



**Department of Curriculum and Instruction**

Fall 2024

**EDEL 4020: Intro to Instl Design, Assessment, and Classroom Mmgt Methods  
(3 units)**

Instructor:

Class Location:

Email:

Class Day/Time:

Office Hours:

**Catalog Description:**

This course is designed to provide a theoretical and practical foundation for the pedagogical dimensions of the multiple subject teacher credential program. Through an exploration of the fundamental principles of instructional design, assessment, and classroom management, candidates will obtain a solid grounding in basic teaching methods and the framework for their future coursework. Through taking part in an active learner-centered synthesis of these three areas, candidates will better understand the inter-relationship between each, and how each relates to student achievement.

**Professional Statements:**

**A. Theme and Conceptual Framework for Professional Preparation**

The faculty members of the College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course-by-course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA College of Education faculty.

**B. Statement of Reasonable Accommodation**

The College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation.

Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

**OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at [OSD@calstatela.edu](mailto:OSD@calstatela.edu) or (323) 343-3140.**

**Other student supports on the Cal State L.A. Campus:**

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/studentervices/calfresh>
- **Graduate Writing Support Program:**  
<http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

**All Gender Restrooms:**

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

**Lactation Rooms**

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

**C. Student Conduct**

Student conduct is viewed as a serious matter by the faculty members in the College of Education. The School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA eCatalog). Academic honesty is expected of all students in the College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

***\*\*Please read relevant sections of the APA manual regarding plagiarism and academic scholarship\*\****

**D. Technology**

Courses in the College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the CCOE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up to date.
- **Use a Cal State LA email account for all course and university-related communication.**
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the College of Education.

### **Land Acknowledgment**

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

*This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.*

## California Teaching Performance Expectations (TPEs)

The TPEs addressed in this course are noted in **blue** in the table below.

<b>1. Engaging and Supporting Students in Learning</b>	<ol style="list-style-type: none"> <li>1. Apply knowledge of students...</li> <li>2. Maintain ongoing communication with students and families...</li> <li>3. Connect subject matter to real-life contexts and provide active learning experiences to engage students...</li> <li>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...</li> <li>5. Promote students' critical and creative thinking and analysis...</li> <li>6. Provide a supportive learning environment for students' first and/or second language acquisition...</li> <li>7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts...</li> <li>8. Monitor student learning and adjust instruction...</li> </ol>
<b>2. Creating and Maintaining Effective Environments for Student Learning</b>	<ol style="list-style-type: none"> <li>1. Promote students' social-emotional growth, development...</li> <li>2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning</li> <li>3. Establish, maintain, and monitor inclusive learning environments...</li> <li>4. Know how to access resources to support students</li> <li>5. Maintain high expectations for learning with appropriate support...</li> <li>6. Establish and maintain clear expectations for positive classroom behavior...</li> </ol>
<b>3. Understanding and Organizing Subject Matter for Student Learning</b>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of subject matter...</li> <li>2. Use knowledge about students and learning goals to organize the...</li> <li>3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy...</li> <li>4. Individually and through consultation and collaboration..., plan for effective subject matter instruction...</li> <li>5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning ...</li> <li>6. Use and adapt resources, standards-aligned instructional materials...</li> <li>7. Model and develop digital literacy by using technology to engage students and support their learning...</li> <li>8. Demonstrate knowledge of effective teaching strategies w/ technology standards</li> </ol>
<b>4. Planning Instruction and Designing Learning Experiences for Students</b>	<ol style="list-style-type: none"> <li>1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals...</li> <li>2. Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning...</li> <li>3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas...</li> <li>4. Plan, design, implement and monitor instruction, making effective use of instructional time...</li> <li>5. Promote student success by providing opportunities for students...</li> <li>6. Access resources for planning and instruction...</li> <li>7. Plan instruction that promotes a range of communication strategies and activity modes...</li> <li>8. Use digital tools and learning technologies across learning environments....</li> </ol>
<b>5. Assessing Student Learning</b>	<ol style="list-style-type: none"> <li>1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments*</li> <li>2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction...</li> <li>3. Involve all students in self-assessment and reflection on their learning goals and</li> </ol>

	<p>progress...</p> <ol style="list-style-type: none"> <li>4. Use technology as appropriate to support assessment administration, conduct data analysis...</li> <li>5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals...</li> <li>6. Work with specialists to interpret assessment results from formative and summative assessments...</li> <li>7. Interpret English learners' assessment data to identify their level of academic proficiency in English...</li> <li>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.</li> </ol>
<p><b>6. Developing as a Professional Educator</b></p>	<ol style="list-style-type: none"> <li>1. Reflect on own teaching practice and level of subject matter and pedagogical knowledge...</li> <li>2. Recognize own values and implicit and explicit biases...</li> <li>3. Establish professional learning goals and make progress to improve practice...</li> <li>4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families...</li> <li>5. Demonstrate professional responsibility for all aspects of student learning and classroom management...</li> <li>6. Understand and enact professional roles and responsibilities as mandated reporters...</li> <li>7. Critically analyze how the context, structure, and history of public education in California affects and influences...</li> </ol>
<p><b>7. Effective Literacy Instruction for All Students</b></p>	<ol style="list-style-type: none"> <li>1. Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework and their integration.</li> <li>2. Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy.</li> <li>3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities.</li> <li>4. Provide literacy instruction for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</li> <li>5. Foundational Skills. Develop students' skills in:       <ol style="list-style-type: none"> <li>a. print concepts, including letters of the alphabet</li> <li>b. phonological awareness, including phonemic awareness</li> <li>c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences</li> <li>d. decoding and encoding, including morphological awareness</li> <li>e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)</li> <li>f. instruction that is structured and organized as well as direct, systematic, and explicit</li> <li>g. connected, decodable text</li> <li>h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</li> </ol> </li> </ol>

	<p>i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p> <p>6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p> <p>7. Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures, and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p> <p>8. Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration.</p> <p>9. Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.</p> <p>10. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.</p> <p>11. Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.</p>
--	---

**Note:** This course may address discipline-specific standards as well.

### Student Learning Outcomes (SLO)

<b>SLO 1</b>	The student will evaluate common and popular theories of classroom management.
<b>SLO 2</b>	The student will select and execute various practical strategies for creating clear expectations and effective technical management.
<b>SLO 3</b>	The student will articulate and apply a variety of classroom management strategies that will promote a positive, efficient, healthy, and effective learning environment for their students.
<b>SLO 4</b>	The student will identify and describe effective instructional practices.
<b>SLO 5</b>	The student will think critically about classroom culture while constructing a transformative management system that creates a student-centered, engaging, and high functioning classroom.
<b>SLO 6</b>	The student will conceptualize and describe a safe and personal classroom culture.
<b>SLO 7</b>	The student will create a personal system for managing their future or current classroom in the form of a comprehensive learning plan.
<b>SLO 8</b>	The student will distinguish the appropriate use of various instructional models and be able to create lesson plans using each specialized design.
<b>SLO 9</b>	The student will apply various assessment methods and be able to be expert in their application, including authentic assessment, and be able interpret when to use which forms of assessment for which types of target areas and learning situations, and to assess student learning for purposes of measuring student progress and identifying gaps in learning that need additional instructional focus.
<b>SLO 10</b>	The student will distinguish instructional, management and assessment methods within a variety of taxonomies, including more teacher-centered or student centered and be able to articulate the effects of each.
<b>SLO 11</b>	The student will understand, and articulate issues related to teaching students who are English Language Learners.
<b>SLO 12</b>	The student will convey examples and situations describing the teaching of students and the multiple entry points and scaffolding opportunities that arise when introducing new concepts.
<b>SLO 13</b>	The student will construct an academically challenging, culturally relevant, and meaningful curriculum to all students, integrating students' cultural context within the curriculum.
<b>SLO 14</b>	The student will create units and lessons within them, culminating in an Instructional Strategies Plan (ISP).

## COURSE SCOPE AND SEQUENCE

Scheduled readings or resources are subject to change.

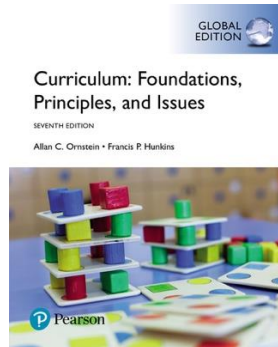
Week/ Module	Topics	<b>Due:</b> <i>Discussion Boards</i> (Due on Thursday each week, and respond to two others by Sunday each week) <i>Assignments</i> (Due on Sunday each week when one is due)
Week 1	<ul style="list-style-type: none"> <li>● Personal Biography</li> <li>● Defining Curriculum</li> <li>● Curriculum Roles</li> <li>● Philosophical Foundations of Curriculum</li> </ul>	Discussion Board #1-Meet-n-Greet. Discussion Board #2-School Climate (TPE 2.1, 2.2 Introduce and Assess) Course Assignment #1 - Philosophy Statement (TPE 6.1, 6.5, 6.7 Introduce and Assess)
Week 2	<ul style="list-style-type: none"> <li>● Equity versus Equality</li> </ul>	Discussion Board #1-Equity and Equality (TPE 6.7 Introduce and Assess)  Course Assignment #2 -Defining Equity vs Equality in Education (TPE 6.7 Introduce and Assess)
Week 3	<ul style="list-style-type: none"> <li>● Mindfulness Teaching</li> </ul>	Discussion Board #1-Mindfulness Teacher (TPE 6.1 Introduce and Assess)  Course Assignment #3- Mindful Teacher (TPE 6.1 Introduce and Assess)
Week 4	<ul style="list-style-type: none"> <li>● Historical Foundations of Curriculum</li> <li>● Multi-Tiered Systems of Support (MTSS)</li> </ul>	Discussion Board #1-Choose, Analyze, Share (TPE 6.7 Introduce and Assess)  Course Assignment #4 - Multi-Tiered Systems of Support (MTSS) (TPE 1.4, 7.2 Introduce, Assess)
Week 5	<ul style="list-style-type: none"> <li>● Social Foundations</li> <li>● Motivation</li> <li>● Character/Moral Education</li> <li>● School Culture</li> </ul>	Discussion Board #1-Motivation Factors and Social Foundations (TPE 1.3 Introduce and Assess)
Week 6	<ul style="list-style-type: none"> <li>● Obstacles and challenges facing students and schools today.</li> </ul>	Discussion Board #1-Teachers Share Their Biggest Challenges (TPE 6.5 Introduce and Assess)  Course Assignment #5- Collaborative Group Project (TPE 1.5, 2.1, 2.2 Introduce and Assess)
Week 7	<ul style="list-style-type: none"> <li>● Theoretical Approach</li> <li>● Comprehensive Learning Plan</li> </ul>	Discussion Board #1-Theoretical Approach (TPE 2.2 Introduce and Assess)
Week 8	<ul style="list-style-type: none"> <li>● Evaluation Approach</li> </ul>	Discussion Board #1-Evaluation Approach (TPE

	<ul style="list-style-type: none"> <li>● Definition of Assessments</li> </ul>	5.1, 5.2 Introduce and Assess)
<b>Week 9</b>	<ul style="list-style-type: none"> <li>● Pedagogical Approach</li> <li>● Comprehensive Learning Plan</li> </ul>	<p>Discussion Board #1-Pedagogical Approaches (TPE 2.2 Introduce and Assess)</p> <p>Course Assignment #6 - Comprehensive Learning Plan (CLP)-*Signature Assignment (TPE 2.1, 2.2, 2.5, 2.6 Introduce and Assess)</p>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>● Culturally Responsive Teaching</li> <li>● Cultural Proficiency Continuum</li> </ul>	<p>Discussion Board #1-Culturally Responsive Teaching (CRT) (TPE 1.3, 7.3 Introduce, Assess)</p> <p>Course Assignment #7- Culturally Responsive Pedagogy (TPE 1.3, 7.3 Introduce, Assess)</p>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>● Curriculum Design</li> <li>● Modern and Postmodern Frameworks</li> </ul>	<p>Discussion Board #1-Translanguaging (TPE 1.6 Introduce and Assess)</p> <p>Course Assignment #8- Essential Questions (TPE 3.5 Introduce and Assess)</p>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>● Curriculum Development</li> <li>● Backward Design</li> <li>● Aims, Goals, and Objectives</li> </ul>	<p>Discussion Board #1-Aims, Goals, Objectives, and your Curriculum Approach (TPE 4.3, 4.6, 4.7)</p> <p>Course Assignment #9-Universal Design for Learning (UDL) (TPE 1.4, 7.2 Introduce, Assess)</p>
<b>Week 13</b>	<ul style="list-style-type: none"> <li>● Curriculum Implementation</li> <li>● Curriculum Stakeholders</li> </ul>	Discussion Board #1-Curriculum and Key Players (TPE 3.1 Introduce and Assess)
<b>Week 14</b>	<ul style="list-style-type: none"> <li>● International Scenes in Education</li> <li>● Global Dimensions and Curriculum Connections</li> </ul>	Discussion Board #1- Where does the American education process stand? (TPE 6.7 Introduce and Assess)
<b>Week 15</b>	<ul style="list-style-type: none"> <li>● Curriculum Implementation</li> <li>● Curriculum Stakeholders</li> </ul>	Course Assignment #10- Backward Design Unit Plan-*Signature Assignment (TPE 3.3, 3.6, 3.8 4.1, 4.2, 4.3, 4.5, 4.6, 4.7 4.8 6.5 Introduce and Assess)
<b>Week 16</b>	<ul style="list-style-type: none"> <li>● Curriculum Assessment</li> </ul>	Course Assignment #11- Backward Design Unit Assessment Plan-*Signature Assignment (TPE 5.1, 5.2 Assess)

**No work is accepted late without prior arrangement and that work is not accepted more than three (3) days late.**

## Required Text

Curriculum: Foundations, Principles, and Issues (Pearson Educational Leadership)  
by Allan Ornstein and Francis Hunkins, 7<sup>th</sup> Edition  
(Text available as PDF in Opening Module)



## Grading

Assignments	Points
<b>Fourteen Discussion Responses</b>	140 points (10 each)
<b>Assignments</b>	
Philosophy Statement	20 points
Defining Equity vs Equality in Education	10 points
Mindful Teacher	30 points
Multi-Tiered Systems of Support (MTSS)	10 points
Collaborative Group Project	40 points
Comprehensive Learning Plan (CLP)	40 points
Culturally Responsive Pedagogy	10 points
Essential Questions	10 points
Universal Design for Learning (UDL)	10 points
Backward Design Unit Plan	60 points
Backward Design Unit Assessment Plan	20 points
<b>Total</b>	<b>400 points</b>
<b>Grading Criteria 93 – 100 % A 90.00-92.99% A- 87 – 89% B+. 83-86.99% B. 82.99-80% B- 79 –77% C+ 76.99-73% C. 72.99-70% C- 69.99-67% D+. 66.99-60% D &lt; 60% F</b>	
<b>No work is accepted late without prior arrangement and that work is not accepted more than three (3) days late.</b>	

<b>EDEL 4020 Discussion Boards and Assignments</b> <b>See Weekly Modules for Directions and Evaluation</b>		
<b>Week</b>	<b>Discussion Board (Due on Thursday each week, and respond to two others by Sunday each week)-10 Points each (140 Total)</b>	<b>Assignment (Due on Sunday each week when one is due)-Points Vary (260 Total)</b>
Week 1	<b>Discussion Board #1</b> -Meet-n-Greet <b>Discussion Board #2</b> -School Climate	<b>Course Assignment #1 Due</b> - Philosophy Statement (20 Points)
Week 2	<b>Discussion Board #1</b> -Equity and Equality	<b>Course Assignment #2 Due</b> -Defining Equity vs Equality in Education (10 Points) <b>*Work on Course Assignment #5</b> -Collaborative Group Project
Week 3	<b>Discussion Board #1</b> -Mindfulness Teacher	<b>Course Assignment #3 Due</b> - Mindful Teacher (30 Points) <b>*Work on Course Assignment #5</b> -Collaborative Group Project
Week 4	<b>Discussion Board #1</b> -Choose, Analyze, Share	<b>Course Assignment #4 Due</b> - Multi-Tiered Systems of Support (MTSS) (10 Points) <b>*Work on Course Assignment #5</b> -Collaborative Group Project
Week 5	<b>Discussion Board #1</b> -Motivation Factors and Social Foundations	<b>*Work on Course Assignment #5</b> -Collaborative Group Project
Week 6	<b>Discussion Board #1</b> -Teachers Share Their Biggest Challenges	<b>Course Assignment #5 Due</b> - Collaborative Group Project (40 Points)
Week 7	<b>Discussion Board #1</b> -Theoretical Approach	<b>*Work on Course Assignment #6</b> - Comprehensive Learning Plan (CLP)
Week 8	<b>Discussion Board #1</b> -Evaluation Approach	<b>*Work on Course Assignment #6</b> - Comprehensive Learning Plan (CLP)
Week 9	<b>Discussion Board #1</b> -Pedagogical Approaches	<b>Course Assignment #6 Due</b> - Comprehensive Learning Plan (CLP) (40 Points)
Week 10	<b>Discussion Board #1</b> -Culturally Responsive Teaching (CRT)	<b>Course Assignment #7 Due</b> - Culturally Responsive Pedagogy (10 Points) <b>*Work on Course Assignment #10 Due</b> - Backward Design Unit Plan
Week 11	<b>Discussion Board #1</b> -Translanguaging	<b>Course Assignment #8 Due</b> - Essential Questions (10 Points) <b>*Work on Course Assignment #10 Due</b> - Backward Design Unit Plan
Week 12	<b>Discussion Board #1</b> -Aims, Goals, Objectives, and your Curriculum Approach	<b>Course Assignment #9</b> -Universal Design for Learning (UDL) (10 Points) <b>*Work on Course Assignment #10</b> - Backward Design Unit Plan
Week 13	<b>Discussion Board #1</b> -Curriculum and Key Players	<b>*Work on Course Assignment #10</b> - Backward Design Unit Plan
Week 14	<b>Discussion Board #1</b> - Where does the American education process stand?	<b>*Work on Course Assignment #10</b> - Backward Design Unit Plan
Week 15	<b>No Discussion Board</b>	<b>Course Assignment #10 Due</b> - Backward Design Unit Plan (60 Points)

		<b>*Work on Course Assignment #11- Backward Design Unit Assessment Plan</b>
Week 16	<b>No Discussion Board</b>	<b>Course Assignment #11 Due- Backward Design Unit Assessment Plan (20 Points)</b>
		<b>Total Points-400</b>
<b>No work is accepted late without prior arrangement and that work is not accepted more than three (3) days late.</b>		

## **Week 4**

### **Topics**

1. Historical Foundations of Curriculum
2. Multi-Tiered Systems of Support (MTSS)

### **Learning Outcomes**

- Examine and apply the over-arching concepts of curriculum design and assessment.
- Reflect on curriculum foundations as connected with 21st-century curriculum design, implementation, assessment, and global models as a way of drawing on implications for the education process in America.
- Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention)

### **Read:**

Ornstein & Hunkins Chapters 3 and 4

### **A Look Ahead:**

Review Course Assignment #5: Collaborative Group Project  
Students were placed in groups by Week 2.

DUE DATE: Sunday of Week 6 by 11:59 pm PST

### **Week 4 - Discussion Board #1**

Choose, Analyze, Share from Chapters 3 and 4

Chapters 3 and 4 of the Ornstein & Hunkins (7th edition) text are jam-packed with a look at events, time periods, influential figures, principles, theories, foundations, perspectives, methods, and mindsets, all falling under the umbrella as having had an influence on our current understanding of curriculum. Your task is to pick one area of focus from either of the chapters, (1) present a detailed analysis/summary, and then (2) share with your classmates any take-aways or classroom/curriculum implications you gleaned from the reading. This should reflect your voice and writing style, so avoid relying too heavily on the use of direct quotations from the chapter/s.

Post your initial response by Thursday, 11:59 pm. Respond to a minimum of two other postings by Sunday, 11:59 pm.

### **Course Assignment #4 - Multi-Tiered Systems of Support (MTSS)**

[TPE 1.4, 7.2 Introduce, Assess](#)

**Points: 20**

**Due: Sunday, Week 4**

**Read:**

Multi-Tiered System of Supports  
<https://www.cde.ca.gov/ci/cr/ri/>

What is MTSS?  
<https://www.pbisrewards.com/blog/what-is-mtss/>

**Watch:**

What is MTSS? A Helpful Analogy to Help Explain Multi-Tiered Systems of Support (2:31)  
<https://www.youtube.com/watch?v=HZEc-ZhXqsE>

MTSS Updated Pyramid - Equity Through MTSS (4:03)  
<https://www.youtube.com/watch?v=xB5hjopMR70>

How MTSS Promotes Equity (3:22)  
<https://www.youtube.com/watch?v=QRKqohcCb6M>

**Course Assignment #4:**

When a child falls behind, MTSS is a powerful framework for questioning the quality of support a child has received, rather than assuming there is some sort of deficit within the child. MTSS calls for educators to consider what may have prevented a child from learning, including examining whether the child has had access to evidence-based, culturally responsive core instruction and differentiated support also when planning and implementing evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention).

We will continue discussion equity work via the MTSS Framework. After reading, *What is MTSS?* And after watching; *What is MTSS? A Helpful Analogy to Help Explain Multi-Tiered Systems of Support*, *MTSS Updated Pyramid - Equity Through MTSS*, and *How MTSS Promotes Equity*, in your own words, describe each of the three tiers of MTSS and provide your own real-time example for each.

<b>Points</b>	<b>Three Tiers of MTSS</b>	<b>Example</b>
<b>10 pts</b>	Tier 1 – Universal or primary	Example:
<b>5 pts</b>	Tier 2 – Secondary	Example:
<b>5 pts</b>	Tier 3 – Tertiary	Example:

**Week 10**

## Topics

1. Culturally Responsive Teaching
2. Cultural Proficiency Continuum

## Learning Outcomes

- Examine the Cultural Proficiency Continuum to assess oneself.
- Examine Culturally Responsive Teaching (CRT) and determine its importance in teaching in the classroom.
- Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction)

## Read:

Ready for Rigor Framework (embedded with Discussion #1)

7 Principles of Culturally Responsive Teaching

<https://prezi.com/lbllq9f3umum/7-principles-for-culturally-responsive-teaching/>

The Cultural Proficiency Continuum-Pages 3-6

[https://d3n8a8pro7vhmx.cloudfront.net/minesactioncanada/pages/260/attachments/original/1527699584/Cross\\_Cultural\\_Communication\\_Module.pdf?1527699584](https://d3n8a8pro7vhmx.cloudfront.net/minesactioncanada/pages/260/attachments/original/1527699584/Cross_Cultural_Communication_Module.pdf?1527699584)

## Watch:

Culturally Responsive Pedagogy (13:37)

<https://www.youtube.com/watch?v=4KrxfcW7Irg&t=172s>

What is Culturally Responsive Teaching? (3:01)

<https://www.youtube.com/watch?v=V2fe09m0FLs>

Culturally Relevant Teaching vs. Culturally Responsive Teaching (4:57)

<https://www.youtube.com/watch?v=fcw2k9KHrFc>

## A Look Ahead

Review Course Assignment #10: Backward Design Unit Plan: Signature Assignment for Final.

DUE DATE: Sunday of Week 15 by 11:59 pm PST

Review Course Assignment #11: Assessment Plan: Signature Assignment for Final.

DUE DATE: Sunday of Week 16 by 11:59 pm PS

## **Week 10-Discussion Board #1**

## Culturally Responsive Teaching (CRT)

A large part of planning instruction requires us to incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction) as well as all other subject areas.

For this discussion, you will watch two videos and then (1) describe what and why Culturally Responsive Teaching (CRT) is important and then (2) include connections of CRT to your intended grade and subject area using the Ready for Rigor Framework.

What is Culturally Responsive Teaching? (3:01)

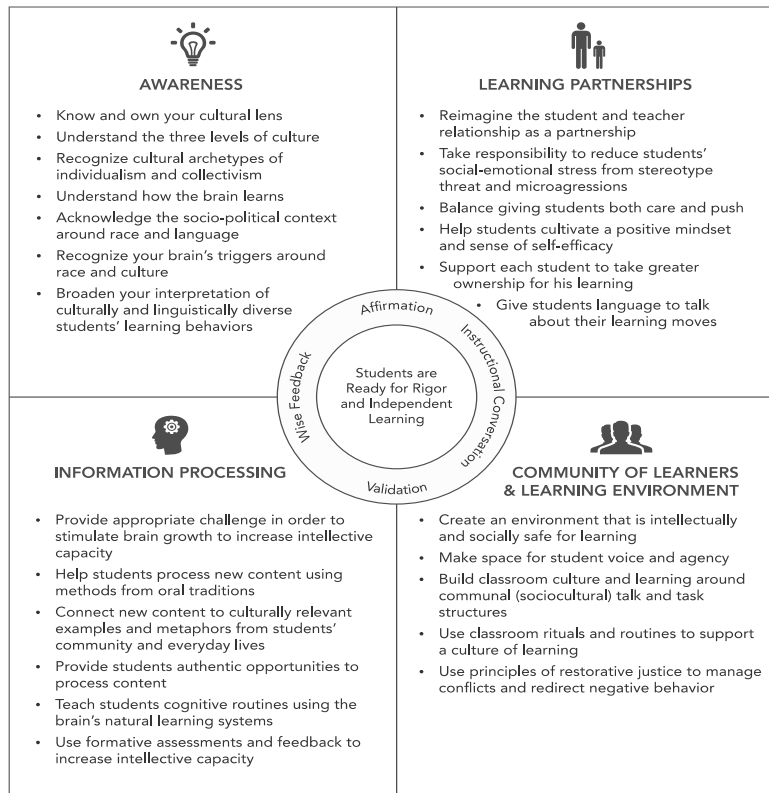
<https://www.youtube.com/watch?v=V2fe09m0FLs>

Culturally Relevant Teaching vs. Culturally Responsive Teaching (4:57)

<https://www.youtube.com/watch?v=fcw2k9KHrFc>

### READY for RIGOR

A Framework for Culturally Responsive Teaching



## **Course Assignment #7: Culturally Responsive Pedagogy**

**Points: 10 (5 Points for each prompt)**

**Due: Sunday, Week 10 via the Submit Assignments' link**

For this assignment you will read two short articles and watch one video to respond to a total of five questions for this assignment.

### **Read/Review:**

7 Principles of Culturally Responsive Teaching

<https://prezi.com/lbllq9f3umum/7-principles-for-culturally-responsive-teaching/>

The Cultural Proficiency Continuum Review Pages 3-6

[https://d3n8a8pro7vhmx.cloudfront.net/minesactioncanada/pages/260/attachments/original/1527699584/Cross\\_Cultural\\_Communication\\_Module.pdf?1527699584](https://d3n8a8pro7vhmx.cloudfront.net/minesactioncanada/pages/260/attachments/original/1527699584/Cross_Cultural_Communication_Module.pdf?1527699584)

Watch:

Culturally Responsive Pedagogy (13:37)

<https://www.youtube.com/watch?v=4KrxfcW7Irg&t=172s>

Prompt #1 (5 Points)-After watching Culturally Responsive Pedagogy with Jeffrey Dessources, you'll understand the importance of being culturally responsive in the field of student development. After viewing this video, (1) what does, "Everyone is an educator," mean to you? (2) What does "Everyone is also a student," mean to you? After reviewing *7 Principles for Culturally Responsive Teaching* (3) What does culturally responsive teaching mean to you?

Prompt #2 (5 Points)-After examining the definitions, and examples of *The Cultural Proficiency Continuum* on Pages 3-6, *assess yourself (1)* Where do you fit along the continuum? But be honest about it... most of us like to think that we're farther along that we really are, me included. (2) What are some of the personal steps you could take to move further to the right along the continuum in your own journey to better understand your personal development toward cultural proficiency?

## **Week 12 Content**

### **Topics**

1. Curriculum Development
2. Backward Design
3. Aims, Goals, and Objectives

### **Learning Outcomes**

- Examine and apply the over-arching concepts of curriculum design and assessment.
- Apply theoretical and pedagogical principles when developing 21st-century curriculum to meet the needs of all students.
- Evaluate the importance of frequent and varied forms of assessment to include both formative and summative assessment measures for a selected curriculum.
- Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning

### **Readings**

You will need to read the following items for this week:

- READ Ornstein & Hunkins Chapter 7

### **A Look Ahead**

Review Course Assignment #10: Backward Design Unit Plan: Signature Assignment for Final.

DUE DATE: Sunday of Week 15 by 11:59 pm PST

Review Course Assignment #11: Assessment Plan: Signature Assignment for Final.

DUE DATE: Sunday of Week 16 by 11:59 pm PS

### **Week 12 - Discussion Board #1**

#### **Aims, Goals, Objectives, and your Curriculum Approach**

In your response this week, start with a brief explanation or description of the differences between educational aims, goals, and objectives. Then, branch into how each is considered during curriculum planning either for you, personally, or for your department depending on the approach you take. From here, articulate any thoughts regarding how the backward design model supports the task of considering educational aims, goals, and objectives.

Post your initial response by Thursday, 11:59 pm. Respond to a minimum of two other postings by Sunday, 11:59 pm.

## **Course Assignment #9**

## Universal Design for Learning (UDL)

### TPE 1.4, 7.2 Introduce, Assess

Points: 10

Due: Sunday, Week 12

**Read:** *Universal Design for Learning (UDL): A teacher's guide* by Allison Posey, MEd, CAST, Inc.

[https://www.understood.org/en/articles/understanding-universal-design-for-learning?utm\\_source=google&utm\\_medium=cpc&utm\\_term=udl+education&utm\\_campaign=EN\\_UDL\\_EJ2&gclid=CjwKCAjwjaWoBhAmEiwAXz8DBd6\\_BcVWkqqK5a6GP5CFZvaRYTgL6IAukkDDg0wTZPSrbJ\\_1LLwhLxoCYBYQAvD\\_BwE&gclsrc=aw.ds](https://www.understood.org/en/articles/understanding-universal-design-for-learning?utm_source=google&utm_medium=cpc&utm_term=udl+education&utm_campaign=EN_UDL_EJ2&gclid=CjwKCAjwjaWoBhAmEiwAXz8DBd6_BcVWkqqK5a6GP5CFZvaRYTgL6IAukkDDg0wTZPSrbJ_1LLwhLxoCYBYQAvD_BwE&gclsrc=aw.ds)

**Watch:** *What is UDL?* (3:21)

<https://www.youtube.com/watch?v=eYN-qrKIIYI>

Seeing UDL in Action in the Classroom (9:14)

<https://www.youtube.com/watch?v=hCHTxTfkBsU>

### Discussion Board:

After reading *Universal Design for Learning (UDL): A teacher's guide* and watching *What is UDL?* review the UDL lesson plan template, an alternative to the backward design lesson plan. In your own words, provide a brief, overall summary/description of UDL and then describe each of the three principles of UDL; Engagement, Representation, Action & Expression and provide your own real-time example for each. This is particularly important when implementing evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning.

<b>Provide a brief, overall summary/description of UDL (4 Points):</b>	
<b>Three principles of UDL</b>	<b>Real Time Example</b>
Engagement (2 Points):	Example:
Representation (2 Points):	Example:
Action & Expression (2 Points):	Example:



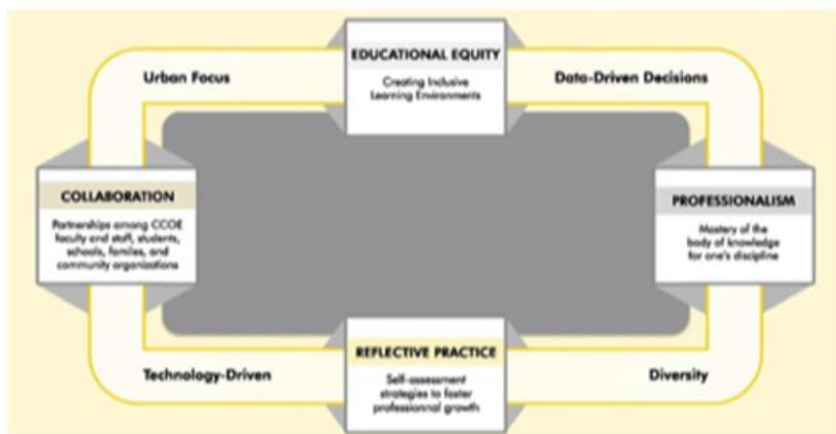
## CONCEPTUAL FRAMEWORK

### VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

### MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



### CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

#### EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture, linguistic, and socioeconomic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

#### PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

#### COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.

#### REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.