ACCELERATED COLLABORATIVE TEACHING (ACT)
PREPARATION PROGRAM
ELPS 541A/SPED 541B: Getting Started – Introduction to Teaching in Urban Schools
Fall 2022

SYLLABUS
Michael D. Eisner College of Education, California State University, Northridge

<u>**INSTRUCTOR**</u>:
<u>**MEETING TIMES**</u>:
<u>**OFFICE and OFFICE HOURS**</u>:
<u>**PHONE**</u>:
<u>**E-MAIL**</u>:

The Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. **We value academic excellence in the acquisition of research-based professional knowledge and skills. We commit ourselves to, and expect our candidates to:**
   - Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
   - Acquire professional and pedagogical knowledge;
   - Acquire pedagogical content knowledge;
   - Use professional standards and empirical research to develop and evaluate programs and guide practice;
   - Capitalize on advancements in technology to promote learning;
   - Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
   - Understand, apply, and engage in scholarship and research.

2. **We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement. We commit ourselves to, and expect our candidates to:**
   - Develop knowledge and skills that research, and evidence have shown to positively impact schools and communities;

- Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
- Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
- Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
- Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
- Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.

3. **We value ethical practice and what it means to become ethical and caring professionals. We commit ourselves to, and expect our candidates to:**
   - Engage in inquiry about what it means to be an ethical and caring professional;
   - Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
   - Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
   - Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.

4. **We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities. We commit ourselves to, and expect our candidates to:**
   - Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
   - Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
   - Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
   - Identify and use professional and community resources.

5. **We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners. We commit ourselves to, and expect our candidates to:**
   - Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
   - Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
   - Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
   - Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
   - Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.

6. **We value creative, critical, and reflective thinking and practice. We commit ourselves to, and expect our candidates to:**
   - Engage in continuous and critical reflection;
   - Participate in ongoing professional development;
   - Accept feedback and consider implications for practice and program renewal;
   - Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
   - Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

II. COURSE GUIDELINES:
Readings:
   Journal articles as identified in the syllabus and on Canvas
   Additional articles may be identified and are considered required readings.

Catalog Description:
Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program, and offered as the fall semester of a two-semester program.
Pre-requisites: Acceptance to the ACT Program
Co-requisites: Appropriate specialization courses

This course is the first core course designed to provide a knowledge base essential for elementary, secondary, and special education teachers. This course is co-taught with an emphasis on developing effective, collaborative, and reflective practitioners. Candidates apply the California Standards for the Teaching Profession (CSTP), Teaching Performance Expectations (TPEs) and Common Core State Standards (CCSS) in developing professional competencies. The themes introduced this semester, will be revisited throughout the year, and include: learning and teaching, special populations [At-Risk, Special Needs, English Learners, Gifted], and cultural diversity. Topics include use of teaching and content standards in culturally reflective and responsive instruction, social and restorative justice, historical context of special education, range of settings and services for students with special needs, establishing an effective classroom environment, student assessment, social-emotional well being and professional collaboration. This course provides activities and discussion that emphasize the link between theory and practice.

Course Objectives:
Teacher candidates will demonstrate the ability to do the following:
1. Apply the CSTP, TPEs and CCSS in the development of instructional decision-making.

2. Analyze and apply how teachers' attitudes, assumptions, values, and beliefs inform instructional planning and practice for diverse populations.

3. Examine significant issues in diversity, multicultural, multiethnic, multilingual education in urban schools, social and restorative justice , social-emotional well being, and their implications for teaching in urban schools.

4. Use knowledge of learning, language acquisition, culture, exceptionality, and gender to analyze instructional planning for students in urban settings.

5. Recognize the need to apply state-adopted academic content standards for effective planning and instruction for students with and without disabilities.

6. Identify and apply effective problem solving strategies to facilitate teaching and learning for students with and without disabilities.

7. Describe and apply instructional accommodations and modifications for students with special needs in general education settings as identified in their IEPs.

8. Analyze and apply research-based theories and principles related to effective classroom environments and positive behavior supports in making sound instructional decisions for diverse populations.

9. Use empirical evidence to support professional instructional decision-making and reflective practice.

10. Describe purposes and principles of collaboration and consultation with other school professionals and parents, and apply models of collaboration/consultation effective in promoting the achievement of K-12 students in urban schools.

11. Demonstrate an understanding of the historical, legal, and ethical perspectives that led to inclusive education for students with disabilities.

12. Identify the disability categories covered by IDEA, and the learning, behavioral and social characteristics of students with mild/moderate and moderate/severe disabilities.

13. Describe and analyze a variety of service delivery options used to facilitate the individualized, specialized instruction needed for effective inclusion of students with disabilities, students at-risk, and students who are gifted.

14. Descrbe the eight neurodevelopmet constructs, and analyze their relationship to a strengths-based approach to teaching and learning to meet the needs of students with and without disabilities.

III. STUDENT REQUIREMENTS AND EXPECTATIONS
Attendance and Participation
Education is a social endeavor and we learn from one another. If you are not present in class, we cannot benefit from your ideas, experiences, or observations. Due to the interactive nature of this course, attendance and participation are critical. Students are responsible for obtaining any missed information from a classmate. You will be signing-in on a electronic form during virtual teaching. **In-class virtual activities that earn points cannot be made up.**

Policy on Academic Honesty:
California State University Northridge expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized access to CSUN computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the CSUN library will be dealt with appropriately.

Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor. In addition, students may be suspended or dismissed from the University upon the recommendation of the Department Chair or the Dean of the College of Education. In addition, students enrolled in

credential or licensing programs may be suspended, dismissed, or denied recommendation for the credential or license for any violation of the published Code of Ethics.

Core Writing Standards:

This is a graduate course and students are expected to turn in papers and assignments of graduate quality. All work should represent your reflections upon and integration of information covered in class in an organized way. Written work should be well written, grammatically correct, and conform to the American Psychological Association (APA) style manual, 7th edition where appropriate. All assignments should be typewritten and double-spaced, using standard fonts (i.e., Times or Times New Roman, 12 point) and appropriate margins. Additionally, written assignments are to be clear in sentence construction and are to be proofread before they are uploaded on Canvas. Please discuss individual concerns with your Home Team instructor. **Unless otherwise specified, assignments must have a cover page with the Home Team instructor's name and the date. Points will be deducted from assignments that do not conform to the *Core Writing Standards*. There will be no opportunities for resubmitting assignments to improve a grade.**

Students with Disabilities:

Students with disabilities are encouraged to register with the Disabilities and Educational Resource Services (DRES). Registration and completion of a services agreement must be done each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and will approve accommodations for which the student is eligible. Students who are approved for test-taking accommodations must provide a proctor form to their faculty member signed by a counselor in the Center prior to making testing arrangements. The Disabilities and Educational Resource Services Center is located in Bayramian Hall, Room 110. Staff can be reached at (818) 677-2684. Requests for any special accommodations must be made to the instructor in advance of any quiz, assignment, or activity. The student's qualifications for accommodation must be on file with the Student Disability Office before the request is made.

Professional Comportment:

As a student in a graduate class, you are expected to exhibit the behaviors of professional educators and professional students. This includes active and positive participation in class. Students are expected to treat their fellow students, the faculty, and guests with respect and courtesy. Unprofessional behavior will be addressed in accordance with the ACT Program handbook as well. **Cell phones should be off during class and not be used unless for access to Zoom or for an in-class virtual activity.**

Please note the following:

- Please do not call or email individual instructors to report anticipated absences or late arrivals. Any late work should be uploaded directly to Canvas.
- Students are expected to do their own work. Penalties for plagiarism and academic dishonesty are outlined in the University Catalog and will be upheld vigorously.
- We would encourage you to keep your camera on during Zoom sessions, however, we would require that it be on for the following: (a) presentation, (b) role play, (c) instructional exhibit, (d) ASL, or any other time you are answering a question, or speaking during the session.

As an ACT student, you are accountable for following policies, meeting expectations and following through on professional responsibilities as stated in the ACT Handbook, unless otherwise stated in this syllabus.

Additional Information

- Be sure to have a cover page on **all** assignments you do outside of class that includes your name, specialization, group gradeing instructor, and the date. **There are no rewrites permitted on any assignments.**

- All assignments must be typed and uploaded on Canvas **on or before the due date and prior to class time (4pm).**
- **10% of the points will be deducted each week (or part thereof) for late assignments.**
- Students are expected to identify one or two classmates (or "buddies") who can be approached for class notes, or information in the case of absences or tardiness. **It is each student's responsibility to obtain this information.**
- You are responsible for keeping track of your own grades. Once an assignment is graded, please do not only look at your grade in gradebook, also review the assignment to view instructor's comments.

IV, Assignments

	Points	% of Total
Personal Learning Inventory	25	15%
Defining My Cultural Identity	20	10%
Your Neurodevelopment S/W/A	25	15%
Professional Participation/Activities	130	60%
(In-class Zoom and Blended Sessions)		
TOTAL	200	100%

Note: More points may be added to the "in-class" Zoom activities category as detrmined by the instructors.

Explanation of Assignments

PERSONAL LEARNING INVENTORY: Candidates will complete a reflective personal learning inventory regarding their personal learning history. Instructions for completing the "Personal Learning Inventory" will be provided separately and on CANVAS, and also reviewed in class. U 1.1, 1.1, 1.1, 6.1, 6.2

DEFINING MY CULTURAL IDENTITY: Candidates will examine their cultural identity by creating a PowerPoint to depict aspects of their cultural identity. Instructions for completing "Defining My Cultural Identity" will be provided separately and on CANVAS, and also reviewed in class. U 1.3,1.3,3.7, 3.7, 4.8,4.8, 4.8,6.1,6.1,6.2,6.2,6.2 MM 4.1

YOUR NEURODEVELOPMENTAL STRENGTHS, WEAKNESSES AND AFFINITIES: Candidates will construct a storyboard to describe their neurodevelopmental strengths, weaknesses and affinities. Instructions for completing "Your Neurodevelopmental Strengths, Weaknesses and Affinities" will be provided separately and on CANVAS, and also reviewed in class. U 1.1, 1.3., 4.8,4.8, 4.8, MM 1.7, 4.5 EX 1.4

PARTICPATION:
In-class: In-class activities will be completed regularly relating to that evening's presentation. In addition, candidates are expected to attend Zoom class and participate actively by being prepared to respond to assigned readings, application to classroom practice, and collegial collaboration. **In-class Zoom activities cannot be made up since they pertain to that evening's discussion, and are considered participation points.**

Blended Learning Sessions: There are five blended learning sessions on Canvas pertaining to that particular week's content and readings. Each blended session will have directions for completing the activities. The blended sessions will have a one-week window in which they are to be completed. **Once the window closes it will not be reopened for latecomers.**

CLASS DATES/TOPICS/READINGS/ASSIGNMENTS DUE

Sessions are subject to change with advance notice. You will be responsible for reading content material.

Class Dates	Topic	Readings	Assignments Due
Session 1 8/30/21	• Overview: Class Process & Setup, Course Expectations, ACT Student Responsibilities, Standards, Professional Responsibilities • Discuss Syllabus, Assignments and Canvas Blended Sessions • Introduction to Home Teams • Getting to Know You Activity/Survey		
9/6/21	• Labor Day – CSUN Closed		
Session 2 9/13/21	• Introduction to Neurodevelopmental (ND) Methodology: • ND Quiz: What do you do well? **ND Construct: Overview** **U 1.1, 1.3.1.5 MM 1.7, 4.5 EX 1.4**	•Introduction to Neurodevelopment http://en.wikipedia.org/wiki/Neurodevelopmental_framework_for_learning U 1.1, 1.3,1.5 MM 4.5 EX 1.4	
Session 3 9/20/21 Blended Learning Session	• "What the *#@!* Do We Know?": The changing educational landscape, Definition of culture, Characteristics of culture, Microcultures – SES, Gender, Ethnicity, Language, Exceptionalities, Religion, Geography, Cultural Identity, Sexual Orientation • Equality vs. Equity ONLINE ASSIGNMENTS: • Plickers Reflection • Language Construct Quiz • Cultural Competence Short Essay **U 1.1, 1.1, 1.1, 1.6, 2.2, 2.2, 2.2, 2.3, 2.3, 2.3, 3.7, 3.7, 4.8, 4.8, 4.8, 6.2, 6.2, 6.2, MM 1.3 EX 1.8, 5.6** **ND Construct: Language**	•Gorski. (2016). "Rethinking the Role of Culture in Educational Equity: From Cultural Competence to Equity Literacy U 1.1, 2.2	
Session 4 9/27/21	• Introduction to Disabilities-History of Special Education and Laws that Govern Special Education **U 6.7, 6.7 MM 5.3, 5.3, 5.3, 6.3 Ex 5.4. 6.4** • ND: Attention Case Studies **ND Construct: Attention**	•History of Special Education https://www.sutori.com/story/evolution-of-special-education-in-the-united-states MM 5.3	**Personal Learning Inventory** U 1.1, 1.1, 1.1, 6.1, 6.2
Session 5 10/4/21 Blended Learning Session	• Part 1 - Looking at diversity issues through a pop cultural lens: Diversity Issue Movie Night • Part 2 – Diversity Discussion Forum Post **U 1.1,1.1, 1.1,1.5,1.5,2.2,2.2,2.2,3.7,3.7,4.8,4.8,4.8,** • Discussion Forum Post + 2 Responses to posts		
Session 6 10/11/21	• Racial Identity: Negotiating Racial Boundaries in Schools • Defining Your Racial Identity • Case Study—Social Cognition: ID Student strengths,	•Fanagan, C., Hindley, A. (2017). Let'stalk! Teaching race in the classroom. *Social Education 81(1), 62–66.*	

	affinities, areas for improvement, possible management plan, and accomodations and interventions U 1.1,1.1,1.1,1.3,1.3,1.3,1.5,1.5,2.1,2.3,6.2,6.2,6.2, MM 6.3 EX 6.4 **ND Construct: Social Cognition**	*U1.1,* *Aguilar, E. (2019). Getting mindful about race in schools. Educational Leadership 62-67.* U 2.3	
Session 7 10/18/21 Blended Learning Session	• A Look at how students are placed in Special Education Sample IEP and 504 Plan • Wordle • ND Memory Quiz • IEP/504 Quiz & Short contructed response U 1.3,2.5,2.5, 5.2, 5.8, MM 5.1,5.3,5.4 EX 1.6, 1.10, 5.5 **ND Construct: Memory**	•Rein (2015) Separate but Special: Overrepresentation of Minority Students in Special Education in America's Most Diverse City U 1.3 MM 5.1 EX 1.6	
Session 8 10/25/21	• Gender, Sexuality, Religion, Ageism U 1.5,1.5,6.2,6.2 **ND Construct: Social Cognition**	•Blackburn, M.V. & Pennell, S.M. (2018). Teaching students to question assumptions about gender and race. Phi Delta Kappan, 100 (2), 27-31. U 1.5 •Hansen, L.E. (2015). Encouraging pre-service teachers to address issues of sexual orientation in their classrooms. Promising Practices, 51-55. U 1.5, 6.2 •Ciuffo, A., (2019) Rethinking conventions: Keeping Gender-Diverse Students Safe. Educational Leadership pp 70-76. U 1.5, 6.2	**Defining My Cultural Identity** U 1.3,1.3,3.7, 3.7, 4.8,4.8, 4.8,6.1,6.1,6.2, 6.2,6.2 MM 4.1
Session 9 11/1/21 Blended Learning Session	• Improving Student Outcomes by Working Collaboratively with Colleagues and Families • Brochure for Family Involvement U 1.2, 2.6, 5.4. 6.2, 6.3, 6.4, MM 2.4, 2.4, 2.4, 6.2 EX 2.4, 6.1 **ND Co nstruct: Language**	•Johnson, B., (2020). How to coach parents who are teaching at home. Edutopia U 1.2 •Noonoo, S., (2020). Parents are getting more involved in remote learning. Is that a good thing? The EdSurge Podcast U 1.2	
Session 10 11/8/21	• Using Apps in the Classroom: Types and Examples to Meet the Needs of All Learners Including EL and SWD U 3.7, 3.7, 3.8, 4.8, 4.8 ,4.8 EX 2.1, 4.3 **ND Construct: Temporal Sequential/Spatial Ordering**	•Loveless, B. (2019). Are learning apps helping or hurting education?. Education corner. U 4.8,	
Session 11 11/15/21	• Interventions to Support Diverse Learners Including ELs and Students with Disabilities RtI Quickwrite U 1.4, 1.6, 2.1,4.4, 4.4 MM 2.6, 2.9, 5.2 EX 2.12, 5.3		**My ND Strengths, Weaknesses and Affinities** U 1.1, 1.3., 4.8,4.8, 4.8,

			MM 1.7, 4.5 EX 1.4
	ND Construct: Neuromotor		
Session 12 11/22/21 Blended Learning Session	• Defining Multiculturalism: Implications for Students & Teachers • English Learners • Video Reflection—Assignment Guide: Social Issues/Challenges and Supports/Scaffolds U 1.1, 1.6, 1.6,2.1,2.2,2.2, **ND Construct: Higher Order Cognition**	•Lopez, A.E., (2017). Is it time for the sixth dimension of multicultural education?: Resistence and praxis in challenging times. *Multicultural Perspectives, 19(*3), 155-161. U 1.1 •Storms, B.S., (2014). Using social justice vignettes to prepare students for social action engagement. *Multicultural Perspectives, 16*(1), 43-49 U 2.1 •Hadjioannou, X., (2016) .Addressing the needs of 21st-century teachers working with culturally and linguistically diverse students. *The CATESOL Journal (28.2)* U 1.1, 2.2 •Taylor, R., et.al.(2016). Preservice teacher's perceptions towards multicultural education & teaching of culturally and linguistically diverse learners. *Multicultural Education pp 42-48.* U 1.1, 2.2	
Session 13 11/29/21	• Social Justice and Restoritive Justice U 1.1, 2.1, 2.2, 2.3. 2.6, MM 1.7, 2.5, 2.7, 2.10,6.2,	•Fronios, T.,et.al., (2019). Restoritive Justice in U.S. Schools: An Updated Research Review. *WestEd* U 2.1	
Session 14 12/6/21	• Neurodevelopment – A Review • Putting it All Together – Semester Review and Spring Semester Preview • Discussion on how Fall semester learnings will be applied in the Spring semester • Evaluation	•Review ND Strategies Pages posted on Canvas Home Page	

SPED 541B Syllabus linking page

Instructions requested that only the "I" will be linked:

Universal	MMSN	EXSN
TPE1-Universal: 1.1-pg 6 1.2-pg 8 1.3-pg 6 1.4-pg 8 1.5-pg 7 1.6-pg 7	**TPE1-MMSN:** 1.3-pg 7 1.7-pg 6	**TPE1-EXSN:** 1.4-pg 6 1.6-pg 7 1.8-pg 7 1.10-pg 8
TPE2- Universal: 2.1-pg 8 2.2-pg 7 2.3-pg 7 2.5-pg 8 2.6-pg 8	**TPE2- MMSN:** 2.4-pg 8 2.5-pg 9 2.6-pg 8 2.7-pg 9 2.9-pg 8 2.10-pg 9	**TPE2- EXSN:** 2.1-pg 8 2.4-pg 8
TPE3- Universal: 3.7-pg 6 3.8-pg 8	**TPE3- MMSN:** --	**TPE3- EXSN:** --
TPE4- Universal: 4.4-pg 8 4.8-pg 6	**TPE4- MMSN:** 4.1-pg 6 4.5-pg 6	**TPE4- EXSN:** --
TPE5- Universal: 5.2-pg 8 5.4-pg 8 5.8-pg 8	**TPE5- MMSN:** 5.1-pg 8 5.3-pg 7 5.4-pg 8	**TPE5- EXSN:** 5.4-pg 7 5.5-pg 8 5.6-pg 7
TPE6- Universal: 6.1-pg 6 6.2-pg 6 6.3-pg 8 6.7-pg 7	**TPE6- MMSN:** 6.2-pg 8 6.3-pg 7	**TPE6- EXSN:** 6.1-pg 8 6.4-pg 7