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| **E ED 500 AGENDA****TUESDAYS****4-6:45 PM**  **ONLINE ONLY** |
| **WEEK****Session**  | **Topic/Content of Session** | **Assignment****(Due the following Session)** |
| **1   AUG 25**   | **WELCOME!About your InstructorAbout (overview) the** Course **About You** [*Multicultural Bingo*](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5Cmy%20webs%5CClsrmangment%5Cmulticulturalbingo.doc)**The CSUN Multiple Subject Program****Navigating the Instructor’s Webpage  and the Canvas Online Platform****Discussion of Upcoming Readings and AssignmentsCOURSE ACTIVITY 1***: Agree/Disagree on Effective K-5 Teaching in an Age of Civic, Economic, and Physical Disruption* | **🕮**  [*Do Americans Really Like Children Yet??*](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5C681spring16%5CdoAmericanslikechildrenyet.rtf) **✍Assignment 1:** Work with your ZOOM group members to prepare and then post on Moodle the current statistics you located using the **Keniston** article template. **🕮** Review all course materials including syllabus and agenda.**🕮 Review** the language of the California Teacher Performance Expectations ([TPEs](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf))**✍** **Forum Post One** — *Following the COVID19 Pandemic, what if any changes will occur in the way the U.S. views the essential need to value teachers as they prepare students to become responsible and caring citizens?* |
| **2  SEP 1**      | **** **Review of Course Requirements, Syllabus AssessmentInstructor Presentations**: *The Commission on Teaching Credentialing* (CTC) and your  Pathway to Effective Teaching; **And** Foundations of Education—Theories of Teaching and LearningPost-Covid Classroom Teaching *Why teachers must include social justice in  daily curricula—and begin with Identity in  21st century United States***** Introduction to [Keniston](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5C681spring16%5Cdoamericanslikechildren.htm) Article Small Group jigsaw assignment #1 analyzing article and preparing to gather current statistics**COURSE ACTIVITY 2**: *Society, Families and Children in the 21st Century*ZOOM Breakouts: Meet with your group members to prepare to present your combined current statistics found by your group to answer: Do Americans Really Like Children-Yet? | **🕮 View** articles/videos on Identity and Citizenship in the U.S. found on the ***Canvas Week Two Module*****✍** **Sign up** to receive the bi-monthly literature from the  ASCD [Whole Child Initiative.](http://www.wholechildeducation.org/)**🕮 Read** the five tenets of the ***Whole Child Initiative*** Be sure to review the Homepage of this site to understand the tenets of this broad-based initiative.**✍** **Work** with your first group to create a poster on your  group’s assigned tenet.**🕮 Read**  [Henderson's 4 Cs](https://www.csun.edu/~sb4310/601%20files/4cs%5B1%5D.pdf) Be prepared to share what has attracted you to the  profession of teaching after reflecting on the article.**✍ Forum Post Two:** *Why is it important for teachers to understand how the brain is hard-wired? Why does this place the child growing up in poverty at risk of school achievement and life success?* |
| **3     SEP 8**  | ** TPE 1: Engaging and Supporting All Students in Learning Group Presentations of  Do Americans Really Like Children--Yet?**Instructor Presentation**:**  ****Instructor Presentation:[***Inspire to Aspire***](http://www.csun.edu/~sb4310/pptpresents/inspiretoaspire.ppt) ***The Whole Child Campaign Student Engagement in Learning***** COURSE ACTIVITY 3  *What’s Your Teacher Story***Here is a link you will enjoy reading: [All I Ever Needed to Know I Learned in  Kindergarten](https://cpco.on.ca/files/9214/0182/6527/NeedToKnow.pdf) (Your story??)***?*** ZOOM Breakouts: Meet with your group to interview one another about your story** COURSE ACTIVITY 4:** [*Caring Kids*](http://www.alfiekohn.org/article/caring-kids/): Jigsaw on article by Alfie Kohn   | http://shop.ascd.org/images/109074.jpg**🕮 Read** **Burke** **Text- Ch 1: *Meeting Ed Challenges*** *[****of Our Post-Covid World]***: **Ch 2** ***Teaching and Learning Theories;*** **✍** **Read** the article by [**Eric Jensen**](http://www.ascd.org/publications/books/109074/chapters/How_Poverty_Affects_Behavior_and_Academic_Performance.aspx?lk=6933510-6933510-0-40120-tqExkpnoGINuWI2R86OHQjK8BWj8wxAl) on children and poverty**✍Forum Post Three:** *How can teachers work within their schools serving underrepresented minority children to promote their success in school?* See the [**ASCD Whole Child Initiative**](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5Cmy%20webs%5C601%20files%5CWholeChild-MakingTheCase.pdf)**.****✍** **Select** a personal family/cultural artifact that you treasure as symbolic of you and your family. Remember to have it on hand for the next class for the *Cultural Identity Activity.* |
| **WEEK****Session**  | **Topic/Content of Session** | **Assignment****(Due the following Session)** |
| **4   SEP 15** | **TPE 2: Creating and Maintaining Effective Environments for Student Learning** ** COURSE ACTIVITY 5: *The Whole Child Initiative*** poster presentations****Instructor Presentation - ***Social Skill and  Identity Development -***[***Inspire to Aspire***](http://www.csun.edu/~sb4310/pptpresents/inspiretoaspire.ppt) ***(Erikson's Stages of Development)*****COURSE ACTIVITY 6:**  Complete the Cultural Identity Chart**Preparing** for [Observations](https://video.search.yahoo.com/search/video;_ylt=Awr9ImvpyR1fzDIA1IlXNyoA;_ylu=X3oDMTEyZnE4ODVwBGNvbG8DZ3ExBHBvcwMxBHZ0aWQDQzAwOTRfMQRzZWMDc2M-?p=Eggan+Videos+%26+Planning+%26+Teaching%2FObservation+%26+Analysis&fr=mcafee&guce_referrer=aHR0cHM6Ly9zZWFyY2gueWFob28uY29tL3NlYXJjaD9mcj1tY2FmZWUmdHlwZT1FMjE0VVM3MTRHMCZwPUVnZ2FuK1ZpZGVvcyslMjYrUGxhbm5pbmcrJTI2K1RlYWNoaW5nJTJGT2JzZXJ2YXRpb24rJTI2K0FuYWx5c2lz&guce_referrer_sig=AQAAAL5iqlLURz-kd3NnI4yflzpDJXEtMM2wmt3f8gFlIUihb0KR_AptgkR0_iLORhhl-21Q1VVnd2e9GZKLDLcN4GrRcBoPn4JkCebNi0UHwebtWNntekPC4IPwr27micW4pEgGIGeKD7kSjGYy2cr33l8CMKnFPwMzNhkKkwPUMSxA&_guc_consent_skip=1595787794#id=4&vid=cd0c5a1962f59047d1afe86b570cb997&action=view) of Children  | **🕮 Read**: **Burke-Ch 3*:* Setting Positive Classroom Climate and** ***BEGIN BURKE ASSIGNMENTS:*** ***Note***:  *These assignments will become part of your Classroom Management and Communication Plan* **✍ Burke Assignment *Getting Started* #1**  (Fig. 3.8) **✍ Burke Assignment *Creating Effective Rules* #2** (Fig 3.11)**✍ Burke Assignment *Classroom Rules* #3:** (Fig 3.12)**✍ Burke Assignment *Brainstorming Web* #4:** (Fig 3.14)**✍Burke** **Assignment *The Dirty Dozen #* 5:** (Fig 3.17)**✍Burke Assignment *Agree-Disagree* #6** (Fig 3.18)**🕮** Refresh your knowledge about the work of  [Erikson](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5C681spring16%5CEriksonstagesvirtues.rtf) and [Maslow](http://www.edpsycinteractive.org/topics/regsys/maslow.html) by following the links in  Inspire to Aspire.**✍Forum Post Four:** *Discuss how you benefitted from educators who effectively inspired and motivated you.* |
| **5     SEP 22** Burke Assignments | **COURSE ACTIVITY 7:** [**IALAC**](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5C681spring16%5CIALAC.doc) **** ZOOM Breakouts: Meet with your group  meet to present, share, discuss/review  peers’ plans to apply Burke Assignments.****Instructor Presentations Introduction to **Debate**: **Working *with* vs.  Doing *to* Students**.  [Team assignments for Debate](file:///C%3A%5CUsers%5CAppData%5CLocal%5CTemp%5CClassroom%20Debate%20Teams.docx) Review the [Team Debate Ru](file:///C%3A%5CUsers%5CAppData%5CLocal%5CTemp%5CRubric%20for%20Team%20Performance%20in%20Debate.doc)bric with your team **Assignment of readings from *C.M. Charles*** on positive vs. assertive  discipline strategies.   Using the [cooperative learning template](file:///C%3A%5CUsers%5CAppData%5CLocal%5C601%20files%5Ccooplrntemplate.doc) | **✍** **Work** with assigned online group to prepare for the  [Debate](file:///C%3A%5CUsers%5CAppData%5CLocal%5CTemp%5CClassroom%20Debate%20Teams.docx). Read the chapters assigned to become prepared to  support your group in adopting the voice of your theorist.  *The objective of the Debate is to identify the contrast  between traditional models of discipline (assertive) with current models of discipline (positive)*  **✍Forum Post Five:** *Describe how you might transfer the IALAC activity into your future classroom. How might it support your efforts to create a caring classroom community*? |
| **6      SEP 29**    | ****Instructor Presentations  The theory of **Mind Set**  **Preparing** for Instruction [Video](https://video.search.yahoo.com/search/video?fr=mcafee&p=Eggan+Videos+%26+Planning+%26+Teaching%2FObservation+%26+Analysis#id=52&vid=49178a962addd04e983e5cf7013f8992&action=view) **Introducing** the Classroom Communication and Management Plan Assignment Rubric that we will be working on.**Course Activity 8**: T-Chart on empathy  | **✍** **Continue** **Work** with assigned online group to prepare for  the [Debate](file:///C%3A%5CUsers%5CAppData%5CLocal%5CTemp%5CClassroom%20Debate%20Teams.docx). **🕮 Read Burke- Ch 4** **Helping Students Use Social Skills 🕮 Read Burke- Ch** **5:** **Helping Students Who Won’t Accept  Responsibility** **✍** Choose to complete **three Chapter 5 Burke Assignments** **✍Forum Post Six:** *What more would you like to learn about promoting students’ growth mindset? Is it an important  goal for new teachers to set and achieve?* |
| **7     OCT 6**   Debate | **Course Activity 9**: **DEBATE** on Classroom Communication and Management ****Debate Processing (all will have the opportunity to compare the theoretical strategies they would like to use and how).****Complete the [Team Debate Ru](file:///C%3A%5CUsers%5CAppData%5CLocal%5CTemp%5CRubric%20for%20Team%20Performance%20in%20Debate.doc)bric with your team members and submit for team and individual member score.  | **🕮 Read Burke-Ch** **6:** **Helping Students Who Lack  Interpersonal Skills** **✍** Choose to complete **three Chapter 6 Burke** **🕮**  **Read**:   What Does Your [Gratitude Meter](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5C681spring16%5Cgratitude%20meter.doc) Read? **✍Forum Post Seven:**  *How did you enjoy your experience in the debate? Describe your plan to promote democracy and/or growth Mind Set in your classroom.*  |
| **WEEK****Session**  | **Topic/Content of Session** | **Assignment****(Due the following Session)** |
| **8     OCT 13**  | ****Instructor Presentation:[***Inspire to Aspire***](http://www.csun.edu/~sb4310/pptpresents/inspiretoaspire.ppt) ****Why is Gratitude an important habit of mind to foster in ourselves and the students we  teach?******Course Activity 10:** [Morning Meeting](https://www.youtube.com/watch?v=iMctALPpLF4) Simulation and reflection.**** |  **🕮**  **Read**: **Burke** **Ch 7: Addressing Students Who Cause Class Disruptions. And  Ch. 8 Working with Students with Special Needs** **✍** **Burke Assignment *Agree-Disagree* #6** (Fig 3.18)**✍**  **Assignment 7: Show** progress on your [Classroom  Communication and Management Plan](file:///C%3A%5CUsers%5CAppData%5CLocal%5CTemp%5CRubric%20for%20classroom%20management%20plan.doc)  **✍** Review the  requirements for the upcoming collaborative  research project- [Rubric for Group Performance](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5C681spring16%5CEED%20681%20COLLABORATIVE%20RESEARCH%20PROJECT.doc) |
| **9    OCT 20** | **TPE 3: Understanding and Organizing Subject Matter for Student Learning** **Course Activity #11**: Analyzing CSUN subject-area lessons for how they meet TPE# 3.1 through TPE # 3.7Model Elementary Education Lesson Plan | **🕮 Read**: **Gordon, *How to Write a Lesson Plan*****🕮 Write the two first sections of a lesson using the  *Gordon Guide*****🕮**  **Read**: **Burke** **Epilogue****✍Forum Post Eight:** *What does the lesson plan guide reveal about the need for teachers to prepare for instruction if they  wish to assure diverse student success?* |
| **10   OCT 27** | **TPE 4: Creating and Maintaining Effective Environments for Student Learning** And **TPE 5 Assessing Student Learning******Instructor Presentation: Understanding the difference between Assessment OF and Assessment For learning]  Using assessment tools for assuring  formative feedback to students during  instruction Using Assessment tools for summative  assessments of student performance | **🕮 Use Gordon’s Eight-Key Chart to be sure you have included all parts of your lesson—PLAN is Due NOV 10** **✍ Assignment 8: Complete your own version** of the strategies shown on Burke pages 201, 207, 212 245, 264 AND your choice of any one of the Assessments.**🕮 Read**: Belgrad Documents on *Formative Assessment Tools*  found in the CANVAS platform**✍Forum Post Nine:** *To what degree of skill must new  teachers aspire in order to assure that assessment drives  instructional (formative) feedback and student success?* |
| **11  NOV 3** |  **** [**TPE 6: Developing as a Professional Educator --Understanding how TPE’s promote understanding of effective communication with parent/families**](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5CPARENTS%20AS%20PARTNERS%20IN%20EDUCATION.htm)**:** **** **Course Activity 12**:  ZOOM Breakouts: Meet with small groups  to present, Lesson Plans **Brainstorm** on topics for collaborative  project and forming research groups  to prepare presentations to inform peers on a  variety of approaches to creating a caring and effective learning communities in our  classrooms/schools**** Instructor Presentation:on Portfolios of Significant Achievement – Due Dec. 8.  | **🕮**  Review Burke chapters on suggestions for working with parents:**✍** Meet with project groups to begin the plan for a  presentation. You may consider creating podcasts,  vodcasts, PPT presentations or other media to lead  interest in your topic. Presentations will be scheduled  on NOV 24 and DEC 1**✍Forum Post Ten:** *How much importance should be placed  on developing parent communication and involvement  skills in assuring the success of diverse (all) students?* *What are your goals??* |
| **12  NOV 10**  Lesson Plan    | **** Course Activity 12 continued:  ZOOM Breakouts: Meet with small groups  to present, Lesson Plans  | **✍**  **Assemble** the elements of your plan of action for creating community and optimal student social/emotional development in your future classroom through the  [Classroom Communication and Management Plan](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5C681spring16%5CRubric%20for%20classroom%20communication%20plan.rtf) |
| **WEEK****Session**  | **Topic/Content of Session** | **Assignment****(Due the following Session)** |
| **13  NOV 17** | ****Learn about the requirements for the final two projects--Individual Classroom Communication and Management and Management Plan; Group Research Project and generate the topics that will be studied and presented.**** Class time to work on your Group Research Project  | **✍Meet** with groups to continue **plan** for presentations **✍**Classroom Communication and Management Plan Due Next Session |
| **14   NOV 24** Communication Management Plan**Group** **Presentations** | **** **Group** **Presentations** Self-Assessment of Course Performance |  **✍**  Begin your reflections on your work in the course so you may select five entries for Final Portfolio. See  [Procedures](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5CCOMPS%5CMIDTERM%20PORTFOLIO.doc)**✍**  See Artifact Selection [Form](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5C601%20files%5CARTFTSELMID.doc) |
| **15    DEC 1****Group** **Presentations** |  **** **Group** **Presentations** Self-Assessment of Course Performance |  **✍** Complete the *After* of the **Course** ***Agree/Disagree*** completed in Session 1   |
| **16 DEC 8****Portfolio** | **Portfolio Showcase and Peer Portfolio Conference****Reviewing** Course Outcomes and response on Agree/Disagree Organizer**Sharing**/Review of Portfolios with reflections on evidence of meeting course objectives. |  **✍ Post** Portfolio online in advance of class for instructor review and comments |