# Course Details and Selected Assignments: Standard 3: Learning Environments

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## Course: Introduction to Teaching for those without classroom experience (prior to Intern Teaching)

### Course Learning Outcomes

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| **CLO** |
| **CLO1:** Plan a classroom management system with appropriate components for your classroom setting. |
| **CLO2:** Identify specific differentiation strategies to meet the needs of diverse learners in your classroom. |
| **CLO3:** Design a lesson plan that addresses the needs of diverse learners in your classroom. |
| **CLO4:** Design a unit plan that addresses the needs of diverse learners in your classroom. |
| **CLO5:** Analyze the effectiveness of an observed teaching segment in meeting the needs of students. |
| **CLO6:** Formulate a plan to seek support for areas of relative strength and weakness. |

### Course Structure

**Course Overview**

[Week 1: Classroom Management 14](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566031)

[Week 2: Classroom Culture 20](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566032)

[Week 3: Teaching Special Populations 24](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566033)

[Week 4: Lesson Planning 28](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566034)

[Week 5: Unit Planning 32](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566035)

[Week 6: Intern Teaching Responsibilities 36](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566036)

[Week 7: Reflection 39](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566037)

[Week 8: Looking Ahead 41](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566038)

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|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Introductions | End of Week 1 | Administrative Assignments | 5 |
|  | Discussion: Rewards & Consequences | End of Week 1 | Response to Reading Discussions | 7 |
|  | Discussion: Video Observations | End of Week 1 | Resource Sharing Discussions | 7 |
|  | Assignment: Classroom Rules | End of Week 1 | Application to Classroom Assignments | 15 |
| **Week 2** | |  |  |  |
|  | Discussion: First Impressions | End of Week 2 | Response to Reading Discussions | 7 |
|  | Discussion: Grouping & Seat Assignments | End of Week 2 | Resource Sharing Discussions | 7 |
|  | Assignment: Teaching Routines | End of Week 2 | Application to Classroom Assignments | 15 |
| **Week 3** | |  |  |  |
|  | Assignment: Placement Survey | End of Week 3 | Administrative Assignments | 5 |
|  | Discussion: Subsets of Special Populations | End of Week 3 | Response to Reading Discussions | 7 |
|  | Discussion: Resources for ELL/SN/GATE | End of Week 3 | Resource Sharing Discussions | 7 |
|  | Assignment: ELL/SN/GATE Strategies | End of Week 3 | Application to Classroom Assignments | 15 |
| **Week 4** | |  |  |  |
|  | Discussion: Standards-Based Teaching | End of Week 4 | Response to Reading Discussions | 7 |
|  | Discussion: Content Resources | End of Week 4 | Resource Sharing Discussions | 7 |
|  | Assignment: Lesson Plan | End of Week 4 | Application to Classroom Assignments | 30 |
| **Week 5** | |  |  |  |
|  | Discussion: Planning Instructional Time | End of Week 5 | Response to Reading Discussions | 7 |
|  | Discussion: Hooks | End of Week 5 | Resource Sharing Discussions | 7 |
|  | Assignment: Two-Week Unit Plan | End of Week 5 | Application to Classroom Assignments | 22 |
| **Week 6** | |  |  |  |
|  | Assignment: Classroom Observations | End of Week 6 | Application to Classroom Assignments | 15 |
|  | Assignment: Self-Evaluation on the Standards | End of Week 6 | Reflections | 5 |
| **Week 7** | |  |  |  |
|  | Assignment: Maintaining Balance Reflection | End of Week 7 | Reflections | 5 |
|  | Assignment: Support Networks Reflection | End of Week 7 | Reflections | 5 |
| **Week 8** | |  |  |  |
|  | Assignment: Preparation Self-Assessment Reflection | End of Week 8 | Reflections | 5 |
|  | Assignment: Looking Ahead Reflection | End of Week 8 | Reflections | 5 |
| **Total Points** | |  |  | **100** |

### Textbooks

Freeman, Y., Freeman, D. & Ramirez, R. (2008). *Diverse learners in the mainstream classroom: Strategies for supporting ALL students across content areas.* Portsmouth, NH: Heinemann.

ISBN: 978-0325013138

Jones, F., & James, P. (2007). *Tools for teaching: Discipline, instruction, motivation.* (2nd ed.). Santa Cruz, CA: Fredric H. Jones & Associates, Inc.

ISBN: 978-0965026321

Wong, H., & Wong, R. (2009). *First days of school: How to be an effective teacher.*Mountain View, CA: Harry K. Wong Publishers, Inc.

ISBN: 978-0976423317

### Example Assignments

The first few weeks of the course is designed to help teachers understand and plan how to set-up structures and routines to have a coherent management plan in place. The readings provide two different perspectives on how to do this… one more structure-based (Wong) and the other more behavioral (Jones). Between the two, they should be able to define how they want their own classroom to feel as students enter it. The work is mostly reflective since it asks them to begin defining their educational philosophy and how they want their classrooms to be run.

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| **Discussion: Rewards & Consequences** | 1.1 |
| Consequences and Rewards are a controversial issue. They can be useful incentives and deterrents; however, they can also become cumbersome and pull from the focus of learning in a classroom.  **Respond** to the following prompts in the Rewards & Consequences discussion forum by Wednesday:   * Identify an age and teaching placement appropriate consequence and reward that you could imagine using in your classroom. * Describe the consequence you think may work for your class setting. * Describe the reward system you think may work for your class setting.   **Rename** the title of your response with the grade level for your consequence and reward and your name.  **Cite** specific examples, in agreement or disputing, of how the readings informed your views.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Discussion: Video Observations** | 1.2 |
| You can learn so much from observing other teachers in action. Nowadays, there are troves of videos available that demonstrate various teaching strategies.  **Locate** a video, from the links provided or one from another source, that shows a teacher modeling a classroom management strategy that you like:   * [Teaching Channel](https://www.teachingchannel.org/): Has many different videos demonstrating classroom management. * [Edutopia](http://www.edutopia.org/videos): Can search by topic for many different videos and resources. * [Uncommon School YouTube Channel](https://www.youtube.com/user/UncommonSchools): Includes clips from Uncommon Schools. These are usually high quality in content and production. * [Teaching Ideas](http://www.teachingideas.co.uk/activity-types/video): UK-based organization. Some good ideas, with an accent. * [TeacherTube](http://www.teachertube.com/): Varying quality of videos, but free access.   **Respond** to the following prompts in the Video Observations discussion forum by Friday:   * What does the strategy involve? * Why do you like the strategy? Why do you think it would be effective for your classroom setting? * Embed a working link to the video resource.   **Rename** the title of your response as the name of the classroom management strategy. Check the forum to ensure you have a unique topic that has not already been shared by a peer!  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Assignment: Classroom Rules** | 1.3 |
| It is important to have a clear idea of what your expectations are for your students prior to starting school so that you can be clear and consistent from the first day. This week’s readings and other assignments should help frame your thinking for this assignment.  **Part 1**: Classroom Rules and Expectations   * **List** your classroom rules and expectations in the language you would use with your students. * **Consider** the following:   + Think about age appropriateness   + Think about whether you are willing and able to enforce them consistently   + Are there standard, tiered consequences that accompany your rules (eg. 1st: verbal reminder, 2nd: change seats, 3rd: calls home, 4th: referrals)? Sometimes, these are presented simultaneously with the rules.   **Part 2**: Rationale   * **Write** 1- to 2-paragraphs that provides the rationale you used to design your classroom rules.   **Part 3**: Implementation   * **Explain** the process, 1- to 2-paragraphs, you will use to introduce your students to the rules and expectations for your classroom. * **Consider** the following:   + When will you introduce the rules?   + Will your students be involved in making the rules or will you provide them?   + How will you know that the students understand the rules and what they mean?   + Does your school have rules and standard consequences? Do your rules comply with these rules and consequences?   **Submit** your Classroom Rules as a Word document to the assignment forum by Sunday. | |

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| **Discussion: First Impressions** | 2.1 |
| From the physical layout of the room to clarity of class expectations, the first day of school can be an important part of setting the right tone for the rest of the year. Many of this week's readings discuss different things to consider on how to make a good first impression.  **Respond** to the following prompts in the First Impressions discussion forum by Wednesday:   * What will you do to ensure a first impression that reflects your classroom culture? What action, activity, physical set-up, etc., you will take? * What will you do on the first day? What is your intent? Why you are doing this? * What is the desired impact? How do you want it to be perceived by students?   **Rename** the title of your response as a summary of your first impression, such as ‘Quirky but Strict’.  **Cite** specific examples, in agreement or disputing, of how the readings informed your views.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Discussion: Grouping & Seat Assignments** | 2.2 |
| The physical arrangement of your room plays an important role in classroom management and structure. You may or may not know what the classroom you are teaching in will look like or what furniture will be available, but you can begin to develop a philosophy behind the types of groups you want to form and how you want students to interact.  **Search** the following links, or a source of your own, to find one topic of interest related to grouping or seating assignments:  Ward, B.A. (1987). [*Instructional Grouping in the Classroom*](http://educationnorthwest.org/sites/default/files/instructional-grouping.pdf). School Improvement Research Series retrieved from educationnorthwest.org. (This article provides a thorough introduction to the what, how and why of various grouping strategies).   * Valentino, C. (2000). [*Flexible Grouping*](http://www.eduplace.com/science/profdev/articles/valentino.html). Education Place a Houghton Mifflin Company. (This article provides a description of several different types of instructional strategies involving flexible groupings). * Manis, C. (2010-2014). [*Cooperative Learning: Great Grouping Strategies for Your Classroom*](http://www.dailyteachingtools.com/cooperative-learning-grouping.html#pay_it_forward). Retrieved from dailyteachingtools.com. (This article provides different types of cooperative groups and instructional strategies on how to randomize groups). * “[Seating with Numbers](https://www.teachingchannel.org/videos/assign-classroom-seats)” video [1:22] from the Teaching Channel. (This video explains how to assign seats). * Watson, A. (2003-2016). [*Ideas for Classroom Seating Arrangements*](http://thecornerstoneforteachers.com/classroom-seating-arrangements). Retrieved from thecornerstoneforteachers.com. (This blog includes photos of different seating arrangements for different groupings).   **Respond** to the following prompts in the Grouping & Seat Assignments discussion forum by Friday:   * What new idea did you find that interested you? Provide a brief explanation of the idea. * Why would this new idea be applicable to your classroom setting? * Embed a working link to the resource.   **Rename** the title of your response as a summary of your topic. Check the forum to ensure you have a unique topic that has not already been shared by a peer!  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Assignment: Teaching Routines** | 2.3 |
| Teaching routines can be the most tedious part of starting out the school year, but it is vital to a well-managed classroom. Having a clear idea of what you want to see happen will make it easier to provide clear expectations to your students.  **Review** the Procedures, Policies, and Systems document that provides a checklist of various routines that you may want to consider for your classroom.  **Explore** the [Classroom layout and design](https://www.pinterest.com/luv2teach/classroom-layout-and-design/) page on Pinterest.  **Select** three classroom routines or systems, for each routine or system complete the following:   * Describe the routine that you will institute in your classroom * Provide a rationale as to why it will work in your classroom setting * Briefly explain what you will do to introduce the system to your students   **Submit** your Teaching Routines as a Word document to the assignment forum by Sunday. | |

## Course: Educational Foundations

### Course Learning Outcomes

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| **CLO** |
| **CLO1:** Build a philosophical foundation for teaching and translate these beliefs into effective practice in the multicultural and multilingual classroom. |
| **CLO2:** Identify significant historical events and trends in America’s and Arizona’s public education. |
| **CLO3:** Apply methods for designing classroom instruction and lesson planning to address the dynamic nature of the learning process and student’s readiness for learning |
| **CLO4:** Formulate instructional objectives grounded in state standards as the basis for classroom activities. |
| **CLO5:** Determine effective methods to plan and carry out curriculum development grounded in state standards on a short- and long-term basis. |
| **CLO6:** Design a comprehensive classroom management system for the diverse classroom |
| **CLO7:** Develop implementation strategies to insure gender and ethnic equity in the classroom. |

### Course Structure

**Course Overview**

[Week 1: Philosophy on Teaching 14](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465146)

[Week 2: Principles, Theories, Concepts, & Practice 17](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465147)

[Week 3: Teaching for Meaningful Learning 20](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465148)

[Week 4: Developmentally Appropriate Practice 22](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465149)

[Week 5: Classroom Management 24](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465150)

[Week 6: Teaching Diverse Learners 26](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465151)

[Week 7: Teaching Diverse Learners continued 28](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465152)

[Week 8: Good Teaching 30](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465153)

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| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Remembering a Teacher |  | Discussion | 2 |
|  | Assignment: Being a Good Teacher |  | Paper | 4 |
|  | Assignment: Teaching Auto-Ethnography |  | Paper | 4 |
| **Week 2** | |  |  |  |
|  | Discussion: Education Reform |  | Discussion | 2 |
|  | Assignment: Parts of the Curriculum |  | Paper | 4 |
|  | Assignment: Codes of Power |  | Paper | 4 |
|  | Assignment: Responsible Pedagogy |  | Paper | 8 |
| **Week 3** | |  |  |  |
|  | Discussion: How People Learn (HPL) |  | Discussion | 2 |
|  | Assignment: Lesson Plan |  | Paper | 12 |
| **Week 4** | |  |  |  |
|  | Discussion: Educational Objectives |  | Discussion | 2 |
|  | Assignment: Child Development |  | Paper | 4 |
| **Week 5** | |  |  |  |
|  | Discussion: Managing Behavior |  | Discussion | 2 |
|  | Assignment: Classroom Management Plan |  | Paper | 8 |
| **Week 6** | |  |  |  |
|  | Discussion: Culturally Responsive Pedagogy |  | Discussion | 2 |
|  | Assignment: The Trouble with Black Boys |  | Paper | 10 |
| **Week 7** | |  |  |  |
|  | Discussion: Queer Theory |  | Discussion | 2 |
|  | Assignment: Model Minority |  | Paper | 10 |
| **Week 8** | |  |  |  |
|  | Discussion: Course Reflection |  | Discussion | 2 |
|  | Assignment: Good Teaching Ideologies |  | Paper | 16 |
| **Total Points** | |  |  | 100 |

### Textbooks

Darling-Hammond, D. & Bransford, J. (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. San Francisco, CA: Jossey-Bass.

ISBN: 978-0787974640

Rose, M. (1995). Possible lives: The promise of public education in America. New York, NY: Penguin Books.

ISBN: 978-0140236170

### Example Assignments and Rubrics

Beginning teachers:

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.

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.

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.

4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

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.

**Task:**

You will develop a classroom management plan that applies the knowledge you gained from the course readings and your own experiences with students. Include your actual plan and a written response that address how you and your plan meet expectations for beginning teachers.

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| --- | --- | --- | --- | --- |
| **Criteria** | **4 points**  **Mastery** | **3 points**  **Proficiency** | **2 points**  **Cursory** | **1 points**  **Deficiency** |
| **Emotional growth, development and individual responsibility**  **(x 1)** | Classroom management plan clearly and thoroughly promotes students’ 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 | Classroom management plan appropriately promotes students’ 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 | Classroom management plan minimally promotes students’ 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 | Classroom management plan has inappropriate or missing information to promote students’ 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 |
| **Student learning, positive interactions, and diversity**  **(x 1)** | Classroom management plan clearly and thoroughly creates 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 | Classroom management plan appropriately creates 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 | Classroom management plan minimally creates 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 | Classroom management plan has inappropriate or missing information regarding creating 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 |
| **Inclusive learning environments**  **(x 1)** | Classroom management plan clearly and thoroughly establishes,maintains, and monitors 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 | Classroom management plan appropriately establishes,maintains, and monitors 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 | Classroom management plan minimally establishes,maintains, and monitors 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 | Classroom management plan is inappropriate or is missing information to 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 |
| **Resources**  **(x 1)** | Classroom management plan clearly and thoroughly lists a plan to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile | Classroom management plan appropriately lists a plan to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile | Classroom minimally lists a plan to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile | Classroom management plan lists a plan that may be inappropriate or is missing the list to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile |
| **Expectations and support for learning**    **(x 1)** | Classroom management plan clearly maintains high expectations for learning with appropriate support for the full range of students in the classroom | Classroom management plan appropriately maintains high expectations for learning with appropriate support for the full range of students in the classroom | Classroom management plan minimally maintains high expectations for learning with appropriate support for the full range of students in the classroom | Classroom management plan does not show evidence of maintaining high expectations for learning with appropriate support for the full range of students in the classroom |
| **Positive classroom behavior and interactions**  **(x 1)** | Classroom management plan clearly establishes and maintains 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 | Classroom management plan appropriately establishes and maintains 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 | Classroom management plan minimally establishes and maintains 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 | Classroom management does not 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 |

**Week 5: Classroom Management**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Design an effective classroom management plan. | CLO6 |

Activities and Resources

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| **Readings** | 5.1 |
| ***Preparing Teachers for a Changing World***  Ch. 9: Classroom Management | |

Assignments

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| **Discussion: Managing Behavior** | 5.1 |
| **Respond** to the following prompts in the Managing Behavior discussion forum by Wednesday:   * What two successful strategies have you used to manage inappropriate behavior? * Why do you believe they were successful?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Assignment: Classroom Management Plan** | 5.1 |
| **Develop** a classroom management plan that applies the knowledge you gained from the readings and your own experiences with students.  **Include** the following in your plan:   * Daily routine * Expected behavioral norms * Rewards and consequences for behaviors * How classroom expectations will be communicated   **Note**. When you have your own classroom, you will want to include student input.  **Submit** your classroom management plan by Sunday. | |

**Week 3: Teaching for Meaningful Learning**

**Learning Objectives**

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| * 1. Determine how to effectively apply the How People Learn (HPL) framework in lesson planning. | CLO3 |

**Activities and Resources**

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| **Readings** | 3.1 |
| ***Preparing Teachers for a Changing World***   * Ch. 1: Introduction, pages 34–37 * Ch. 2: Theories of Learning and Their Roles in Teaching * Ch. 8: Assessment | |

**Assignments**

|  |  |
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| **Discussion: How People Learn (HPL)** | 3.1 |
| **Respond** to the following prompts in the How People Learn discussion forum by Wednesday:   * What are the four overlapping lenses of the HPL framework that can be used to enhance any learning situation? * Provide and explanation and your own unique example of each.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

**Week 6: Teaching Diverse Learners**

**Learning Objectives**

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| 1. Determine how to approach cultural diversity in a classroom management plan. | CLO6, CLO8 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 6.1 |
| ***Preparing Teachers for a Changing World***   Ch. 7: Teaching Diverse Learners | |
| ***Alliant Library***   Noguera, P. A. (2003). [The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males](http://0-uex.sagepub.com.library.alliant.edu/content/38/4/431.full.pdf+html). *Urban Education*, 38(4), 431-459. | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Culturally Responsive Pedagogy** | 6.1 |
| **Respond** to the following prompts in the Culturally Responsive Pedagogy discussion forum by Wednesday:   * What is Culturally Responsive Pedagogy? * What does it have to do with classroom management?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Assignment: The Trouble with Black Boys** | 6.1 |
| **Write** a brief response to the following:   * What are your beliefs about boys in the classroom? * Does it differ in what your beliefs about African American boys are? * How do you think about them as students? Behaviorally? * What does Noguera say about their placement in special education classes? * How does the climate you create foster African American boys’ success or failure? * How does the pedagogy you choose foster African American boys’ success or failure? * How do the choices you make connect with what Noguera states about the educational experience African American boys receive?   **Submit** your response by Sunday. | |

**Week 7: Teaching Diverse Learners continued**

**Learning Objectives**

|  |  |
| --- | --- |
| 1. Determine how to approach cultural diversity in a classroom management plan. | CLO6, CLO8 |

Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 7.1 |
| ***Alliant Library***   Meyer, E. J. (2007). [CHAPTER ONE: "But I'm Not Gay"](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=39348190&site=ehost-live&scope=site): What Straight Teachers Need to Know about Queer Theory. In , *Queering Straight Teachers: Discourse & Identity in Education* (pp. 15-32). Peter Lang Publishing, Inc.   Lee, S. J. (1994). [Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students](http://0-www.jstor.org.library.alliant.edu/stable/3195858?seq=1). *Anthropology & Education Quarterly*, 25(4), 413–429. | |

Assignments

|  |  |
| --- | --- |
| **Discussion: Queer Theory** | 7.1 |
| **Respond** to the following prompts in the Queer Theory discussion forum by Wednesday:   * What is hegemony? * How does bullying relate to homophobia or perceived difference? * What happens when homophobia is ignored? * How does gender limit students? * How does queer pedagogy change schools? * What three things can you include in your classroom’s pedagogy to speak about the LGBT community?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Assignment: Model Minority** | 7.1 |
| **Write** a brief response to the following:   * What is the stereotype about Asian learners you have heard? * What does Lee say about Asian learners? What is the cause for this outcome? * What do Asian-Americans believe?   **Submit** your response by Sunday. | |

**Week 8: Good Teaching**

**Activities and Resources**

|  |  |
| --- | --- |
| **Movie** | 8.1 |
| **View** one of the following movies:   * McFarland, USA – 2015 directed by Niki Caro * Stand and Deliver – 1988 directed by Ramon Menendez * Freedom Writers – 2007 directed by Richard LaGravenese * Gridiron Gang – 2006 directed by Phil Joanou   **Note**. Many of these movies are available through Netflix or Amazon Video. | |

**Assignments**

|  |  |
| --- | --- |
| **Assignment: Good Teaching Ideologies** | 8.1 |
| **Write** a 1,200-to 1,500-word paper that combines the ideologies presented in this course with those presented in the movie you selected to view.  **Address** the following questions in your paper:   * What was the film was about? Where did it take place? * What race was the teacher and the students? * What expectations, stereotypes, and goals did the school hold for their students? * Were they consistent, differentiated, just (are they ever just)? * How would you describe the teacher's interaction with his students? * How would you describe the students' response? * How might you interact with students differently or the same? * Were the decisions that the teacher made regarding his classroom emotional and physical environment, his choice of pedagogy and instruction and his content different or similar than what you would have decided? Why? * What was the most critical scene in the movie, for you? Why?   **Format** your paper consistent with APA style guidelines. | |

## Course: Psycho-Educational Development of Diverse Learner Classroom Application

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Base classroom expectations on the developmentally appropriate abilities of students. |
| **CLO2:** Apply theory and principles of neuroscience cognition to learning and classroom management. |
| **CLO3:** Recognize departures from typical or average development. |
| **CLO4:** Advocate for the needs and rights of children. |

### Course Structure

[Week 1: Nature, Nurture and Plasticity 7](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878621)

[Week 2: Infants and Toddlers 16](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878622)

[Week 3: Early Childhood 18](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878623)

[Week 4: Middle Childhood Part I 20](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878624)

[Week 5: Advocacy 22](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878625)

[Week 6: Middle Childhood Part II 24](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878626)

[Week 7: Adolescence 27](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878627)

[Week 8: Emerging Adulthood 29](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878628)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** |  | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 1 Challenge for a Professional Teacher |  | Challenge | 1 |
| **Week 2** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 2 Challenge for a Professional Teacher |  | Challenge | 1 |
| **Week 3** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 3 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Course Project Component 1: Project Plan |  | Course Project | 7 |
| **Week 4** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 4 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Course Project Component 2: Identify the Theorist |  | Course Project | 7 |
| **Week 5** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 5 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 3: Structured Experiences and Assessments |  | Course Project | 7 |
| **Week 6** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 6 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 4: Draft Course Project for Instructor’s Review |  | Course Project | 7 |
| **Week 7** | |  |  |  |
|  | Week 7 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 5: Critiques |  | Course Project | 7 |
|  | Peer Project Critique |  | Peer Project Critique | 9 |
| **Week 8** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 8 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 6: Final Course Project |  | Course Project | 12 |
| **Total Points** | |  |  | **100** |

### Textbook

Berger, K.S. (2015). *The developing person through childhood and adolescence*, *10th Ed*. New York, NY: Worth Publishers.

ISBN: 978-1464177354

### Example Assignments

|  |  |
| --- | --- |
| **Discussion: Nature vs. Nurture** | 1.1 |
| Part I of the textbook describes birth defects, violent behavior, SIDS, alcoholism, and nearsightedness as the intersection of both inherited and environmental factors. Mental illness is another example, described in the TED Talks referenced in our Readings. The Harris TED talk suggests that congenital illnesses are “activated” by Adverse Childhood Events (ACE).   * Select one illness and compare the inherited and environmental factors that may contribute to it. * How does a teacher’s understanding of nature vs. nurture affect the way he treats children in his classroom?   **Post** your initial response to the *Nature vs. Nurture* discussion forum by Wednesday, Day 3 of Week 1.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a classmate.    **Respond** to the RISE questions and suggestions to your initial post by Sunday, Day 7 of Week 1. | |

|  |  |
| --- | --- |
| **Assignment: Course Project Component 2: Identify a Theorist** | CLO1, CLO2, CLO3, CLO4 |
| **Complete** the following requirements for your Project Plan:   * Identify the theorist whose work best applies to addressing the child’s challenge or changing the student’s behavior * **Explain** why you selected this theory. Describe the other theories you considered and why you did not select them to support this situation.   **Submit** your assignment by Sunday, Day 7 of Week 4 by clicking on the assignment in Canvas and uploading your document. | |

## Course: Principles, Practices and Socio-Cultural Issues of Teaching English

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1**: Determine the effective application of first and second language acquisition theories. |
| **CLO2**: Evaluate the philosophy, design, goals, and characteristics of programs for English Language Learners. |
| **CLO3**: Analyze the impact of state and federal mandates on placement and instructional programs for English language learners. |
| **CLO4**: Compare instructional strategies for English Language Arts and English language development. |
| **CLO5**: Apply materials, methods, and strategies for English learners that lead to the rapid acquisition of grade-level listening, speaking, reading, and writing skills in English. |
| **CLO6**: Apply knowledge and skills in developing content-area instruction for English language learners. |
| **CLO7**: Analyze classroom instructional strategies to effectively facilitate content and language learning of English language learners. |
| **CLO8**: Interpret assessments of English Language Learners to effectively use appropriate measures for assessment and monitoring of English Language Learners for language development and content knowledge in the core curriculum. |
| **CLO9**: Apply knowledge of the historical and cultural traditions and values of major ethnic groups into classroom instruction. |

### Course Structure

**Course Overview**

[Week 1: The Effects of Culture on Teaching 14](#_Toc447642533)

[Week 2: EL Program Design & Second Language Acquisition 17](#_Toc447642534)

[Week 3: Effective English Learner Instruction 20](#_Toc447642535)

[Week 4: Oral Language Development Strategies 23](#_Toc447642536)

[Week 5: Literacy and Vocabulary Development Strategies for EL Students 27](#_Toc447642537)

[Week 6: SDAIE Instruction and the Writing Process for EL Students 30](#_Toc447642538)

[Week 7: Authentic Assessment and the use of Rubrics for Evaluation 33](#_Toc447642539)

[Week 8: Standards-Based and Understanding by Design Lesson Planning 36](#_Toc447642540)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Building Community |  | Discussion | 5 |
|  | Discussion: Connecting with Students |  | Discussion | 5 |
|  | Assignment: Visual Presentation |  | Presentation | 10 |
| **Week 2** | |  |  |  |
|  | Discussion: Second Language Acquisition |  | Discussion | 5 |
|  | Assignment: The Ideal English Learner Program |  | Paper | 10 |
| **Week 3** | |  |  |  |
|  | Discussion: Effective Instruction of English Learners |  | Discussion | 5 |
|  | Assignment: ELD/SDAIE Lesson Plan Analysis |  | Lesson Plan | 10 |
| **Week 4** | |  |  |  |
|  | Discussion: Developing Oral Language Skills |  | Discussion | 5 |
|  | Discussion: Oral Language Strategies |  | Discussion | 5 |
|  | Assignment: Oral Language Development Strategies |  | Lesson Plan | 15 |
| **Week 5** | |  |  |  |
|  | Discussion: Promoting Early Literacy |  | Discussion | 5 |
|  | Discussion: Vocabulary Development |  | Discussion | 5 |
|  | Assignment: Literacy and Writing Development Strategies |  | Lesson Plan | 15 |
| **Week 6** | |  |  |  |
|  | Discussion: State Standards & English Learners |  | Discussion | 5 |
|  | Discussion: Writing Process |  | Discussion | 5 |
|  | Assignment: SDAIE Lesson Plan |  | SDAIE Lesson Plan | 15 |
| **Week 7** | |  |  |  |
|  | Discussion: Authentic Assessment |  | Discussion | 5 |
|  | Discussion: Rubrics for Authentic Assessments |  | Discussion | 5 |
|  | Assignment: Authentic Assessment with Scoring Rubric |  | SDAIE Lesson Plan | 15 |
| **Week 8** | |  |  |  |
|  | Discussion: Understanding by Design |  | Discussion | 5 |
|  | Assignment: Standards-Based SDAIE Curriculum Unit |  | Project | 45 |
| **Total Points** | |  |  | **200** |

### Textbook

Peregoy, S. F., & Boyle, O. F. (2013). Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners (6th ed.). Boston, MA: Pearson Education, Inc.

ISBN: 978-0132892971

### Example Assignments

**Key Assessment 1 of 2: ELD/SDAIE Lesson Plan Analysis**

**Task:** Write a 700-to 1,000-word analysis of one of your own lesson plans or an existing one in your content area of choice. If you do not have one

readily available, go to www.teachers.net or www.lessonplanspage.com to locate one you can use.

Analyze the lesson plan for its effectiveness in meeting the needs of:

* Mainstream learners
* Common core or content standards
* Goals and objectives
* Appropriate instructional strategies
* English learners
* ELD standards
* Specific instructional strategies
* Assessment

Note. Utilize the Sheltered Instruction (SDAIE) Checklist from Ch. 3 of Reading, Writing, and Learning in ESL to determine the presence or

absence of specific instructional strategies for the English learner.

Consider the following as you analyze the lesson plan:

* What major components exist in this lesson plan?
* What essential components are missing?
* How effective would this plan be for meeting the needs of English learners?

Provide two suggestions for improvement that would make this a high-quality lesson containing the appropriate lesson components for English learners.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4 points**  **Mastery** | **3 points**  **Proficiency** | **2 points**  **Cursory** | **1 points**  **Deficiency** |
| **Major components included in the lesson plan**  **(x 1)** | Teacher candidate clearly and thoroughly identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are included in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment | Teacher candidate appropriately and accurately identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are included in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards    \*Specific instructional strategies  \*Assessment | Teacher minimally identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are included in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment | Teacher candidate inaccurately identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are included in the lesson plan and/or the components are missing  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment |
| **Essential components missing in the lesson plan**  **(x 1)** | Teacher candidate clearly and thoroughly identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are missing in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives    \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment | Teacher candidate appropriately and accurately identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are missing in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment | Teacher candidate minimally identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are missing in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment | Teacher candidate inaccurately identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are missing in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment |
| **Effectiveness for meeting the needs of English learners (EL)**  **(x .5)** | The analysis of the lesson plan clearly explains the effectiveness for meeting the needs of English learners | The analysis of the lesson plan accurately explains the effectiveness for meeting the needs of English learners | The analysis of the lesson plan minimally explains the effectiveness for meeting the needs of English learners | The analysis of the lesson plan inaccurately explains the effectiveness for meeting the needs of English learners |
| **Suggestions for improvement to ensure an appropriate lesson plan for English learners**  **(x 1.5)** | Two suggestions for improvement to ensure an appropriate lesson plan for English learners are clearly and thoroughly explained | Two suggestions for improvement to ensure an appropriate lesson plan for English learners are accurately and appropriately explained | Two suggestions for improvement to ensure an appropriate lesson plan for English learners are minimally explained | Two suggestions for improvement to ensure an appropriate lesson plan for English learners are inaccurately explained or an explanation is missing |

**Week 1: The Effects of Culture on Teaching**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Analyze strategies to ease new English learners into the routines of your classroom. | CLO7 |
| * 1. Determine effective methods to build connections and relationships with your English learners. | CLO9 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2 |
| ***Reading, Writing, and Learning in ESL***  Ch. 1: English Learners in 21st-Century Classrooms | |
| ***Online Resources***   * Center for Student Achievement: <http://centerforstudentachievement.org/ever-since-flores-the-history-of-english-language-learners-in-arizona/> * National Council of English Teachers: [A Policy Research Brief: English Language Learners](http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf) * Colorín Colorado: [How to Create a Welcoming Classroom Environment](http://www.colorincolorado.org/article/how-create-welcoming-classroom-environment) | |

|  |  |
| --- | --- |
| **Assignment Preparation: Lesson Plans** | N/A |
| Throughout this course you will be asked to modify a lesson plan, either your own or one from lesson plan websites, to include language development strategies for English learners. These assignments are designed to help you reflect upon the opportunities for language development in the lessons you teach.  **Review** the syllabus document to identify weeks where you will be asked to modify a lesson plan to include language development strategies.  **Prepare** to identify lesson plans which would support the modifications required for the assignments. | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Building Community** | 1.1 |
| **Introduce** yourself to your classmates’ and instructor in the Building a Community discussion forum by Wednesday.  **Include** a description of the following in your introduction:   * Your teaching experience * Your experience with EL students * Personal experience(s) you may have with learning a second language.     **Share** your reaction to the article “*Ever Since Flores: The History of English Language Learners in Arizona*”: Is the information in the article reflective of the students in your classroom? Why or why not?  **Reply** to three of your classmates’ posts by Sunday. | |

|  |  |
| --- | --- |
| **Discussion: Connecting with Students** | 1.1, 1.2 |
| One important aspect of teaching is creating connections and relationships with your English learners.  **Respond** to the following prompts in the Connecting with Students discussion forum by Friday:   * How will you encourage learners who are immigrants to share with you and their classmates about their home cultures? * What methods do you plan to employ to include and honor different cultures and languages and encourage family participation? * Select one strategy described in Chapter 1 of *Reading, Writing, and Learning in ESL* and one from the Colorin Colorado article. * How would you use each strategy with your students?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Assignment: Visual Presentation** | 1.2 |
| **Create** a five-slide visual presentation to introduce yourself to your class of English Learners. Your goal is to make them feel comfortable with you and create a connection. The target grade level will depend upon your current or anticipated teaching assignment.  **Consider** sharing information from the following topics: where you are from, hobbies, family, children, languages you speak, places you have visited, etc.  **Note**. This information does not have to be overly personal but is designed to help the students create a connection with you, even though you might not currently share fluency in a common language.  **Utilize** simple, clear language and as many visuals as possible.  **Employ** a presentation tool or software you are familiar with or one of the following for your presentation: PowerPoint or Google Slides, Prezi, PowToon, Haiku Deck.  **Submit** your presentation as a file upload or link by Sunday. | |

## Course: Setting Classroom Procedures (Seminar)

### Course Learning Outcomes

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| --- |
| **CLO** |
| **CLO1:** Describe classroom management strategies to create and maintain effective environments for student learning. |
| **CLO2:** Apply classroom management strategies to specific classroom settings. |
| **CLO3:** Analyze the effectiveness of classroom management strategies to specific classroom settings. |
| **CLO4:** Reflect on classroom management approaches and strategies. |

### Course Structure

Planning, Teaching, Analysis, Self-Assessment Segments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Planning Segment: Weeks 1–3** | |  |  |  |
|  | Assignment: Week 1 Reading Guide | End of Week 1 | Planning Segment | 3 |
|  | Discussion: Systems and Routines | End of Week 1 | Planning Segment | 7 |
|  | Assignment: Week 2 Reading Guide | End of Week 2 | Planning Segment | 3 |
|  | Discussion: Student-Teacher Conflicts | End of Week 2 | Planning Segment | 7 |
|  | Assignment: Week 3 Reading Guide | End of Week 3 | Planning Segment | 3 |
|  | Discussion: Building Classroom Culture | End of Week 3 | Planning Segment | 7 |
| **Teaching Segment: Weeks 4 & 5** | |  |  |  |
|  | Assignment: eJournal #1–Ideal Classroom | End of Week 4 | Teaching Segment | 3 |
|  | Assignment: eJournal #2–Self-Assessment | End of Week 4 | Teaching Segment | 3 |
|  | Assignment: eJournal #3–Positive Framing | End of Week 5 | Teaching Segment | 3 |
|  | Assignment: Routines Reboot or Teaching Routines | End of Week 5 | Teaching Segment | 21 |
| **Analysis Segment: Weeks 6 & 7** | |  |  |  |
|  | Discussion: Sharing Routines Resources | End of Week 6 & 7 | Analysis Segment | 18 |
|  | Discussion: Burning Issues | End of Week 6 | Analysis Segment | 7 |
|  | Assignment: eJournal #4–TLC 2.0 Videos | End of Week 7 | Analysis Segment | 3 |
|  | Discussion: Resource Sharing | End of Week 7 | Analysis Segment | 2 |
| **Reflection Segment: Week 8** | |  |  |  |
|  | Discussion: Classroom Culture | End of Week 8 | Reflection Segment | 7 |
|  | Assignment: eJournal #5– Perspective Shifts | End of Week 8 | Reflection Segment | 3 |
| **Total Points** | |  |  | **100** |

### Textbooks

Lemov, Doug. (2015). *Teach Like A Champion 2.0. (2nd Edition).* San Francisco, CA: Jossey-Bass.

ISBN: 978-1-118-90185-4

### Example Assignments

**Weeks 1–3: Planning Segment**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Define the five principles of classroom management. | CLO1 |
| * 1. Describe at least three routines or procedures that can help with classroom management. | CLO1 |
| * 1. Determine effective methods to hold students to high behavioral standards in the classroom through the use of teaching strategies. | CLO1 |
| * 1. Analyze how the concepts of restorative justice, mindfulness, and social emotional skills may contribute to building a strong classroom culture. | CLO1 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***Teach Like a Champion 2.0***  **Read** the ‘Teach Like a Champion 2.0, Part 4 Reading Guide’ document.  **Read** the Introduction to Part 4: Five Principles of Classroom Culture   * **Week 1**–Ch. 10: Systems and Routines * **Week 2**–Ch. 11: High Behavioral Expectations * **Week 3**–Ch. 12: Building Character and Trust | |
| ***Lectures***  **View** the following lectures:   * “Introduction to the Course” [7:45] * “Setting Classroom Procedures” [11:32]   **Review** the following presentations for the lectures as needed:   * Week 1 – “Introduction to the Course” * Week 2 – “Setting Classroom Procedures” | |

|  |
| --- |
| **Learning Activity: Online Research** |
| **Select** one of the following topics to research:   * Topic #1: Restorative Justice * Resources:   + [Tutorial: Introduction to Restorative Justice](http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/) from the Centre for Justice & Reconciliation   + [Restorative Practices](http://www.healthiersf.org/RestorativePractices/Resources/index.php) from Student, Family, and Community Support Department of the San Francisco Unified School District. * Topic #2: Teaching Mindfulness * Resource: [From the Source: Children Talking about Handling Difficult Emotions with Mindfulness](http://www.mindfulschools.org/resources/explore-mindful-resources/) from Mindful Schools. * Topic #3: Social Emotional Learning * Resource: [Social and Emotional Learning and Positive Behavioral Interventions and Supports (2010)](http://www.casel.org/social-and-emotional-learning-and-positive-behavioral-interventions-and-supports/) from the Collaborative for Academic, Social, and Emotional Learning.   **Explore** the resources provided for your selected topic, or find other sources, to learn more about the topic and how it relates to developing cultures.  **Note**. You will utilize this research in the Building Classroom Culture discussion for Week 3. |

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| **Discussion: Systems and Routines** | 1.1, 1.2 |
| **Review** some of the most problematic routines and systems in a classroom:   * Bathroom * Gum and candy * Uniforms * Phones and technology * Recess transitions * Tardies * Pencils and supply needs   **Select** one of the of problematic routines or systems topics from the list above.  **Write** a 5-to 8-sentence response to the following prompt, in the Systems and Routines discussion forum, by Wednesday of Week 1:   * What successes or challenges have you experienced with your selected topic in the classroom? * If you are a student teacher, what successes or challenges have you observed with your selected topic in one of your placements?   **Rename** the title of your response with your grade level and topic: “Grade X – Topic”.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Discussion: Student-Teacher Conflicts** | 1.1, 1.3 |
| **Write** a 5-to 8-sentence response to the following prompt, in the Student-Teacher Conflicts discussion forum, by Wednesday of Week 2:   * Describe a situation where you were engaged in a student-teacher conflict. Include context for the situation and how it was resolved. * What do you think went well in the interaction? What went poorly?   **Rename** the title of your response with your grade level and content area: “Grade X – Content Area”.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Discussion: Building Classroom Culture** | 1.1, 1.4 |
| **Utilize** the topic and research completed for the Learning Activity: Online Research.  **Respond** to the following prompts in the Building Classroom Culture discussion forum by Wednesday of Week3:   * Summarize your topic in a few sentences. * Embed a link to a website that shows a successful implementation of the topic in a classroom setting. * Why did you select this topic? How could you see implementing aspects of this into your classroom? * What challenge do you anticipate having to overcome for successful implementation?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Assignment: eJournal #3–Positive Framing** | 2.1, 2.2 |
| **Review** Ch. 12 of Teach Like a Champion 2.0 to review the use of positive framing and precise praise in redirecting students.  **Complete** the eJournal 3 Positive Framing document for practice combining positive framing and precise praise in your daily instruction.  **Submit** the completed document to the assignment forum by Sunday of Week 5. | |

## Course: Supporting Differentiated Learning (Seminar)

### Course Learning Outcomes

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| **CLO** |
| **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| **CLO2:** Differentiate a lesson to specifically meet the needs of students with specific learning and language needs. |
| **CLO3:** Analyze the effectiveness of integrating differentiation strategies into a lesson. |
| **CLO4:** Reflect on differentiation strategies and how to best meet needs of different learners. |

### Course Structure

Planning, Teaching, Analysis, Self-Assessment Segments

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| --- | --- | --- | --- | --- |
| **Week** | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| Planning Segment: Readings and Discussions (Weeks 1-3) | |  |  |  |
| **1** | TLC 2.0, Part 3 Graphic Organizer – Week 1 | End of Week 1 | Reading Responses | 3 |
| **1** | Discussion Post #1: Wormelli’s “Busting Myths about Differentiation” | End of Week 1 | Discussion Post/Peer Response | 7 |
| **2** | TLC 2.0, Part 3 Graphic Organizer – Week 2 | End of Week 2 | Reading Responses | 3 |
| **2** | Discussion Post #2: “Rethinking English Language Instruction: An Architectural Approach” | End of Week 2 | Jigsaw Reading Assignment/ Sharing/Peer Response | 7 |
| **3** | TLC 2.0, Part 3 Graphic Organizer – Week 3 | End of Week 3 | Reading Responses | 3 |
| **3** | Discussion Post #3: Multiple Intelligences | End of Week 3 | Reading Assignment/ Sharing/Peer Response | 7 |
| Teaching Segment: Application to teaching (Weeks 4-5) | |  |  |  |
| **4** | Discussion Post #4: Differentiation Resources | End of Week 4 | Reading Assignment/ Sharing/Peer Response | 7 |
| **4** | eJournal #1: Focus students’ descriptors | End of Week 4 | eJournal | 3 |
| **5** | eJournal #2: Focus students’ data | End of Week 5 | eJournal | 3 |
| **5** | Differentiation Assignment | End of Week 5 | Assignment | 17 |
| Analysis Segment: Peer review and self-evaluation (Weeks 6-7) | |  |  |  |
| **6** | Discussion Post #5: “8 Characteristics of Motivated Kids” | End of Week 6 | Reading Assignment/ Sharing/Peer Response | 7 |
| **6** | Discussion Post #6: Differentiation Summary and Artifact Sharing | End of Week 6 | Assignment Sharing/Artifact Posting | 11 |
| **7** | Discussion Post #6, cont.: Differentiation Assignment Peer Feedback | End of Week 7 | Peer Feedback on Discussion Post | 6 |
| **7** | Discussion Post #7: Resource Sharing: Assistive Technology | End of Week 7 | Resource Sharing | 3 |
| **7** | Discussion Post #8: Resource Sharing:  Enrichment Activities | End of Week 7 | Resource Sharing | 3 |
| Reflection Segment: Self-assessment (Week 8) | |  |  |  |
| **8** | Discussion Post #9: “Joaquin’s Dilemma” | End of Week 8 | Reading Assignment/ Sharing/Peer Response | 7 |
| **8** | eJournal #3: Perspective Shifts | End of Week 8 | eJournal | 3 |
| **Total Points** | |  |  | **100** |

### Textbook and General Resources

Kampwirth, T. J., & Powers, K. M., (2016). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems, enhanced Pearson eText* (5th ed.). Boston, MA: Pearson Education.

ISBN: 978-0134019642

**Online Resources**

* [National Association of State Directors of Special Education, Inc.](http://www.nasdse.org/)
* Arizona Department of Education– [Exceptional Student Services](http://www.azed.gov/specialeducation/)
* Center for Applied Special Technology–[CAST](http://www.cast.org/)
* [Teacher Tap: Professional Development Resources for Educators & Librarians](http://eduscapes.com/tap/tap1.htm) from eduscapes
* [The National Center for Culturally Responsive Educational Systems](http://www.nccrest.org/)
* National Association for Bilingual Education–[NABE](http://www.nabe.org/)

### Example Assignments

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| **Discussion Post #5: 8 Characteristics of Motivation** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| Understanding the motivation of students can provide insight into how to meet their emotional needs. The first link is to an article that summarizes some of the key points from Richard Lavoie’s book, The Motivation Breakthrough: 6 Secrets to Turning On the Tuned-Out Child. The second link is to a table that summarizes general strategies and motivators to meet the needs of students with different motivating forces.   1. Read the article, “The 8 Characteristics of Motivated Kids” using the link provided and review the table summarizing the strategies.   LINK: <http://www.education.com/magazine/article/go-for-it-motivation/>  LINK: <http://hmscurriculum.wikispaces.com/file/view/Motivating%20Force.pdf>   1. Title your discussion post as “Grade Level, Motivating Force” 2. Use the information provided in the readings to connect to your own classroom practice. Identify a “tuned out” student that you have observed in your classroom.  * Identify a “tuned out” student that you have observed in your classroom. * Summarize the behavior you witness with this student. (**Note:** Please do not use names or other identifying information in describing the student.) * Identify what you think his/her “motivating force” is based on their behavior. * Propose an activity/strategy that could be implemented in the classroom setting that would appeal to their needs. Explain why you think this would meet their needs.  1. Respond to at least two of your peer’s posts. It could be a connection, a question, a suggestion, or other meaningful contribution. Your response should be a minimum of 2-3 sentences. | |

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| **Discussion Post #4: Differentiation Resources** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| There are many, many resources for how to meet the needs of diverse learners. The goal of this discussion is to share resources and broaden our repertoire of strategies that work with different special populations.   1. Look through the resources provided below or find one that meets a need you have.  * Larry Ferlazzo Blog: A collection of many different websites that provide differentiation strategies. Pick one of the links to explore. LINK: <http://larryferlazzo.edublogs.org/2012/01/09/the-best-resources-on-differentiating-instruction/> * Teaching Channel video collection on differentiation: A collection of videos demonstrating differentiation in a variety of setting. Pick one of the videos to watch. LINK: <https://www.teachingchannel.org/videos?page=1&categories=topics_differentiation&load=1>  1. Title your discussion post as “Resource Name” 2. In your post,  * Summarize the resource/strategy * Describe what student population is serves and how it meets their needs. * Discuss how this would or wouldn’t work with your student population. * Be sure to embed a working hyperlink to the resource you found so others can readily access it.  1. Respond to at least two of your peer’s posts. It could be a connection, a question, a suggestion, or other meaningful contribution. Your response should be a minimum of 2-3 sentences. | |

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| **Discussion Post #8: Resource Sharing – Enrichment Activities** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| GATE (Gifted and Talented) students easily be overlooked in a classroom and become bored. There are some great enrichment activities available online through WebQuests, online learning platforms, videos, self-explorations of museum artifacts, etc. Think about how you could continue to challenge your advanced students to the next level and share the resource with your peers.   1. Title your discussion post as “Content Area – Enrichment Activity Name” 2. In your post:  * Describe the enrichment activity * Explain how it could be utilized in your content area to keep GATE (or advanced) students challenged in your content area  1. Provide a hyperlink to the resource. (Could be an article explaining its use, site offering the service, etc.) | |

## Course: Curriculum and Instruction (Seminar)

### Course Learning Outcomes

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| **CLO** |
| **CLO1:** Describe instructional strategies that maximize the level of academic rigor. |
| **CLO2:** Identify relevant state standards for student’s specific grade level and content area and integrate into a lesson plan. |
| **CLO3:** Analyze the effectiveness of a teaching segment for chosen focus areas. |
| **CLO4:** Determine the implementation and use of standards with the integration of disciplinary literacy. |

### Course Structure

Planning, Teaching, Analysis and Self-Evaluation/Reflection Segments

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| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Weeks 1–3: Planning Segment** | |  |  |  |
|  | Assignment: Week 1 Reading Guide | End of Week 1 | Planning Segment | 3 |
|  | Discussion: Introduction to State and inTASC Standards | End of Week 1 | Planning Segment | 7 |
|  | Assignment: Week 2 Reading Guide | End of Week 2 | Planning Segment | 3 |
|  | Discussion: Exploration in the State and inTASC Standards | End of Week 2 | Planning Segment | 7 |
|  | Assignment: Week 3 Reading Guide | End of Week 3 | Planning Segment | 3 |
|  | Discussion: Disciplinary Literacy | End of Week 3 | Planning Segment | 7 |
| **Weeks 4–5: Teaching Segment** | |  |  |  |
|  | Discussion: Tools & Resources | End of Week 4 | Teaching Segment | 7 |
|  | Assignment: eJournal #1–Lesson Alignment to State and inTASC Standards | End of Week 4 | Teaching Segment | 3 |
|  | Assignment: Classroom Snapshot | End of Week 5 | Teaching Segment | 17 |
|  | Assignment: eJournal #2–Classroom Snapshot Reflection | End of Week 5 | Teaching Segment | 3 |
| **Weeks 6–7: Analysis Segment** | |  |  |  |
|  | Discussion: Myths & Rigor | End of Week 6 | Analysis Segment | 7 |
|  | Discussion: Classroom Snapshot Share-Out | End of Week 7 | Analysis Segment | 17 |
|  | Assignment: eJournal#3–Takeaways from Classroom Snapshot Assignment | End of Week 7 | Analysis Segment | 3 |
|  | Assignment: eJournal#4– Self-Assessment of State and inTASC Standards Knowledge and Use | End of Week 7 | Analysis Segment | 3 |
| **Week 8: Reflection Segment** | |  |  |  |
|  | Discussion: Literacy & Social Justice | End of Week 8 | Refection Segment | 7 |
|  | Assignment: eJournal #5–Perspective Shifts | End of Week 8 | Refection Segment | 3 |
| **Total Points** | |  |  | **100** |

### Textbook

Lemov, Doug. (2015). Teach Like A Champion 2.0. (2nd Edition). San Francisco, CA: Jossey-Bass.

ISBN: 978-1-118-90185-4

### Example Assignment

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| **Discussion: Myths & Rigor** | 3.1 |
| One of the key words that is often associated with teaching standards and testing is *rigor*, but what does that mean for your students?  **Read** the following article:  Blackburn, B.R. (2012). [Myths of rigor](http://c.ymcdn.com/sites/tepsa.site-ym.com/resource/resmgr/ILSampleArticles/iln-blackburn.pdf). Instructional Leader: Texas Elementary Principals and Supervisors Association.  **Review** the table summarizing the strategies from the article.  **Respond** to the following prompts in the Myths & Rigor discussion forum by Wednesday of Week 6:   * Which of these myths resonated with you? Why? * How does your selected myth relate to your experiences in classrooms?   **Connect** the readings to your own classroom practice in your response.  **Rename** the title of your response as “Myth #X – Your Name”.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |