



Education Department
EDU 150/250: Elementary Instruction: Theory and Practice
Course Syllabus
Spring 2021
Wednesday Evenings, 5:30-8:30PM **On-line only**

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Office hours: Please call (213) 477-2988 to schedule an appointment

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.

Course Description:

This course is designed to provide growth in effective instructional and management methods within the context of a diverse society. It is the introductory professional preparation course for the Elementary Teacher Preparation Program. Using an interactive and collaborative format, teacher candidates will examine current theory and discuss and practice ways to create positive learning environments for all children, including those learning English. Candidates will learn to use a variety of teaching strategies that support multiple learning styles, different lesson plan formats, and to self-assess their teaching practice. Candidates will also examine their own life experiences and how they influence their teaching philosophy. Candidates will have an opportunity to expand their teaching and management skills through focused observations and participation in an MSMU affiliated public school classroom where the educators are familiar with current instructional theory and practice. If the candidate is already teaching, he/she will also learn ways to look more deeply at his/her own practices. Course meetings will model and utilize effective learning techniques as well as subject-specific pedagogy for teaching Physical Education and Health in relation to the California Content Standards and Frameworks. The course goal is to extend candidates' abilities to make decisions that are appropriate for a diverse student population where many are just learning English. *Note: On-site school observations are required in this course to help fulfill CCTC's early fieldwork hour requirement. (See Fieldwork requirements) Candidates must have access to transportation to the fieldwork site.*

Requires concurrent enrollment with EDU 207 and EDU 208A

Course Philosophy:

We will strive to be a community of learners that questions assumptions while listening respectfully to ideas that may or may not match our own. It is essential that learners are inquisitive because their interests, inquiries, and experiences are what drives their learning and in many ways the curriculum.

Course Objectives and Student Learning Outcomes:

Candidates will gain familiarity with, practice, and demonstrate initial competencies in the following expectations of a novice teacher:

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (TPE 1.1)
2. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. (TPE 1.3)
3. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including Specially Designed Academic Instruction in English (SDAIE). (TPE 1.6)
4. 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. (TPE 2.1)
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom. (TPE 2.5)
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. (TPE 2.6)
7. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks for Health and Physical Education. (TPE 3.1)
8. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. (TPE 3.2)
9. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction. (TPE 3.3)
10. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards. (TPE 3.8)
11. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. (TPE 4.2)
12. 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: appropriate use of instructional technology and opportunities for students to support each other in learning. (TPE 4.4)

13. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including the use of scoring rubrics. (TPE 5.1)

14. Subject-Specific Pedagogy for Physical Education and Health Education.

Required Texts (available at the Doheny Bookstore or free online as indicated)

California Department of Education (2009), *Physical Education Framework for California Public Schools Kindergarten through Grade Twelve*. Sacramento, CA
 ISBN-978-0-8011-1696-4 <http://www.cde.ca.gov/ci/cr/cf/documents/peframework2009.pdf>
 (free on-line)

California Department of Education (2019), *Health Education Content Standards for California Public Schools: Kindergarten through Grade Twelve*. Sacramento, CA
 (This free online document will be released soon) <https://www.cde.ca.gov/ci/he/cf/>

Echeverria, J., Vogt, M. E., & Short, D. J. (2018). *Making Content Comprehensible for Elementary English Language Learners: The SIOP Model*. Third Edition. Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13: 978-0-13-455020-6

Fisher, D. et al (2018). *Engagement by Design: Creating learning environments where students thrive*. Thousand Oaks, CA: Corwin/Sage Publications, Inc. ISBN-13: 978-1-5063-7573-1
 ProQuest Link: (you do not need to purchase this book)
<https://ebookcentral.proquest.com/lib/msmcebooks/detail.action?docID=6261452>

One subscription to an education focused professional journal. This will require student membership in the professional organization. The professor will provide a list of appropriate journal options on the first night of class.

Course Assignments: Please refer to full assignment instructions for all requirements.

Course Assignment	Point value	TPE	Due Date
Reflection on Educational Experience Reflect on the best teachers you have had in your life and what characteristics they share.	2	6.5	Jan. 20
Journal Selection Essay In order to become familiar with professional inquiry on topics of education, use an internet search to preview several education journals.	3	6.3	Jan. 27
Group Physical Education Lesson Plan Your group will be assigned a grade level and state-adopted content standards. The group must align the lesson with both content and language standards. The lesson should detail the multiple steps required to implement according to the MSMC Lesson Plan	5	3.1 4.4 5.3	Feb. 3

<p>First Impressions of Focus Student This the first of three narratives about your focus student.</p>	(see OT #1)	1.1	Feb. 10
<p>Physical Education Lesson Plan You will select a grade level (K-2) and appropriate state-adopted content standards. You must align the lesson with both content and language standards, include differentiation for English Learners. The instruction and student learning experiences should be designed with the Subject-Specific Pedagogy for Physical Education in mind.</p>	10	1.3, 1.4, 1.6 2.5 3.1, 3.3, 3.5 4.2, 4.4 5.2, 5.3, 5.5	Feb. 17
<p>Fieldwork Observation Essay #1 Interaction & Engagement In your participation/observation classroom, how are the teacher and other adults in the school and classroom creating a caring collaborative learning community in which all students participate?</p>	5	2.1 2.2 2.3 2.6	Feb. 24
<p>Draft Focus Student Learning Record Gather and document the sources of information about your focus student.</p>	(see OT #1)	5.6 5.7	Mar. 3
<p>Classroom Management Plan As guided by the IRIS Module <i>Developing Your Own Comprehensive Behavior Management Plan</i>, create a plan.</p>	5	1.6 2.1, 2.2 2.3 2.6	Mar. 17
<p>Health Education Lesson Plan You will select a grade level (3-5) and appropriate state-adopted content standards. Imagine that you have no required text - all you have is standard classroom materials and resources from health and nutrition agencies. You must align the lesson with both content and language standards, include differentiation for English Learners and a student with special needs – use Jake. The instruction and student learning experiences should be designed with the Subject-Specific Pedagogy for Health Education in mind.</p>	10	1.3, 1.4, 1.6 2.5 3.1, 3.3, 3.5 4.3, 4.4 5.2, 5.3, 5.5	Mar. 24
<p>Fieldwork Observation Essay #2 Supporting the Full Range of Learners: Breaking Barriers and Guiding Self-Assessment How does the teacher engage students in a variety of learning experiences to address the different ways they learn or demonstrate what they know and are able to do? Consider Universal Design for Learning elements.</p>	5	2.5 3.2, 3.4, 3.5 3.6 4.4 5.3	Mar. 31

<p>Draft Health Lesson to teach This is the plan that you are planning for OT #2. You will collaborate with colleagues and assess needs for revision before teaching.</p>	(see OT #2)	3.4	Apr. 28
<p>Opportunity Task #1 You will select one student who is ethnically, culturally or linguistically different from you and who is having little academic success. During the semester you will talk with, observe, collect data and, if possible, conference with an adult family member. You will meet with the student several times to find out about his/her literacy and language learning and his/her mathematical learning. Throughout the project you will reflect on what you are finding, make connections among the data you are collecting, and decide ways for moving the student toward more complex academic knowledge and toward a better understanding of learning strengths and needs.</p>	20	1.1 4.1 6.1	Apr. 21
<p>Discussion Board Posts Respond to IRIS Modules <i>Addressing Disruptive and Noncompliant Behaviors (Part 1 & 2)</i></p>	5	2.1, 2.3, 2.6 6.2, 6.4, 6.5	Apr. 7
<p>Fieldwork Observation Essay #3 Teacher and Student Use of Technology Consider the cooperating teachers of use online tools to enhance teaching and learning (ex. communicate, collaborate, design instruction, and assess student learning). How do students use technology to access information, to communicate and collaborate with others, to express what they know and understand?</p>	5	1.2 3.7 3.8 4.4a 4.8 5.4	Apr. 14
<p>Opportunity Task #2 Write a Health lesson plan, using the MSMU format (all elements introduced in this course), that is content-specific and incorporates appropriate strategies for the grade level and linguistic ability of the students.</p>	20	1.3, 1.6 2.5 3.2, 3.3 4.2 5.7	May 5
<p>Guided Self-Assessment of TPEs Describe the specific part of an activity(s) or assignment(s) where you provided evidence for each course outcome.</p>	5	6.3	May 5

Required Field Experience:

An important way to apply the theories and principles studied in class, to real-life classrooms and students, is through focused participation/observation activities in the field. We will be discussing your early fieldwork observations and the connections to our course objectives and topics on a weekly basis.

The total fieldwork required by the State of California before advancing to supervised teaching is 150 hours, which will be completed in your elementary methods courses: **EDU 1/250**, 1/254 or 1/255, and 1/256.

Pre-service teachers: You will do regular weekly visits of 2 to 4 hours in public school classrooms or affiliated non-public school placements for a total of 50 hours during three semesters. The Fieldwork Placement Coordinator, Kelli Agner, will assist you with your placement and schedule elementary school visits during your enrolled lab time (undergraduates, if applicable) or times indicated on a **Fieldwork Request Form** (undergraduate and graduate students).

In-service teachers: You must also keep track of 50 hours of fieldwork each semester, however up to 35 of these hours can be observation/participation in your own school. You will also need an additional minimum of 15 hours* each semester in a public school classroom at a grade level different than their own. These public school hours will be arranged by the Fieldwork Coordinator, and may be consolidated as needed.

*Required hours may be greater if your school of employment does not meet or partially meets the qualifying site requirements.

Alternative Fieldwork Experience

Alternative Fieldwork Experience: Candidates may request an alternate fieldwork experience to substitute for required hours by submitting an Alternate Fieldwork Placement request form to the Program Director. This form must be signed off by the Program Director before the hours can count towards the log.

Verification of Early Fieldwork Hours

As part of your supervised teaching application process, the advisor will confirm that you have submitted **Early Fieldwork Logs** that will total 150 hours before allowing you to advance to supervised teaching.

Course Format:

This course meets in person on the Doheny campus during the published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas.

Classroom Policies:

- **Submitting work:** All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use templates when provided. When no template is provided, use the formatting defined below.
- **Formatting:** There should be uniform margins of at least one-inch at the top, bottom, left, and right sides of your essay. Your paper should be double-spaced. Every page of your essay should include a running head at the top left. Every page should also include a page number in the top right corner. The first word of each paragraph in your paper should be indented one-half inch. The APA recommends using Times New Roman size 12 font. Your essay should also have a title page in APA format. This title page should include the title of your paper, your name and school affiliation, the course title, instructor name and the date. Your essay should also include a reference list. Located at the end of your paper, the reference section is a list of all the sources that were cited in

your essay. References should be listed alphabetically by the last name of the author, and they should also be double-spaced.

- **Grading:** The major assignments will be graded using an assignment-specific rubric. All assignments will be recorded using a traditional point system, which allows the student to earn partial points for an assignment.
- **Make-up Work:** If you are going to be absent, you may e-mail your work before the start time for the class (on the due date) to the instructor from your MSMU email account to be considered for full credit. Significant points are deducted for late work.
- **Tardiness:** 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.
- **Classroom Participation:** During class we will model many different teaching approaches, and class discussion will help us clarify our beliefs and practices. Every week we will be involved in small group work and written reflection. Since none of the in-class activities can be replicated outside the class session, no make-up assignment is possible if you are absent or late.
- **Peer Support:** 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.
- **E-Learning System (Canvas):** If you have any questions or if you experience difficulties logging in to **Canvas**, please contact the [MSMU Helpdesk](#) or call the following numbers for immediate assistance (213) 477-2970 or toll free at (866) 224-6968.

Assessment - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

Grading Scale

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

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU's graduate students. 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 University.

Opportunity Tasks:

Following the competency routes laid down by the California Commission on Teacher Credentialing for the Multiple Subject credential, you will have opportunities throughout the methodology coursework to practice tasks related to the California Teacher Performance Expectations (TPE's) and to meet the "opportunity task" level of a skilled beginning teacher. These (TPE's) will provide the knowledge base for the final Teacher Performance Assessments that you must complete successfully before you can apply for your credential. Each methodology course contains many practice tasks and a few culminating "opportunity tasks". EDU 150/250 includes two opportunity tasks.

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. All 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, 1/254, 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
- **Personal Protective Equipment Policy:** All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay on campus.
- **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 filing 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.

MSMU Office Information:

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.

EDU 250 COURSE CALENDAR

Potential COVID-19 Disruption: Should the course modality change during the semester the instructor will provide a comprehensive update of how the class will continue and any changes that may result. Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.

Session 1 – January 13, 2021

Topic(s): Getting Acquainted & Learning as a Purposeful Activity

In-class Activity: Context and important learning experiences

Reading Due: P.E. Framework – Introduction

Written Assignment(s) Due: Early Fieldwork Schedule Request (in class)

Session 2 – January 20, 2021

Topic(s): State-Adopted Standards and Expectations; ISTE Standards

In-class Activity: Identify spiral nature of P.E. standards in K-5

Reading Due: P.E. Framework – Chapter 6 – Instruction; Fisher et al. – Chapter 1

Written Assignment(s) Due: Reflection on Educational Experience

Session 3 – January 27, 2021

Topic(s): Writing Learning Objectives & Thinking Ahead to Assessment

In-class Activity: Co-planning for P.E. instruction.

Reading Due: Echevarria et al. – Chapters 1 and Chapter 2; and Bloom (on Canvas)

Written Assignment(s) Due: Journal Description Essay

Session 4 – February 3, 2021

Topic(s): Engaging and Effective Instruction in Physical Education

In-class Activity: Lesson feedback & opportunity to revise lesson plan

Reading Due: Echevarria et al. – Chapters 3 and 4; P.E. Framework Appendix

Written Assignment(s) Due: Group P.E. Lesson Plan and materials

Session 5 – February 10, 2021

Topic(s): Theories for teaching and learning

In-class Activity: Methods for learning about students

Reading Due: Vygotsky, VARK, and Kolb selections (on Canvas) – use I-Chart

Written Assignments Due: First Impressions of Focus Student (OT #1)

Session 6 – February 17, 2021 Asynchronous On-Line Course Meeting

Topic(s): Culturally Responsive Classroom Environments

Reading Due: Echevarria et al. – Chapters 5 and 6; Fisher et al. – Chapter 2

Written Assignments Due: P.E. Lesson Plan

Session 7 – February 24, 2021

Topic(s): Lesson Delivery – SDAIE Strategies, Direct Instruction & Alternative Approaches

In-class Activity: Peer collaborative feedback on P.E. lessons & opportunity to revise

Reading Due: Echevarria et al. – Chapters 7 and 8; Health Framework Chapters 1

Written Assignments Due: Fieldwork Observation Essay #1

Session 8 – March 3, 2021

Topic(s): Engaging and Effective Instruction in Health Education

In-class Activity: Balancing the focus of health instruction

Reading Due: Health Framework Chapters 3-4 & 8;

Written Assignments Due: Focus Student Learning Record

MSMU Spring Break 3/8- 3/12

Session 9 – March 17, 2021 Asynchronous On-Line Course Meeting

Topic(s): Classroom Management Planning

Reading Due: NASP Classroom Management Readings: *Supportive Strategies*, *Preventative Strategies*, *Corrective Strategies* (on Canvas)

Learning for Justice: Classroom Culture (exploration of resource)

Written Assignments Due: Comprehensive Behavior Management Plan

Session 10 – March 24, 2021

Topic(s): Quality Questioning for Learning

In-class Activity: Questions to engage Higher Order Thinking

In-class Activity: Peer collaborative feedback on Health lessons & opportunity to revise

Reading Due: Fisher et al. – Chapters 3 and 4; Health Framework Chapters 9

Written Assignments Due: Health Education Practice Lesson

Session 11 – March 31, 2021

Topic(s): Teaching Cooperative Skills and Supporting the Full Range of Learners

In-class Activity: Selecting Great Community/Web-based Resources

Reading Due: Fisher et al. – Chapter 5; Intro. Universal Design for Learning (Canvas)

Written Assignments Due: Fieldwork Observation Essay #2

Session 12 – April 7, 2021 Asynchronous On-line Course Meeting

Topic(s): Addressing Disruptive and Noncompliant Behavior

Reading Due: *Solving Problems Together* (on Canvas)

Written Assignments Due: Discussion Board Posts

Session 13 – April 14, 2021

Topic(s): Checking for Understanding

In-class Activity: Creating rubrics for teacher and student use

Reading Due: Echevarria et al. Chapter 9; P.E. Framework Chapter 5; *Classroom Assessments that Inform Instruction* (on Canvas)

Written Assignments Due: Fieldwork Observation Essay #3

Session 14 – April 21, 2021

Topic(s): Learning About Students and Appropriate Interventions

In-class Activity: Using what we know about students in support of learning

Reading Due: P.E. Framework Chapter 7

Written Assignments Due: Opportunity Task #1 – Final

Session 15 – April 28, 2021

Topic(s): Guiding Student Self-Assessment and Planning Student Use of Technology

In-class Activity: Guided self-assessment of health lesson

Reading Due: Re-read SIOP pp. 300-306; Prepare to share one of your journal readings.

Written Assignments Due: Health Lesson Plan (for OT #2)

Session 16 – May 5, 2021

Topic(s): Empowering Reflective Practitioners

Reading Due: Re-read CA Teaching Performance Expectations document

Written Assignments Due: Opportunity Task #2 – Final

Candidate Self-Assessment of TPEs (in class)