson plan.	P: U.4.1	P E1.6 P E4.4 P E4.5

Note: Instructor reserves the right to make changes in the course syllabus. Students will be informed if a change is made.

**NDNU School of Education
Education Specialist Program
EDU 4230/4231: Student/Intern Teaching Seminar (Special Education) (3 units)
Fall, 2023**

Instructor: Terry Jacobs

Email: tjacobs@ndnu.edu or jacobsterry0@gmail.com

Cell: (650) 776-0604

Course Schedule: Thursday, in person, 4:30-6:30 **Room:** Saint Mary's Hall, Room 118

Office Hours: By appointment (in-person or Zoom)

Course Description: EDU 4230/4231 Student/Intern Teaching Seminar (Special Education)

Heavy emphasis is placed on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation. The seminar supplements the regular contact provided by the university supervisor and the district employed support provider

. The seminar provides an opportunity for candidates to discuss and reflect upon the practical application of concepts learned in coursework in their clinical practice placements. The seminar instructor and university supervisor, in collaboration with the school district-employed support provider work together to help candidates demonstrate their competency in the clinical practice portion of their credential program. The course is taught with the Core Values of Notre Dame de Namur University in mind. These core values are:

- The Whole Person: a commitment to develop one's fullest potential
- The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners
- The Just Society: a commitment to enhance justice and peace at the personal, community and global levels

Learning Outcomes	Universa I TPEs	MMSN TPEs	ESN TPEs
See current Teacher Performance Expectations (TPE)			
Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum/		P/A:M1.1	
Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).	P/A: U1.4	P/A: M1.4	
Use strategies to support positive psychosocial development and self-determined behavior of	P/A: U1.1		P/A: E1.4

students with extensive support needs.			
Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.	P/A: U1.1	P:1.7	
Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.	P/A: U2.1/2.6	P/A: M2.5	P/A: E2.8
Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so , to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.	P/A: U2.6	P/A: M2.6	P/A: E2.9
Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.	P/A: U2.4	P/A: M2.7	P/A: E2.10
Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	P/A: U2.2		
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.	P/A: U3.2		
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.	P/A: U3.5		
Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning	P/A: U4.7		
Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	P/A: U1.6		
U 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.	P/A: U3.4		

<p>U 4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 	P/A: U4.4		
Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking	P/A: U4.6		
Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback		P/A: M5.3	P/A: E5.4
Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	P/A: U6.1		
Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	P/A: U6.2		
Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	P/A: U6.3		
Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	P/A: U6.4		
Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.		P/A: M6.2	P/A: E6.3
Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.			P/A: E6.1

Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.	P/A: U6.4		P/A: E6.2
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Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the [Disability Resource Center](#) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (*i.e., scheduled surgeries, hospitalizations, injuries, etc.*) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, e-books, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library [homepage](#).

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated (<https://www.ndnu.edu/resources/covid-19-info/>). Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communications

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they

may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Privacy and Confidentiality

One of the highlights of the NDNU academic experience is that students often use real world examples from their organizations in class discussions and in their written work. It is imperative that students not share information that is confidential, privileged or proprietary in nature. Students must be mindful of any contracts they have agreed to with their school.

Required Textbooks/Readings/Links No text required.

- California Department of Education Content Standards: <https://www.cde.ca.gov/be/st/ss/>
- California English Language Development Standards: <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- California Department of Education Curriculum Frameworks: <https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>
- Education Specialist CalTPA Performance Assessment Guide Instructional Cycle 1 and related Handbook and materials will be provided
- Journal articles and other readings to be determined. They will be handed out or sent electronically one week before designated class
- California Department of Education Content Standards: <https://www.cde.ca.gov/be/st/ss/>
- California Department of Education Curriculum Frameworks: <https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>
- Karen Breslow's Padlet: <https://padlet.com/kbreslow>
- Positive Environments Network of Trainers (PENT): www.pent.ca.gov
- California Dyslexia Guidelines: <https://www.cde.ca.gov/sp/se/lr>
- Edutopia: <https://www.edutopia.org>
- Facing History and Ourselves: www.facinghistory.org
- Council for Exceptional Children (CEC): <https://exceptionalchildren.org>
- California Association of Resource and Special Educators (CARS plus): www.carsplus.org
- Free k-12 English Language Arts standards-based practices, lesson plans, videos, activities and apps: www.readwritethink.org

Course Requirements:

Student Teachers

- Participate in a minimum of 20 hours per week for 15 weeks in school-based student teaching in credential area. Hours per week may be flexible if student teacher works more than 15 weeks.
- Two weeks of solo teaching
First week may be split between various weeks
Second week must be done on consecutive days

Interns

- Teacher of record in education specialist position in credential area
- NDNU Intern supervision and Support Record turned in monthly

Student Teachers and Interns

- 6 observations by NDNU supervisor (one informal and five formal)
- Submission of five NDNU lesson plans before each observation and six reflections afterwards to university supervisor
- Three meetings with district-support provider, student and NDNU supervisor (beginning of semester to review supervision paperwork and expectations, mid-semester and end of the semester to review evaluations completed by the district support-provider including the TPE, lesson observation, and professional checklist.)
- Completion of course assignments
- Attendance at seminar at NDNU

Assignments	Due Date
CalTPA Multimedia Language Arts Lesson Presentation using Ed Specialist CalTPA lesson plan and Step 1 rubrics Lesson Plan and materials	October 24
IEP (interns: one you have written; student teachers: one that you have written with mentor teacher assistance)	November 16
Written Responses to Iris Module on PBIS Part I https://iris.peabody.vanderbilt.edu/module/beh1/	September 7
Written Responses to Iris Module on PBIS Part 2 https://iris.peabody.vanderbilt.edu/module/beh2/	September 14
Three-Tier Positive Classroom Behavior Management Plan (see rubric)	November 9
Reflective Questionnaire (will be completed in class)	December 7
Weekly Reflections to be completed in class	Weekly

Attendance

Students are required to attend ALL scheduled class meetings (in-person or online); where non-attendance will be considered in the grading process and reflected upon the course grade awarded. A student's attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/approval for the instructor. Absences may also be excused for illness, last minute emergencies, bereavement, etc. but student must make arrangements with the instructor. Please note that for an excused absence, the student may receive credit for attendance but will need to turn in assignments due at that class and make up missed in-class activities that day.

Participation

Participation includes, but is not limited to: attendance, completing assigned readings, engaging in discussions, and participating in individual and small group activities. Since your active presence is expected, please refrain from engaging in distracting activities during class such as: texting, emailing, internet surfing, phone calls, and checking your smartphone or computer.

Course Evaluation:

The seminar grade is determined by the seminar instructor based on participation and completion of assigned work, as well as on the evaluation by the university supervisor based on lesson plans, feedback from the district employed practicum support person, and classroom observations. Candidates are expected to attend each session, share issues and activities from their placements that could be instructive to other candidates in the seminar and actively participate in the seminar activities and discussions.

TPE: The evaluation of Student/intern Teacher Evaluation form is used to evaluate candidates growth toward meeting the teacher performance expectations set out by the California Commission on Teacher Credentialing (CTC). During the semester, your university semester

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Course Meeting Schedule:

Date	Topic/Assignments	Universal TPEs	MMSN TPEs	ESN TPEs
<u>Class 1</u> <i>Aug.31</i>	<ul style="list-style-type: none"> Sharing Time: Introductions <p>Review syllabus Review Supervision Calendar Overview of Education Specialist CalTPA Pair/Share What are your assets (cultural, social and academic)? What are your needs? Complete practicum placement questionnaire (exit ticket)</p> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> Read TPE/CSTP and Professional Checklist (PPC), Written Reflection on your day-to-day practicum experiences. What stands out as an “Ah Ha” moment? A challenge? What is something that you want to share for group input/discussion? Schedule six observation dates with NDNU supervisor and three TPE/PC meetings with you, practicum mentor teacher or mentor and NDNU supervisor (first before 1/26; second before 3/9 and third before 4/27 with student teacher/intern support provider, you and NDNU supervisor. Share electronic handbook with practicum support provider. Bring schedule to seminar. Written responses to Iris module: https://iris.peabody.vanderbilt.edu/module/beh1/ 	P/A: U2.2 P/A: U3.2 P/A: U6.1 P/A: U6.2 P/A: U6.3		
<u>Class 2</u> <i>Sept.7</i>	<p>Reflections on classroom experiences Assessments: Review examples of self-assessments, formative assessments, and summative assessments. Discuss TPE/CSTP and PC Review supervision paperwork, observation/meeting schedule, timeline, lesson plans and expectations for the semester</p> <p><i>Assignments for next seminar:</i></p> <ul style="list-style-type: none"> Read “Overview” pp. 1-7 from CalTPA Performance Assessment Guide 	P/A: U5.2 P/A: U5.3 P/A: U5.6		

	<ul style="list-style-type: none"> Review the Teaching Performance Expectations (TPE) in your first meeting with university supervisor and practicum supervisor; select 1-2 TPEs to focus on for the first half of the semester and write goals for each, entering them on the Growth Plan. Written responses to Iris module 2: https://iris.peabody.vanderbilt.edu/module/beh2/ 			
<u>Class 3</u> <i>Sept.14</i>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> MTSS: Introduce 3-tiers of Positive Behavior Interventions and Supports (PBIS) for the classroom Jigsaw: PBIS articles from Jan/Feb <i>Teaching Exceptional Children Addressing Behaviors in the Classroom vol. 55 Issue</i> Small group think/pair/share: PBIS at your school site; PBIS in your classroom community, planning and teaching Sharing Time: Reflection on your classroom experiences and goals (turn in Growth Plans) Discuss CalTPA lesson assignment <p>Assignments:</p> <ul style="list-style-type: none"> Read CalTPA “Getting to Know Your Students” pp.8-10. Look up underlined vocabulary definitions in Ed Specialist CalTPA Glossary. Review Step 1: Plan Part A: Getting to Know Your Students Template. Complete draft of Whole Class or Small Learning Group section and bring to next seminar. Reflect on Focus Student 1 (ELL or redesignated ELL student) description in the CalTPA Guide and Focus Student 1 section of Step 1: Plan. Identify two potential Focus Student 1 students from your placement. CalTPA Guide Cycle 1: Print out and bring Evidence Table (pp.6-7) and Rubrics 1.1 (pp. 25-26) and 1.2 (pp. 27-28) to class next week. Read two Edutopia articles: 3 Steps to Developing an Asset-Based Approach to Teaching and Learning Plan for a Sixth Grader that is embedded in the article; and An Asset-Based Approach to Instruction and Assessment before next seminar: https://www.edutopia.org/article/3-steps-developing-asset-based-approach-teaching/ and https://www.edutopia.org/article/using-asset-based-approach-instruction-and-assessment/ 	P/A: U2.2 P/A: U5.2 P/A: U5.6 P/A: U6.1	P/A: M1.7 P/A: M2.5 P/A: M2.6 P/A: M2.7	P/A: E1.4 P/A: E2.8 P/A: E2.9 P/A: E2.10
<u>Class 4</u> <i>Sept.21</i>	<ul style="list-style-type: none"> Sharing Time: Reflection on classroom experiences <p>Instructional Strategies: Review the Cal TPA Performance Assessment Guide “Getting to Know Your Students (GTKYS)” pp. 8-10</p>	P/A: U2.2 P/A: U2.3 P/A: U3.5 P/A: U1.6 P/A: U5.6		

	<ul style="list-style-type: none"> • Discussion: How will asset-based instructional design inform your planning, teaching and assessment of your students? Identify instructional strategies that support asset-based instruction for the Whole Class and for Focus Student 1 • Complete reflection on Edutopia articles on asset-based approach to instruction • Review Evidence Table and Rubrics 1.1 and 1.2. • Small Group Share: Whole Class or Small Learning Group section: Report out key “take-aways” to whole class. • Pair Share on Focus Student 1: Discuss why you selected these students as potential Focus Student 1; Identify 1) key ideas about how this will inform your planning/teaching/assessment for this student as well as the whole class/small groups and 2) questions for the whole class discussion <p>Assignment Due: Draft Step 1: Plan-Whole Class or Small Learning Group section.</p> <p>Assignment: Draft of Focus Student 1 section in Step 1: Plan Part A: Due next week.</p> <ul style="list-style-type: none"> • Bring color printout of best practices sample IEP (Complete Sample IEP) from Karen Breslow’s Padlet 	P/A: U6.1		
<u>Class 5</u> <i>Sept.28</i>	<p>Collaboration</p> <ul style="list-style-type: none"> • Sharing Time: Reflections on classroom experiences with paraprofessionals, colleagues, service providers and families: Successes and goals for improvement • Working with Paraprofessionals • Collaborating with families and related services personnel • Communicating effectively with peers, colleagues, families and members of the larger school community 	P/A: U6.4	P/A: M6.2	P/A: E6.1 P/A: E6.2 P/A: E6.3
<u>Class 6</u> <i>Oct.5</i>	<p><u>Guest Presenter:</u> Karen Breslow, San Mateo County SELPA: IEP Best Practices. Compare your IEP to Best Practices example. Special education law.</p>		P/A: M5.3 P/A: M5.4	
<u>Class 7</u> <i>Oct.12</i>	<p><u>Guest Presenter:</u> Karen Breslow, San Mateo County Selpa: IEP Best Practices part 2. Special Education law. CALPADS for case managers, agenda writing, goal writing and notetaking, Q&A from padlet</p> <p><u>IEP Process</u></p> <ul style="list-style-type: none"> • <u>Discussion of IEP form: How does this form link to “Getting to Know Your Students”?</u> <u>How does this form shift the focus from student deficits to student assets?</u> <u>How does the IEP form engage general education teachers, parents and students in</u> 	P/A: U3.2 P/A: U4.7 P/A: U6.1 P/A: U6.3	P/A: M1.1 P/A: M1.4	P/A: 5.4

	<p><u>the IEP process? Does this change the current IEP process at your school? How? How will this IEP form change how you plan, teach and assess your students?</u></p> <p><u>Lesson Planning Part 2</u></p> <ul style="list-style-type: none"> • Small group discussion/Share Out: Why do we plan lessons? What is the purpose of this planning? What is our ultimate goal for a lesson? • A walk through the Sample Activity Plan Template <p><u>Sharing Time: Reflection on Classroom Experiences</u></p> <p>Next seminar is Mid-Term</p> <p>Assignments due are:</p> <ul style="list-style-type: none"> • Evaluation of Student/Intern Teacher Effectiveness (TPE) • TPE Growth Plan • Professional Checklist • Lesson Observation by district-employed supervisor (practicum teacher or intern mentor) 			
<u>Class 8</u> <i>Oct.19</i>	<ul style="list-style-type: none"> • Sharing Time: Reflection on classroom experiences • Legal issues in Special Education • UDL and MTSS • Accommodations and Modifications 	P/A: U3.4 P/A: U4.4 P/A: U3.2		
<u>Class 9</u> <i>Oct.26</i>	<ul style="list-style-type: none"> • Sharing Time: Reflection on classroom experiences • Students share multimedia CalTPA English language arts lessons with class; lesson plans, slides, resources are due 			
<u>Class 10</u> <i>Nov.2</i>	<ul style="list-style-type: none"> • Sharing Time: Reflection on classroom experiences • Dyslexia presentation and video: California Dyslexia Guidelines: https://www.cde.ca.gov/sp/se/lr 			
<u>Class 11</u> <i>Nov.9</i>	<ul style="list-style-type: none"> • Pair/Share Getting to Know Your Students Template. Turn in today. • Reflection on classroom experiences • Reflecting on what you have learned and establishing professional learning goals: Remember reflection is something to do after every lesson and activity you teach, as well as interactions with students/adults throughout the day • What is the purpose of reflection? What is and isn't a reflection? • Legal issues in special education 	P/A: U6.3		
<u>Class 12</u>	<ul style="list-style-type: none"> • Sharing Time: Reflection on classroom experiences • Co-Teaching with guest co-teachers 	P/A: U4.6 P/A: U6.1		

<i>Nov.16</i>	<ul style="list-style-type: none"> • Differentiating instruction in the co-taught classroom • Resources for co-teaching 			
<u>Class</u> <u>13</u> <i>Nov.30</i>	<ul style="list-style-type: none"> • Sharing Time: Reflection of classroom experiences <u>Best Activity Sharing</u> <ul style="list-style-type: none"> • What was the best activity, lesson or experience you had with your class this semester? • Why was it the best? • How will you use what you learned from this activity going forward? <u>Looking Forward</u> <ul style="list-style-type: none"> • What would you like to learn or do next semester in EDU 4231, or for professional development? <u>Assignments Due Next Week:</u> <ul style="list-style-type: none"> • Evaluation of Student Teacher/Intern Effectiveness (TPE) • TPE Growth Plan • Professional Checklist 			
<u>Class</u> <u>14</u> <i>Dec.7</i>	<ul style="list-style-type: none"> • Sharing Time: Reflection <u>Reflection on the semester</u> End of the semester poster survey and debrief with Dean Caryl Hodges Reminder: Complete the Course Evaluation on the Portal <u>End of term/Due today</u> Evaluation of Student Teacher/Intern (TPE) TPE Growth Plan Professional Checklist Transition to Induction (4231)			

Note: Instructor reserves the right to make changes in the course syllabus. Students will be informed if a change is made.

NDNU School of Education, SPED
EDU 4886, section 4:
CALTPA CYCLE 1 SUPPORT FOR ED SPECIALIST TEACHER CANDIDATES
Fall 2023 (0.5 units)
[Updates in red]

Instructor Contact Information:	Kelly Vaughn, Ph.D. Email: kvaughn@ndnu.edu or k.vaughn.ndnu.sep@gmail.com
Course Schedule:	About every other Thursday on 7:30 – 9:00 p.m August 31, 2023 – November 30, 2023 Online Format on zoom. The link is: https://zoom.us/j/93615077839?pwd=VE5UZTJJc0F2SmNscUxQcGhyOGRKUT09 Meeting ID: 936 1507 7839Passcode: CalTPA
Office Hours:	Please email instructor for an appointment

Catalog Course Description. CalTPA Cycle 2 Support: Focuses on small cohort and 1:1 coaching for individuals who need to successfully pass CalTPA Cycle 2 as part of their credential requirements. Individuals will meet online with a TPA coach to review their Cycle 2 submission, review rubric feedback, and revise their document for resubmission.

Sections:

- 4886, section 1: Students are to enroll in this course in tandem with their corresponding first student/intern seminar class: EDU 4342, 4442. Both courses are taken concurrently in the same semester. Only exceptions are made with approval of the program advisor.
- 4886, section 2: Students are to enroll in this course in tandem with their corresponding second student/intern seminar class: EDU 4345, 4445, 4346, 4446. Both courses are taken concurrently in the same semester. Only exceptions are made with approval of the program advisor.
- 4886, section 3: Students have submitted CalTPA in the past, completed any of the seminar course numbers below prior to Fall 2023, and/or completed a previous EDU 4886 course.
- 4886, section 4: Students are to enroll in this course in tandem with their corresponding Ed Specialist student/intern seminar class: EDU 4230, 4231, 4236. Both courses are taken concurrently in the same semester. Only exceptions are made with approval of the program advisor.

TPEs and Elements: TPE 1, Elements 1, 4; TPE 2, Element 2; TPE 3, Elements 1, 2, 3, 5; TPE 4, Elements 1, 4, 7; TPE 6, Element 5

MMSN TPEs and Elements: TPE 2, Elements 1, 2, 7, 8, 9; TPE 3, Elements 1, 2; TPE 4, Elements 1, 2, 6; TPE 6, Element 1

Learning Outcomes:

Teacher Candidates will be able to:	Universal TPEs	MMSN TPEs	ESN TPEs
Engage and support all students in learning	P: 1.6 P/A: 1.1, 1.4, 1.5, 1.8	P: 1.2, 1.3, 1.7 P/A: 1.4	P/A: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11
Create and maintain effective environments for student learning	P: 2.1, 2.4 P/A: 2.2, 2.3, 2.5, 2.6	P/A: 2.1, 2.2, 2.5, 2.7, 2.8, 2.9, 2.10	P: 2.13 P/A: 2.2, 2.4, 2.5, 2.12
Understand and organize subject matter for student learning	P/A: 3.1, 3.2, 3.3, 3.5,	P: 3.3 P/A: 3.1, 3.2,	P/A: 3.1, 3.2, 3.3, 3.4, 3.5
Plan instruction and design learning experiences for all student	P: 4.2, 4.5 P/A: 4.1, 4.4, 4.7,	P/A: 4.1, 4.2, 4.3, 4.4, 4.6,	P: 4.3 P/A: 4.1, 4.4, 4.5, 4.7, 4.8
Assess student learning	P: 5.2, 5.8	P: 5.4, 5.5, 6.1	P: 5.5, 5.6, 5.7 P/A: 5.1, 5.3
Reflect and develop as a professional educator	P/A: 6.1, 6.5	P/A: 6.1	P: 6.1

NDNU Hallmarks. As one of the learning communities of Notre Dame de Namur, NDNU adheres to seven hallmarks that describe the essential characteristics, values, and activities of all its learning communities. The overarching theme for this semester’s course connects to the following hallmark: We develop holistic learning communities which educate for life (Hallmark Seven). For more information on the Notre Dame de Namur hallmarks, see <https://www.ndnu.edu/about-ndnu/>. Please also note "We acknowledge that Notre Dame de Namur University sits on the unceded ancestral homeland of the Ramaytush Ohlone who are the original peoples of the San Francisco Peninsula. We recognize that we benefit from living and working in their traditional homeland, and we affirm their sovereign rights as first peoples."

Readings and Coursework. All required readings, including CalTPA-related documents, will be embedded into this syllabus. Look for the appropriate links in the “Course Meeting Schedule” as well in your Canvas Assignments.

Course Evaluation. This course is graded on a pass/no pass basis. To earn full credit and a pass grade, you must do the following: (1) Attend all class meetings, (2) Submit all CalTPA Drafts on time, and (3) Submit proof of CalTPA submission to Pearson by the deadlines listed below in “Course Requirements.”

Course Requirements.

1. *Class Meetings:* Attend all mandatory class meetings and individual meetings when scheduled by your instructor. Since as a class we do not meet every Tuesday, some free Tuesdays may be taken by individual meetings between a student and instructor for individualized CalTPA feedback. Please refer to the dates listed below in the “Course Meeting Schedule” section on specific class dates.
2. *Drafts of CalTPA Cycle 1, Steps 1 to 4:* Provide draft versions for each of the following forms by the assigned deadlines stated later in this syllabus (see schedule outline). You will submit them in our Google Classroom “Classwork” tab. For your reference, all the Cycle 2 parts are located below:
 - a. [Part A: Written Narrative Contextual Information](#)
 - b. [Part B: Lesson Plan](#)
 - c. [Part C: Lesson Plan Rationale](#)
 - d. [Part D: Related Instructional Resources and Materials](#) (read page 16 for directions)
 - e. [Part E: 3 Annotated Video Clips](#) (read pages 17-20 for directions)
 - ~~f. [Part H: Written Narrative Analysis of Informal and Student Self-Assessment](#)~~
 - ~~g. [Part I: Formal Assessment Responses 3 Students](#) (read pages 22-25 for directions) KV will update later~~
3. *Proof of CalTPA Submission:* Please email or upload onto Google Classroom your proof of CalTPA submission, such as screenshot or PDF email receipt. ***Please note that your grade will be listed as “In Progress” (IP) to allow you to submit your CalTPA to Pearson by the following deadlines: January 18, 2024 (Fall semester cohort); May 31 2024 (Spring semester cohort).*** Exceptions to these deadlines are made with valid documentation (such as medical issues, personal emergency) to the instructor. ***Otherwise, if you do not show evidence of CalTPA submission by this deadline , you will receive a grade of “no pass” reported to the registrar's office.***

CalTPA Connection. In order for our students to have the best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For both seminar (EDU 4345/4445/4446) and CalTPA support classes (EDU 4886, section 2), CalTPA Cycle 2 in its entirety is integrated in this course.

SERVICES

Academic Success Center (ASC). The Academic Success Center (ASC) is your one-stop learning hub for in-person and online support services, including 1-to-1 writing consultations for all NDNU writing assignments as well as job materials, online workshops and group appointments, 24/7 on-demand

online subject tutoring through TutorMe, research guidance, academic advising, and interactive resources designed in collaboration with faculty to help you save time and avoid stress. The ASC is here to help you achieve your academic and professional goals. Access Handshake, NDNU's official job and internship portal, through the ASC. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you'll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you - 80% of students with a complete Handshake profile get messaged by employers. All ASC services are included with your tuition and available even after you graduate! Access the ASC site in Canvas to see all the resources available, to schedule an appointment, or to contact us. Have a question? Just ASC!

Academic Advising and Success Coach. The Academic Advisor and Success Coach provides guidance as you put together a plan for completing your degree requirements, helps you register for classes, answers any other questions about academic policies and procedures. Check your NDNU students email regularly for drop-in hours, special events, and resources. While students are ultimately responsible for knowing their degree completion requirements, your Academic Advisor and Success Coach is a great resource and available to meet through multiple mediums (in-person, Zoom, Skype, FaceTime, Text messaging, iMessage, WeChat and telephone). Plan to connect with them at least once each term (or more) to get their assistance with selecting, changing, adding, or dropping classes. Your program may require you to check in with your advisor during the advanced registration period. To fulfill this requirement, please email your advisor, academicadvising@ndnu.edu, or call them (650-508-3542) to schedule an online appointment (<https://calendly.com/ndnu>)

Disability Resource Center (DRC). Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (i.e., scheduled surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

Library. Part of the Academic Success Center, the Gellert Library is here to support your research needs. Students can use the online catalog to find academic peer-reviewed journal articles, ebooks, print materials, and more. The library website offers guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact asc@ndnu.edu or schedule an appointment on the library homepage.

POLICIES

Academic Integrity. NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or

ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

Course Evaluation. Students are expected to complete and submit course evaluations, which will allow NDNU to improve the learning experience for students in each course and to maintain the quality of our academic programs. Note: Course evaluation survey results are anonymous (do not identify individual student respondents) and will not be available to the instructor until after they have posted their grades. **Teaching Effectiveness Surveys.** Surveys will be available online through the Campus Portal 2 weeks prior to the end of the semester and will close the Wednesday following the end of the term.. Your feedback regarding courses and faculty is especially important to NDNU, to your faculty, and to me as the instructor for this course. Your feedback helps us to review and improve their teaching, helps for department and programs review to improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty. **Directions:** To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the “You have an active survey” link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you are enrolled. Your feedback is particularly important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous and are not available to faculty until after course grades are posted.

COVID-19. NDNU recommends employees and students working or learning on campus to be fully vaccinated [<https://www.ndnu.edu/resources/covid-19-info/>]. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communications. In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette. All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied

perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class. No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Course Meeting Schedule

NOTE: The instructor reserves the right to make changes in the syllabus. The actual dates on which these sessions occur may be changed during the semester but not without advance notification. Unless otherwise noted, class meetings will be online at the InSpace link located in your **Canvas account**.

Date Or Session	Topic/Assignments	Universal TPEs	MMSN TPEs	ESN TPEs
1: 8/31	<p>STEP 1: PLAN</p> <p>All teacher candidates meet via zoom with Vaughn to discuss course overview, CalTPA Cycles 1 overview and rubrics. Overview and FAQ on Part A.</p> <p>Follow up after class: Work on Part A. You may use this to help you brainstorm ideas: Part A workbook.</p>			
2: 9/14	Check in: Focus Students 1, 2, and 3	P: 1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5,	P: 1.2, 1.3, 1.7, 2.1, 2.2, 2.7, 2.8, 2.9, 3.1, 3.2,	P: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10,

		4.1, 4.2, 4.4, 4.5, 4.7, 5.2, 5.8	3.3, 4.1, 4.2, 4.6, 5.4, 5.5, 6.1	1.11, 2.2, 2.13, 3.4, 4.3, 4.8, 5.1, 5.3, 5.5, 5.6, 5.7, 6.1
3: 9/28	Assignment due today: Part A: Getting to Know Your Students draft Activities: We'll go into depth on the feedback of our Part A draft. Overview and FAQs on Parts B, C and D. Please note that Part D are blank copies of the materials to accompany your lesson plan. Follow up after class: Complete Part B	P/A: 1.1, 1.4, 2.2, 3.1, 3.2, 3.3, 3.5, 4.1, 4.4, 4.7, 6.5	P/A: 2.1, 2.2, 2.7, 2.8, 2.9, 3.1, 3.2,4.1, 4.2, 4.6, 6.1	P/A: 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 2.2, 2.4, 2.5, 3.3, 3.4, 4.1, 4.7, 5.1, 5.3
4: 10/12	Assignment due today: Part B: Lesson Plan draft Activities: We'll go into depth on the feedback of our Part B draft. FAQs on Parts C and D. Please note that Part D are blank copies of the materials to accompany your lesson plan. Follow up after class: Complete Parts C and D drafts before the next class meeting.	P/A: 1.1, 1.4, 2.2, 3.1, 3.2, 3.3, 3.5, 4.1, 4.4, 4.7, 6.5	P/A: 2.1, 2.2, 2.7, 2.8, 2.9, 3.1, 3.2,4.1, 4.2, 4.6, 6.1	P/A: 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 2.2, 2.4, 2.5, 3.3, 3.4, 4.1, 4.7, 5.1, 5.3
5: 10/26	<p style="text-align: center;">STEP 2: TEACH AND ASSESS</p> Assignments due today: Part C: Lesson Plan Rationale and Part D [Copies of Materials to accompany your LP] drafts Activities: We'll go into depth on the feedback of our Part C, and if time Part D, drafts. Overview and FAQs on Part E: 3 video clips Follow up after class: Complete Part E video clips with annotations before the next class meeting. Best to email your instructor with a shared link to your video clips.	P/A: 1.1, 1.4, 2.2, 3.1, 3.2, 3.3, 3.5, 4.1, 4.4, 4.7, 6.5	P/A: 2.1, 2.2, 2.7, 2.8, 2.9, 3.1, 3.2,4.1, 4.2, 4.6, 6.1	P/A: 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 2.2, 2.4, 2.5, 3.3, 3.4, 4.1, 4.7, 5.1, 5.3

6: 11/9	<p align="center">STEP 3: REFLECT</p> <p>Assignments due today: <u>Part E [3 video clips with annotations]</u> drafts</p> <p>Activities: We'll go into depth on the feedback of Part E video clips with annotations. Overview and FAQs on Part F.</p> <p>Follow up after class: Complete Parts F draft before the next class meeting.</p>	P/A: 1.5, 1.8, 2.2, 2.3, 2.5, 2.6, 4.4	P/A: 1.4, 2.1, 2.2, 2.5, 2.8, 2.9, 2.10, 3.2, 4.2, 4.3, 4.4, 6.1	P/A: 1.1, 1.4, 1.5, 1.7, 1.9, 1.11, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.4, 4.5, 4.7, 4.8, 5.1, 6.1
7: 11/16	<p align="center">STEP 4: APPLY</p> <p>Assignment due today: <u>Part F: Reflection on What You Learned Template</u> draft</p> <p>Activities: We'll go into depth on the feedback of our Part F. Overview on Part G.</p>	P/A: 1.1, 6.1	P/A: 2.8, 4.6, 6.1	P/A: 1.1, 1.5, 1.10, 2.12, 4.7
8: 11/30	<p>Assignment due today: <u>Part G: Application on What You Learned Template</u> draft</p> <p>Activities: We'll go into depth on the feedback of our Part G. Final debriefing on Cycle 1 process</p>	P/A: 3.2, 4.4, 6.1	P/A: 2.8, 4.6, 6.1	P/A: 1.5, 1.9, 1.10, 2.11, 3.3, 4.4, 5.1, 5.3

Besides our NDNU CalTPA support resources, The California Commission on Teaching Credentialing (or CTC for short) will hold live CalTPA office hours on zoom for any teacher candidate on Wednesdays 4:15-5:00pm. The link is here: <https://us02web.zoom.us/j/89310433740>

NOTRE DAME DE NAMUR UNIVERSITY
SCHOOL OF EDUCATION
EDUCATION 4203, CLINICAL ASSESSMENT (FOUR UNITS)
Fall 2023

Instructor: Deborah Crim, BCET

Meetings: 6:45-10 PM (subject to change)

Meeting Type: in-person

Cell:

Meeting Dates: 8/28, 9/11, 9/18, 9/25, 10/2, 10/9, 10/23, 10/30, 11/13, 11/20, 11/27, 12/4, 12/11

Emails: dcrim@ndnu.edu

Office Hours: before/after class; by arrangement

Location: St. Mary's #115

COURSE DESCRIPTION: This course is designed as a survey course of diagnostic assessment tools used by special education teachers. Competencies and understanding of the historical perspective, terminology, administration of academic assessments, interpretation of psychoeducational assessments, and adaptation to Individualized Educational Programs are addressed. Students are expected to administer and interpret various assessment instruments. This is a four-unit course that will require additional independent work outside of class.

LEARNING OUTCOMES	UNIVERSAL TPEs	MMSN TPEs	ESN TPEs
Develop skills to collaboratively develop and implement IEPs and goals/accommodations to ensure access to standards and effective inclusion based on test data and curriculum-based performance. Candidates gain practice in presenting data to a team in case studies and activities.		TPE 1: 1.1	TPE 1: 1.6
Apply and collaboratively implement supports needed to support student success in the LRE according to students' unique and developmentally appropriate needs through understanding the pre-referral/pre-intervention process prior to special education assessments.		TPE 2: 2.8 TPE 3: 3.1	TPE 2: 2.12
Demonstrate knowledge of disabilities and their effects on learning, skills development, mental health/behavior, and how to access and use related services to support effective instruction; candidates understand types of special education assessments, when warranted, and the scope of related services that provide supports.		TPE 3: 3.2	TPE 3: 3.4
Develop skills in using assessment data from multiple instruments with data from existing IEP/ITP/504 Plans to develop goals and differentiate/modify instruction.	TPE 5: 5.1, 5.8	TPE 5: 5.1	TPE 5: 5.1
Gain knowledge and practice of diverse assessments (including dyslexia) to assist in determining special education eligibility, progress monitoring, and decisions of placement/services. Candidates understand diverse assessments from 3-22 that also include state alternative assessments, formative assessments, and formal/informal measures as appropriate.		TPE 5: 5.1	TPE 5: 5.2
Gain knowledge and practice developing interventions based on data, understanding AT/AAC needs, and instruction related to communication and social skills. Understand processing/EF weaknesses and interventions in the		TPE 5: 5.2	TPE 5: 5.3

range of disabilities across eligibility categories.			
LEARNING OUTCOMES CONTINUED	UNIVERSAL TPEs	MMSN TPEs	ESN TPEs
Demonstrate knowledge of special education law, including mandated administration and documentation of assessments, education code legal requirements and timelines.		TPE 5: 5.3	TPE 5: 5.4
Demonstrate knowledge of assessment of students with cultural/ethnic, gender, and linguistic differences; assessment of EL students, working with interpreters, and distinguishing language differences from disabilities. Candidates learn to document non-discriminatory procedures and validity.		TPE 5 5.4; 5.5	
Appropriately administer, score, and present assessments and data according to best practices with accommodations as warranted; understand manual specifications, user qualifications, and educational statistics.		TPE 5: 5.6	TPE 5: 5.7
Demonstrate responsibility for students' learning, outcomes, privacy, safety, and candidate's integrity and moral conduct. Ethics unit includes ethical/legal vignettes, digital conduct, and practice errors that contribute to legal action.	TPE 6: 6.5		
Develop skill in collaborating with team members, families, and school and community service providers.		TPE 2: 2.4	TPE 6: 6.1, 6.1

COURSE TEXT: Overton, T. (2016). *Assessing Learners with Special Needs, An Applied Approach (8th Edition)*. Pearson Education, Inc.: Austin State University. ISBN 13: 978-0-13-384659-1. Loose-leaf and e-text access are available from online sources. The loose-leaf version fits in a three-ring binder. You will receive an additional binder of handouts from the instructor, and should bring your binder to every class. You will also read the text in sections throughout the course and complete several review worksheets. Article readings are assigned for class discussion on topics related to assessment and human abilities. Also plan to read some supplementary course-related information as needed.

COURSE REQUIREMENTS: Coursework includes textbook readings, assigned article readings, completion of homework worksheets, hands-on activities in class to reinforce learning, completion of online scoring of achievement test protocols (WJ-IV and WIAT-IV) and four semester assignments or projects. Rubrics for the projects are in the syllabus.

The four main semester assignments are the following:

- 1) written academic assessment report (grading rubric and sample reports provided), which also requires an oral presentation with scores and a draft report to the instructor prior to submitting your final report;
- 2) oral presentation of an article to the class from an educational journal (please provide copies of your article);

- 3) oral presentation on a test instrument of your choice (other than the WJ-IV or WIAT-IV) OR a curriculum-based measure to increase your familiarity with other assessments; bring one-page handout or outline for the class and note references or sources;
- 4) written report on a moderate-to-severe student (two options available).

All written reports must be typed, in 12-point font, and double-spaced unless otherwise directed. When citing sources, use APA format and provide reference list. Paginate papers with more than two pages and make sure that your name and date are on your work. Please proofread your assignments and do not rely on spell-check programs. Points may be deducted for unclear answers or illegible writing.

GRADES AND ATTENDANCE: The final grade will be based on:

- 33% for overall participation and responsibility, assignments (worksheets/outlines; scoring tasks; homework); and quizzes;
- 33% for class presentations (e.g., presentation on a test instrument of choice; on your draft academic assessment report presentation; on your article presentation) and overall participation in class;
- 34% for semester reports/projects;

Participation includes, but is not limited to: attendance, completing assignments, engaging in discussions, and participating in collaborative work. Please refrain from distracting activities with devices, such as: texting, emailing, internet searching, phone calls, checking your smartphone, or working on unrelated tasks. Weekly topics may be rearranged due to class priorities. If you need assistance, please ask for support or make an appointment. If you fall behind or experiencing unusual circumstances, make an appointment prior to due dates. Incompletes are not generally an option and require department approval. Please bring a laptop to class. For oral presentations on a power point, please plan ahead for your technology needs and come to class early to prepare.

Students are required to attend ALL scheduled class meetings (in-person or online). Non-attendance will be considered in the grading process and reflected in your grade. A student's attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/ approval of the instructor. Absences may be excused for illness, emergencies, and bereavement, but you must make arrangements with your instructor. For an excused absence, you may receive credit for attendance, but will need to turn in assignments from that class and make up missed class activities. Due to the demanding pace of the course, unexcused absences may result in a failing grade if a student meets the following criteria:

3-unit course: two or more unexcused absences for scheduled class meetings or fails to participate for the equivalent of two weeks of course activities

4-unit course: three or more unexcused absences for scheduled class meetings or fails to participate for the equivalent of three weeks of course activities

SCHOOL SERVICES

ACADEMIC SUCCESS CENTER (ASC): The ASC is your one-stop learning hub for in-person and remote support services. It includes personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the [ASC site in Canvas](#) to see all the resources available to contact us, or to schedule an appointment. Have a question? Just ASC!

ADVISING: Your Academic Advisor can provide guidance for putting together a plan for completing your degree requirements, helping you register for classes, and answering questions about academic policies and procedures. While students are ultimately responsible for knowing their degree completion requirements, your Academic Advisor is a great resource and is available to meet through multiple mediums (e.g., in-person, zoom, skype, facetime, text messaging, imessage, wechat, and telephone). At a minimum, plan to connect with him/her each term or more often for assistance with selecting, changing, adding, or cancelling classes.

DISABILITY RESOURCE CENTER (DRC): Students with disabilities, whether physical, learning, or psychological, who may need accommodations in this class, are encouraged to contact the [Disability Resource Center](#) as soon as possible to ensure that such accommodations are implemented in a timely manner. Students who are experiencing conditions that are temporarily disabling (e.g., surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. You may meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for any academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu.

LIBRARY: The Gellert Library is available to support your research needs. You can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as the New York Times and Wall Street Journal. The library website hosts a number of guides that can help with research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via zoom. To connect with a librarian, contact library@ndnu.edu or schedule an appointment on the library [homepage](#).

SCHOOL POLICIES

ACADEMIC INTEGRITY: NDNU's core values include learning and integrity, and are values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the [Student Handbook](#) for a detailed discussion of Academic Conduct expectations.

COURSE EVALUATIONS: Students are expected to complete and submit course evaluations, which allow NDNU to improve the learning experience for students in each course and to maintain the quality of our academic programs. Each course evaluation will be available online through the Campus Portal beginning two weeks prior to the end of the term and will close on the Wednesday following the end of the term. Note: Course evaluation survey results are anonymous, do not identify individual respondents, and will not be available to the instructor until after grades have been posted. Directions: To access, please enable pop-ups in your browser (*uncheck pop-up blocker*), then look in the Campus Portal for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important!

COVID-19: NDNU requires employees and students working or learning on campus to be fully vaccinated (<https://www.ndnu.edu/resources/covid-19-info/>). Employees and students may apply for an exemption based on medical reasons, disability, or a firmly held religious belief. If you test positive, please contact Human Resources (hr@ndnu.edu).

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NETIQUETTE: All students are responsible for conducting themselves in all class communication modalities (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Remain cognizant of cultural and linguistic backgrounds, as well as

different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment in which diversity of opinion is valued.

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Fall 2023 AGENDA: TOPICS, ASSIGNMENTS, AND TPEs

DATE	AGENDA/TOPICS	READINGS/HW	DUE	U TPEs	MMSN TPEs	ESN TPEs
8-28-23 WEEK 1	<i>Course Overview:</i> Text, Syllabus, Binder Handouts; Class Organization Tips; IDEIA History; Pre-Interventions through the IEP; Types of Assessments; Academic Batteries for Class; Eligibility Models; Eligibility vs Placement vs Services; Federal Eligibility Categories; <i>Discussion: Course and Student Goals</i>	Chapters 1, 2, 7 Review Syllabus		TPE 1: 1.1 (I) 1.4 (I) 1.5 (I) TPE 5: 5.1 (I/P)	TPE 3: 3.3 (I/P) TPE 2: 2.8 (I)	TPE 2: 2.12 (I)
9-11-23 WEEK 2	<i>Best Practices to Avoid Litigation:</i> Laws, Ethics, Assessment Plans, Timelines, Compliance; Legally Defensible Practices; Digital Issues; Larry P; Confidentiality; Mandated Reporting; Consent Form; Available Batteries for Presentations; <i>Activity: Vignettes; Syllabus Review</i>	Read Article I: <i>End of Average</i> in binder (volunteer facilitator)	HW #1 (IN BINDER)	TPE 1: 1.5 (P) TPE 6: 6.6 (I)	TPE 5: 5.3 (I/P)	TPE 5: 5.4 (I/P)
9-18-23 WEEK 3	<i>Statistical Terms and Why They Matter:</i> Bell Curve Samples; Test Administration Basics; Review Sample Protocols; Key Terms of Educational Statistics; Standard Scores; <i>Activity: Interpret Profiles</i> Special Education Concepts: IEP vs 504; Eligibility Categories; Accommodations, Modifications, Interventions, Scaffolding; Processing Skills and Strategies; Multiple Intelligences; Project Rubrics	Chapters 3, 4, 5	DISCUSS END OF AVERAGE	TPE 1: 1.5 (A) TPE 4: 4.5 (I/P) TPE 5: 5.1 (A)	TPE 2: 2.1 (I) TPE 3: 3.1 (I)	TPE 2: 2.5 (I) TPE 3: 3.3 (I)

9-25-23 WEEK 4	<i>Introduction to the WJ-IV, Part I: Scoring, and Administration Guidelines; How to Choose an Academic Battery; Using the Manual; Standard Battery basics; Subtest Scores vs Clusters; Behavioral Observations; Preparing for Your Academic Assessment; Dyslexia; Executive Functioning; ELs; Activities: Hands-On Testing with Kits; Group Scoring; Score Interpretation Worksheets</i>	Note: Link coming from Riverside; create login before next class Chapter 8	HW #2	TPE 1: 1.6 (I/P) TPE 5: 5.7 (P)	TPE 1: 5.3 (I/P) TPE 5: 5.5 (I) 5.6 (I/P)	
DATE	AGENDA/TOPICS	READINGS/HW	DUE	U TPEs	MMSN TPEs	ESN TPEs
10-2-23 WEEK 5	<i>WJ-IV, Part 2: Continue review of subtests, concepts, terms, score profiles/printouts; Chapter 8 highlights; the Extended Battery and Oral Language Battery; WJ Dyslexia Booklet; Activity: Group Scoring of Writing Samples; Additional Practice Testing; Online Scoring in Class</i>		ARTICLE ORAL REPORT			
10-9-23 WEEK 6	<i>Introduction to the WIAT-IV, Part I: Administration Guidelines and Subtest Review; Key Concepts and Discontinue Rules; Strategies and Interventions; Sample Written Reports; Activity: Group Scoring Practice</i>	Note: Link from Q-Global for scoring; create login before next class	HW #3		TPE 1: 5.3 (I/P) TPE 5: 5.5 (I) 5.6 (I/P)	
10-23-23	<i>WIAT-IV, Part 2: Review; Group Scoring</i>	Chapters 10, 13			TPE 5:	TPE 5:

WEEK 7	Practice; Understanding a Psych Report with WIAT Data; <i>Review Dyslexia Screener; Activity: Subjective Scoring Practice;</i>				5.1 (P) 5.6 (I/P)	5.7 (I/P)
10-30-23 WEEK 8	Single subject academic tests		HW #4			
11-13-23 WEEK 9	<i>Curriculum-Based Assessments/Goals:</i> SMART goals for Mild-Mod and Mod-Severe; Evidence-Based Interventions and Resources; Other Assessments: e.g., SBAC, GED/CHSPE, ELPAC, 504, early childhood; transition assessments; Review Sample Academic Reports; <i>Activity: Proof an Assessment Report</i>		ORAL PRESENTATION ON A TEST INSTRUMENT	TPE 3: 3.2 (I) TPE 5: 5.2 (I/P) 5.8 (I)	TPE 1: 1.1 (I/P) 1.5 (I/P) TPE 2: 2.6 (I/P) TPE 4: 4.4 (P) TPE 5: 5.1 (I/P)	TPE 2: 2.9 (I) TPE 4: 4.5 (I) TPE 5: 5.2 (I)
11-20-23 WEEK 10	<i>Moderate to Severe Assessments:</i> Adaptive/Functional Tests; Review Sample Mod-Severe Goals; ID Case Studies; Related Services and AT/AAC; <i>Activity: Scoring a Protocol with a Manual</i>	Chapters 6,11 Work on Written Report			TPE 2: 2.5 (I)	TPE 3: 3.3 (I/P) TPE 4: 4.5 (I) TPE 5: 5.2, 5.7 (P)
DATE	AGENDA/TOPICS	READINGS/HW	DUE	U TPEs	MMSN TPEs	ESN TPEs
11-27-23 WEEK 11	<i>Class Presentations</i>					
12-4-23 WEEK 12	<i>Behavioral scales, parent reports</i>		ACADEMIC REPORT DUE			
12-11-23 WEEK 13	<i>Optional Make-Up Class/Office Hours</i>		MOD-SEVERE REPORT DUE			

PROJECT #I: ACADEMIC ASSESSMENT REPORT

You will test one student (pre-school through adult age) with eight subtests of the WJ-IV or WIAT-IV. (Note: The Writing Samples subtest is required if you administer the WJ-IV, and the fluency subtest should include all fluency tasks.) You will score the data online, analyze the results, make at least three recommendations or interventions, and develop two goals. Sample reports are provided. It is generally not permitted to test family members. It is strongly suggested that you ask someone to check your raw score totals for accuracy. The draft score report you present to the class is intended to provide feedback for your final report. The final report is to be turned in with all materials together (e.g., protocols, score report, and consent form). The consent form must be signed before starting the assessment. Note that university protocols, not district protocols, must be used and returned. Integrated team reports that include sections written by others are not accepted. Graduate students who have triennial assessments for their employment may not assess those students. In the event of scoring errors that invalidate your test results and interpretation, the assignment will need to be corrected and resubmitted. Late or incomplete assignments result in point deductions.

CRITERIA	POINTS	NOTES
Oral report with your preliminary analysis and ideas for goals and accommodations presented with the score printout (bring copies); (10 points)		
WJ or WIAT protocol (raw data) proofed by instructor (5 points)		
Written draft of report reviewed by instructor for feedback prior to submitting final report via email or in person during office hours (10 points)		
Report includes demographic information and history: name, birthdate/age, languages (primary and dominant), disabilities and other known diagnoses, evaluation dates, grade, examiner, relevant health data, procedures of assessment, validity statement , and report headings (e.g., Reason for Referral; Background Information; Educational History; Family/Health History; Classroom Performance or Teacher Input; Test Results; Interpretation; and Summary/Recommendations.) (10 points)		
Provide table or screenshot of test data (standard scores, percentile ranks, and classifications); and describe and explain the data. Include observations from testing and class if feasible, and teacher input. For preschool/ ID students, you may include age/grade equivalents. Incorrect scores or errors on the protocol may result in 0 points for this section and the following analysis section. (10 points)		

Analyze and interpret results: strengths, areas of growth, weaknesses/relative weaknesses, and develop at least two IEP goals based on your test results. Include qualitative or curriculum-based information and/or work samples. Note: If academic goals are not indicated by your test data, you may write goals for self-advocacy, organization, executive functioning, etc. (10 points)		
The report needs to include: several interventions, accommodations, or strategies beneficial for the student/adult based on the assessment data; recommendations for progress monitoring (how, who, and what); and collaboration (family, services, school staff, and student) as needed. (10 points)		
Report is to include all required sections and should be written at a professional level using APA (6 th edition) guidelines and/or good grammar. Use third person, not first person, except for the reflection paragraph. <i>Points will be deducted for poor format and/or un-proofed work with spelling, grammatical errors, and typos; you are encouraged to ask someone to proof your work before submitting it.</i> (10 points)		
Report includes classroom observations; if not feasible, testing observations should be substantive. (10 points)		
A separate "Reflection Paragraph" at the end of the report is to include thoughtful responses about the process from the examiner's perspective. <i>What went right? What went wrong? What would I do differently next time? With whom should I work more closely next time? Where can I go for support in the future? Other thoughts?</i> (5 points)		
CONSENT SIGNED PRIOR TO ASSESSMENT AND TURNED IN? (10 points)		
TOTAL FINAL SCORE (OUT OF 100)		

PROJECT #2: PRESENT AN ARTICLE ON A COURSE-RELEVANT TOPIC TO THE CLASS (NO WRITTEN REPORT)

This assignment is intended to broaden your knowledge in an area of interest relevant to course material. Please choose a topic related to assessment and/or topics that are related to the TPE standards noted in the syllabus. Locate an article in an educational journal and present the information to the class. You will orally summarize the information and make relevant points of commentary that may include: main points; why the topic is important; how the information in the article is

relevant to teachers; your agreement or disagreement, etc. The presentation, including discussion and your facilitation of discussion, should take about 20 minutes. You must bring copies of the article to class. Copies can be made before class for you if prior notice is provided. If you do not have a topic, please see the instructor. Your instructor can assist you with your article choice. You may also wish to familiarize yourself with search engines with a librarian's assistance.

PROJECT #3: PRESENT ON A TEST OR CURRICULUM-BASED MEASURE (NO WRITTEN REPORT)

You will choose a test or curriculum-based measure to explore that is of interest to you (not the WJ-IV or WIAT-IV). Review the manual, test administration basics, and information that the test results provide to teachers. (Examples can include the KEY MATH, TOWL, GORT, BRIGANCE, WRAT, the WJ-IV ORAL LANGUAGE, and/or CBMs.) Some kits are available to borrow. The purpose of this assignment is to help you become familiar with an additional special education test that can provide supplemental data to your academic battery. Your selection needs to be approved by the instructor, and available tests will be discussed in class. The presentation should take at least 20 minutes. When presenting, practice good teaching skills (e.g., provide a handout or use visuals, repeat key points, check for understanding as needed, and use an original power point). Consider including a demonstration of test administration and an example of protocol scoring. Students specializing in the moderate-to-severe track may wish to present on a functional instrument.

Evaluation will be based on: clear presentation of the purpose of the test and the information that the test provides; evidence of knowledge and understanding of the test; use of several effective teaching strategies when presenting; explanation of key components of test administration and scoring according to the manual ; discussion of the reliability, validity, and size of the norm sample as stated in the manual; and any additional useful information (e.g., uses of the test; user qualifications; how the test is scored; planning for more difficult subtest administration; testing and accommodations for specific disabilities). Bring a one-page handout or outline that notes the references or sources you reviewed.

CRITERIA	POINTS	NOTES
<u>Clear presentation</u> of the purpose of the test and on the information that the test provides. (20 points)		
<u>Evidence of knowledge</u> of the test, materials, subtest administration, and the protocol. (20 points)		
Use of several <u>effective teaching strategies</u> (see above) and teamwork with your partner. (20 points)		
<u>Explanation of key components of scoring</u> , according to the manual. (20 points)		
Note the <u>reliability, validity, and norm sample size</u> , as stated in the manual. (10 points)		

PROJECT #4: MODERATE-TO-SEVERE WRITTEN REPORT

To develop competency in the assessment of the Moderate-to-Severe special education population, you may choose one of the following two options:

OPTION ONE: Write a term paper (eight to ten pages minimum) on a functional skills assessment measure. Research one appropriate measure discussed in class, or one that is used by a special education teacher, or a test that seems appropriate for the population. Please select a test you are not already familiar with. Suggestions can be provided and are noted in the Tests section of your binder. Address the following: descriptive information, such as purpose of the test, intended age range, how it is administered and/or scored, validity/reliability, user qualifications, etc. Cite references per APA format, and include a reflection paragraph.

OPTION TWO: Another option is to interview a moderate-to-severe special education teacher based on interview questions developed by you. Sample questions could include: How does the teacher assess students for triennials? What are his/her preferred assessment measures? What process does the teacher follow when conducting a

triennial assessment for a severely disabled student? How does the teacher measure progress? Develop goals? Are CBMs used? What is the most challenging part of a triennial assessment for this population? Ask the teacher to describe an interesting case. Paraphrase his/her responses in your report (eight to ten pages), which should have an introductory paragraph, your interview information, a summary paragraph, and a reflection paragraph. You may wish to submit draft questions to your instructor in advance.

Education Specialist Program
EDU 4237: Curriculum and Instruction Adaptations: Moderate/Severe (ESN)
Section (3 units)
Spring, 2023

Instructor: Janet Fox

Email: jfox1@ndnu.edu or janet7oaks@gmail.com

Cell: 650 218-3787

Course Schedule: Monday, 4:00-6:45, 1/9/23- 4/24//23 Synchronous online class with one in-person meeting for first class.

Office Hours: By appointment

Course Description:

This course studies adaptations and methods of curriculum and instruction to meet the needs of students with moderate / severe disabilities. This course explores current issues and research in special education instructional methods. Topics include the role of the special day class teacher in a school setting, the coordination of services to support students with special needs in and out of the classroom, and how additional support services such as speech therapist, nurse, school psychologist, and adaptive physical education teacher can be utilized. The role of the teacher in referring to outside agencies, working with parents, and developing IEP and ITP are also discussed.

This course covers the information and competencies needed by the prospective teachers who will be required to deliver the regular education curriculum to the special education students for whom they are responsible.

Learning Outcomes	Universal TPEs	ESN TPEs
Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.		I/P: E1.1
Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.	P: U1.1	I/P E 1.4
In collaboration with families and appropriate related services		I/P: E1.5

personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.		
Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.		I: E1.7
Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.	P: U1.6	I/P: E1.8
Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).	P: U1.4	I/P: E1.9
Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.	P: U1.3	I/P: E1.10
Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.	P: U1.3	I/P: E1.11
Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.		I: E2.3
Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment		I/P: E2.4

centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs		
Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.	P: U2.3	I/P: E2.6
Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.	P: U2.1/ 2.6	I/P: E2.8
Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.	P: U2.4	I/P: E2.10
Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.		I/P: E2.11
Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.	P: U2.5	I/P: E2.12
Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.	P: U2.6	I/P: E2.13
Effectively adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).	P: U3.5	I/P: E3.3
Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development,	P: U3.2	I/P: E3.4

mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. (U3.2)		
Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.		I/P: E3.5
Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.		I/P: E4.1
Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.	P: U4.1	I/P: E4.5
Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning successful student transitions.	P: U4.6	I/P: E4.7
Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. (U4.5)	P: U4.5	I/P: E4.8
Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.		I/P: E 5.1
Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that	P: U5.1/5.2	I/P: E5.2

integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.		
Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.	P: U5.2/5.4	I/P: E5.7
Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.		I/P: E6.1
Identify and understand conflict resolution techniques that use communication, collaboration and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals		I/P E6.3
Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.	P: U6.7	I/P: E6.4

NDNU Hallmarks

The course is taught with the Core Values of Notre Dame de Namur University in mind. Those core values are:

- The Whole Person: a commitment to develop one's fullest potential
- The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners
- The Just Society: a commitment to enhance justice and peace at the personal, community and global levels.

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Library

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Privacy and Confidentiality

One of the highlights of the NDNu academic experience is that students often use real world examples from their organizations in class discussions and in their written work. It is imperative that students not share information that is confidential, privileged or proprietary in nature. Students must be mindful of any contracts they have agreed to with their school.

Required Textbooks/Readings/Links

Instruction of Students with Severe Disabilities, 9th Edition Fredda E Brown.

John McDonnell. Martha E. Snell. Pearson 2020

ABA Tools of the Trade Sam Blanco. Val Demiri. Different Roads to Learning
2017

Autism Focused Intervention Resources & Modules (AFIRM): Go to the website <https://afirm.fpg.unc.edu/afirm-modules> and create a log-in and password (it's free). Select and complete assigned modules.

Course Requirements:

All written assignments should be uploaded to CANVAS.

Assignment	Due Date
Reflection on working with parents and support professionals	1/23
FBI module reflection	2/6
Ecological Assessment	2/6
ABI module reflection	2/13
R+ module reflection	2/13
<i>ABA Tools of the Trade</i> Scenarios for Practice	2/13
Positive Behavior Support Plan	2/27
Intro to Autism module reflection	2/27
Autism Assignment	3/13
SST module reflection	3/20
PMII module reflection	3/20
Reflection on experiences including students with severe disabilities	3/27

Reflection on Video: Writing IEP Objectives	4/10
Final Project	4/24

Attendance

Students are required to attend ALL scheduled class meetings (in-person or online); where non-attendance will be considered in the grading process and reflected upon the course grade awarded. A student's attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/approval for the instructor. Absences may also be excused for illness, last minute emergencies, bereavement, etc. but student must make arrangements with the instructor. Please note that for an excused absence, the student may receive credit for attendance but will need to turn in assignments due at that class and make up missed in-class activities that day.

Participation

Participation includes, but is not limited to: attendance, completing assigned readings, engaging in discussions, and participating in individual and small group activities. Since your active presence is expected, please refrain from engaging in distracting activities during class such as: texting, emailing, internet surfing, phone calls, and checking your smartphone or computer.

Course Evaluation:

Point value for assignments:

Reflection on working with parents and support professionals: 10

Autism summary assignment: 10

ABA Tools of the Trade Scenarios: 5

Behavior Plan: 10

Ecological Assessment:10

FBI module reflection: 5

ABI module reflection 5

R+ module reflection: 5

Intro to Autism module reflection 5

Reflection on Video: Writing IEP Objectives: 5

Reflection on experiences including students with severe disabilities: 10

SST module reflection:5

PMII module reflection: 5

Final Project: 10

Total possible points=100

A: 90-100 points	B: 80 to 90 points	C: 70 to 80 points
D: 60-70 points	F: Below 60 points	

Academic Integrity

NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the [Student Handbook](#) for a detailed discussion of Academic Conduct expectations.

Academic Success Center (ASC)

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 2n-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the [ASC site in Canvas](#) to see all the resources available, to contact us, or to schedule an appointment. Have a question? *Just ASC!*

Course Meeting Schedule:

Date	Topic/Assignments	Universal TPEs	ESN TPEs
<u>Class 1</u> <i>Jan.9</i>	Introductions Syllabus Characteristics of students with extensive support needs	P: U3.2 P: U6.7	I: E3.4 I: E3.5 I E6.4

	History of education programs for students with extensive support needs. <i>Assignments:</i> Read: Brown et.al. Chpt 1: <i>Educating Students with Severe Disabilities: Foundational Concepts and Practices</i> Chpt 2: <i>Fostering Family-Professional Partnerships</i> Reflection on working with parents and other professionals: Successes and goals for improvement.		
<i>Jan.16</i>	No class MLK day		
<u>Class 2</u> <i>Jan.23</i>	Roles of other professionals who support students with extensive support needs Paraprofessionals Collaborating with families and related services personnel <i>Assignments:</i> Read: Brown et.al Chpt.3 <i>Assessment and Planning</i> Videos: <i>Person Centered Planning for Providers: Introduction</i> https://www.youtube.com/watch?v=It_aPOruym0 <i>Person Center Planning for Providers: Overview</i> https://www.youtube.com/watch?v=O_eBdKAGNhU <i>Person Centered Planning for Providers Approaches</i> https://www.youtube.com/watch?v=oHen1YpjfKk	P: U2.4	I/P E2.4 I/P E2.10 I/P E 4.7 I/P E6.1
<u>Class 3</u> <i>Jan.30</i>	Curriculum for students with severe disabilities. Assessment of students with extensive support needs Person Centered Planning	P: U1.1 P: U1.3 P: U4.5	I/P E1.4 I/P E1.11 I/P E4.8 I/P E 5.1 I/P: E5.2

	<p>Ecological Assessment</p> <p>Self-Determination and Self- Advocacy for students with extensive support needs</p> <p><i>Assignments:</i></p> <p>Write an Ecological Assessment (Inventory)</p> <p>Read: Brown et.al. Chpt. 4 <i>Measuring Student Learning and Behavior</i> Chpt. 8 <i>Designing and Implementing Positive Behavior Support</i></p> <p>Read: Blanco & Demiri <i>ABA Tools of the Trade</i> Section 1: <i>Introduction</i> Section 2: <i>Data Collection</i> Section 3: <i>Basics of Behavior Change</i></p> <p>AFIRM module: <i>Functional Behavior Assessment</i></p> <p>Reflection: <i>Functional Behavior Assessment</i> module</p>		I/P: E5.7
<p><u>Class 4</u></p> <p><i>Feb.6</i></p>	<p>Measuring student learning and behavior</p> <p>Data collection</p> <p>Communicative intent of behavior</p> <p>Positive behavior support strategies</p> <p><i>Assignments:</i></p> <p>Read: Blanco & Demiri <i>ABA Tools of the Trade</i> Section 4: <i>Behaviors</i></p> <p>Do Blanco & Demiri <i>ABA Tools of the Trade</i> Scenarios for Practice p.95 (1/2 page for each scenario)</p> <p>AFIRM module: <i>Antecedent-based Intervention</i></p> <p>Reflection: <i>Antecedent-based Intervention</i></p> <p>AFIRM module: <i>Reinforcement</i></p> <p>Reflection: <i>Reinforcement</i> module</p>	<p>P: U2.1/2</p> <p>P: U2.6</p>	<p>I/P E2.8</p> <p>I/P E2.13</p> <p>I/P E4.1</p>
<p><u>Class 5</u></p> <p><i>Feb.13</i></p>	<p>Positive behavior support strategies (continued)</p> <p><i>Assignments:</i></p>	<p>P: U2.1/2</p> <p>P: U2.6</p>	<p>I/P E2.8</p> <p>I/P E2.13</p> <p>I/P E4.1</p>

	<p>Write a Positive Behavior Support Plan</p> <p>AFIRM module: Introduction to Autism</p> <p>Reflection: Introduction to Autism module</p> <p>Video: Autism Spectrum Disorder: Many Questions Many Answers</p> <p>https://www.youtube.com/watch?v=gQtqysYH_YU</p> <p>Video: <u>27 Evidence-based Practices for Autism Spectrum Disorder</u></p> <p>https://www.youtube.com/watch?v=YOF5tFVRNc</p>		
<i>Feb. 20</i>	No class: Presidents' Day		
<u>Class 6</u> <i>Feb.27</i>	<p>Evidence based practices for students with autism spectrum disorders.</p> <p><i>Assignments:</i> Autism Assignment</p> <p>Brown et.al. Chpt. 13 <i>Teaching Communication Skills</i></p>	P: U3.2	<p>I/P E3.4</p> <p>I/P E3.5</p>
<i>Mar.6</i>	No class: Spring Break		
<u>Class7</u> <i>Mar.13</i>	<p>Typical and atypical language development</p> <p>Facilitating language rich environments</p> <p><i>Assignments:</i></p> <p>Read: Brown et.al. Chpt.7: <i>Creating and Implementing Inclusive Education</i>.Chpt.12: <i>Supporting Peer Interactions, Relationships and Belonging</i></p> <p>AFIRM module: <i>Social Skill Training</i></p> <p>Reflection: <i>Social Skills Training</i> module</p> <p>AFIRM module:</p> <p>Reflection: <i>Peer-Mediated Instruction & Intervention</i> module</p>	P: U1.6	<p>I/P E1.7</p> <p>I/P E1.8</p> <p>I/P 2.3</p>
<u>Class 8</u> <i>Mar.20</i>	<p>Social Skills</p> <p>Including students with extensive support needs in general education environments</p> <p><i>Assignments:</i></p> <p>Write a reflection on experiences with</p>	P: U2.6	I/P E2.13

	inclusion of students with severe disabilities, successes and challenges. Read: Brown et.al Chpt.11: <i>Teaching Self-Care Skills</i> Chpt.15: <i>Building Skills for Home and Community</i>		
<u>Class 9</u> <i>Mar.27</i>	Personal and Daily Living Skills Community based Instruction <i>Assignments:</i> Read: Brown et.al. Chpt.16: <i>Transitioning from School to Employment and Postsecondary Education</i>	P: U2.5	I/P E2.12
<u>Class 10</u> <i>Apr.3</i>	Transition Planning Community and Job Skills <i>Assignments:</i> Video: <i>Writing IEP Objectives For Students With Severe Multiple Disabilities</i> https://www.youtube.com/watch?v=Qr-gvf0kxsY Reflection on video: <i>Writing IEP Objectives For Students With Severe Multiple Disabilities</i>		I/P E1.1
<u>Class 11</u> <i>Apr.10</i>	Writing IEPs for students with extensive support needs <i>Assignments:</i> Read: Brown et.al. Chpt.5 <i>Arranging the Teaching Environment</i>		I/P E1.5 I/ P E1.9 I/P E1.10 I/P: E4.5 I/P: E6/3
<u>Class 12</u> <i>Apr.17</i>	Classroom organization and Scheduling		I/P E2.6
<u>Class 13</u> <i>Apr.24</i>	Discussion of issues in current special education practice and next steps.		

Note: Instructor reserves the right to make changes in the course syllabus. Students will be informed if a change is made.

NOTE: Courses in the ESN Program listed below in the Literacy TPEs Planning Document are hyperlinked to the course syllabus. Some of the courses listed are not part of the ESN program, those are not hyperlinked to a syllabus.

Student/Intern Teaching Orientation documents can be found in File 6: Fieldwork and Clinical Practice: Published Manuals, Handbooks, Advising Materials; Student Intern Teachers Orientation file.

Literacy TPEs Planning Document

I	P	A	Literacy TPE
4342 4104 4107 4330	4330 4333	4330 4333 Cal TPA	7.1 Plan and implement evidence-based literacy ^{1,2} instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards ³ 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.
ST/Intern Orientation ST/Intern Seminars 4230 4231 4342 4345 4442 4445 4330 4110 4200 4234 4237 4410	ST/Intern Seminars 4230 4231 4342 4345 4442 4445 4330 4333 4200 4234 4237 4410	4330 4333 ST/Intern Seminars 4230 4231 4342 4345 4442 4445 Cal TPA	7.2 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).
ST/Intern Orientation (word bank)	ST/Intern Seminars 4230 4231	Cal TPA	7.3 Incorporate asset-based pedagogies, 4 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.

4104 ST/Intern Seminars 4230 4231 4342 4345 4442 4445 4330 4410	4342 4345 4442 4445 4333 4200 4234 4237 4410		Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.5
ST/Intern Orientation 4100 (truma informed) 4330 4333	4333 4200 4234 4237	Cal TPA	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.
4330	4330 4333	4330 RICA	7.5 Foundational Skills. Multiple Subject Candidates: 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. 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.
ST/Intern Orientation 4330 4410	4330 4333 4336 4337 4338 4410	4330 4333 Cal TPA Cycle 1	7.6 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.
4330 4107 4410	4330 4333 4336 4110	4333	7.7 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.
4113 4207 Assistive Tech 4330 4333	4330 4333	Cal TPA Cycle 1 RICA	7.8 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 presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
4336 4337 4338 4330 4110	4330 4333 4338 4336 4337 4110	4333 4338	7.9 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. ⁷
4119 4330 4333 4110	4119 4330 4333 4110	4119 4330 4333	7.10 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. ⁸ 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. ⁹ 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.
ST/Intern Orientation ST/Intern Seminars 4342 4345	ST/Intern Orientation ST/Intern Seminars 4342 4345	Cal TPA Cycle 1 <i>(focal student 1)</i> 4330 4333	7.11 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

4442 4445 4107 4330 4110	4442 4445 4107 4330 4333 4110		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.
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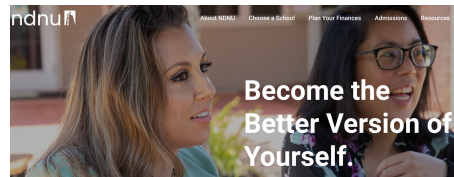
Orientation for Student Teachers: Multiple Subject, Single Subject, and Education Specialist is held at the beginning of each semester for candidates entering their first semester of Student/Intern Teaching. The list of Presenters in the Orientation Slide sections provides more details about the Orientation sequence for each topic on the flyer including the workshops in visual and performing arts.

Orientation Slides



Relive the highlights of orientation!
[Schedule of Presenters](#)

Notre Dame de Namur University



[Academic Success Center](#)
[Life & Wellness Resources](#)
[Calendar Academic Year 22-23](#)

Cal TPA



[Registration Link](#)
How to register for Cal TPA:
[Presentation Slide Deck](#)

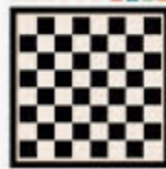
Presenter:
Kelly Vaughn
kvaughn@ndnu.edu

Lesson Planning



[NDNU Annotated Sample Template](#)

NDNU Fall Orientation August 21-24, 2023

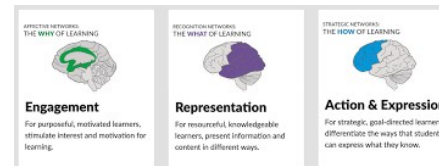


Resources Game Boar

Move around the game board
to review the week's activities
and learning.

*Bookmark this page for reference.**

Universal Design for Learning (UDL)



Resources:

[Video: The Myth of Average](#)
[Video: The 7-10 Split](#)
[UDL Overview & Resources](#)
[UDL at a Glance](#)

Arts Integration



Creative Compassionate
Webdife

Folder of Resources

Presenter:

Physical Education



Physical Education

Presenter:

Cameron Oates
cameron.oates@sesd.org

Music Instruction



Presenter:

Roger Jones
rojoprodo@gmail.com



School of Education ♦ Professional Behavior Checklist

Check one: ____Candidate ____Instructor ____Supervisor ____Cooperating Teacher

Candidate Name:

Evaluator Name:

Candidate Signature:

Evaluator Signature:

Date(s): Midterm _____ Final _____

Course Number and Name: EDU

Never - Seldom - Sometimes - Often - Consistently 1 2 3 4 5	Score MIDTERM	Score FINAL	Comments
1. Communicates effectively in oral form			
2. Communicates effectively in written form			
3. Works collaboratively and cooperatively with partner and in groups			
4. Responds favorably to suggestions for improvement			
5. Acts with poise, mature judgment, fairness, and self-control			
6. Demonstrates good listening skills			
7. Demonstrates ability to respond and adapt to changing situations.			
8. Is punctual and regular in attendance			
9. Sets appropriate priorities			
10. Meets deadlines			
11. Demonstrates a willingness to learn			



School of Education ♦ Professional Behavior Checklist

12. Exhibits the ability to make effective and timely decisions			
13. Strives continually for professional growth and development			
14. Demonstrates respect for personal, family, cultural, and community values			
15. Exhibits creativity and initiative			
16. Portrays a professional image consistent with school rules, regulations and standards, including attire and grooming			
17. Handles all professional responsibilities in an ethical manner			

Comments:



Transition from General Education and Education Specialist Credential Programs to Induction Document

Candidate Name:	Credential Received: Multiple Subject <input checked="" type="checkbox"/>		
University Supervisor:	Single Subject <input type="checkbox"/>	SS Content area(s):	
District- Employed Support Provider:	Special Education	M/M <input type="checkbox"/>	M/S <input type="checkbox"/>

Step 1: Based on evidence gathered during your teacher preparation program, please use the space below to describe your strengths in relation to the following:

TPE Domain	Describe the work you have done in this area during your credential program. Where would you like to go from here? What Professional Learning Opportunities would you like to receive within each area as you enter your teaching career?
TPE 1 (CSTP 1) Engaging and Supporting All Students in Learning	
TPE 2 (CSTP 2) Creating and Maintaining Effective Environments for Student Learning	
TPE 3 (CSTP 3) Understanding and Organizing Subject Matter for Student Learning	
TPE 4 (CSTP 4) Planning Instruction and Designing Learning Experiences for All Students	
TPE 5 (CSTP 5)	

Assessing Student Learning	
TPE 6 (CSTP 6) Developing as a Professional Educator	

Step 2: Reflect on evidence gathered during your teacher preparation program and identify one to four tentative professional growth goals. (Box expands and/or use additional pages).

Step 3: The candidate is responsible for completion of this document during the 3-way meeting when the candidate, University Supervisor, and District Employed Support Provider complete the final Evaluation of Student/Intern Teacher Effectiveness form at the conclusion of the second semester student/intern teaching placement. A copy of the document should be submitted by the University Supervisor along with the Evaluation of Student/Intern Teacher Effectiveness. The candidate should retain a copy to submit to his/her Induction Program Support Provider.

Candidate Signature/Date

University Supervisor Signature/Date

District Employed Supervisor Signature/Date

**NDNU School of Education
Education Specialist Program
EDU 4205 01: Professional Development for Special Education Teachers (1 Unit)
Fall, 2024**

Instructor: Karen Breslow
Email: KBreslow@ndnu.edu
Cell: 650. 575.2767

Course Schedule: **Saturday**, 09.07.24; 8:30 – 4:30 and synchronous online classes; **Mondays** every other week from 6:00 – 8:30 PM (09.23,10.07,10.21,11.04,) and 11.25; 6:00 – 9:00 PM.

Office Hours: By appointment

Course Description:

This course focuses on basic case management tasks, including writing legally compliant IEPs, using the tools of their district's management of information system to manage CALPADS (California Longitudinal Pupil Achievement Data System) requirements, the legal requirements for each page of the IEP, and chairing IEP meetings with strategies to prevent/repair conflict. Additional topics include avoiding mistakes that most commonly lead to the filing of Complaints with the CDE (California Department of Education), SELPA's (Special Education Local Plan Area) Policies and Procedures for common questions in IEP meetings, evaluating IEP documents through an abbreviated Educational Benefit Review process. The emphasis throughout this course is on the students' current caseload. The class is interactive, requiring students to apply their learnings to IEPs they are currently writing.

Learning Outcomes	Universal TPEs	TPEs
Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.		TPE 1 1.1
Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology,	U2.2	TPE 2 2.1

and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.		
Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and that meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.	U4.1	TPE 4 4.4
Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.		TPE 5 5.3
Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.		TPE 6 6.2

NDNU Hallmarks

The course is taught with the Core Values of Notre Dame de Namur University in mind. Those core values are:

- The Whole Person: a commitment to develop one's fullest potential
- The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners
- The Just Society: a commitment to enhance justice and peace at the personal, community and global levels.

Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the [Disability Resource Center](#) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (*i.e., scheduled surgeries, hospitalizations, injuries, etc.*) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances.

Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu

Library

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact library@ndnu.edu or schedule an appointment on the library [homepage](#).

COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated (<https://www.ndnu.edu/resources/covid-19-info/>). Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

Email Communications

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Privacy and Confidentiality

One of the highlights of the NDNu academic experience is that students often use real world examples from their organizations in class discussions and in their written work. It is imperative that students not share information that is confidential, privileged or proprietary in nature. Students must be mindful of any contracts they have agreed to with their school.

Required Readings/Links:

Students will access class materials through padlet.com/kbreslow

Course Requirements:

Assignment	Due Date
Finalized Info/Eligibility through Goals for review	09.23.24
Finalized Goals through Offer of FAPE pages for review	10.07.24
IEP Meeting Notes from video	10.21.24
Mini-Educational Benefit Review and Class Presentation	11.04.24
Class Presentation of Mini-Educational Benefit Review, IEP Kit, and Final Essay	11.25.24

Final Project: Each student will construct an IEP Kit containing all resources to have at the ready for their future IEP meetings. These will be constructed in a Google folder and shared with the other students. Each student will present in 5 – 10 minutes their kit during the final in-person session of the class.

Attendance

Students are required to attend ALL scheduled class meetings (in-person or online); where non-attendance will be considered in the grading process and reflected upon the course grade awarded. A student's attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/approval for the instructor. Absences may also be excused for illness, last minute emergencies, bereavement, etc. but student must make arrangements with the instructor. Please note that for an excused absence, the student may receive credit for attendance but will need to turn in assignments due at that class and make up missed in-class activities that day.

Participation

Participation includes, but is not limited to: attendance, engaging in discussions, and participating in class activities. Since your active presence is expected, please refrain from engaging in distracting activities during class such as: texting, emailing, internet surfing, phone calls, and checking your smartphone or computer.

Course Evaluation:

Point value for assignments:

Assignment: 75

Final project (IEP Kit & Mini Ed Benefit Review): 25

Total possible points=100

A: 90-100 points	B: 80 to 90 points	C: 70 to 80 points
D: 60-70 points	F: Below 60 points	

COURSE OUTLINE

TOPICS	DATE/ASSIGNMENT
<u>Case Management:</u> Verifying IEP calendar, review of home page tools, cleansing student data, managing CALPADS data Discussion of data issues <u>Best Practices</u> <u>Sample IEP</u> <u>Focus on Writing Goals</u> <i>Discussion; Hot Topics</i>	09.07.24; 8:30 - 4:30
<u>Mandated Timelines</u> <u>LRE Decision Making Trees</u> <u>Avoiding Most Common Complaints</u> <i>Discussion; Hot Topics</i>	09.23.24; 6:00 - 8:30
<i>Review: Assignment 1</i> <u>Note Taking Practice</u> <u>Parent Requests and SELPA Policies</u> <i>Discussion; Hot Topics</i>	10.07.24; 6:00 - 8:30
<u>Educational Benefit Reviews</u> <u>Abbreviated Educational Benefit Reviews</u> <i>Discussion; Hot Topics</i>	10.21.24; 6:00 - 8:30
<u>Preparing for IEP Meetings</u> <u>Chairing IEP Meetings</u>	11.04.24; 6:00 - 8:30

<u>Dealing with Difficult Team Members</u> <i>Discussion; Hot Topics</i>	
Class Presentations of Final Projects	11.25.24; 6:00 – 9:00

**Notre Dame de Namur University
Creating A Legally Defensible IEP**

The workshop is a training on how to create a legally defensible IEP by providing general background information and using professional best practices. Active student participation is encouraged.

Morning Session: 08:00 am – 12:00 noon (4 hours)

Introduction:

Overview of the IEP training workshop.

Overview of the ten (10) IEP topics.

General Presentation: Special Education Case Management

This presentation is a general overview of Special Education Case Management with special emphasis on the important role as a student advocate and the important task of creating a legally defensible IEP. It sets the stage for the review of the first five (5) IEP topics in the morning session.

Topic 1: Accurate Information

This presentation is about the importance of accuracy of IEP student information and how it impacts state demographic and compliance reporting, as well as school district program decisions.

Topic 2: Types of IEPs

This presentation is about the various types of IEPs and their commonalities, as well as their differences, including the use of an amendment as a minor fix for an IEP.

Topic 3: Disability Determination

This presentation is about the process of disability assessment and eligibility criteria for Special Education. Special emphasis is on the selected disabilities of autism and specific learning disabilities.

Introduction and overview of the California Dyslexia Guidelines as a supplemental resource.

Topic 4: IEP Goals

This presentation is about creating SMART IEP goals and the importance of IEP goal progress monitoring and reporting, including the 3-year educational benefit review.

Topic 5: Special Factors

This presentation is about the special factors of Blind/VI, Deaf/HOH, ELL, low incidence, assistive technology, and behavior that impedes the learning of self and others.

Introduction and overview of the California ELD Standards as a supplemental resource.

IEP training video #1 for student participation and practice.

Lunch: 12:00 noon – 01:00 pm (1 hour)

Afternoon Session: 01:00 pm – 05:00 pm (4 hours)

General Presentation: Special Education Collaboration

This presentation is a general overview of Special Education Collaboration with special emphasis on the best practice skills necessary for successful interaction with a variety of people. It sets the stage for the review of the remaining five (5) IEP topics in the afternoon.

Topic 6: Services and Supports

This presentation is about DIS services, such as speech-language therapy, and supports including accommodations, modifications, and adaptations.

Topic 7: Extended School Year (ESY)

This presentation is about the ESY eligibility criteria of regression, recoupment, emerging skills, disability severity, significant behaviors, and special circumstances.

Topic 8: CA State Assessments

This presentation is about the CA Assessment of Student Performance and Progress (CAASPP) program and the variety of assessments available to students with disabilities.

Topic 9: Individual Transition Plan (ITP)

This presentation is about the high school ITP six (6) transition goal areas, as well as the importance of teaching the student self-advocacy skills.

Introduction and overview of the Secondary Transition Planning: The Basics as a supplemental resource.

Topic 10: Offer of Free Appropriate Public Education (FAPE)

This presentation is about the FAPE components with emphasis on General Education inclusion and placement in the least restrictive environment (LRE).

Introduction and overview of the California Individualized Education (IEP) Expert Panel Report as a supplemental resource.

IEP training video #2 for student participation and practice.

Closure:

Student reflection of important learnings.

Student evaluation of IEP training workshop.

Revised 08/01/24

**School of Education – Evaluation of Candidate
Education Specialist Credential: Extensive Support Needs**

TPE 1				
Engaging and Supporting All Students in Learning				
Not Observed - Beginning - Emerging - Applying N/O 1 2 3			Mid Term Score	Final Score
Extensive Support Needs Candidates will. . .				
U.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.				
U.1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.				
U.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.				
U.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 Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.				
U.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.				
U.1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.				

U.1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.		
U.1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.		

EX.1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.		
EX.1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.		
EX.1.3 Identify the unique features of deaf blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.		
EX.1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.		
EX.1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.		
EX.1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.		
EX.1.7 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.		
EX.1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.		
EX.1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).		
EX.1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families,		

including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.		
EX.1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.		

Additional Comments on TPE 1 (indicate mid-term, final):

TPE 2					
Engaging and Supporting All Students in Learning					
Not Observed - Beginning - Emerging - Applying				Mid Term Score	Final Score
N/O	1	2	3		
Extensive Support Needs Candidates will. . .					
U.2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.					
U.2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.					
U.2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.					
U.2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.					
U.2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.					
U.2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.					
EX.2.1 Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.					
EX.2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.					
EX.2.3 Demonstrate the skills necessary to develop communication-rich environments					

that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.		
EX.2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.		
EX.2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.		
EX.2.6 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.		
EX.2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.		
EX.2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.		
EX.2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.		
EX.2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.		
EX.2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.		

EX.2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.		
EX.2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.		
EX.2.14 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.		

Additional Comments on TPE 2 (indicate mid-term, final):

TPE 3 Understanding and Organizing Subject Matter for Student Learning			
Not Observed - Beginning - Emerging - Applying N/O 1 2 3			Mid Term Score
Extensive Support Needs Candidates will. . .			
U.3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.			
U.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.			
U.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.			
U.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.			
U.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.			
U.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.			
U.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 security.			
U.3.8 Demonstrate knowledge of effective teaching strategies aligned with the			

internationally recognized educational technology standards.		
EX.3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.		
EX.3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.		
EX.3.3 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).		
EX.3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.		
EX.3.5 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.		

Additional Comments for TPE 3 (indicate mid-term, final):

TPE 4				
Planning Instruction and Designing Learning Experiences for All Students				
Not Observed - Beginning - Emerging - Applying N/O 1 2 3			Mid Term Score	Final Score
Extensive Support Needs Candidates will. . .				
U.4.1 Locate and apply information about students' 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.				
U.4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students				
U.4.3 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.				
U.4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none">• appropriate use of instructional technology, including assistive technology.• applying principles of UDL and MTSS.• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.• appropriate modifications for students with disabilities in the general education classroom.• opportunities for students to support each other in learning; and• use of community resources and services as applicable.				
U.4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)				
U.4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.				

U.4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.		
U.4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.		
EX.4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.		
EX.4.2 Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.		
EX.4.3 Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.		
EX.4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.		
EX.4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.		
EX.4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).		
EX.4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.		

<p>EX.4.8 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.</p>		
<p>Additional Comments for TPE 4 (indicate mid-term, final):</p>		

TPE 5 Assessing Student Learning				
Not Observed - Beginning - Emerging - Applying N/O 1 2 3			Mid Term Score	Final Score
Extensive Support Needs Candidates will. . .				
U.5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.				
U.5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.				
U.5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.				
U.5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.				
U.5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.				
U.5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.				
U.5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.				
U.5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.				
EX.5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.				
EX.5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of				

different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.		
EX.5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.		
EX.5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.		
EX.5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.		
EX.5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.		
EX.5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.		

Additional Comments for TPE 5 (indicate mid-term, final):

TPE 6 Developing as a Professional Educator			
Not Observed N/O	Beginning 1	Emerging 2	Applying 3
Mid Term Score			
Final Score			
Extensive Support Needs Candidates will. . .			
U.6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.			
U.6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.			
U.6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.			
U.6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.			
U.6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.			
U.6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.			
U.6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.			

EX.6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.		
EX.6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.		
EX.6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.		
EX.6.4 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.		
EX.6.5 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.		
EX.6.6 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.		
EX.6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.		

Additional Comments for TPE 6 (indicate mid-term, final):

TPE 7					
Effective Literacy Instruction for All Students					
Not Observed - Beginning - Emerging - Applying				Mid Term Score	Final Score
N/O	1	2	3		
Beginning teachers:					
<ul style="list-style-type: none">Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards³ 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.					
<ul style="list-style-type: none">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).					
<ul style="list-style-type: none">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					
<ul style="list-style-type: none">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.					
<ul style="list-style-type: none">Foundational Skills.⁶ Multiple Subject Candidates: 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,					

<p>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. 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.</p>		
<ul style="list-style-type: none"> • 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. 		
<ul style="list-style-type: none"> • 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. 		
<ul style="list-style-type: none"> • 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 presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. 		
<ul style="list-style-type: none"> • 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 		

<p>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.⁷</p>		
<ul style="list-style-type: none"> 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.⁸ 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.⁹ 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. 		
<ul style="list-style-type: none"> 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. 		
<p>Additional Comments for TPE 7 (indicate mid-term, final):</p>		

