<p style="text-align:center">EDU 208B: Responsive Teaching for All Learners (1.5 units)
Mount Saint Mary's University
Tuesdays, Spring 2020
5:30-8:30 p.m.</p>

Instructor: Dr. Diana Taylor
Location: Building 4, Room 117
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Phone: (213)477-2620
Office hours: Contact Catalina to schedule an apt. (213) 477-2620

Course Description:

EDU 208B Candidates apply the principles of learning to assess student abilities and inabilities. Once identified, candidates match interventions that assist the struggling student and enhance their ability to learn and perform effectively. Higher order thinking skills are applied to instructional content and candidates learn to build constructive relationships with all students within the practice of a cooperative learning environment. (Often cross-listed with EDU 108B)

An extension of: EDU 208A Candidates will learn to implement appropriate assessment and instructional methods for students who require a broader learning experience for success. Candidates will become knowledgeable about available strategies and resources designed to assist the struggling student in demonstrating their ability to learn. Candidates will gain knowledge about the federal and state legal requirements for the students with special needs. Candidates will learn to use assessments, design curriculum and respond effectively by demonstrating differentiated teaching methods of intervention relative to the core academic curriculum. The primary theme of the course is that candidates will develop the ability to view learning from the perspective of the learner and know how to respond effectively to specific learning needs.

TPEs

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.
      Practice: Design engaging lessons that align to diverse learning needs.
      Practice: Projects 1 & 3: Lesson construct includes theory aligned to meet multiple student needs
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.
      Practice Projects 1,3 & 4: UDL & IIO Chart; curriculum and learning strategies that meet the needs of diverse learners.
      Practice: Projects 1,3 & 4: UDL-IIO chart; curriculum and Strategies plan to apply all aspects to enhance a lesson.
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.
      Practice: Design a lesson integrating HOTS skills
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.
      Practice: Project 5: Apply Reader's Theater activities to comprehension and reading tasks

1.8   Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

> Practice: Project 5: Monitor integration skills of student performance and provide interventions and various output opportunities.
>
> Practice: Project 1f & 4: Lessons demonstrating diverse options for input, integration, and output.

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.

> Intro: All projects lead to student learning positively; helping to successfully engage students.
>
> Practice: Lesson alignment for student needs
>
> Practice: Project 5: Lesson alignment and enhancement for connecting to student needs for input, integration, and output.

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

> Intro: Lesson planning with diversity for all learners - Stages of conceptualization for full comprehension for all learners.

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.

> Practice: The acquisition of academic language is linked to the implementation of all activities.

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.

> Practice: Project 1f: Evaluate theoretical construct of a lesson and compensate for gaps. Include omitted components while enriching content and engagement.

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:

- applying principles of UDL and MTSS
  > Practice: Project 1f: Document how a lesson can serve all students and meet the various demands for specific learning needs.
- appropriate modifications for students with disabilities in the general education classroom
  > Practice: Projects 1, 2, 3, 4 & 5: Adapt rich content to learning strengths and abilities as interventions.

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.

> Practice: All projects apply multiple methods of intervention and use of strengths.

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.

> Practice: Project 1b: Multiple Intelligences and modalities, stages of conceptualization lead to redesigning instruction.

5.2   Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

> Practice: Project 2: Redesign instruction after student learning assessment.

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.

> Practice: Projects 1. 2, 4, & 5: support the implementation of assessing student performance and aligning instruction for learning beyond the disability.

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.

> Practice: All Projects: address self-evaluation of lesson development and how to spontaneously recover from depressed student performances.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues

> Practice: Project 1f: Candidates compare and contrast lesson improvements then set a goal for future continuity and improvement

Course Objectives:

- Candidates will be introduced to pedagogical theories, principles, and practices for best practices in the inclusive classroom.
- Candidates will learn how to effectively use materials, low & basic levels of tech interventions, instructional methods, and strategies in order that students are able to learn and function successfully in the school environment.
- Candidates will acquire knowledge of positive behavioral interventions to apply in the classroom and learn of the IEP process and regulations.
- Candidates will demonstrate the ability to use a variety of assessment strategies and identify the learning strengths and weaknesses of students as applied to the TPEs.
- Candidates will learn how cognitive, pedagogical, and individual factors affect a student's rate of progress and design a specific learning environment with an educational team of professionals.

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of a student in our credentialing and master's programs. In this class, one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this Department, and throughout the College.

Course Skills List
1. Stages of Conceptualization
2. Modalities & Gardner's Intelligences for instruction
3. Theoretical construct for instruction
4. Thinking Skills for instruction-HOTS
5. Match instruction to abilities
6. Build Relationships with Learners

In-class Involvement

During class, we will model many different teaching approaches; discussions will help us clarify beliefs and practices; and we will be involved in small group work and written reflection. Attendance and participation is crucial. Make-up assignments will not be accepted unless prior approval from instructor is granted. You may miss one session without seriously jeopardizing your ability to earn a passing grade in the course. In accordance with the College Policy, if you miss more than one session in a 1.5-unit course you will need to complete an additional assignment, and if you miss 2 sessions you will be dropped with a "W" or "U"), see Attendance Policy below.

Required Texts (available at the Doheny Bookstore):

- *Upgrade Your Teaching-Understanding by Design Meets Neuroscience*

McTighe & Willis   ASCD 2019
https://shop.ascd.org/Default.aspx?TabID=55&ProductId=224301756

Suggested Reading
- *Teaching with the Brain in Mind, 2nd Edition, Eric Jensen, (2005) ASCD*

Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.

- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.

- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.

- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.

- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Class Attendance & Participation Rubric: <u>1 point will be allotted for the attendance</u> to each session. Half of the attendance point may be subtracted for late arrivals or early exits. Candidates are graded on how they actively respond to instruction, questions, & answers for 1 point may be earned for each session. After each session the professor grades candidate participation based on the quality of contribution. Any distraction by the use of tech devices, during any portion of the class session, will conclude with a score of 0 for participation.

IF YOU ARE ABSENT OR LATE TO CLASS! 0 pts. for each absence. Participation points may be earned if the candidate investigates what they missed during the session and writes out a review of the major facts taught and discussed in class. .5 points per double spaced (12 pt. font) page may be earned. Up to 2 point may be restored between the participation grade and activity point, depending upon quality of content. _This must be turned in before the start of the next class session_. _Anything later will not restore points_.

- **Tardiness: [sample]** Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
- **Peer Support: [sample]** Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.

Grade	Student Participation Rubric
2	• Comes to class prepared and is actively attentive throughout class • Contributes readily to conversation with thoughtful comments, but does not dominate • Thoughtful contributions that advance discussions • Shows interest in and respect for others' views • Listens attentively and takes notes • Participates actively in small groups
1 or .5 or 0	* Comes in late or leaves class early. • Minimal participation or collaboration during discussions or group work. • Relies on personal opinions or memories for discussion, vs. evidence/data • Interrupts instruction with digressive questions or comments • Behaviors are disruptive or distracting to neighbors • Interrupts or does not attend to the contributions of other students • Participates in a disruptive manor or dominates discussions • Participates, but in a rambling, intangible manner. • Ignores the cues given by the instructor or fellow students • Comes to class unprepared *If **tech devices** are used during class, it may be required that class notes be sent to the instructor at the end of the class session, in order to earn participation points for the session.

0	**Attends to tech devices during any part of class session**
	    -No sounds or use is permitted on phones or computers/pads etc.
	    -In an emergency: go into the hallway to address it and inform Dr. Taylor
	    -Pre-arrange special situations with Dr. Taylor before an issue occurs.
	0 pts Absent

Attendance: 1 point per session are earned for attendance. .5 points lost for being late or leaving early. 0 points when absent. No make-ups possible. (**8 points total**)
Participation: 1 point per session may be earned for participation. **(8 points total)**

Assessment
The course aims to model the importance of using multiples measures of assessment to gauge the progress of learners. Assignments must be completed on time according to agree upon guidelines. **No late work** will be accepted unless agreed upon by Professor in advance of the due date. If you are absent, you may e-mail your work before the start of the class session (on the due date).

All assignments are preparing you for TPA responses that are due during your semester of supervision.

94-100	A		77-79	C+
90-93	A-		74-76	C
87-89	B+		70-73	C-
84-86	B		65-69	D
80-83	B-		< 65	F

Points

Attendance	8 points
Participation	8 points
Projects-Assignments-Quizes-Final	45 points
Activities	9 points
Reading Responses	14 points
Teaming Skills	<u>16 points</u>
	100

Grading

Remember that you must maintain a 3.0 GPA in order to proceed in the MSMC Multiple or Single Subject Credential Program. This course requires many activities, some worth a small number of points. Please be aware that completion of these assignments is required in order to remain in good academic standing.

Other Guidelines and Notes

- Exchange phone numbers and e-mail addresses with your classmates/colleagues for mutual help and support.
- Find a friend who will read and edit your assignments with you before submitting a final draft. All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.) Students are encouraged to make use of the Learning Resource Center and/or the Graduate Writing Tutors, Christine Jun, cjun@msmc.la.edu or Christine Mills, cmills@msmc.la.edu. You can leave a message for them at 213-477-2873. They are there to support you!

MSMU University and Education Department Policies:

- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.

- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.

For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see https://www.turnitin.com/solutions/plagiarism-prevention).

- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
    - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
    - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
    - **Study Days:** The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. <u>All</u> students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
    - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.

- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates MUST have a Certificate of Clearance PRIOR to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**

- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
    - files the application no later than 1 week prior to finals
    - has completed the majority of assignments

- on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
- is prevented from completing the final assignment

- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

- **Resource Binder Maintenance**
  All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filling system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
- **Student Resources**
  Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
  Professional and Academic Resource Center (PARC)
  - The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment. access the PARC page on myMSMU: https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC
  - All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.

- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.
- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

Requirements for Class & Team Member Participation

Distinct roles within groups:
1. Each candidate is responsible for initiating and sustaining communication with the group, (and instructor)
2. Up-hole coordinated schedules and the organizing of meetings,
3. Maintain focus on tasks and design proactive interventions to meet deadlines.
4. Check each other's work and support improvements as needed.

Support teammates and encourage them toward a successful performance:
1. assess the nature and difficulty of a task
2. break the task into steps or a sequence of stages
3. plan a strategy
4. manage time
5. delegate responsibilities
6. coordinate efforts

Teaming Skills

Patience & investigative efforts will expand one's skills and abilities
Monitor judgmental positions and keep them out of the equation between you and others,
Communicate respectfully and offer productive direction when at a stalemate,
Candidates also need to know how to handle issues that only arise in groups, for example to:
1. listen to alternative ideas and perspectives
2. challenge others by using respectful means of inquiry
3. explain ideas to others & exercise an open minded perspective
4. resolve conflicts & reach a consensus
5. integrate & balance the contributions of all team members

Rubric: Team Member Participation

5	4	3	2	1
Proactive communications. Always contributes positively in nature, yet info may challenge content or perceptions of others. Successful outcomes for work.	Prompt communicator. Sometimes contributes positively in nature, yet info may challenge content or perceptions of others	Good communicator. A few contributes were positive in nature, and indirectly avoided challenging the content or perceptions of others.	Inconsistent communications. Attempted to contribute positively, yet info was void of a respectful challenge to the content or perceptions of others	Late or void of communications. Little or no attempt to positively contribute to class discussions and challenge the content or perceptions of others
Able to identify the sources of support Applies this concept to real situations.	Sometimes able to identify the sources of support. Applies this concept to real situations.	Able to show support. Applies this concept to real situations. Uncooperatiave.	Able to identify the sources of support. Applies part of the concept to real situations.	Little or no ability to identify sources of communication and unable to apply these concepts to real situations.

MSMU Office Information:

- Please call Catalina, the Education Department Administrative Assistant, to make an advisement appointment: (213) 477-2620.

- The FAX number for the Education Department is (213) 477-2629.

Theory & Applications

Bloom's Taxonomy	**Common Core Connected to Curricula**
Comprehension	**Boehm's Stages of Conceptualization**
Application	**Current academic topics**
Analysis	**Graphic Organizers**
Synthesis	**Higher Order Thinking**
Creativity-Evaluation	**Personal skills**
Modalities	**Glaser - Engagement**
	Multiple Intelligences
UDL/IIO Chart	**Processing of Input-Integration-Output**
Responsive Teaching	**Assessment**
	Interventions
	Recovery
Reconstruct Lessons for the Learner	**UbD UDL MTSS - IRIS**
Case Study Activity	**Case Study Work**
Text	**Reading Responses**
Class Activities & Homework	**Handouts-Canvas- Power Point Slides**

Assignment Schedule: Turn in assignments on the due date which will always be *one week after the class session*. They will be returned to you before the next meeting session with feedback and corrections. This is why late work will **NOT** be awarded any credit. No excuses will be accepted, so complete assignments early, right after the class session. Waiting 2 weeks to respond to your work will make it harder to recall details and conceptualize the new material.

Points

Attendance	8 points
Participation	8 points
Projects-Assignments-Quizes-Final	45 points
Activities	9 points
Reading Responses	14 points
Teaming Skills	<u>16 points</u>
	100

Session	Projects/Assignments/Activities Blue Cells = Class/Collaborative work/Hmwk Peach Cells = Independent work only	Due Date, Time (Subject to Change)
Pre-session	Read textbook Ch 2: UbD content & structure	Jan 21st 5:30 PM
1 Jan 14	Project 1a: Analyze Grade Level lesson plan 1st Independently chart qualities– hand in form. 2nd Develop teams – UbD – Evaluate Game Demo for Input	Jan 14th in class
	Read textbook Ch 5: Theory Components	Feb 4th 5:30 PM
2 Jan 28	Project 3a: Teaching a Complex Concept & real world Problem Solving 1st Independently/team work chart on form	In-class activity
	Project 1b: Modalities & Multiple Intelligences	In-class activity
	Project 2a&b: Case Study Interview a learner	Feb 4th/11th 5:30 PM
	Read textbook Ch 7: Classroom Climate	Feb 11th 5:30 PM
3 Feb 11	Project 1c: Id. analyzing skills within lesson plan Create new graphic organizers for lesson	Feb 18th 5:30 PM
	Project 1d: Glaser's engagement chart Evaluate	Feb 18th 5:30 PM
	Read textbook Ch 3: Targeting Goals	Feb 25th 5:30 PM
4 Feb 25	Project 4: Comprehension-Stages of Conceptualization	Mar 3rd 5:30 PM
	Activity: Environmental & Cognitive Interventions	Mar 17th 5:30 PM
	Read textbook Ch 4: Rate Progress	
5 Mar 17	Project 1e: Common Core Development	Mar 24th 5:30 PM
	Activity: Unit Development & Curriculum Plan	In-Class Activities
	Read textbook Ch 6: Enrich Lessons	March 31st 5:30 PM
6 Mar 31	Project 5: Interventions & Collaboration	Apr 7th 5:30 PM
	Project 1f: Apply theory & Unit advancement (UbD, MTSS, ULD)	
	Read textbook Ch 1: Memory	April 14th 5:30 PM
	Project 3a: Progress Report on teaching Concept	April 14th 11:59 PM
7 Apr 14	Project 3b: Analyzing Complex Concepts for HOTS	In-Class Activities
	Project 3c: Apply Concepts to Grade Level Curriculum PLT	April 21th 11:59 PM
	Project 3d: C&C 1st worksheet & evaluate	April 21st 5:30 PM
	Project 2c: Subject Interview -Teach complex content	April 21st 5:30 PM
	Project 3d: C&C to 3a worksheet	
8 Apr 28	Final: Assessment of course content	April 28th
	Present: Examples of Stages, Analyses, HOTS, etc.	

Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.

Attendance & Participation -2 pts. for each class session fully attended- 16 pts	#1a-f	Lesson Plan
Reading assignments are 2 points each for a total of 14 Points.	#2a-c	Case Subject Interview
Projects expand and overlap for an in-depth learning experience = 70 points	#3a-d	Teaching Concepts
Extra Credit: Feb 15th Conf = 1-2 pts Other options may spontaneously become available.	#4	Comprehen/Processing
	#5	Interventions

Skills acquired in this course:

1. Evaluate stage of Conceptualization
2. Inventory of Skills for student performance
   - Use to provide specific feedback to student
   - Use to assess patterns of learning needs
   - Use to document student progress in spelling, writing, reading, math, etc.
3. Evaluate Learning sequence (IIO, UDL, UbD, MTSS)
4. Evaluate sequence of Thinking
   - Thinking schema-analytically using 8 critical structures
   - Building for transference
5. Coordinate instruction with learning
6. Build a relationship with learner through success

- **Signals** of frustation

- **Interventions**
- Environmental
- Instructional

Theory

Matched Integration

Successful Learning

New Instruction

- Closing the learning **Gap**

- **Discovery** of how the subject best learns