



Master Syllabus

Purpose of Program Courses

The purpose of the iteach course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.

As a secondary purpose, this instruction is designed to help new teachers to develop needed competencies to succeed on state-mandated pedagogical exams.

Required Instructional Courses:

Course 5000	The Road to Certification - An Overview of Teaching
Course 5100	Learning Environments
Course 5200	Learner Development
Course 5300	Planning for Instruction and Assessment
Course 5400	Literacy, 21st Century Instruction, Pedagogical Content Knowledge
Course 5500	Learner Differences and Adaptations for Students with Disabilities
Course 5600	Diverse Populations, English Learners, Bilingual Learners

Required Additional Text

Learners in course 5600 are required to obtain and read one book:

- Hollie, S. (2011). Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success. Huntington Beach, CA: Shell Education.

Format

The program consists of self-paced, asynchronous online courses. There will be no face-to-face meetings during the courses.

Each course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom.

Technologies Required

Learners need:

- access to broadband Internet-enabled computer with
- either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for these courses); and
- the ability to play Flash video.

Guiding Learning Theory

The primary theory underlying the courses is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that “knowing is...a search for fitting ways of behaving and thinking” (von Glasersfeld, 1984). Learners in the courses will strive to make knowledge that fits with the learning expectations for each course as described in this document.

Each course will also provide a series of projects designed to help the learner construct knowledge about the course content. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Solomon (2003) and others.

The course sequence assumes little to no prior background knowledge about the field of teaching on the part of the learner, however, professional skills including graduate-level

reading, writing, and analytical skills are expected, because completion of a bachelor's degree is a prerequisite for program admission.

Grading Policy

Each course includes required reading and learning activities, assignments, and/or quizzes that allow the learner to demonstrate that he or she has mastered the content of that section. Quizzes are auto-graded. All quizzes, except the summative quiz in Course 5000, must be completed with a score of 80% or better. Because the material in Course 5000 is so critical to program success, each candidate must earn a score of 100% on that assessment before progressing to the next course, Course 5100.

Assignments: Emerging/Proficient demonstration of mastery is evident by a minimum score that varies by assignment. All assignment submissions are scored according to the assignment's rubric and returned with instructor feedback and comments regardless of the score. Once an assignment is passed, resubmissions are not accepted. Rather, constructive feedback on how the assignment could have been improved may be generally applied to subsequent assignments.

Scores that represent less than the minimum criteria will be reviewed by the course instructor and returned with comments that should be addressed and implemented before submitting subsequent attempts for review. Three attempts to meet minimum criteria on assignments are auto-generated. Although likely less, instructors are permitted 3-4 days to grade and return assignments.

The learner must earn a course average score of "1.5" (representing Emerging+ competency) or better in order to progress into the next course. Because this is a competency-based program, the learner will not be able to move on to the next course until he or she successfully completes the course in which he or she is currently enrolled. Once a course is passed, progression into the next course updates overnight.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none">• Extraordinary initiative in completing the learning activity• The work fully responds to all parts of the activity prompt.• The work is thoughtful and shows exceptional insight into the teacher's role in the learning process.• The work is grammatically correct and carefully proofread (0-1 error).

2	Proficient	Characterized by: <ul style="list-style-type: none"> ● The work fully responds to all parts of the activity prompt. ● The work shows insight into the teacher’s role in the learning process. ● The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> ● The work responds to the activity prompt. ● The work gives consideration to the teacher’s role in the learning process. ● The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> ● The work does not respond to the activity prompt. ● The work shows little to no consideration for the teacher’s role in the learning process. ● The work has many grammatical and/or spelling errors (4 or more).

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the courses and improve subsequent course designs.

CVA 5000: An Overview of Teaching

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers understand the professional relationships and dispositions that are essential to growth in the teaching profession. This course will also outline the progression of the iteach program.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- demonstrate the highest standards of ethical behavior;
- understand the roles of other school district professionals and build appropriate professional relationships that enhance student learning;
- develop an open line of positive communication with parents and community members and proactively engage them in the day to day life of the classroom; and
- cultivate a reflective teaching practice.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.0 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Cumulative Assessment
1.1 The teacher engages in continuous professional learning to more effectively meet the needs of each learner.	Cumulative Assessment
1.2 The teacher collaborates with learners, families, colleagues, other school professionals, and community members to	Cumulative Assessment

ensure learner growth.	
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Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks. It is divided into seven sections:

- Section 1. Who to Contact?
- Section 2. Fulfilling the Field Experience Requirements
- Section 3. Certification Testing
- Section 4. The Interview Process
- Section 5. Progressing through the Instructional Material
- Section 6. So Much to Learn Before the Students Arrive
- Section 7. Glossary

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours. Therefore, the course timeline is as follows:

Section	Assessment
Section 1. Who to Contact	Cumulative Course Assessment
Section 2. Fulfilling the Field Experience Requirements	Cumulative Course Assessment
Section 3. Certification Testing	Cumulative Course Assessment
Section 4. The Interview Process	Cumulative Course Assessment
Section 5. Progressing through the Instructional Material	Cumulative Course Assessment
Section 6. So Much to Learn Before the Students Arrive	Cumulative Course Assessment
Section 7. Glossary	Cumulative Course Assessment

Notice there are no due dates. This course is self-paced. However, all learning activities for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Details
Cumulative Course Assessment	Required Score 100%

iteach Course 5100: Learning Environments

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the power of positive relationships to create a collaborative community of learners
- understand the relationship between high teacher expectations for student performance and scaffolding support.
- develop an understanding of characteristics of an exemplary teacher and personalize this development through the creation of a why and visionary statement, as well as a welcome letter;
- compare and contrast different classroom management protocols and thus, know and be able to express their philosophies of classroom management;
- be able to design a safe and collaborative classroom space plan;
- be able to distinguish between rules and procedures and write developmentally-appropriate classroom rules and procedures that comply with the Family Educational Rights and Privacy Act (FERPA); and
- recognize the importance of communicating clear classroom expectations to students and parents and have a written document that conveys this structure in a welcoming way.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
<p>3: The teacher will create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<ul style="list-style-type: none"> ● First Day Quiz ● Layout and Procedures Quiz ● Behavior Management Comparison & Class rules ● Classroom Management quiz ● FERPA Procedures ● Welcome letter
<p>3(a) The teacher will collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility.</p>	<ul style="list-style-type: none"> ● Why and Visionary Statement ● Behavior Management Comparison & Class rules ● Welcome letter ● Ethics Training
<p>3(d) The teacher will manage the learning environment to engage learners actively.</p>	<ul style="list-style-type: none"> ● First Day Quiz ● Behavior Management Comparison & Class rules ● FERPA Procedures
<p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p>	<ul style="list-style-type: none"> ● Welcome Letter ● Classroom Management Quiz ● Behavior Management Comparison & Class rules

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	<ul style="list-style-type: none"> ● Pre-planning quiz ● FERPA Procedures Assignment ● Ethics Training Quiz
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Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five modules:

Module 1. Pre-Planning

Module 2. Classroom Management

Module 3. Classroom Layout and Procedures Module 4. Preparing for the First Day

Module 5. Legal and Ethical Issues

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 9 hours. The course sequence is:

Module	Assignments and Quizzes
1. Pre-Planning	<ul style="list-style-type: none"> ● Pre-Planning Quiz ● Teacher Why and Visionary Statement
2. Classroom Management	<ul style="list-style-type: none"> ● Classroom Management Quiz ● Behavior Management Comparison and Class Rules Assignment
3. Classroom Layout and Procedures	<ul style="list-style-type: none"> ● Layout and Procedures Quiz
4. Preparing for the First Day	<ul style="list-style-type: none"> ● First Day Quiz
5. Legal and Ethical Issues	<ul style="list-style-type: none"> ● Ethics Training Quiz ● FERPA Procedures Assignment

5. Cumulative Activity	<ul style="list-style-type: none"> • Cumulative Assignment: Welcome Letter • End of Course Survey
5. End of Course	

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course. In this course there are 5 auto-graded quizzes, 4 rubric graded assignments, and 1 survey.

Grading Policy

Assignment or Assessment	Grading Details
Pre-Planning Quiz	Must score 80% or better
Teacher Why and Visionary Statement	Must score 5 points or more
Classroom Management Quiz	Must score 80% or better
Behavior Management and Class Assignment	Must score 6 points or more
Layout and Procedures Quiz	Must score 80% or better
First Day Quiz	Must score 80% or better
Ethics Training Quiz	Must score 80% or better
FERPA Procedures Assignment	Must score 6 points or more
Cumulative Assignment: Letter to Parents	Must score 6 points or more
End of Course Survey	Completion. No score criteria.

iteach Course 5200: Learner Development

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self-efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- know and be able to describe the normal physical, cognitive, and social/emotional development of school-aged learners;
- know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism);
- understand the factors (including motivation, self-concept, intelligence, prior knowledge, environment, and personal interpretation) that contribute to learners' readiness to learn and recognize whether students are ready to learn through the creation an informal assessment tool for learning readiness;
- have developed a personal philosophy of teaching that incorporates major theories and demonstrates the value of the individual learner's development in the learning process, and
- distinguish the various levels of Bloom's taxonomy and be able to describe what learning looks like at each level.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	<ul style="list-style-type: none"> ● Learner Development Quiz
7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. The teacher will know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism).	<ul style="list-style-type: none"> ● Educational Philosophy Quiz ● Culminating Course Project: Educational Theory & Philosophy
1(f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.	<ul style="list-style-type: none"> ● Factors Impacting Learning Quiz ● Learning Indicators Assignment
8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	<ul style="list-style-type: none"> ● Higher-Order Thinking Quiz ● Bloom's Taxonomy Assignment

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Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into four sections:

Module 1. Stages of Learner Development

Module 2. Educational Philosophy and Learning Theories Module 3. Factors Impacting Learning

Module 4. Higher-Order Thinking and Bloom’s Taxonomy

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 11 and 12 hours. Therefore, the course timeline is as follows:

Module	Assignments and Quizzes
1. Stages of Learner Development	<ul style="list-style-type: none"> • Learner Development Quiz
2. Educational Philosophy and Learning Theories	<ul style="list-style-type: none"> • Educational Philosophy Quiz
3. Factors Impacting Learning	<ul style="list-style-type: none"> • Factors Impacting Learning Quiz • Learning Indicators Assignment
4. Higher-Order Thinking and Bloom’s Taxonomy	<ul style="list-style-type: none"> • Higher-Order Thinking Quiz • Bloom’s Taxonomy Assignment • Culminating Course Project: Educational Theory and Philosophy Essay • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Learner Development Quiz	13 out of 17 points
Educational Philosophy Quiz	6 out of 8 points
Factors Impacting Learning Quiz	5 out of 6 points
Learning Indicators Assignment	Minimum points: 5 points
Higher Order Thinking Quiz	Must score 80% or better
Bloom’s Taxonomy Assignment	Must score 11 points or better
Culminating Course Project: Educational Theory and Philosophy	Must score 6 points or better
End of Course Survey	Completion. Unscored.

iteach Course 5300: Planning for Instruction and Assessment

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers to understand the importance of lesson planning; know common lesson planning models; differentiate between various instructional models and select the model best suited to the learning task; and write their own learning objectives and lesson plans. This instruction will also equip pre-service and early service teachers to understand the role and limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- write lesson objectives;
- design a lesson plan;
- recite research-based effective instructional practices;
- conduct a fair and helpful formative assessment;
- conduct a fair and valid summative assessment; and
- apply assessment results toward refinement and reteaching of lesson objectives.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
7.0 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<ul style="list-style-type: none">● Writing Instructional Objectives Assignment● High Yield Strategies Quiz● Planning Instruction Quiz● Lesson Plan Assignment

<p>7.1 The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>7.2 The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Formative & Summative Assessment Assignment ● Assessment and Data Analysis Quiz
<p>7.3 The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.0 The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan

<p>6.1 The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.2 The teacher uses assessment to engage learners in their own growth.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan

<p>6.3 The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>8.1 The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment

<p>8.2 The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
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Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into eight sections:

Module 1: Lesson Planning and Writing Objectives

Module 2: Lesson Planning and the Lesson Cycle Module 3: Instructional Approaches

Module 4: Overview of Assessment Module 5: Standardized Tests

Module 6: Classroom Assessments (Formative and Summative) Module 7: Evaluation

Module 8: Using Assessment Results-Planning, Feedback, and Reporting

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 5 and 6 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Overview of Lesson Planning and Writing Objectives	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment
2. Lesson Cycles	

3. Instructional Structures and Strategies	<ul style="list-style-type: none"> • High Yield Strategies Quiz • Planning Instruction Quiz • Lesson Plan Assignment
4. Overview of Assessment	
5. Standardized Testing	<ul style="list-style-type: none"> • Standardized Testing Assignment
6. Classroom Assessments (Formative and Summative)	<ul style="list-style-type: none"> • Formative & Summative Assessment Assignment
7. Evaluation	<ul style="list-style-type: none"> • Evaluation Quiz
8. Using Assessment Results-Planning, Feedback, and Reporting	<ul style="list-style-type: none"> • Assessment and Data Analysis Quiz
8. Cumulative	<ul style="list-style-type: none"> • Summative Assignment: Lesson Plan & Assessment Plan • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Analyzing Objectives Learning Activity	Unscored
Writing Instructional Objectives Assignment	Minimum Score: 6 points
High Yield Strategies Quiz	3 out of 4 points
Planning Instruction Quiz	8 out of 11 points
Lesson Plan Assignment	Minimum Score: 11 points
Standardized Testing Assignment	Minimum Score: 5 points
Formative & Summative Assessment Assignment	Minimum Score: 5 points
Evaluation Quiz	4 out of 5 points
Assessment and Data Analysis Quiz	80%

Summative Assignment: Lesson Plan & Assessment Plan	Minimum Score: 9 points
End of Course Survey	Unscored

iteach Course 5400: Literacy, 21st Century Instruction, and Pedagogical Content Knowledge

Purpose

The purpose of this instruction is to help pre-service and early service teachers develop the 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems—that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the building blocks of literacy;
- distinguish between various approaches to literacy instruction (phonics and whole language);
- appreciate the critical role of literacy in each of the core content areas and know strategies to cultivate literacy in specific content areas and grade levels;
- understand the advantages and drawbacks of technology in the classroom and harness technology effectively to bolster instruction;
- describe the value of interdisciplinary instruction and recognize which disciplines integrate most closely with their content area of certification, and
- be able to identify and select content-appropriate instructional strategies.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
<p>4.0 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● Selection of Class Technology Tool Assignment ● Engagement & Differentiation Quiz
<p>4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Literacy Instructional Strategies Assignment
<p>4.2 The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Pedagogical Content Knowledge Assignment ● Engagement & Differentiation Quiz
<p>5.0 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● ISTE Standards Reflection

<p>5.1 The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection
<p>5.2 The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection
<p>8.0 The teacher implements and engages learners in developing literacy and communication skills that support learning in the content area(s).</p>	<ul style="list-style-type: none"> ● Building Blocks of Literacy Quiz ● Literacy Instructional Strategies Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five sections:

Module 1: Building Blocks of Literacy for K-6 **Module 2: Literacy in the 7-12 Classroom** **Module 3: Technology**

Module 4: Interdisciplinary Instruction **Module 5: Pedagogical Content Knowledge**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 9 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Building Blocks of Literacy for K-6	Building Blocks of Literacy Quiz
2. Literacy in the 7-12 Classroom	<ul style="list-style-type: none"> Literacy Instructional Strategies Assignment
3. Technology	<ul style="list-style-type: none"> Class Technology Tool Assignment ISTE Standards for Students: Reflection
4. Interdisciplinary Instruction	<ul style="list-style-type: none"> Interdisciplinary Lesson Plan Assignment
5. Pedagogical Content Knowledge	<ul style="list-style-type: none"> Engagement and Differentiation Quiz Pedagogical Content Knowledge Assignment
Cumulative Assignment	<ul style="list-style-type: none"> Cumulative Course Project: Class Technology Initiative Assignment End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
<ul style="list-style-type: none"> Building Blocks of Literacy Quiz 	Must score 80% or better
<ul style="list-style-type: none"> Literacy Instructional Strategies Assignment 	Minimum Score: 6 points
<ul style="list-style-type: none"> Class Technology Tool Assignment 	Minimum Score: 6 points
<ul style="list-style-type: none"> ISTE Standards for Students: Reflection 	Minimum Score: 5 points

<ul style="list-style-type: none"> • Interdisciplinary Lesson Plan Assignment 	Minimum Score: 13 points
<ul style="list-style-type: none"> • Engagement and Differentiation Quiz 	Must score 80% or better
<ul style="list-style-type: none"> • Pedagogical Content Knowledge Assignment 	Minimum Score: 6 points
<ul style="list-style-type: none"> • Cumulative Course Project: Class Technology Initiative Assignment 	Minimum Score: 6 points
<ul style="list-style-type: none"> • End of Course Survey 	Unscored

iteach Course 5500: Learner Differences and Adaptation for Students with Disabilities

Purpose of this Course

The purpose of this instruction is to help pre-service and early service teachers learn about how students' differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.

As a secondary purpose, this instruction is designed to help new teachers to meet the demands of executing the legal responsibility required to support students who receive services as defined in the Individuals with Disabilities Education Act (IDEA).

Learning Expectations

At the conclusion of this course, the standards of the Council for Exceptional Children (CEC) will have been addressed:

Standard 1: Learner Development and Individual Learning Differences Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge Standard 4: Assessment
Standard 5: Instructional Planning and Strategies Standard 6: Professional Learning and Practice Standard 7: Collaboration

Further, it is expected that learners will:

- describe the requirements of federal law for accommodating students with disabilities and learning differences in schools;
- recognize the characteristics of various types of physical disabilities, learning disabilities, and mental illness in the classroom;
- understand the referral process for students who may be in need of an IEP;
- understand options for accommodating learners who have an IEP in place; and
- recognize and serve the learning needs of gifted students in the mainstream classroom.
- create lesson plans that implement accommodations and modifications.
- complete Dyslexia Training

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
<p>2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● Preparing for the IEP Meeting Assignment ● Instructional Modifications & Accommodations Assignment ● Lesson Plan with Modifications/Accommodations
<p>1 The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p>	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Dyslexia Training & Certificate ● Instructional Modifications for Gifted Students Assignment
<p>Progressions 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Instructional Modifications for Gifted Students Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into six sections:

- Module 1. Special Education Laws and Protected Groups
- Module 2. Response to Intervention and the Individualized Education Program
- Module 3. Recognizing and Accommodating Students with a Range of Special Needs
- Module 4. Strategies Make a Difference in the Classroom
- Module 5. Professional Learning and Collaboration
- Module 6. Gifted Students

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 7 and 8 hours. Therefore, the course timeline is as follows:

Module	Quizzes and Assignments
1. Special Education Laws and Protected Groups	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Prevention Quiz
2. Response to Intervention and the Individualized Education Program	<ul style="list-style-type: none"> ● Preparing for an IEP Meeting Assignment
3. Recognizing and Accommodating Students with a Range of Special Needs	<ul style="list-style-type: none"> ● Instructional Modifications and Accommodations Assignment ● Dyslexia Training and Certificate
4. Strategies Make a Difference in the Classroom	(Cumulative)
5. Professional Learning and Collaboration	(Cumulative)
6. Gifted Students	<ul style="list-style-type: none"> ● Instructional Modifications for Gifted Students Assignment
6. Cumulative Assignment	<ul style="list-style-type: none"> ● Lesson Plan with Modifications/Accommodations Assignment ● End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
<ul style="list-style-type: none"> Special Education & Drug Abuse Prevention Quiz 	Must score 80% or better
<ul style="list-style-type: none"> Preparing for the IEP Meeting 	Minimum of 8 points
<ul style="list-style-type: none"> Instructional Modifications and Accommodations Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> Dyslexia Training and Certificate 	Certificate of Completion
<ul style="list-style-type: none"> Instructional Modifications for Gifted Students Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> Lesson Plan with Modifications/Accommodations Assignment 	Minimum of 8 points
<ul style="list-style-type: none"> End of Course Survey 	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> Extraordinary initiative in completing the learning activity The work fully responds to all parts of the activity prompt. The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> The work fully responds to all parts of the activity prompt. The work shows insight into the teacher's role in the learning process. The work is grammatically correct and proofread (no more than 2 errors).

1	Emerging	<p>Characterized by:</p> <ul style="list-style-type: none"> ● The work responds to the activity prompt. ● The work gives consideration to the teacher's role in the learning process. ● The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	<p>Characterized by:</p> <ul style="list-style-type: none"> ● The work does not respond to the activity prompt. ● The work shows little to no consideration for the teacher's role in the learning process. ● The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5600: Diverse Student Populations, English Language Learners and Bilingual Students

Purpose of this Course

Teachers enrolled in this course will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).

Additional Required Materials

In addition to the technology required for all courses in the iteach program, this course requires additional outside reading material.

Candidates are required to obtain:

Hollie, S. (2011). *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*. Huntington Beach, CA: Shell Education.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- Read and implement knowledge and strategies from the course text into assignments.
- appreciate the value and challenges of cultural differences in the classroom;
- understand and know how to implement Culturally and Linguistically Responsive Teaching and Learning in the classroom and in learning experiences
- understand the teacher's responsibility to ELs; and the supports local districts provide for services
- support simultaneous language acquisition and content learning for ELs.
- learn how best to support LGBTQ students

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators

(used with permission).

VIRGINIA DEPARTMENT OF EDUCATION

State Mandated Teacher Trainings

Virginia candidates are required to complete four state mandated trainings to seek initial licensure. The completion certificates for these trainings will be uploaded in an assignment in module 3, at the end of this course.

General information may be located here

- <https://doe.virginia.gov/teaching/licensure/>

All trainings are included via the web addresses below except the Emergency First Aid, CPR & AED training. The Virginia DOE suggests using approved training provided by the American Heart Association or the American Red Cross to meet this requirement.

- **Child Abuse and Recognition Training**
 - https://doe.virginia.gov/teaching/licensure/child_abuse_training.shtml
- **Emergency First Aid, CPR & AED**
 - https://doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml
- **Dyslexia Awareness Training Module**
 - <https://doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml>
- **Behavior Intervention and Support Training**
 - <https://cieesodu.org/initiatives/restraint-and-seclusion/>

At the end of this course:

Objectives	Evidence
<p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Serving LGBTQ Students Assignment ● Theory of Teaching Essay Assignment
<p>Progression for Standards 1 & 2: 1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Accommodations for ELLs Assignment ● ELL Training Assignment ● Theory of Teaching Essay Assignment

<p>Progression for Standards 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Serving LGBTQ Students Assignment ● Accommodations for ELLs Assignment ● Theory of Teaching Essay Assignment
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Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into three sections:

Module 1. Culturally Responsive Teaching and Learning

Module 2. Bilingual and ESL Program Models and Introduction to Teaching English Learners

Module 3. Emerging Issues

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 15 hours. In this course, there are 2 quizzes and 6 assignments. The course sequence is as follows:

Module	Quizzes and Assignments
1. Culturally & Linguistically Responsive (CLR) Teaching and Learning	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● CLR Book Report & Reflection

2. Bilingual & ESL Program Models & Introduction to Teaching Strategies for Second Language Learners	<ul style="list-style-type: none"> • ELL Training Assignment • Referral Process and Meeting English Learner's Needs Assignment • Teaching English Learners Quiz • Accommodations for English Learners Assignment
3. Emerging Issues	<ul style="list-style-type: none"> • Serving LGBTQ Students Assignment
3. Cumulative	<ul style="list-style-type: none"> • Theory of Teaching Essay Assignment • Trainings & End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Score Minimum Criteria
CLR Quiz	Minimum Criteria: At least 80%
CLR Lesson Plan	Minimum of 9 points
CLR Book Report & Reflection	Minimum of 8 points
ELL Training Assignment	Minimum of 5 points
Referral Process and Meeting English Learner's Needs	Minimum of 5 points
Teaching English Learners Quiz	Minimum Criteria: At least 80%
Accommodations for English Learners Assignment	Minimum of 8 points
Serving LGBTQ Students Assignment	Minimum of 8 points
Theory of Teaching Essay Assignment	Minimum of 9 points
Trainings & End of Course Survey	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale

3	Exemplary	<p>Characterized by:</p> <ul style="list-style-type: none"> ● Extraordinary initiative in completing the learning activity ● The work fully responds to all parts of the activity prompt. ● The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. ● The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	<p>Characterized by:</p> <ul style="list-style-type: none"> ● The work fully responds to all parts of the activity prompt. ● The work shows insight into the teacher's role in the learning process. ● The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	<p>Characterized by:</p> <ul style="list-style-type: none"> ● The work responds to the activity prompt. ● The work gives consideration to the teacher's role in the learning process. ● The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	<p>Characterized by:</p> <ul style="list-style-type: none"> ● The work does not respond to the activity prompt. ● The work shows little to no consideration for the teacher's role in the learning process. ● The work has many grammatical and/or spelling errors (4 or more).

5700: Field Experience

Purpose of Course

The purpose of this course is for the teacher to apply knowledge and skills in a 4 semester credit hour (minimum of 560 classroom hours of field based experience) residency course. During this field based experience, theoretical approaches, screening/identification, educational placement considerations will be addressed.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- demonstrate dispositions of highly effective teacher.
- reflect on their own strengths and growth opportunities with regard to these dispositions.
- demonstrate the highest standards of ethical behavior;
- work as an effective team member, including understanding horizontal and vertical alignment and the role of school team in alignment of curriculum;
- display effective classroom teaching
- cultivate a reflective teaching practice.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.0 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Observation by Field Supervisor Reflection Impact on Student Learning Reflection CARE Form
1.1 The teacher engages in continuous professional learning to more effectively meet the needs of each learner.	Observation by Field Supervisor Reflection CARE Form

1.2 The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.	Impact on Student Learning Reflection CARE Form
1.3 The teacher incorporates content knowledge in the delivery of course content	CARE Form
1.4 The teacher demonstrates the ability to implement curricular modifications and strategies into instruction.	Impact on Student Learning Reflection CARE Form

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

In this field-based course, candidates will have the opportunity to demonstrate mastery of learning objectives of this course at different times during the Residency placement, depending on the individual placement. Therefore, to ensure progress toward mastery, candidates will be observed and evaluated on progress toward these objectives using a classroom Appraisal Report and Evaluation (CARE) form a minimum of three times during the Residency period (minimum of 30 weeks or 900 contact hours). Additionally, candidates will be required to complete two Reflections on their Residency placement; they are intended to be completed sequentially.

Reflection 1: Observation by Field Supervisor

Reflection 2: Impact on Student Learning Reflection

Grading Policy

Assignment or Evaluation	Grading Details
Observation by Field Supervisor Reflection	1-4 scale
Impact on Student Learning Reflection	1-4 scale
CARE Form (minimum 3)	1-4 scale

Time spent with students is precious and does not provide opportunities for retakes. Therefore, as the culminating experience of the iteach program, assignments in this course may not be resubmitted. The candidate's score on each assigned reflection, as well as his or her performance during each CARE evaluation in the classroom, will be considered holistically in evaluating the candidate's Residency experience as "Successful" or "Unsuccessful." Candidates

should aim to earn scores of “3—Proficient” and “4— Exemplary” on all assignments, but the candidate’s professional improvement during the Residency period will also be considered.

Sources

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Solomon, G, (2003). Project-based learning: A primer. *Technology and Learning*, 23(6), 20-30. Retrieved from <http://libproxy.library.unt.edu:2055/docview/212095605>

Von Glasersfeld, E. (1984). An introduction to radical constructivism. In Watzlawick, P. (ed). *The invented reality*. (pp. 17-40). New York, NY: Norton

6004

Responsive Literacy Instruction in the Elementary Classroom Syllabus

Purpose of Course

The purpose of this course is to prepare pre-service and early service teachers to develop a deep understanding of the research based instructional practices used to teach reading and writing in the K-3 classroom. There will be an emphasis on looking at both traditional and next generation read-aloud, shared reading, guided reading, and independent reading. Candidates will have the opportunity to compare these approaches and examine ways they can strike a balance between the approaches based on students' needs.

A secondary purpose of this course is to help new teachers to develop the needed competencies to succeed on state mandated pedagogical exams for the elementary grades.

Required Textbook

Burkins, J., & Yaris, K. (2016). *Who's Doing The Work? How to Say Less So Readers Can Do More*. Portland, Maine: Stenhouse.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom. The cumulative assignment for this course will be a creation of a guide to share with parents that supports students' literacy development at home by taking into account the information presented in this course along with some research conducted by the candidate.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer with either Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that “knowing is...a search for fitting ways of behaving and thinking” (von Glasersfeld, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of assignments designed to help the learner construct knowledge about how to use the instructional practices presented in this course.

This course will build upon the knowledge gained in 5400 regarding the dimensions of literacy and will focus on research based instructional practices for teaching these dimensions and reinforcing the learning while building new knowledge throughout the school year.

Learning Expectations

At the conclusion of the course, it is expected that learners will:

- Understand the various research based instructional strategies used during the literacy block
- Distinguish between traditional and next generation approaches
- Understand that making meaning through the use of metacognitive strategies should be the goal for students’ literacy learning in the elementary classroom
- Select texts to share with students that are culturally relevant based on research based criteria for cultural relevance
- Plan read-alouds that align with state standards and use books that are appropriate for a specific teaching point
- Plan shared reading using the same text across an instructional week to meet the instructional needs of students
- Create tools for documenting student literacy learning
- Consider ways to implement daily independent reading based upon the criteria presented in the course for successful implementation

- Develop an interactive writing lesson using a mentor text
- Examine best practices for literacy development at home

Goals and Objectives

Learning goals and objectives for the course are based on the International Literacy Association's Standards for the Preparation of Literacy Professionals

Objectives	Evidence
<p>Standard 1: Foundational Knowledge Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of primary/elementary literacy and language and the ways in which they interrelate.</p>	<p>Assessment 2 Read-Aloud/Culturally Relevant Text Shared Reading Plan Guided Reading Documentation Independent Reading Plan Writing Lesson Cumulate Project</p>
<p>Standard 2: Curriculum & Instruction Candidates apply foundational knowledge to critically examine primary/elementary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program.</p>	<p>Read-Aloud/Culturally Relevant Text Shared Reading Plan Guided Reading Documentation Independent Reading Plan Writing Lesson</p>
<p>Standard 3: Assessment & Evaluation Candidates understand, select, and use appropriate assessments to gather evidence on primary/elementary students' language acquisitions and literacy development for instructional and accountability purposes.</p>	<p>Assessment 1 Shared Reading Plan Guided Reading Documentation</p>
<p>Standard 4: Diversity & Equity Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.</p>	<p>Read-Aloud/Culturally Relevant Text Cumulative Project</p>
<p>Standard 5: Learners and the Literacy Environment Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.</p>	<p>Assessment 1 Shared Reading Plan Guided Reading Documentation Independent Reading Plan Writing Lesson Cumulative Project</p>

<p>Standard 6: Professional Learning & Leadership</p> <p>Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.</p>	<p>Assessment 1 Cumulative Project</p>
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Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into seven sections:

Section 1. Classroom Culture & Environment with an Introduction to Beginning of the Year Assessment

Section 2. Overview of the Reading Process & Teaching Students to Focus on Metacognitive Strategies

Section 3. Read-Aloud as an Instructional Practice

Section 4. Shared Reading as an Instructional Practice & Formative Assessment

Section 5. Guided Reading

Section 6. Independent Reading

Section 7. Using Interactive Writing and Mentor Texts

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 9 hours. Therefore, the course timeline is as follows:

Section	Assignments and Assessments
Section 1. Classroom Culture & Environment with an Introduction to Beginning of the Year Assessment	Assessment
Section 2. Overview of the Reading Process & Teaching Students to Focus on Metacognitive Strategies	Assessment
Section 3. Read-Aloud as an Instructional Practice	Read-Aloud Plan Using a Culturally Relevant Text
Section 4. Shared Reading as an Instructional Practice & Formative Assessment	Shared Reading Plan
Section 5. Guided Reading	Guided Reading Documentation
Section 6. Independent Reading	Independent Reading Plan
Section 7. Using Interactive Writing and Mentor Texts	Writing Lesson
Cumulative Project	Home Literacy Guide for Parents

Notice there are no due dates. This course is self-paced. However, all learning activities for each course in the iTeach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Details
Assessments 1 & 2	Must score 80% or better
Read-Aloud Plan Using Culturally Relevant Text	1-4 scale; minimum score "2"
Shared Reading Plan	1-4 scale; minimum score "2"
Guided Reading Documentation	1-4 scale; minimum score "2"
Independent Reading Plan	1-4 scale; minimum score "2"
Writing Lesson	1-4 scale; minimum score "2"
Home Literacy Guide for Parents	1-4 scale; minimum score "2"
All Course Assignments	Minimum average score 2.5

Grading Scale		
4	Exemplary	Characterized by: Extraordinary initiative in completing the learning activity The work fully responds to all parts of the activity prompt. The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. The work is grammatically correct and carefully proofread (0-1 error).
3	Proficient	Characterized by: The work fully responds to all parts of the activity prompt. The work shows insight into the teacher's role in the learning process. The work is grammatically correct and proofread (no more than 2 errors).
2	Basic	Characterized by: The work responds to the activity prompt. The work gives consideration to the teacher's role in the learning process. The work is mostly grammatically correct and proofread (no more than 3 errors).
1	Unsatisfactory	Characterized by: The work does not respond to the activity prompt. The work shows little to no consideration for the teacher's role in the learning process. The work has many grammatical and/or spelling errors (4 or more).

It is intended that if the teacher has not yet secured a field experience, he or she can include the learning products from this course as part of a portfolio of work to discuss during job interviews and share with hiring principals, and to adapt and implement in a future classroom once hired. If the teacher has already secured a field experience, the items can be immediately implemented in the teacher's classroom and/or used in future years of teaching.

Evaluation

At the conclusion of the iTeach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

Sources

Standards. (n.d.). Retrieved from <https://literacyworldwide.org/get-resources/standards/standards-for-the-preparation-of-literacy-professionals-2017>

Von Glasersfeld, E. (1984). An introduction to radical constructivism. In Watzlawick, P. (ed). *The invented reality*. (pp. 17-40). New York, NY: Norton

6005

Critical Reading and Writing Instruction

Syllabus

Purpose of Course

The purpose of this course is to prepare pre-service and early service teachers to develop a deep understanding of the research based instructional practices used to teach reading and writing in the intermediate and middle grades classroom. There will be an emphasis on using reading and writing workshop to promote critical and evaluative thinking in order to arm students with the 21st century skills needed to navigate rigorous texts and write proficiently.

A secondary purpose of this course is to help new teachers to develop the needed competencies to succeed on state mandated pedagogical exams for the upper elementary and middle school grades.

Required Textbook

Chandler, A. (2017). *The Flexible ELA Classroom: Practical Tools for Differentiated Instruction in Grades 4-8*. New York, NY: Routledge.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom. The cumulative assignment for this course will be an examination and analysis of the released state assessment in reading and writing in order to inform the candidate of the most crucial state standards to continue to review and reinforce in a variety of genres across the school year in Language Arts.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer with either Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)

- Word-processing software
- The ability to play Flash video

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that “knowing is...a search for fitting ways of behaving and thinking” (von Glasersfeld, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of assignments designed to help the learner construct knowledge about how to use the instructional practices presented in this course.

This course will build upon the knowledge gained in 5400 regarding the dimensions of literacy and will focus on research based instructional practices for teaching these dimensions and reinforcing the learning while building new knowledge throughout the school year.

Learning Expectations

At the conclusion of the course, it is expected that learners will:

- Understand that reading and writing are reciprocal processes and how to foster these processes in the English/Language Arts classroom to impact student growth in both reading and writing
- Understand that providing students with choice is empowering and purposefully plan ways to include student choice
- Understand the various research based instructional strategies used to teach reading and writing
- Plan lessons for reading workshop that align with state standards and use texts that are appropriate for a specific teaching point
- Understand how to group students strategically to enhance student learning
- Develop a writing lesson using mentor texts and student exemplars
- Explore ways to implement project-based learning in the ELA classroom
- Understand a variety of research based strategies for teaching English learners and create a plan for adapting vocabulary instruction to meet English learners’ instructional needs
- Explore methods for personalizing word study and vocabulary instruction and plan a lesson using vocabulary from an appropriate text
- Examine a variety of methods for both formative and summative assessment
- Analyze a released state test to better understand the state standards that are crucial to teach and reinforce across the school year

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Goals and Objectives

Learning goals and objectives for the course are based on the International Literacy Association’s Standards for the Preparation of Literacy Professionals

Objectives	Evidence
<p>Standard 1: Foundational Knowledge Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of upper elementary and adolescent literacy and language development and the ways in which they interrelate.</p>	<p>Assignment 1: Synthesis of the Reading/Writing Connection</p>
<p>Standard 2: Curriculum & Instruction Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design: implement, adapt, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy needs and processes of upper elementary and adolescent learners.</p>	<p>Assignment 2: Reading Workshop Lesson Plan</p> <p>Assignment 3: Writing Workshop Lesson Plan & Use of Project-Based Learning</p> <p>Assignment 4: Vocabulary Lesson Plan</p>
<p>Standard 3: Assessment & Evaluation Candidates understand, select, and use appropriate assessments to gather evidence on upper elementary and middle school students’ language acquisition, content knowledge, literacy development and literacy processes for instructional and accountability purposes.</p>	<p>Assignment 5: Cumulative Project</p>
<p>Standard 4: Diversity & Equity Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.</p>	<p>Assignment 4: Vocabulary & Strategies for English Learners</p>

<p>Standard 5: Learners and the Literacy Environment Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.</p>	<p>Assignment 1: Synthesis of the Reading/Writing Connection & Providing Choice</p> <p>Assignment 2: Reading Workshop</p>
	<p>Lesson Plan & Use of Strategic Groupings</p> <p>Assignment 3: Writing Workshop Lesson Plan & Use of Project-Based Learning</p> <p>Assignment 4: Vocabulary and Strategies of English Learners</p>
<p>Standard 6: Professional Learning & Leadership Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.</p>	<p>Assignment 5: Cumulative Project</p>

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five sections:

Section 1. The Reading/Writing Connection & Student Choice

Section 2. Reading Workshop & Strategic Grouping

Section 3. Writing Workshop & Project-Based Learning

Section 4. Vocabulary & Strategies for English Learners

Section 5. Assessment, Teaching the Test Genre, & Family Partnerships

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 9 hours.

Therefore, the course timeline is as follows:

Section	Assignments and Assessments
<p>Section 1. The Reading/Writing Connection</p>	<p>Assignment 1: Synthesis of Reading/Writing Connection & Student Choice</p>
<p>Section 2. Reading Workshop & Student Choice</p>	<p>Assignment 2: Reading Workshop Lesson Plan & Use of Strategic Groupings</p>

Section 3. Writing Workshop & Project-Based Learning	Assignment 3: Writing Workshop Lesson Plan & Use of Project-Based Learning
Section 4. Vocabulary & Strategies for English Learners	Assignment 4: Vocabulary Lesson Plan & Strategies for ELs
Section 5. Assessment, Teaching the Test Gene, & Family Partnerships	Assignment 5: Cumulative Project

Notice there are no due dates. This course is self-paced. However, all learning activities for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Details
Assignment 1: Synthesis of Reading/Writing Connection & Student Choice	1-4 scale; minimum score "2"
Assignment 2: Reading Workshop Lesson Plan & Use of Strategic Groupings	1-4 scale; minimum score "2"
Assignment 3: Writing Workshop Lesson Plan & Use of Project-Based Learning	1-4 scale; minimum score "2"
Assignment 4: Vocabulary Lesson Plan & Strategies for ELs	1-4 scale; minimum score "2"
Cumulative Project	1-4 scale; minimum score "2"
All Course Assignments	Minimum average score 2.5

Grading Scale		
4	Exemplary	Characterized by: Extraordinary initiative in completing the learning activity The work fully responds to all parts of the activity prompt. The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. The work is grammatically correct and carefully proofread (0-1 error).
3	Proficient	Characterized by: The work fully responds to all parts of the activity prompt. The work shows insight into the teacher's role in the learning process. The work is grammatically correct and proofread (no more than 2 errors).
2	Basic	Characterized by: The work responds to the activity prompt. The work gives consideration to the teacher's role in the learning process. The work is mostly grammatically correct and proofread (no more than 3 errors).
1	Unsatisfactory	Characterized by: The work does not respond to the activity prompt. The work shows little to no consideration for the teacher's role in the learning process. The work has many grammatical and/or spelling errors (4 or more).

It is intended that if the teacher has not yet secured a field experience, he or she can include the learning products from this course as part of a portfolio of work to discuss

during job interviews and share with hiring principals, and to adapt and implement in a future classroom once hired. If the teacher has already secured a

field experience, the items can be immediately implemented in the teacher's classroom and/or used in future years of teaching.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

Sources

Standards. (n.d.). Retrieved from <https://literacyworldwide.org/get-resources/standards/standards-for-the-preparation-of-literacy-professionals-2017>

Von Glasersfeld, E. (1984). An introduction to radical constructivism. In Watzlawick, P. (ed). *The invented reality*. (pp. 17-40). New York, NY: Norton

6600: Teaching Special Education

Syllabus

Purpose of Course

The purpose of this instruction is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Learners will also be required to complete a series of online assignments and assessments, in addition to face-to-face evaluation via the Content Specific Classroom Assessment Report and Evaluation form (CCARE), during the program Residency.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Guiding Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be

actively made (constructed), and that “knowins is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. To the extent possible these projects will use a Project-Based Learned approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Soloman (2003) and others.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the federal guidelines for special education students
- understand the Response to Intervention (RTI) and the role of the Campus and Special Education teacher
- understand special education eligibility and how it will affect the learning process
- understand and analyze special education law and role of school community, special education, general education and families
- understand all types of special education populations and how each affect the school community
- understand and analyze the process and the impact on the school community for special education students to engage their learning experience in the least restrictive environment

Goals and Objectives

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Outline Essay Due Process Definitions Mini Assessments
1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Case Studies Outline Essay Mini Assessments Outline

2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Case Studies Mini Assessments
2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Case Studies Mini Assessments
3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Essay Topic Mini Assessments
4.1. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	Case Study Essay Topic Outline Mini Assessments
5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.	Case Study Essay Outline Mini Assessments
6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Case Studies

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

Module 1. Federal Governance

Module 2. Response to Intervention

Module 3. Eligibility

Module 4. Special Education Law

Module 5. Special Populations

Module 6. Least Restrictive Environment

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 7-8 hours. Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Federal Governance	Case Study Essay Topic
2. Response to Intervention	Mini Assessment
3. Eligibility	Case Study Outline
4. Special Education Law	Case Study Due Process Definitions
5. Special Population	Case Study Essay Topic
6. Least Restrictive Environment	Case Study Mini Assessment

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Because the best measure of a teachers occurs in the classroom, the Content Specific Classroom Assessment Report and Evaluation form (CCARE), completed by the Field Supervisor during the candidate’s Residency, is also used by the program to evaluate applied knowledge learned during this course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section. This sections may also include other optional learning activities. All assignments must be completed with a score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Assignment or Assessment	Grading Details
Essay on Changing Sp. Ed. Law	1-3 scale; minimum score “1”
Mini Assessment on RTI	Must score 80% or better

Outline of Sp. Ed. Eligibility	1-3 scale; minimum score "1"
Definitions for Due Process	1-3 scale; minimum score "1"
Essay about Special Populations	1-3 scale; minimum score "1"
Mini Assessment on Least Restrictive Env.	Must score 80% or better
Case Study Examples	1-3 scale; minimum score "1"
All Course Assignments	At least minimum score

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher's role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher's role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

iteach U.S. Academic Integrity Policy

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism is forbidden. Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help: <http://www.plagiarism.org/plagiarism-101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

6601: Special Education in the School Community Syllabus

Purpose of Course

The purpose of this instruction is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Learning Expectations:

At the conclusion of this course, it is expected that learners will:

- understand the importance of PLAAFP's and how they drive a student's IEP.
- understand needs of students and how to properly create appropriate and measurable IEP goals.
- understand the importance and legal requirements for transition planning.
- understand the difference between accommodations and modifications and how

- to implement.
- understand all assisted technology and related services for special education students.
- understand all support services and teaching strategies for special education students.

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of

behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Soloman (2003) and others.

Goals and Objectives:

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Scenarios Transition IEP Writing Essay Topic Lesson Planning
1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning

2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Case Studies Mini Assessments Essay Topic Lesson Planning
3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross- disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development	Case Studies Mini Assessments Essay Topic
and adaptation of learning experiences for individuals with exceptionalities.	Lesson Planning
6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Case Studies Mini Assessments Essay Topic Lesson Planning

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- Module 1. Present Levels of Academic Achievement and Functional Performance
- Module 2. IEP Goal Writing
- Module 3. Transition
- Module 4. Accommodations/Modifications
- Module 5. Assistive Technology and Related Services
- Module 6. Special Education Support Services

Although instruction is self-paced, it is intended to be equivalent to approximately 36 seat/contact hours, with each section of study requiring approximately 6 hours. Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Present Levels of Academic Achievement and Functional Performance	Case Study PLAAFP Scenarios PLAAFP Writing
2. IEP Goal Writing	Case Study Mini Assessment
3. Transition	Case Study Transition Goal Writing Activity

4. Accommodations/Modifications	Case Study Assessment
5. Assistive Technology and Related Services	Case Study Essay
6. Special Education Support Services	Case Study Mini Assessment Lesson Planning

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section.

These sections may also include other optional learning activities. All assignments must be completed with a score of “1” or better, and assessments must must be completed with a score of 80% or better, in order to successfully complete the course.

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher’s role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher’s role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher’s role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher’s role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

iteach U.S. Academic Integrity Policy

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own. While the use of outside resources is encouraged, cheating and plagiarism is forbidden.

Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help: <http://www.plagiarism.org/plagiarism-101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

In development stage:

TCVA 6002: Methods for Teaching Students with Severe and Profound Disabilities

TCVA 6003: Transition Planning for Students with Disabilities

TCVA 9002 Teaching Elementary English Language Arts/Reading

Syllabus

Click "**Modules**" when you are ready to access your coursework.

Purpose of Course

Welcome to Teaching Elementary English Language Arts/Reading. This course is designed to increase your knowledge basis and give you practical tools for teaching elementary ELAR.

A secondary purpose of this course is to help you to develop the needed competencies to succeed on state-mandated content and pedagogical exams for the elementary grades.

Required Text

Lemlech, Johanna Kasin. (2010). *Curriculum and Instructional Methods for the Elementary and Middle School*. New York: Allyn and Bacon.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during the course.

This course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom.

Technologies Required

Learners need access to a broadband Internet-enabled computer with either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course); an account with the Teaching Channel (provided free with program access, follow the instructions in course 5000); and the ability to stream video.

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that "knowing is...a search for fitting ways of behaving and thinking" (von Glasersfeld, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of assignments designed to help the learner construct knowledge about how to use the instructional practices presented in this course

Goals and Objectives

Learning goals and objectives for the course are based on the Association for Childhood Education International Elementary Education Standards (ACEI) and Supporting Explanation 2007.

At the end of this course:

Standards	Evidence
DEVELOPMENT, LEARNING AND MOTIVATION	
1.0 Development, Learning, and Motivation - Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	<ul style="list-style-type: none">● Essay about K-2 Reading Instruction● Section 2 Quiz● Section 3 Quiz● Lesson Plan
CURRICULUM	
2.1 Reading, Writing, and Oral Language - Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas	<ul style="list-style-type: none">● Essay about K-2 Reading Instruction● Section 2 Quiz● Section 3 Quiz● Section 4 Quiz● Lesson Plan● Essay about Integrating Technology

INSTRUCTION

3.1 Integrating and applying knowledge for instruction -

Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

- Essay about K-2 Reading Instruction
- Lesson Plan
- Essay about Integrating Technology

3.2 Adaptation to diverse students - Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

- Essay about K-2 Reading Instruction
- Lesson Plan

3.3 Development of critical thinking and problem solving -

Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

- Section 3 Quiz
- Section 4 Quiz
- Lesson Plan

3.4 Active engagement in learning - Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

- Section 4 Quiz
- Lesson Plan
- Essay about Integrating Technology

3.5 Communication to foster collaboration - Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry

- Essay about K-2 Reading Instruction
- Section 2 Quiz
- Section 3 Quiz
- Section 4 Quiz
- Lesson Plan

ASSESSMENT

4.0 Assessment for instruction - Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

- Essay about K-2 Reading Instruction
- Section 2 Quiz
- Section 4 Quiz

PROFESSIONALISM

5.1 Professional growth, reflection, and evaluation - Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

- Essay about Integrating Technology

Learning goals and objectives for this course are based on the InTASC Learning Progressions for Educators (used with permission).

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

Instruction is self-paced but is intended to be equivalent to approximately 45 seat/contact hours. The course timeline is as follows:

**Module 1: Reading
Instruction K-2—
Learning to Read**

- **Watch:**
 - Video clips located in the Canvas module.
- **Read:**
 - Module 1 material posted in Canvas
 - First part of "Chapter 8: Teaching English Language Arts" in Lemlech's *Curriculum and Instructional Methods for Elementary and Middle School* (pp.183-193, the beginning of the chapter through the beginning of the heading entitled "Characteristics of a Constructivist Approach to Language Arts" in the book's seventh edition)
- **Do:**
 - Learning to Read Essay
Minimum Score: 6 points

**Module 2: Reading
Instruction 3-6—
Reading to Learn**

- **Watch:**
 - Video clips located in Canvas module.
- **Read:**
 - Module 2 material posted in the Canvas module.
 - Chapter 8: Teaching English Language Arts" in Lemlech's *Curriculum and Instructional Methods for Elementary and Middle School* (pp.193-204, from "Characteristics of a Constructivist Approach to Language Arts" through the end of "Organizing the Reading Program" in the book's seventh edition).
- **Do:**
 - Module 2 Quiz
Minimum Score: 80%

Module 3: Writing Instruction

- Watch:
 - Video clips located in Canvas module.
- Read:
 - Module 3 material posted in the Canvas module.
 - Part of "Chapter 8: Teaching English Language Arts" in Lemlech's *Curriculum and Instructional Methods for Elementary and Middle School* (pp. 204-209, from "Writing Instruction" through the end of "Handwriting Instruction" in the book's seventh edition).
- Do:
 - Module 3 Quiz
Minimum Score: 80%

Module 4: Integrating Reading and Writing

- Watch:
 - Video clips located in the Canvas module.
- Read:
 - Module 4 material posted in Canvas module.
- Do:
 - Module 4 Quiz
Minimum Score: 80%

Module 5: Differentiation

- Watch:
 - Video clips located in Canvas module.
- Read:
 - Module 5 material posted in Canvas module.

Module 6: English Learners

- Watch:
 - Video clips located in the Canvas module.

Read:

- Module 6 material posted in Canvas.
- Part of "Chapter 8: Teaching English Language Arts" in Lemlech's *Curriculum and Instructional Methods for Elementary and Middle School* (pp. 209-213, from "Listening Instruction" through the end of "The Inclusive Classroom" in the book's seventh edition).
- Do:
 - Lesson plan for Differentiation and ELs
Minimum Score: 8 points

Module 7: Using Technology

- Watch:
 - Video clips located in Canvas module.

Read:

- Module 7 material posted in Canvas module.
- Part of "Chapter 8: Teaching English Language Arts" in Lemlech's *Curriculum and Instructional Methods for Elementary and Middle School* (pp. 213-end of the chapter, beginning with "Integrating Technology in Language Arts.")
- Do:
 - Using Technology Essay Assignment
Minimum Score: 5 points

Notice there are no due dates. This course is self-paced. Learners must earn a passing score on each required quiz in the course in order to progress to the next course.

Glossary of Terms

In addition to the required reading for each section, you should reference the program glossary ([link](#)) for relevant terms and definitions.

[Glossary of Terms](#)

Grading Policy

This course requires you, the teacher candidate, to demonstrate mastery of course content through several course quizzes. The quiz format may include multiple choice, multiple answer, and matching questions.

Learning activities are not graded by your course instructor.

However, learners are strongly encouraged to complete the activities, self-assess using the provided rubric, and post the learning activities to their online portfolio.

It is intended that if a candidate has not yet secured a field experience, he or she can include the learning products from this course as part of their portfolio of work to discuss during job interviews and share with hiring principals, and to adapt and implement in a future classroom once hired. If the teacher has already secured a field experience, the items can be immediately implemented in the teacher's classroom and/or used in future years of teaching.

All quizzes must be completed with a passing score in order to progress into the next course. Because this is a competency-based program, you will not be able to move on to the next course until you successfully complete this one by passing all course quizzes.

Grading Scale

Exemplary

Characterized by:

- Extraordinary Initiative in completing the learning activity
- The work fully responds to all parts of the activity prompt.
- The work is thoughtful and shows exceptional insight into the teacher's role in the learning process.
- The work is grammatically correct and carefully proofread (0-1 error).

Proficient

Characterized by:

- The work fully responds to all parts of the activity prompt.
- The work shows insight into the teacher's role in the learning process.
- The work is grammatically correct and proofread (no more than 2 errors).

Emerging

Characterized by:

- The work responds to the activity prompt.
- The work gives consideration to the teacher's role in the learning process.
- The work is mostly grammatically correct and proofread (no more than 3 errors).

Unsatisfactory

Characterized by:

- The work does not respond to the activity prompt.
- The work shows little to no consideration for the teacher's role in the learning process.
- The work has many grammatical and/or spelling errors (4 or more).

Academic Integrity

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world scenarios. Therefore, if you are currently in your field experience, you may submit work that you have previously created for your position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism are forbidden. Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, [this resource from Plagiarism.org](http://thisresourcefromplagiarism.org) may help.

As an educator, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

TCVA 9003 Teaching Elementary

Mathematics Syllabus

Click "**Modules**" when you are ready to access your coursework.

Purpose of Course

Teaching mathematics in the elementary school classroom in the 21st century requires a focus on critical thinking and conceptual understanding of mathematics content. The purpose of this course is to provide candidates with the opportunity to gain an understanding of elementary mathematics content and elementary mathematics methods through exploring national content standards as well as ACEI standards.

A secondary purpose of this course is to help new teachers to develop the needed competencies to succeed on state-mandated pedagogical exams for the elementary grades.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom. The cumulative assignment for this course will be a creation of a guide to share with parents that supports students' literacy development at home by taking into account the information presented in this course along with some research conducted by the candidate.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer with either Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that "knowing is...a search for fitting ways of behaving and

thinking” (von Glasersfeld, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of assignments designed to help the learner construct knowledge about how to use the instructional practices presented in this course.

This course will focus on research-based instructional practices for teaching elementary mathematics through conceptual understandings and critical thinking necessary for students in the 21st-century classroom.

Learning Expectations

At the conclusion of the course, it is expected that learners will:

- Understand the various research based instructional strategies used during the mathematics block
- Identify essential elements needed for classroom culture and the mathematics classroom environment
- Distinguish between traditional and next generation approaches
- Understand that conceptual understanding should be the goal of the elementary mathematics classroom before computational fluency
- Select appropriate problem solving tasks that will engage learners and connect to the real-world
- Create assessments both formative and summative to assess student learning and guide future instruction
- Plan mathematics lesson based on a specific grade level using best practices
- Plan small group lessons that can be used with multiple groups of students through differentiation
- Examine best practices for mathematics development at home

Goals and Objectives

Learning goals and objectives for the course are based on the Association for Childhood Education International Elementary Education Standards (ACEI) and Supporting Explanation 2007.

At the end of this course:

Standards

Evidence

DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation - Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

- Assessment 1
- Assignment: Critique Three-Act Task
- Assignment: What are the other kids doing?
- Lesson Plan Project

CURRICULUM

2.3 Mathematics - Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability. In doing so they consistently engage problem-solving, reasoning and proof, communication, connections, and representation;

- Assignment: Creating Learning Objectives
- Assignment: Formative Assessment
- Assignment: Summative Assessment
- Assignment: Mini-Lesson
- Assignment: Problem-Solving Task
- Lesson Plan Project

INSTRUCTION

3.1 Integrating and applying knowledge for instruction -

Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

- Assignment: Creating Learning Objectives
- Assignment: Formative Assessment
- Assignment: Summative Assessment
- Assignment: Mini-Lesson
- Assessment 2
- Assignment: Problem Solving Task
- Lesson Plan Project

3.2 Adaptation to diverse students - Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving -

Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning - Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration - Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry

ASSESSMENT

4.0 Assessment for instruction - Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

- Assignment: Mini-Lesson
- Assignment: Formative Assessment
- Assignment: Summative Assessment

PROFESSIONALISM

5.1 Professional growth, reflection, and evaluation -

Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

- Essay about Integrating Technology
- Assignment: Mini-Lesson
- Assessment 2
- Lesson Plan Project

Learning goals and objectives for this course are based on the InTASC Learning Progressions for Educators (used with permission).

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

The Sequence of Instruction

Instruction is self-paced but is intended to be equivalent to approximately 45 seat/contact hours. The course timeline is as follows:

**Module 1: Classroom
Culture and
Environment**

- Watch:
 - Videos embedded in Module 1
- Read:
 - "[Math Mindset](#)"
 - [Habits of Mind for Young Children](#)
 - Module 1 Content
- Do:
 - Assessment 1

Minimum Score: 8 points

**Module 2:
Implementation of
Mathematics
Instruction**

- Watch:
 - Videos embedded in Module 2
- Read:
 - [What is Your Teaching Style? 5 Effective Classroom Methods for Your Classroom.](#)
 - Module 2 Content
- Do:
 - Assignment: Mini-Lesson

Minimum Score: 6 points

**Module 3: Standards
and Beyond**

- Watch:
 - Videos embedded in Module 3
- Read:
 - Explore the site, [Achieve the Core](#) to view the vertical alignment for the grade level you planned for in the last section of this course.
 - Explore the [Common Core Site](#) or your own state standards.
 - Module 3 Content
- Do:
 - Assignment: Creating Learning Objectives

Minimum Score: 5 points

**Module 4: Formative
and Summative
Assessment Practices**

- Watch:
 - Videos embedded in Module 4
- Read:
 - [Formative Assessments](#)
 - NWES's [suggestions for formative assessment](#)
 - [Blog about formative assessment](#)
 - Module 4 Content
- Do:
 - Assignment: Formative Assessment
Minimum Score: 5 points
 - Assignment: Summative Assessment
Minimum Score: 5 points

**Module 5: Conceptual
Understanding vs
Procedural Fluency**

- Watch:
 - [Building Conceptual Understanding for Mathematics](#)
 - [Developing Mathematical Skills in Upper Elementary Grades](#)
 - Videos embedded in Module 5
 - Read:
 - Module 5 Content
- Do:
- Assessment 2
Minimum Score: 8 points

**Module 6:
Problem-Solving
Strategies**

- Watch:
 - Videos embedded in Module 6
- Read:
 - Read about "[Powerful Problem-Solving](#)" on the Teaching Channel.
 - Module 6 Content
- Do:
 - Assignment: Problem Solving Task and Feedback

Minimum Score: 5 points

**Module 7: Lesson
Planning Cycle**

- Watch:
 - [Lesson Study: Math in Hungary](#)
 - Videos embedded in Module 7
- Read:
 - [Lesson Study: The Math and The Lesson Plan](#)
 - Module 7 Content
- Do:
 - Lesson Plan Project

Minimum Score: 10 points

Notice there are no due dates. This course is self-paced. Learners must earn a passing score on each required quiz in the course in order to progress to the next course.

Glossary of Terms

In addition to the required reading for each section, you should reference the program glossary (link) for relevant terms and definitions.

[Glossary of Terms](#)

[Vocabulary Terms Elementary Mathematics](#)

Grading Policy

This course requires you, the teacher candidate, to demonstrate mastery of course content through several course quizzes. The quiz format may include multiple choice, multiple answer, and matching questions.

Learning activities are not graded by your course instructor.

However, learners are strongly encouraged to complete the activities, self-assess using the provided rubric, and post the learning activities to their online portfolio.

It is intended that if a candidate has not yet secured a field experience, he or she can include the learning products from this course as part of their portfolio of work to discuss during job interviews and share with hiring principals, and to adapt and implement in a future classroom once hired. If the teacher has already secured a field experience, the items can be immediately implemented in the teacher's classroom and/or used in future years of teaching.

All quizzes must be completed with a passing score in order to progress into the next course. Because this is a competency-based program, you will not be able to move on to the next course until you successfully complete this one by passing all course quizzes.

Grading Scale

Exemplary

Characterized by:

- Extraordinary Initiative in completing the learning activity
- The work fully responds to all parts of the activity prompt.
- The work is thoughtful and shows exceptional insight into the teacher's role in the learning process.
- The work is grammatically correct and carefully proofread (0-1 error).

Proficient

Characterized by:

- The work fully responds to all parts of the activity prompt.
- The work shows insight into the teacher's role in the learning process.
- The work is grammatically correct and proofread (no more than 2 errors).

Emerging

Characterized by:

- The work responds to the activity prompt.
- The work gives consideration to the teacher's role in the learning process.
- The work is mostly grammatically correct and proofread (no more than 3 errors).

Unsatisfactory Characterized by:

- The work does not respond to the activity prompt.
- The work shows little to no consideration for the teacher's role in the learning process.
- The work has many grammatical and/or spelling errors (4 or more).

Academic Integrity

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world scenarios. Therefore, if you are currently in your field experience, you may submit work that you have previously created for your position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism are forbidden. Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, [this resource from Plagiarism.org](#) may help.

As an educator, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

Sources

[References](#)

TCVA 9004 Teaching Elementary Science

Syllabus

Click "**Modules**" when you are ready to access your coursework.

Purpose of Course

The purpose of this course is to prepare pre-service and early-service teachers to develop a deep understanding of the best instructional practices used to teach science in primary and intermediate classrooms. There will be an emphasis on using science process skills to promote curiosity and problem-solving abilities that will assist students in their science understanding as well as in their daily lives.

A secondary purpose of this course is to help new teachers to develop the needed competencies to succeed on state-mandated pedagogical exams for elementary and middle school grades.

Required Text

Lemlech, Johanna Kasin. *Curriculum and Instructional Methods for the Elementary and Middle School*. Allyn and Bacon, 2010

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during the course.

This course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer with either Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Learning Ideas

The primary ideas underlying this course are using an inquiry-based approach to promote problem-solving and a deep understanding of science content while embedding science process skills with science concepts. The 5E Instructional Model is emphasized for planning and instruction while various methods of assessment are addressed. The course provides a series of assignments and assessments designed to help the learner construct knowledge about how to use the instructional practices presented.

Learning Expectations

At the conclusion of the course, the teacher candidate will have:

- Understand science standards and the importance of embedding science process skills into instruction
- Understand the inquiry-based approach for science instruction and how it fosters curiosity and problem solving
- Plan inquiry-based lessons for science that align with science standards and use materials appropriate for the specific learning target.
- Examine a variety of methods to assess students' science thinking and various levels of understanding of science concepts and procedures

Goals and Objectives

Learning goals and objectives for the course are based on the Association for Childhood Education International Elementary Education Standards and Supporting Explanation 2007

2.2 Science Curriculum Standard – Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

Supporting Explanations

Candidates are familiar with and teach, the major concepts and principles that unify all scientific effort, including systems, models, and change and constancy

Candidates know how to engage elementary students in the science inquiry process that includes questioning, planning and conducting investigations, gathering data, constructing explanations and communicating ideas

Evidence

- Assessment 1: Science Process Skills, Content, and Themes
- Assignment 1: Synthesize the learning about Inquiry-based science teaching and learning

Candidates plan science lessons and create experiences to introduce students to understandings about science. They understand common misconceptions that children have about science and help them build understandings

- Assessment 2: Determining where Lessons/Activities fit into the 5E cycle
- Assignment 2: Planning a lesson using the 5E Instructional Model

Candidates understand the use of assessment through diverse data-collection methods as ways to inform their teaching and help students learn science

- Assignment 3: Using Assessments in Science – Applying summative and formative assessment to a science lesson

Learning goals and objectives for this course are based on the InTASC Learning Progressions for Educators (used with permission).

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

The sequence of instruction

Instruction is self-paced but is intended to be equivalent to approximately 45 seat/contact hours. The course timeline is as follows:

**Module 1. K-6 Science
Process Skills and
Content**

- **Watch:**
 - [Scientific Modeling](#)
 - [Using Evidence to Form Theories](#)
- **Read:**
 - Content included in Module 1: K-6 Science Process Skills and Content.
 - Course Textbook: Chapter 11, pgs. 265-268, also pgs. 63-67 Mary Hogan's Classroom: Curriculum and Instructional Methods for the Elementary and Middle School by Johanna Kasin Lemlech
 - [Teaching the Process Skills from Longwood University](#)
 - Process Skills and Content Knowledge by Peter Rillero
- **Do:**
 - Quiz 1: Understanding Science Process Skills, Content, and Themes
Minimum Score: 80%

Module 2.
Inquiry-Based Science

- **Watch:**
 - [Exploring the Space that Air Takes up with Inquiry Labs – 1st grade classroom](#)
 - [Climate Change in a Bottle – 6th grade classroom](#)
- **Read:**
 - Content included in Module 2: Inquiry-Based Science
 - Course Textbook - Chapter 11, Science Education, pgs. 109-113, 136-137, 160, 267-270 and 275-276, *Curriculum and Instructional Methods for the Elementary and Middle School* by Johanna Kasin Lemlech
 - [What is Inquiry-based Science by Dana Bulba](#)
 - [Teaching Science as Inquiry](#)
- **Do:**
 - Assignment 1: Synthesize the Learning About Inquiry-based Science Teaching and Learning Essay.
Minimum Score:

Module 3. The 5E Instructional Model

- Watch:
 - [5E Model for Teaching Inquiry Science](#)
 - [1st Grade NGSS Lesson: 5E/Sci 4 Model](#)

- Read:
 - Content included in Module 3: The 5E Instructional Model
 - Course Textbook - Chapter 11 Science Education, pgs. 109-113, 136-137, 160, 267-270, 275-276 and Chapter 5, Inquiry Teaching Strategies, *Curriculum and Instructional Methods for the Elementary and Middle School* by Johanna Kasin Lemlech
 - [BSCS 5E Instructional Model](#)
 - [The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching](#)
 - [Empowering Students: The 5E Model Explained](#)
 - [Why I Love the 5E Model of Instruction](#)

- Do:
 - Quiz 2: – Determining where Lessons/Activities fit into the 5E cycle
Minimum Score:
 - Assignment 2 – Planning a lesson using the 5E Instructional Model
Minimum Score: 80%

Module 4. Assessing Science Learning

- Watch:
 - [60 Second Strategy: Interview Assessments](#)
 - [Formative Assessment: Why, When & Top 5 Examples](#)
 - [Summative Assessments: Overview and Examples](#)
- Read:
 - Content included in Module 4: Assessing Science Learning
 - Course Textbook - Chapter 11, Science Education, pgs. 279-281 and Chapter 7, Monitoring and Assessing Students' Progress, *Curriculum and Instructional Methods for the Elementary and Middle School* by Johanna Kasin Lemlech
 - [Seamless Assessment](#)
 - [What is the Difference Between Formative and Summative Assessments](#)
 - [A More Complete Picture of Student Learning](#)
 - [What are Some Types of Assessment?](#)

Suggested Reading as an Additional Resource:

- [Chapter 8, Assessment Strategies for Inquiry-Centered Science, Science for All Children: A Guide to Improving Elementary Science Education in Your School District \(1997\)](#)
- [56 Different ways to gather evidence of student achievement](#)
- [Seamless Assessment in Science](#)

- [Rubrics for Assessing Student Achievement in Science Grades K-12](#)
- Do:
 - Assignment 3: Using Assessments in Science – Applying summative and formative assessment to a science lesson
Minimum Score:

Notice there are no due dates. This course is self-paced. Learners must earn a passing score on each required quiz in the course in order to progress to the next course.

Glossary of Terms

In addition to the required reading for each section, you should reference the program glossary (link) for relevant terms and definitions.

[Glossary of Terms](#)

[Glossary of Terms Associated with Science](#)

Grading Policy

This course requires you, the teacher candidate, to demonstrate mastery of course content through several course quizzes. The quiz format may include multiple choice, multiple answers, and matching questions.

Learning activities are not graded by your course instructor.

However, learners are strongly encouraged to complete the activities, self-assess using the provided rubric, and post the learning activities to their online portfolio.

It is intended that if a candidate has not yet secured a field experience, he or she can include the learning products from this course as part of their portfolio of work to discuss during job interviews and share with hiring principals, and to adapt and implement in a future classroom once hired. If the teacher has already secured a field experience, the items can be immediately implemented in the teacher's classroom and/or used in future years of teaching.

All quizzes and assignments must be completed with a passing score in order to progress into the next course. Because this is a competency-based program, you will not be able to move on to the next course until you successfully complete this one by passing all course quizzes.

Grading Scale

Exemplary

Characterized by:

- Extraordinary Initiative in completing the learning activity
- The work fully responds to all parts of the activity prompt.
- The work is thoughtful and shows exceptional insight into the teacher's role in the learning process.
- The work is grammatically correct and carefully proofread (0-1 error).

Proficient

Characterized by:

- The work fully responds to all parts of the activity prompt.
- The work shows insight into the teacher's role in the learning process.
- The work is grammatically correct and proofread (no more than 2 errors).

Emerging

Characterized by:

- The work responds to the activity prompt.
- The work gives consideration to the teacher's role in the learning process.
- The work is mostly grammatically correct and proofread (no more than 3 errors).

Unsatisfactory

Characterized by:

- The work does not respond to the activity prompt.
- The work shows little to no consideration for the teacher's role in the learning process.
- The work has many grammatical and/or spelling errors (4 or more).

Academic Integrity

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world scenarios. Therefore, if you are currently in your field experience, you may submit work that you have previously created for your position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism are forbidden. Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, [this resource from Plagiarism.org](#) may help.

As an educator, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

TCVA 9005 Teaching Elementary Social Studies

Syllabus

Click "**Modules**" when you are ready to access your coursework.

Purpose of Course

The purpose of this course is to provide the beginning elementary teacher an understanding of the place of social studies in the elementary curriculum and an understanding of the specific methods to achieve social studies in addition to the theoretical exploration of history and the direction of social studies as a field of study.

Required Text

Lemlech, Johanna Kasin. (2010). *Curriculum and Instructional Methods for the Elementary and Middle School*. New York: Allyn and Bacon.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during the course.

This course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom.

Technologies Required

Learners need access to a broadband Internet-enabled computer with either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course); an account with the Teaching Channel (provided free with program access, follow the instructions in course 5000); and the ability to stream video.

Learning Expectations

At the conclusion of the course, the teacher candidate will have:

- developed an understanding of how elementary students' expanding worldview influences the sequence and scope of planning social studies instruction;
- Cultivated strategies to teach social studies from an integrative viewpoint;
- Studied the Nevada State Social Standards and applied the standards to lesson planning;

- Learned the content, methods, and materials necessary to teach social studies at the elementary level; and
Assembled a resource packet.

Goals and Objectives

Learning goals and objectives for this course are based on the inTASC Learning Progressions for Educators.

At the end of this course:

Objectives	Evidence
<p>1. The teacher will learn best practices for social studies to promote productive, inquiry-based learning.</p>	<ul style="list-style-type: none"> • Assignment #1: Research Paper • Assignment #3: Project-Based Learning • Assignment #4: Resource Packet • Cumulative Thematic Project
<p>2. The teacher will demonstrate essential content knowledge in key concepts of history, geography, civics, economics, culture, and society applicable to elementary studies.</p>	<ul style="list-style-type: none"> • Assignment #1: Research Paper • Assignment # 2: Lesson Plan • Cumulative Thematic Project
<p>3. The teacher will demonstrate the ability to use tools and technologies for organizing, analyzing, and interpreting social studies information.</p>	<ul style="list-style-type: none"> • Assignment # 2: Lesson Plan • Assignment #4: Resource Packet • Cumulative Thematic Project

4. The teacher will demonstrate the ability to assess all students

- Assignment # 2:
Lesson Plan
- Assignment #4:
Resource Packet
- Cumulative
Thematic Project

Learning goals and objectives for this course are based on the inTASC Learning Progressions for Educators (used with permission).

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

The sequence of instruction

Instruction is self-paced but is intended to be equivalent to approximately 45 seat/contact hours. The course timeline is as follows:

Module 1: Best Practices in SS

- Watch:
 - [The Workshop Model](#)
 - [Making Learning Personalized and Customized](#)
 - [The Three R's](#)
 - [Keep it or Junk it](#)
- Read:
 - Chapter 1, "Curriculum Today," and Chapter 9, "Social Experiences," in the course textbook (*Curriculum and Instructional Methods for the Elementary and Middle School*).
 - All reading material included in the module.
- Do:
 - Assignment #1: Research Paper
Minimum Score: 6 Points

Module 2: ELAR & SS Integration

- Watch:
 - [Fact or Opinion: An Integrated ELD Lesson](#)
 - [Informational Texts: Reading for Inquiry](#)
- Read:
 - Chapter 3, "Classroom Management," and Chapter 6, "Curriculum Planning," in the course textbook (*Curriculum and Instructional Methods for the Elementary and Middle School*)
 - All reading material included in the module.
- Do:
 - Assignment # 2: Lesson Plan
Minimum Score: 8 Points

Module 3: Critical Thinking in SS

- Watch:
 - [Scaffolds for Critical Thinking](#)
- Read:
 - Chapter 5, "Inquiry Teaching Strategies" in the course textbook (*Curriculum and Instructional Methods for the Elementary and Middle School*).
 - All reading material included in the module.
- Do:
 - Assignment #3: Community Project
Minimum Score: 6 Points

**Module 4:
Assessment practices
in SS**

- **Watch:**
 - [Read content and watch videos in the Teaching Channel Blog: I Want to Get Better at...Assessment](#)
- **Read:**
 - Chapter 7, "Monitoring and Assessing Students' Progress" in the course textbook (*Curriculum and Instructional Methods for the Elementary and Middle School*).
 - All reading material included in the module.
- **Do:**
 - Assignment #4: Resource Packet
Minimum Score: 5 Points
 - Cumulative Thematic Project
Minimum Score: 9 Points

Notice there are no due dates. This course is self-paced. Learners must earn a passing score on each required quiz in the course in order to progress to the next course.

Glossary of Terms

In addition to the required reading for each section, you should reference the program glossary (link) for relevant terms and definitions.

[Glossary of Terms](#)

Glossary of Social Study Terms

Grading Policy

This course requires you, the teacher candidate, to demonstrate mastery of course content through several course quizzes. The quiz format may include multiple choice, multiple answers, and matching questions.

Learning activities are not graded by your course instructor.

However, learners are strongly encouraged to complete the activities, self-assess using the provided rubric, and post the learning activities to their online portfolio.

It is intended that if a candidate has not yet secured a field experience, he or she can include the learning products from this course as part of their portfolio of work to discuss during job

interviews and share with hiring principals, and to adapt and implement in a future classroom once hired. If the teacher has already secured a field experience, the items can be immediately implemented in the teacher's classroom and/or used in future years of teaching.

All quizzes must be completed with a passing score in order to progress into the next course. Because this is a competency-based program, you will not be able to move on to the next course until you successfully complete this one by passing all course quizzes.

Grading Scale

Exemplary

Characterized by:

- Extraordinary Initiative in completing the learning activity
- The work fully responds to all parts of the activity prompt.
- The work is thoughtful and shows exceptional insight into the teacher's role in the learning process.
- The work is grammatically correct and carefully proofread (0-1 error).

Proficient

Characterized by:

- The work fully responds to all parts of the activity prompt.
- The work shows insight into the teacher's role in the learning process.
- The work is grammatically correct and proofread (no more than 2 errors).

Emerging

Characterized by:

- The work responds to the activity prompt.
- The work gives consideration to the teacher's role in the learning process.
- The work is mostly grammatically correct and proofread (no more than 3 errors).

Unsatisfactory

Characterized by:

- The work does not respond to the activity prompt.
- The work shows little to no consideration for the teacher's role in the learning process.
- The work has many grammatical and/or spelling errors (4 or more).

Academic Integrity

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world scenarios. Therefore, if you are currently in your field experience, you may submit work that you have previously created for your position, provided that work is your own.

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As an educator, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.