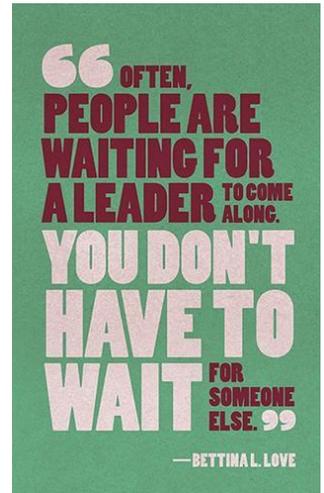


# Seminar I in Secondary Education

## PSED 420/PSED 520



*All learning begins when our comfortable ideas turnout to be inadequate. ~ John Dewey*

### Part 1 Course Information

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#### CATALOG COURSE DESCRIPTION

The seminar includes the study and application of lesson planning, teaching strategies and styles, assessment, and questioning skills. Seminar I includes a required field experience of 40 hours. Students must sign up one semester in advance and must have completed the Screening process for the College of Education.

Prerequisites: Undergraduate - PSED 161, 250; REED 350, SPED 350; Graduate – Some teacher education courses; ideally - screening into the Education Program but can be completed this semester.

#### REQUIRED Materials that Supply Foundations

- Reading Materials:
  - **Book Required** – *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (2015), by Zaretta Hammond
  - Chapters provided *Understanding by Design (2<sup>nd</sup> ed.)* (2005) by Wiggins, G., & McTighe, J. (In the library and PDFs will be given in class so you do not need to purchase anything.)
  - **Free:** Universal Design for Learning - <http://www.cast.org/our-work/about-udl.html#.XDeHHfx7k0o>
- **Gmail account or 365:** If you don't have a Gmail account, you may want to make one. We will use Google Drive and many of the Google Apps in this class.
- **D2L:** We will use D2L (Desire to Learning) as a learning management System
- **Growth Mindset Disposition:** This is not something you purchase; it is a part of who you are or who you are becoming. We will cultivate this together

## **PART 2 Objectives & Assessments**

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### **COURSE OBJECTIVES**

This course will give future teachers opportunities to acquire and practice skills and knowledge of the teaching and learning processes. By the conclusion of the course, each student will be able to do the following (the BEOs and MEOs supported are listed in parentheses):

1. Create unit and lesson path using Understanding by Design and student-centered pedagogy to be culturally relevant for students. (Domain 1; CRSE 3)
2. Create lesson plans that meet the student's different learning needs in terms of learning theories related to learning preferences, cultural relevance, and Universal Design for Learning (Domain 1; CRSE 3)
3. Explain the fundamentals for different types of assessments, traditional, and performance-authentic assessment used for sustaining student progress and apply them to lesson plans where appropriate. (Domain 1, 2; CRSE 8)
4. Describe my professional roles and responsibilities to honor student's differences, in communication with parents, and critically evaluating your level of preparation for each. (Domain 1,2,3,4; CRSE 1-9 - choice) (Domain 1,2,3,4; CRSE 1-9 - choice)
5. Analyze and apply knowledge of teaching/learning theory in a 40 -hour field experience with attention to the above objectives. (Domain 3; CRSE 1-9 - choice)

### **PATCEA - BEGINNING EDUCATOR OUTCOMES (BEO's)**

The objectives of this course emphasize the development of these BEOs.

#### **Domain 1: Planning and Preparation**

Effective teacher candidates plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teacher candidates work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

#### **BEO 1: Demonstrating knowledge of content and pedagogy**

In order to guide student learning, accomplished teachers have command of the subjects they teach. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisites to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the pedagogical approaches that are most suited for each lesson's success.

#### **BEO2: Demonstrating knowledge of students**

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must appreciate what recent research in cognitive psychology has confirmed: namely students learn through active intellectual engagement with content. While there are patterns of that cognitive, social, and emotional developmental stages typical of different groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. Individual students must be considered when planning lessons as each has individual needs (special education, language, work or co-curricular involvement, home-life, etc.).

**BEO 3: Setting instructional outcomes**

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. In so far as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed.

**BEO 4: Demonstrating knowledge of resources**

Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide non-instructional assistance to students. Expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.

**BEO 5: Designing coherent instruction**

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state (standards), district (curriculum), and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students.

**BEO 6: Designing student assessment**

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ELL student, for example, may need an alternative method of assessment to allow demonstration and understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and are used by students and teachers to monitor progress toward desired outcomes.

**Domain 2: The classroom environment**

Effective teacher candidates organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to

students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

**BEO 7: Creating an environment of respect and rapport**

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another.

**BEO 8: Establishing a culture for learning**

A “culture of learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense of what is happening there is important.

**BEO 9: Managing classroom procedures**

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedure for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed operation of the classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself.”

**BEO 10: Managing student behavior**

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

**BEO 11: Organizing physical space**

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe and all students must be able to see and hear what is going on so that they can participate actively. Both teacher and students make effective use of computers and other technologies.

**Domain 3: Instruction**

All students are highly engaged in learning and make significant contributions to the success of the class through participating in equitable discussions, active involvement in their learning and the learning of others. Students and the teacher candidate work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teacher candidates recognize their responsibility for student learning in all circumstances and

demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

#### **BEO 12: Communicating with students**

Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, and clarity.

#### **BEO 13: Questioning and discussion techniques**

Questioning and discussion are the only instructional strategies specifically referred to in the framework; this fact reflects the central importance of this practice. Questioning and discussion are techniques that are used to deepen student understanding rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views.

#### **BEO 14: Engaging students in learning**

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy” nor are they “on-task.” The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that the latter students are developing their understanding through what they do. This is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns and the like. A lesson in which students are engaged usually has a discernable structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves.

#### **BEO 15: Using assessment in instruction**

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction, it is now recognized to be an integral part of instruction. While assessment for learning is important, it has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purpose of instruction, teachers must have their fingers “on the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

#### **BEO 16: Demonstrating flexibility and responsiveness**

Flexibility and responsiveness refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most skilled and best-prepared teachers will, on occasion, find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with setbacks.

#### **Domain 4: Professional dispositions and Pennsylvania Code of Professional Conduct**

Effective teacher candidates have high ethical standards and a deep sense of professionalism. They use integrated systems for using student learning data, record keeping and communicating with families clearly, timely, and with cultural sensitivity. They assume leadership roles in both school and university projects, and engage in a wide-range of professional development activities. Reflecting on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teacher candidates who are committed to fostering a community of effortful

learning that reflects the highest standards for teaching and learning in ways that are respectful and responsive to the needs and backgrounds of co-workers and learners alike. [The Pennsylvania Department of Education places a premium on professional conduct and outlines such in a Code of Professional conduct for Educators – All teacher candidates are expected to understand and abide by this code.](#) Furthermore, candidates will take note that the Dispositions Assessment is the only unit-wide assessment that is not scaffolded – in other words, candidates are expected to maintain high levels of professionalism at all times as they are role models for their students and the population at large.

### **BEO 17: Professional responsibilities**

As outlined in the TEU's Disposition Assessment, all teacher candidates are expected to maintain a commitment to professionalism by demonstrating the following ideals: a. Values lifelong learning and knowledge, b. Values diversity, c. Values collaboration, d. Values professionalism, and e. Values personal integrity. These items are outlined in greater detail in the [TEU Disposition Assessment](#).

### **[Culturally Relevant and Sustaining Educator Competencies](#)**

1. Reflect on One's Cultural Lens
2. Identify, Deepen Understanding of, and Take Steps to Address Bias in the System
3. Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces
4. Provide all Learners with Equitable and Differentiated Opportunities to Learn and Succeed
5. Promote Asset-based Perspectives about Differences
6. Collaborate with Families and Communities through Authentic Engagement Practices
7. Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families
8. Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success
9. Educate Oneself About Microaggressions, Their Impact on Diverse Learners, Educators, and Families and Actively Disrupt the Practice

### **[MASTER EDUCATOR OUTCOMES \(Master's students only\)](#)**

1. Employ the central concepts, tools of inquiry, and structures of the disciplines they teach and create learning experiences that make these aspects of the subject matter meaningful for students. (NB 2)
2. Articulate, apply and adapt theoretical constructs of learning and development, assessment, and effective instruction that meet the diverse learning needs of each student. (NB 1,3)
3. Engage in quantitative and qualitative research that leads to improved student achievement. (NB 4)
4. Employ effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the learning environment. (NB 3)
5. Perform as reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals) who seek out opportunities to grow. (NB 4)
6. Take a leadership role in developing partnerships and collaborative relationships with colleagues, parents, and agencies in the larger community. (NB5)

The MEOs are aligned with National Board for Professional Teaching Standards.

## Course Evaluation/Grading Policy

| Assessment Groups  | %    |
|--|------|
| <b>Project #1 Lesson Plans Core &amp; Project #2 Assessment with Unit;</b> Graduate Students Only Assignment   | 25%  |
| <b>Project #3 Lesson Plans using specific methods:</b> Use concepts from UDL, CRSE in synchronous & asynchronous instruction, DOK, and growth mindset                      | 30%  |
| <b>Professional Engagements:</b> (independent work, choice PD, preparedness, mini-lessons, in-class collaboration)   | 15%  |
| <b>Project #4 Field experience (40 Hours + 6 of PD)</b> with critical analysis report, self-reflection, portfolio and TEU Unit Wide Assessments (cannot pass without them) | 30%  |
| Total  | 100% |

### PROJECTS

The projects of this course correspond the most to the Beginning Educator Outcomes Domain 1 – Planning & Preparation. All other Teacher Education Unit assessments and Competencies are used to guide the projects.

#### *Project #1 – Lesson Plan Core*

This lesson plan will have the core elements of a lesson plan that are needed for a teacher to share how learning movements will flow. Focus on the way to engage students in meaningful learning toward the learning objective. Reflect on Part I “Building Awareness & Knowledge” (Hammond, 2015).

#### *Project #2 – Assessments (Acceptable Evidence) with Unit*

Design four types of assessments: diagnostic, formative, summative performance task/authentic assessment, and a summative traditional test that align to your unit. The performance assessment will reflect as- close- as-possible to real-world experience, and reflect how you will communicate the assessments to students and parents. Reflect on Part II “Building Learning Partnerships” (Hammond, 2015).

#### *Project #3 –3 Lessons using Universal Design for Learning*

Create lesson plans that integrate multiple means of representation, engagement, active expression, and cultural relevant practices that coincide with your unit. The lesson plans will use standard lesson plan structures and UDL elements. Reflect on Part III “Building Intellectual Capacity” (Hammond, 2015).

#### *Project #4 – Critical Analysis Report, Self-Reflection and Portfolio based on your Field Experience*

This is the capstone project for the course! You will reflect on your instruction, lessons, observations, research, and professional development that you have done in the 40-hour field experience, and 6 hours of self-directed professional development. Create a digital portfolio, but you can present parts of this project in different ways such as a slide show presentation or paper, with your digital portfolio.

#### *Project Graduate Students*

Graduate students will extend their experiences on a project that aligns to the course outcomes and meets their professional goals.

## Professional Engagements

As a professional, you are expected to show up with integrity to be part of the class community so that we can support and refine each other in our growth. To do that, you need to complete independent work, prepare for larger projects, complete your own professional development, listen to different perspectives, and be an active respectful participant in the class.

## Workflow

We will practice the learning cycle with a growth mindset. When we complete assignments, you are encouraged to ask questions. We want to sharpen each other. Many times, we will have drafts due, and you will be expected to bring a strong draft to class or make it available on Google Drive so that you can get feedback from your peers and the instructor. You will usually be asked to revise work. You can also choose to redo most work. You are encouraged to talk to the professor before revision so that you are confident with improvement areas. Your final grade will be based on points earned and on the weighting of each assignment. *You must achieve consistently at grade level to earn that as a final grade.* Lateness of work affects the final grade. Since you are preparing to teach, field experience is necessary to pass this class.

## Notes about Assessment

**Note of Importance:** Assessment is made for us; we are not made for assessment. This means that all grading items and percentages are subject to change based upon the learning needs of the individual and the class.

**Purpose of Assessment:** 1.) *Formative:* Gives us feedback on our strengths, weaknesses and areas for improvement. 2.) *Disposition:* Supplies accountability so that we can discipline our mind. 3.) *Summative:* Supplies a means for quantifying achievement. The final grade is your summative assessment.

## GRADING

Final grades assigned for this course will be based on the assignments above.

|    |         |
|----|---------|
| A  | 94-100% |
| A- | 90-93%  |
| B+ | 87-89%  |
| B  | 84-86%  |
| B- | 80-83%  |
| C+ | 77-79%  |
| C  | 74-76%  |
| C- | 70-73%  |
| D+ | 67-69%  |
| D  | 60-66%  |
| F  | 0-59%   |

## PART 3 Course Policies and Procedures

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### For Success in this Course

Course outcomes will be met through completion and mastery of the following:

1. **Participate & Attend:** Attend all sessions. Actively participate in discussions, group work, and activities. Inform professor prior to missing class. Excused absences require consultation with professor and excuse evidence. Unexcused absences or tardiness (2) will result in lowering of grade by one letter grade. More than 2 will result in course failure or dropping course. Excused absences must be accompanied with an acceptable excuse with evidence such as a medical emergency.
2. **TEU Unit Assessments & Field Experience:** Satisfactory completion of field experience is required to get a grade and credit for this course.
3. **Complete Assignments:** Complete all assignments on class schedule before class meeting.
4. **Clearances:** You are required to have current, incident-free clearances. See me if you have questions.
5. **40-hour Field Experience:** You will need your clearances, and need to thoughtfully plan. You will be assessed by your cooperating teacher and the professor of the course. You will facilitate a Zoom meeting about YOU with the cooperating teacher and your professor.
6. **Teacher Education Council Approval:** In order to proceed to Sem II, you need TEC approval. This will include making an application with your dispositions self-assessment, clearances, transcript (2.8 GPA minimum, and undergraduate - meeting basic skills requirements, math courses (2), composition & literature course.
7. **This course is a screening course for moving onto PSED 421/521 Seminar II.** You must show acceptable consistent growth, performance, and disposition to progress onto Seminar II PSED 421/521.

(Note: All assignments will include detailed instructions and evaluation tools such as rubrics and checklists. All work is due as noted; lateness of work will result in lowering of grade)

### Respect

It is expected that we all will demonstrate professional and ethical conduct at all times. Professional in education requires us to behave with courtesy, tact, and respect in interactions. Although some topics may produce lively discussion, it is expected that all of us practice active listening and thoughtful dialogue. Students who repeatedly demonstrate disrespect for their colleagues or the professor will be asked to leave class and will need to meet with the professor prior to returning to class.

### ESU Diversity, Equity and Inclusion Statement (DEI)

East Stroudsburg University recognizes that achieving academic and inclusive excellence requires challenging bias with a focus on equity. ESU is committed to creating a supportive campus climate where all members of the ESU community feel a sense of responsibility to grow and contribute positively to a just, global and diverse society.

See [https://www.esu.edu/about/history\\_beliefs/diversity-equity-inclusion.cfm](https://www.esu.edu/about/history_beliefs/diversity-equity-inclusion.cfm)

ESU's DEI Statement was created to be a foundational recognition of the institutional commitment to diversity, equity, inclusion, and social justice. This statement sets a campus-wide purposeful tone for how ESU will navigate issues related DEI and continue its growth and development in this area.

ESU has a variety of resources available for our students who need support or want to engage in activities to promote diversity, equity, and inclusion on campus. We encourage students to utilize the resources available through departments such as the Center of Multicultural Affairs and Inclusive Education, the Gender and Sexuality Center, OASIS, and the Veterans Center. For more information,

contact the Office of Campus Life and Inclusive Excellence via Phone: 570-422-3463 or Email: [DEI@esu.edu](mailto:DEI@esu.edu)

East Stroudsburg University of Pennsylvania does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, sexual orientation, gender identity or veteran's status in its programs and activities in accordance with applicable federal (Titles VI, VII and IX of Civil Rights Act) and state laws (43 P.S. §. 953) and regulations. For more information, visit <https://www.esu.edu/about/notices.cfm>

It is everyone's responsibility to create an environment where we all feel safe and welcome at ESU. If you experience or witness a bias incident, discrimination or harassment, you are encouraged to complete an incident report. For more information or submit a report visit <https://www.esu.edu/diversity/community-restoration-team.cfm>

## Land Acknowledgement Statement

East Stroudsburg University honors the Lenape on whose ancient and sacred land we stand. We acknowledge that we are guests in the original homeland of the living nations of the Delaware Nation, the Delaware Tribe, the Stockbridge Munsee Community, the Seneca-Cayuga Nation, and others. ESU extends our respect to the many Indigenous people who call these lands home.

## Name/Pronoun Statement

This course will facilitate a learning environment that is beneficial to each member of the class. In creating this space, it is expected that all members treat each other with respect and professionalism. All members of this course have the right to be addressed in accordance with their personal identity. If you identify differently than what the University roster provides, let me know so that I can address you appropriately. Addressing all members appropriately is important, so please correct me if I make a mistake. If you have any questions, comments, or concerns please reach out!

## Professional Success Process

Teacher education candidates need high ethical standards and a deep sense of professionalism, since candidates influence future generations. The ESU College of Education established the [Professional Success Process](#) to support education majors reaching those standards if challenges arise. Faculty may refer education majors for both major and minor concerns (e.g., unprofessional behaviors, attendance etc.). The Office of Field Experience will then collaborate with the candidate to develop a professional success plan.

## Academic Integrity

Academic integrity benefits everyone in our community. It not only helps you reach the real goals of class-learning, but also allows other students to perceive class evaluations as honest and objective. Academic honesty is required whether the work is graded or ungraded, group or individual, written or oral.

Academic dishonesty is anything that allows a student to gain advantage through dishonest means, either by submitting work done by someone else (plagiarism) or giving improper aid to another student. Plagiarism includes submitting as one's own: a paper, report, project, speech, or test answer copied from, partially copied from, or even just paraphrased from the work of another. Plagiarism, even unintentional, is easy to spot; so, you need to know how to avoid it, especially when using web resources. See plagiarism help and examples at [Plagiarism Overview // Purdue Writing Lab](#). If you use Artificial Intelligence (Chat GBT, Google Bard etc.) for any aspect of the course, cite it appropriately.

## Tutoring

Tutoring is available for most courses in the Warrior Tutoring Center (WTC) located in Rosenkrans Hall East. Tutoring can benefit you by increasing content specific knowledge, improving your academic performance and personal growth, and assisting you with getting to know the campus community at the WTC. For more information, please stop by Rosenkrans Hall or call 570-422-6700

## Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, *please let me know immediately so that we can discuss options*. We know that people learn in different ways and at different times, with a wide range of neurodiversity. You are also welcome to contact the Office of Accessible Services Individualized for Students, or OASIS, on campus at 570-422-3954 for information concerning the process to request reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Email: ods@esu.edu; Phone: (570) 422-3954

## Statement in Support of Linguistic Diversity

Diverse languages and dialects are welcome in this classroom. As we communicate with one another, keep in mind that the reader/listener should work as hard as the writer/speaker in the communication process. This means that we will listen patiently, work to understand one another, seek out clarification when necessary and avoid finishing each other's sentences or correcting grammatical errors unless invited to do so.

Source: Savini, 2021:

<https://www.insidehighered.com/advice/2021/01/27/How-professors-can-and-should-combat-linguistic-prejudice-their-classes-opinion>

## Face Masks

Currently, face masks are optional on campus. New policies may emerge as data becomes available. You may consider wearing a face mask if you have any concerns and/or you are feeling symptoms of any illness that may be communicable. Masking may still be required, at the discretion of the faculty and staff, in certain health-related classrooms, clinical labs, and individual offices.

Students involved in internships, clinical settings, student teaching, or other experiential learning activities must follow the masking guidance at those locations, including the ESU Health Center at LVHN-Pocono Express Care. We continue to encourage students to get vaccinated for Covid-19 and to remain current with boosters in consultation with their primary care physician.

## Professional Environment - TITLE IX

East Stroudsburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University protection of minors policy any sexual violence or any other

abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: Title IX: Sexual Harassment and Sexual Violence See. <http://www4.esu.edu/titleix/>

## **Intellectual Property & Privacy**

In order to protect the intellectual property of our faculty and the privacy of our students, East Stroudsburg University prohibits the recording or screenshots of any class (or part of a class) or reproduction of any course materials without the written permission of the faculty member teaching the course and any other individual whose participation is recorded. All students must comply with this requirement.

Intellectual property may include, but is not limited to: Lectures (pre-recorded and live), footage of any class activities, publications, Powerpoints, handouts, videos, tables, graphs and other items used to present information to a class.

Reproductions include, but are not limited to: recordings, screenshots or photographs showing or communicating any audio or visual content from the class including discussions among students. Students who violate this requirement are subject to discipline under the Code of Student Conduct and may be subject to legal action if the offense committed constitutes a violation of law.

In the event of a violation, faculty should refer the incident to the Director, Student Conduct & Community Standard.

## Part 4 Calendar

### Essential Questions

How do I teach in a way that aligns with purpose?

What does it mean and feel like to grow as a teacher?

| Week | Content  | Assignment Due  |
|------|--|---|
| 1    | <p>Essential Question:<br/>What is teaching and learning and what do I bring?<br/>What is important for me to know and what skills do I need?</p> <p><b>Big Idea:</b> See the landscape! The purpose of my content is much bigger than I often imagine.</p> <p><b>Concepts:</b> Course Requirements (Field Work); TEU Assessments-Beginning Educator Outcomes, TEC Approval</p> <p>Field Experience</p> <p><b>Tech:</b> Google Drive; Google Docs;</p>   | <ul style="list-style-type: none"> <li>o Google Account</li> <li>o Presentation <i>about you</i></li> <li>o Journal:</li> <li>o <i>Your background</i></li> <li>o UbD Chapter 1, 2 &amp; 7</li> </ul> |
| 2    | <p>What is the gap and how do we help learners climb out? How do you think with the end?</p> <p><b>Big Idea:</b> Culture is the air we breathe and determines what success, failure and acceptance looks like and feels like in every lesson.</p> <p><b>Concepts:</b> Dependent to independent learners; lesson planning; neuroplasticity; culture definitions, culturally responsive teaching;</p> <p><b>Tech:</b> Google Journal formatting</p>  | <ul style="list-style-type: none"> <li>o Learning about your brain<br/>–Growth Mindset Lessons</li> <li>o Hammond<br/>-Chapter 1 &amp; Chapter 2</li> <li>o Contact Mentor teacher</li> </ul>         |
| 3    | <p>What’s culture got to do with it – I’m just teaching....?</p> <p><b>Big Idea:</b> Teachers aware of intersection of cultural expectations and the way the brain works can begin to minimize threats, and maximize the learning capabilities for all learners in a lesson.</p> <p><b>Concept:</b> <i>Main types of Lesson Plans</i>; Basics of lesson planning; Cultural frames; Objectives; DOK &amp; Bloom’s questions; Growth Mindset</p> <p><b>Tech:</b> Table of Contents - Google Docs</p> | <ul style="list-style-type: none"> <li>o Hammond<br/>-Chapter 3</li> <li>o <b>Project 1</b> - Growth Mindset Lessons</li> </ul>   |
| 4    | <p>What is the difference between a lesson plan and an experiment when you’re a partner in learning?</p> <p><b>Big Idea:</b> Observations and data from our partner students come in many forms and can let you know your proximity to learning goal and instigate further questions.</p> <p><b>Concepts:</b> Setting up the Lesson Study; Use of data<br/>Growth mindset - Learning – Rewiring the brain; Building partnerships; Lesson study</p>   | <ul style="list-style-type: none"> <li>o Lesson Study</li> <li>o Syllabus Creation</li> </ul>   |

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| 5  | <p>How do I plan a lesson as a culturally responsive practitioner?</p> <p><b>Big Idea:</b> Through creating a lesson together, we can have better insights into our cultural frames, and learn what works and what does not.</p> <p><b>Concepts:</b> <i>Main types of Lesson Plans</i>; Basics of lesson planning; plan together; Personal cultural frames; Lesson study</p> <p><b>Tech:</b> Commenting</p>  | <ul style="list-style-type: none"> <li>o Hammond-Chapter 4</li> <li>o <b>DUE Project 1</b> - Growth Mindset Lessons</li> <li>o Lesson Study</li> </ul>                                 |
| 6  | <p>How do I build the foundation of a learning partnership?</p> <p><b>Big Idea:</b> We need to build points of connection into our planning and implementation.</p> <p><b>Concepts:</b> Types of data, Analysis of data, Understanding by Design</p> <p><b>Tech:</b> Forms</p>   | <ul style="list-style-type: none"> <li>o Hammond-Chapter 5</li> <li>o Lesson Study</li> </ul>  |
| 7  | <p>How does the data you are using and the way you are communicating it, impact your learning partners?</p> <p><b>Big Idea:</b> You determine data that drives instruction and how you are communicating building your community of learners.</p> <p><b>Concepts:</b> Performance &amp; authentic assessments; Feedback, Dispositions; Alliance</p> <p><b>Tech:</b> Interactive Notebook – Performance Task</p>  | <ul style="list-style-type: none"> <li>o Hammond-Chapter 6</li> <li>o Interactive Notebook - Performance Assessments</li> </ul>  |
| 8  | <p>How do you use assessment to shift the academic mindset?</p> <p><b>Big Idea:</b> Performance tasks can help determine what students really can do, not just what they can regurgitate. Assessment is a key to growth.</p> <p><b>Concepts:</b> Mindsets; Authentic assessment - Performance assessments; Communicating about assessment.</p> <p><b>Tech:</b> Rubric makers, creation tools</p>   | <ul style="list-style-type: none"> <li>o Hammond-Chapter 7</li> <li>o Design a performance assessment for your unit</li> <li>o Interactive Notebook Traditional Assessments</li> </ul> |
| 9  | <p>How many different types of assessment are there?</p> <p><b>Big Idea:</b> Assessment measures an approximation of learning so creating assessments takes thought of what is needed to support and show success.</p> <p><b>Concepts:</b> Diagnostics, Formative, Summative, and Performance assessment and types of instruments, and questions types</p> <p><b>Tech:</b> Technology to assess – Formatively, on-line quizzes &amp; games that produce data</p> | <ul style="list-style-type: none"> <li>o GOOD draft of Project #2 -Assessment Project</li> </ul>   |
| 10 | <p>What do my assessments say about what is culturally valued?</p>   | <ul style="list-style-type: none"> <li>o DUE: Project #2 -Assessment Project</li> </ul>  |

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|    | <p><b>Big Idea:</b> Your assessments are your acceptable evidence for the content reflect what you value.</p> <p><b>Concepts:</b> Format and function refinement</p> <p><b>Tech:</b> Base on the tools that you have chosen</p>   |   |
| 11 | <p>How can I use to build intellectual capacity?</p> <p><b>Big Idea:</b> Teaching methods reflect your values and how you believe you can build brain power.</p> <p><b>Concepts:</b> Universal Design for Learning; Teaching methods; strategies; Information processing</p> <p><b>Tech:</b> Artificial Intelligence</p>  | <ul style="list-style-type: none"> <li>o Hammond-Chapter 8</li> <li>o Draft of 3 lessons ideas and resources that work toward your unit- Content</li> </ul> |
| 12 | <p>How do I design experiences to reach all students and be culturally relevant and supportive?</p> <p><b>Big Idea:</b> There are different types of instruction for learning goals and accessing information.</p> <p><b>Concepts:</b> Lesson planning, Universal Design for Learning; Technology tools; Cooperative, open ended and authentic learning</p> <p><b>Tech:</b> Interactive slides, creation tools, games, reinforcement tools.</p> | <ul style="list-style-type: none"> <li>o Hammond – Chapter 9</li> <li>o DUE Draft: PROJECT #3 LESSONS</li> </ul>  |
| 13 | <p>How do I design experiences to reach my classroom learning community?</p> <p><b>Big Ideas:</b> Integrations - UDL Guidelines are a way to create lessons to meet different learning needs.</p> <p><b>Concepts:</b> Hook-entering; Routines; Movements – transitions; DOK &amp; Bloom’s questions</p> <p><b>Tech:</b> Using Technology to support different learning engagements</p>  | <ul style="list-style-type: none"> <li>o DUE: PROJECT #3 LESSONS</li> </ul>   |
| 14 | <p>How can I create a positive digital footprint?</p> <p><b>Big Ideas:</b> Creating your digital image sends a message to the world.</p> <p><b>Concepts:</b> Digital footprint; professionalism with your digital portfolio, philosophy</p> <p><b>Tech:</b> Presentation of all products in the portfolio</p>   | <p>Critical Analysis report and Self Reflection.</p>  |
| 15 | <p><b>Celebration of Learning!</b></p>  | <p>DUE: Critical Analysis report and Self Reflection.</p>   |

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