

# **Instructional Redesign (IR) Portfolio for EDUTL5195**

**University Institute for Teaching and Learning  
Teaching Support Program  
Component 3: Instructional Redesign**

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# **Instructional Redesign (IR) Portfolio for EDUTL5195**

## **Section I: Instructional Context and Pedagogical Approach**

This instructional redesign project was a collaborative effort with my colleague Leah Herner-Patnode. We co-teach EDUTL 5195 regularly.

### **Context of the IR course**

- Course title: EDUTL 5195.01: Reflective Seminar: Early Childhood Education & EDUTL5195.02: Reflective Seminar: Middle Childhood Education (Course Syllabus: Appendix A)
- Course taught at the Lima campus
- Course offering: Once a year in the Spring semester for Seniors
- Hybrid course
- Enrollment (SP 20)
  - EDUTL 5195.01: 28
  - EDUTL 5195.02: 8
- My role: I am one of the two instructors of the course. I teach this course frequently. This is one of my regular teaching load courses.
  - EDUTL 5195.01: Instructor: Hea-Jin Lee
  - EDUTL 5195.02: Instructor: Leah-Herner-Patnode

### **The Question/Area of Interest Identified in Our Teaching**

EDUTL 5195 Seminar held in conjunction with field experience or student teaching internship. The goals are to process, reflect upon, and enhance benefits of the school experiences. Students do not appear to value or show great engagement in this course. How information is shared has been an issue for students. It is hard to motivate them to learn to teach. Our main question is how do we better engage students in Reflective Seminar?

Why did we target this issue?

- Students were not seeing the relationship between theory and practice.
- Students exhibited minimum effort for previous course content and assignments.
- EDUTL 5195 SEI scores were lower than other courses' SEI scores.

This course has historically been the worst received and rated course so we decided we needed to tear it apart and start over by looking at SEIs, student comments to the advisor, research on engagement and talking to peers.

When we looked at the assignments, we found that we:

- focused more on knowledge than process,
- did not provide a sufficient structured support for preservice teachers to be reflective
- did not have an effective approach to link the school experiences with university learning to teach.
- did not have a focus for each week, so the weeks we did come together it seemed like a distraction from the work of student teaching.

## Learning Objectives for the Course and Evaluation Approaches

Table 1 summarizes course learning objectives and evaluation approaches we have used in the past.

Table 1. Learning Objectives of the course

Learning Objectives (SP 2020)	Evaluation approaches used in the past (Before IR intervention)
Connect theory and practice concerning lesson planning that is culturally responsive.	Short reflection about instructor or guest speakers' presentations. Some culturally responsive models were suggested for review, but only basic recall was required for module answers.
Analyze assessment data to inform teaching practice.	Was only discussed if brought up the guest speaker. No overt assignments existed.
Synthesize research concerning teaching techniques that support positive classroom environments.	Students were asked to read a research-based best practice article before class, but if they didn't add to the discussion the instructors could not assess if they read or applied the information.
Evaluate teaching resources, especially those that can be accessed digitally.	Was only discussed if brought up by a guest speaker. Not generally tied to any official assignment.

### Past instructional approaches:

- Small group break out discussions.
- Review best practices: students were asked to
  - Study IRIS modules (<https://iris.peabody.vanderbilt.edu/>) independently
  - Submit a summary of IRIS modules
- Final presentation
  - a one page summary of overall growth (as part of the undergraduate program)
  - with a final portfolio (as part of the Master's program). Lima no longer has a master's program.
- Flipped classroom model (Adnan, 2017) first element, which was providing exposure to the topic before class.

### New instructional approaches:

- Module-based course organization for research-based best practices
  - Culturally Responsive Teaching (Gay, 2002, 2010; Ladson-Billings, 1995)
  - Content area CRT (Aronson & Laughter, 2016)
  - Flipped classroom steps 2-4 (Brame, 2013).
    - Provide incentive to prepare for class
    - Provide a mechanism to assess understanding
    - Provide in class activities that focus on higher levels of learning
  - Why we assess and how to respond to students (Isabella & McGovern, 2018)
  - Content specific lesson planning skills
  - Positive Behavior Support (Gage, Rose & Kramer, 2019)
  - Characteristics of a 21<sup>st</sup> Century Teacher (Palmer, 2015)

- Deliberation model
  - Deeper dive into what an effective flipped classroom looks like.
  - Modeling the use of research and technology
  - More effective hybrid models. Downing, 2001 suggests the technology focus instead of sound pedagogy is the emphasis in many models.
- Develop independent meaning-oriented students versus dependent meaning-oriented students (Donche, Endedijk, & van Daal, 2015).
  - Dependent are more motivated by previous negative experiences.
  - Independent show deeper learning
    - Develop external resources
    - Practice self-regulation

## Section II: Development and Planning

### The Pathway for Exploring the Strategies We Implemented

The pathway started in May 2019 and ended in May 2020. Figure 1 depicts our year-long course redesign pathway.

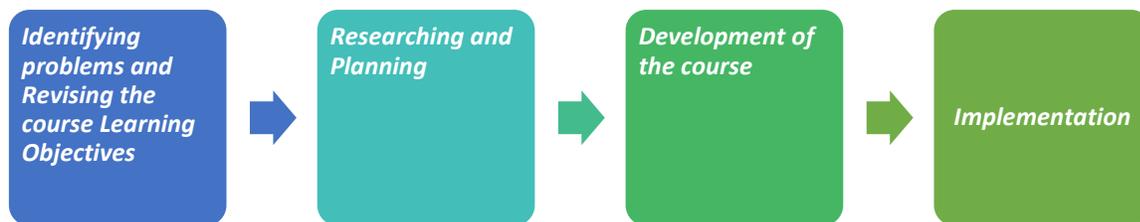


Figure 1. Pathway for Redesigning EDUTL5195

We were not happy with how effective the course was and the students perceived this course to be for future practice. After reviewing SEIs, measuring self-efficacy beliefs, and gathering anecdotal data, we identified student engagement as our biggest problem and contributing factors. Our journey begun by meeting with UITL consultants in May 2019. Our goal was developing low or no cost resources and providing best practice for a hybrid course. We met with resource people and read relevant research not only during the planning and development phases but also continued throughout the course redesigning process. We then applied all of these items to redesigning the course. As can be seen in Table 2, our pathway evolved in each semester:

#### SU 19:

- Consulted with our Lima librarian for access to free use materials. We looked at topics that students have frequently pointed to as important to their future practice.
- After looking at research and other course redesign processes from other courses choose module approach.
- Focused on a small group of important topics, rather than a different topic each week.

**AU 19:**

- Created a Carmen Shell to begin organization of the course.
- Organized the course into 4 modules.
  - Positive Behavior Support/ Responding to all students’ needs
  - Assessment
  - Teaching Process- supporting differentiation, CRT and accommodations in content areas
  - Digital Resources- how to evaluate them and apply them to your classroom

Ultimate goal of this instructional redesign was to increase preservice teachers’ engagement with best practice concerning effective teaching practices. A year after we started, we have evaluated the process and results. We tweaked the course throughout the semester to respond to student needs and the pandemic. Throughout the course we listened to the students and peers and modified study materials, assignments, and schedule, if needed. We worked hard to be consistent and transparent about the course objectives and how we expected students to meet learning goals.

**Section III: IR Implementation**

**IR implementation Process for EDUTL5195 Reflective Seminar**

Table 2 summarizes the process of EDUTL5195 instructional redesign, including timeline and tasks accomplished in each semester from SP 19 through SP 20. Our IR process started by identifying our problems and goals in SP 19, researching best-practices and resources, and developing and redesigning EDUTL5195, and lastly implementing the redesigned course in SP 20.

Table 2. EDUTL 5195 IR Topics and Timeline

SP 19	SU 19	AU 19	SP 20
<b><i>Identification</i></b> <ul style="list-style-type: none"><li>● Evaluated previous course materials and student evaluations</li><li>● Identified problems, needs, and goals</li></ul>	<b><i>Research</i></b> <ul style="list-style-type: none"><li>● Curated resources</li><li>● Reviewed resources</li><li>● Reviewed other courses</li></ul>	<b><i>Development</i></b> <ul style="list-style-type: none"><li>● Built a Carmen course shell</li><li>● Defined course learning objectives</li><li>● Designed course structure</li><li>● Selected course content</li><li>● Developed course tasks</li></ul>	<b><i>Implementation</i></b> <ul style="list-style-type: none"><li>● Implemented the redesigned course</li><li>● Conducted ongoing evaluation</li><li>● Analyzed students’ responses to redesigned course</li></ul>

## Intervention Strategies and Instructional Changes

After reviewing research, looking at areas where our edTPA scores could be improved and analyzing student feedback from previous years, we identified areas needed to be redesigned: Structure, materials, deliberation methods, topics, and tasks assessing students' learning.

- Deliberation methods: We adopted a hybrid flipped model, self-paced online research without meeting, face-to-face meetings, and zoom meetings.
- Structure of the course: We used a cycling format with three components for each module, which consisted of (1) Learn from research through self-paced research, (2) Learn from practitioners in a face-to-face meeting with guest speakers, and (3) Learn from peers through small group zoom meetings.

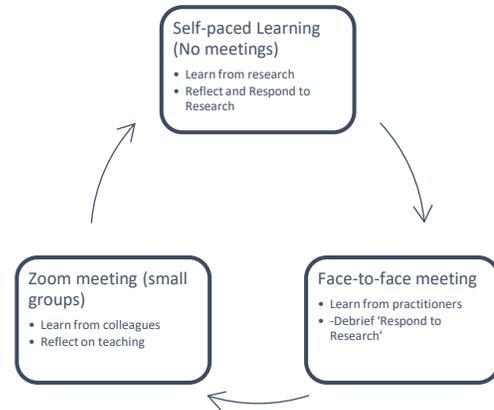
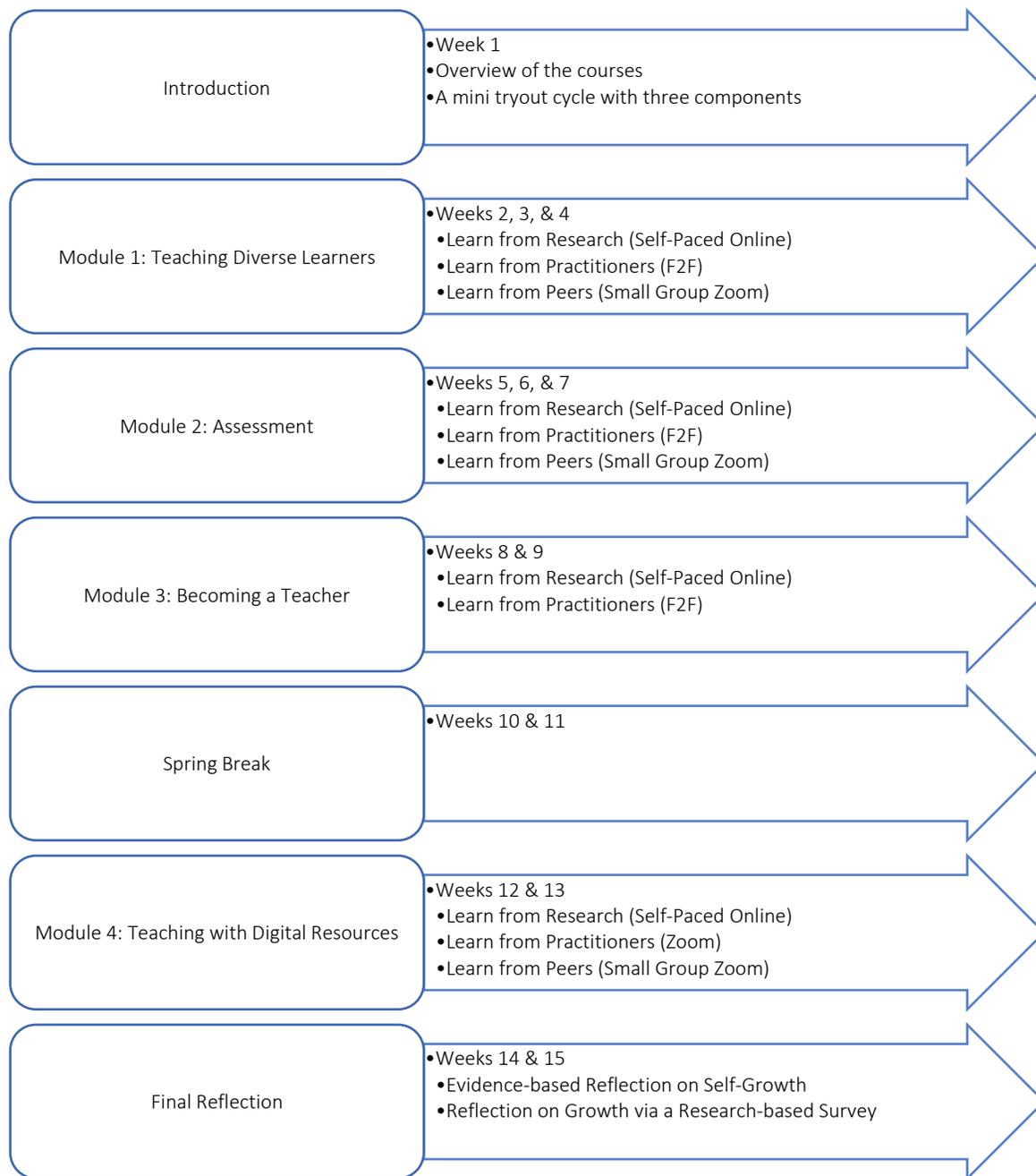


Figure 2. Course Structure

- Resources (Materials and Technology): Educational Technology was one of key elements for implementing the redesigned EDUTL5195 successfully. We utilized digital tools and content throughout the semester, including media, research-based readings, practitioner-focused readings, exemplary best practices, instructional technologies in the K-12 setting, and zoom through Carmen. Heavy use of Zoom for small group meetings and students that could not travel to campus due to weather or health issues for face-to-face meetings. After all courses went virtual, we used Zoom for our whole and small group meetings. All materials were already on Carmen. Carmen was used for access to all materials and for all reflections, quizzes and assignments to be loaded and graded.
- Module Topics and Schedule: Based on pre-survey and student responses, we identified and focused on four topics: Teaching Diverse Learners, Assessment, Becoming a Teacher, and Using Digital Resources. Students studied each topic over 2 – 3 weeks. Due to the Covid19 closing, the class schedule had to be adjusted. The last two weeks focused on reflecting on growth as a student and teacher using evidence, analyzing own teaching performance, and reflecting on growth via a research-based culturally responsive self-efficacy survey by Siwatu (2017). Course topics and schedule are summarized in Figure 3.
- Tasks: Each module included a review of research week where students viewed podcasts, websites, and research articles. They were required to view/read some common materials and had choices of other materials. That way Middle and Early could select resources of particular meaning and interest. Next, they met in person to discuss the topic. Each of these in person meetings included guest speakers in that area. Their final meeting of the module was a small group Zoom meeting. A leader was assigned for each meeting and the instructors floated in and out of the meetings to hear the discussions. The leaders summed up the meeting and each participant reflected on the topic and meeting.



*Figure 3. Course Topics and Schedule*

**Did the strategy change what was required in terms of preparation before instructional sessions?**

In some ways it did. Leah sought out guest speakers and Hea-Jin investigated the Zoom technology for holding large and small group interactions on Zoom. Both of us gathered best

practice resources for each module. Hea-Jin organized the material in the ECE section and Leah used the same material in the MCE section. Compared to previous years, it took more planning time and required multiple modifications in order to respond to data gathered from students' weekly reflections. Overall, what needed to have a successful IR implementation were

- Advanced planning: Planned for the whole course before starting the semester
- Ongoing modification: Modified in order to respond to students' needs (surveys and conversation)
- Changes again to respond to COVID 19

**What, if any, teaching assistance did you need?**

After our first meeting with the UITL consultant and Leah meeting with the Lima librarian, the only assistance we needed was technical for Carmen Zoom meetings. Instead of using the Zoom breakout room option, we wanted to assign different Zoom meeting access IDs for 7 ECE groups and 2 MCE groups, because each group had a different starting and ending time depending on their student teaching school schedule. Since Zoom does not allow multiple meetings by the same account, Zoom group leaders scheduled Zoom meetings and invited their group members and instructors to their meeting room. It improved students' participation and active engagement in Zoom meetings.

**Section IV: Assessment**

**Assessment measuring the effect of this IR on student learning outcomes and experience**

Table 3 summarizes redesigned EDUTL5195 learning objectives, instructional strategies, and assessment. Three components for each module were evaluated through various ways. All assessment data measuring student's learning were collected via Carmen.

Table 3. Alignment of Learning Objectives, Instructional Approaches and Assessment

Learning Objectives (SP 2020)	Instructional Strategies	Assessment (Direct and Indirect)
Connect theory and practice concerning lesson planning that is culturally responsive.	<b>Module 1</b> <ul style="list-style-type: none"> <li>• Respond to research on teaching diverse learners</li> <li>• Conversations with a guest speaker on positive behavior support in the classroom</li> <li>• Sharing and discussing instructional approaches of teaching diverse learners in a small group via zoom</li> </ul>	<b>In direct Assessment:</b> <ul style="list-style-type: none"> <li>• Attendance and Participation</li> </ul> <b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>• Short essay questions for Respond to research</li> <li>• Quiz on research content</li> <li>• Reflections               <ul style="list-style-type: none"> <li>a. Instructional approaches</li> <li>b. Post meeting</li> </ul> </li> </ul>
Analyze assessment data to inform teaching practice.	<b>Module 2</b> <ul style="list-style-type: none"> <li>• Respond to research on assessment</li> <li>• Conversations with a guest speaker on assessment in practice</li> <li>• Sharing and discussing instructional approaches about assessment in a small group via zoom</li> </ul>	
Synthesize research concerning teaching techniques that support positive	<b>Module 3</b> <ul style="list-style-type: none"> <li>• Respond to research on teacher practice</li> <li>• Conversations with former graduates/classroom teachers</li> </ul>	

classroom environments.		year) & edTPA (senior year)
Evaluate teaching resources, especially those that can be accessed digitally.	<b>Module 4</b> <ul style="list-style-type: none"> <li>Respond to research on teaching using digital resources</li> <li>Conversations with a guest speaker on various digital resources via zoom</li> <li>Developing a digital resource</li> <li>Sharing and discussing instructional approaches of using digital resources in a small group via zoom</li> <li>How to teach online in the COVID 19 context</li> </ul>	<ul style="list-style-type: none"> <li>Culturally Responsive Teaching (CRT) Self-efficacy survey</li> <li>CRT evidence-based reflection</li> </ul> <b>Course Evaluation (Appendix C)</b> <ul style="list-style-type: none"> <li>SEI</li> <li>Open-ended survey</li> </ul>

- Attendance and Participation:** Since attendance and active participation are critical for a seminar course like EDUTL5195, we checked attendance and participation as an indirect assessment to measure the effectiveness of the redesigned course. Students' attendance for in person and virtual meetings improved, and engagement in studying modules and completing tasks also showed significant improvement.
- Short essay questions for Respond to research:** In the past, students were asked to study provided resources and submit a summary to a discussion board. Based on our observations and analysis of students' postings we discovered:
  - (1) summaries did not always capture key ideas
  - (2) submissions to discussion board were usually delayed
  - (3) summaries focused more on personal episodes than what provided resources intended to teach.
  - For redesigned course, we separated "learning from research and best practices" and "learning by reflecting." Students were asked to study/research provided resources and respond to questions in the form of short essay in Carmen quiz. The questions were stated in a way that pushed concrete examples, not vague, cliched statements.

*Sample Respond to Research prompt (one of three questions for Module 2: Assessment):*

*Think about your past and current placements. You have had students with diverse backgrounds. Write at least 1-2 well-developed paragraphs about What experienced teachers and researchers suggest concerning assessment for students with diverse backgrounds? Make sure to cite ALL materials you read/listened/watched and provide sources in your response.*

- Reflections:** In the past, discussion prompts were used for online discussions in writing. We noticed that students often shared what happened to them recently instead of sharing their instructional approaches or analyzing their students' learning. Sharing recent classroom episodes is not necessarily negative, but it was hard for us to control the quality and evaluate our students' learning from the course. For the redesigned course, we changed discussions to be done verbally during Zoom and in-person meetings and required students to submit post-meeting reflections in Carmen Quiz. Post meeting reflection prompts were published in advance for students to think about before their small group Zoom meeting, to share/discuss their thoughts during their small group

Zoom meetings, and reflect one more time while responding to reflection prompts in writing. Responses in reflection submissions were used as direct assessment measuring students' learning and the effectiveness of the redesigned course.

*Sample Post-Meeting Reflection Prompts for Module 4: Using digital recourse (NOTE: this module was modified to respond to COVID 19 Closing. Our students teaching elementary students online. We asked them to discuss and reflect on their instruction responding to COVID 19)*

- *Share your own creation of digital resource(s) that you submitted last week.*
  - *What and How do you (your teacher and your school) do to teach your students?*
  - *What and How do you motivate your students (and parents) to complete the assignments?*
  - *What and How do you address your students' diverse needs?*
  - *If you were a classroom teacher, **list 5 steps** that you would follow to have successful teaching in the virtual environment?*
- **Summative Assessment (Appendix B):** In order to understand the effectiveness of redesigned course, we added three additional tasks that were not used in previous years. First, students were asked to revisit SPA (submitted at the end of Junior year) and edTPA (submitted at the beginning of SP 20 in their senior year). Both SPA and edTPA are required to submit for their licensure program by the university. Students were asked to compare their SPA and edTPA lesson plans, compare/analyze their own instructional approaches, and reflect on their own growth as a culturally responsive teacher. Second, students were asked to rate their confidence level for using culturally responsive instructional approaches. For this task, we adopted Siwatu's (2007) CRTSE instrument. Lastly, students were asked to provide evidence of using culturally responsive teaching approaches in SP 20. This task targeted students' understanding of CRT approaches and the level of implementation.

### Students' Responses and Reaction to the Redesigned Learning Context

Table 4 compares SEIs in SP 20 (after IR implementation), past SEIs of the course, and the college of education and human ecology average SEI scores. As can be seen in Table 4, students responded to redesigned course better than in previous years and the college of education average scores.

Table 4. SEI Summary Comparison

SEI Item #	1	2	3	4	5	6	7	8	9	10
ECE (After IR)	4.59	4.31	4.71	4.53	4.71	4.65	4.51	4.59	4.65	4.69
MCE (After IR)	4.67	4.33	4.67	4.67	4.67	4.67	4.67	4.67	4.67	5.00
Lima campus (Before IR)	4.44	4.29	4.56	4.46	4.50	4.52	4.29	4.38	4.33	4.49
College of EHE Mean	4.50	4.38	4.64	4.60	4.57	4.63	4.40	4.52	4.47	4.59

We also conducted surveys measuring students' learning and evaluation of the course (Appendix C). Students' course evaluation, participation, and performance were improved compared to previous years. In addition, because of the pandemic our use of Zoom right from the beginning meant our students were ahead of the game and stated to their advisor that they appreciated the ability to use Zoom and also how clear our expectations were. Students also reported that the modules were easy to follow and understand and the guest speakers from the field were well received. Our final guest speaker appeared via Zoom and that was great, because she was talking about using digital resources. It could not have been timelier as our students were trying to help their cooperating teachers with virtual teaching.

### **How has this data changed from before we implemented our intervention?**

As stated previously, SEI scores improved as did the response rate. Anecdotal evidence from instructor and advisor interactions showed improved satisfaction with the course and the objectives. The analyzation of improvements in written reflections is hard to gauge because we did assign the same reflection questions. The reflections gathered from this group shows a competence in stating their ability to implement best practice in the areas of CRT, assessment and digital resources. The majority of students earned full points on the reflection assignments.

### **Conclusion**

The IR redesign process was a valuable exercise in numerous ways. As teacher educators we view reflection of best practice as one of our top priorities. To push ourselves to evaluate our own course effectiveness is paramount if we wish to remain effective as instructors. We must also model what it means to be a good teacher. We discussed with our students about the course design being new and welcomed constructive feedback.

### **Next steps**

- Take successful elements and replicate them in next year's section.
- Incorporate successful elements into other courses.
- Search for ways to gather feedback from other peers. Perhaps share the course with others and discuss their suggestions.

### **Value of IR experience**

- Help from knowledgeable consultants
- Co teaching and co reflecting was helpful
- Get back to the core of what the class should be
- Put students first
- Skills we can implement in other courses.

### **What we learned**

- Look at our own biases about use of technology or modules
- Look to best practice and push beyond surface ideas of implementation
- Insight into best ways to engage in person when doing a flipped model
- Insight into best practice for Zoom

## Section V: Reflection

This instructional redesign project was a collaborative effort with my colleague Leah Herner-Patnode. In SP 2020, we redesigned and implemented EDUTL 5195 series (EDUTL 5195.01 and EDUTL5195.02) together, as well as co-authored sections I – IV of our Instructional Redesign Portfolio.

As discussed in Section I, EDUTL 5195 Reflective Seminar held in conjunction with student teaching internship during the last semester of the whole program. The purpose of redesigning the Reflective Seminar course was to improve students' (future teachers) understanding of educational theories and ability to apply them into their own practice, as well as to improve their engagement in continuous learning to teach. Based on research and our own teaching experiences, we believed that these goals could be accomplished by (1) carefully selecting study topics, (2) guiding them what and how to reflect, and (3) implementing a structured hybrid model. As reported in earlier sections, these approaches were effective in accomplishing the project goals and helped students meet course learning objectives.

What I learned as a teacher from going through this IR process was that I should not only encourage my students to be life-long learners but also practice to be life-long learner. For example, the initial plan for Module 4 was “Using technology” with resources around “teaching 21<sup>st</sup> century learners.” However, tools and content of using technology change rapidly and continuously. Thus, I had to change the focus of Module 4 to “Using digital resources” with more up-to-date digital resources in the middle of the semester. Another important learning point was to be flexible when changes are needed. When we had to revise course to respond COVID19, I had to model and demonstrate how to modify the class in order to respond to an unexpected situation.

Using zoom for the course not only helped my students but also improved my ability to utilize a digital tool (zoom). Having zoom meetings for this course helped our students use zoom to teach their students during the COVID19 closing. Also, I now know more ways to use zoom for teaching and plan to use zoom for other courses. Learning new digital tools and researching new digital content take time but needed to be done. How to use digital tools and how to evaluate digital content still remain as a homework for me and for my students (future teachers). One of my research topics is about effective ways of evaluating digital resources that I plan to tie to my teaching and investigate my own teaching.

Going through the three phases, Planning, Developing, and Implementing for the IR process and having the whole course materials ready to implement were most important aspects of redesigning the course EDUTL5195. Also, having the tech team in the same building lowered my and students' stress level when trying out new digital tools. All courses including EDUTL 5195 I teach will be continuously redesigned to respond to changes required by the department of education, findings from research, changes in K-12 learners, changes in my students' needs, and so on. Going through a year-long journey of the IR process, planning, developing and implementing will help me improve other course I teach.

## **Appendices**

- **Appendix A: Course Syllabus**
- **Appendix B: Summative Assessment**
- **Appendix C: Course Evaluation Survey Summary**

## Appendix A: Course Syllabus

### **5195.01 – Reflective Seminar ECE**

### SP 20, 3 CREDIT HOURS, UNDERGRADUATE

**Class Location**  
GA 260

**Instructor:** Dr. Hea-Jin Lee  
Office: Galvin Hall 460B  
Email: lee.1129@osu.edu  
Office Hours: Before or after class  
(Wednesday 4:00 – 7:00 PM) and by  
appointment

## Course Overview

### Description/Rationale

Reflective Seminar is the third phase of coursework on the study of teaching. It links the *pre*-practicum experience of observation and exploration, to the practicum experience of lead teaching. Your previous courses focused on: learning the theoretical and philosophical foundations of teaching; developing discipline-specific curriculum and instruction; and creating the kind of classroom culture and structures that enable teachers to meet the needs of all students. As you assume the lead teaching responsibility in your placement, we will examine how all of that preparation is playing out in your practice. We will continue to develop an inquiry stance on teaching and learning - using your classroom teaching as our primary “text.”

### Relation to Other Courses

This course builds on the content covered in EDUTL 3189 and 4189 Field experiences and methods courses.

**Prerequisites:** none

**Prerequisite Knowledge:** Knowledge of teaching diverse learners. Planning lessons and assessments appropriate to meet the needs of diverse learners in the general education classroom.

## Learning Objectives

By the end of this course, students will be able to:

1. Connect theory and practice concerning lesson planning that is culturally responsive.
2. Analyze assessment data to inform teaching practice.
3. Synthesize research concerning teaching techniques that support positive classroom environments.
4. Evaluate teaching resources, especially those that can be accessed digitally.

## Course Materials

### Required

Materials will be shared in Carmen under the module assigned for those weeks.

### Supplemental/Optional

Readings will be posted on Carmen or handed out in class as needed.

Please check Carmen prior to class, I will post if any extra materials are needed.

## Course Requirements/Evaluation

### Grades

Assignments	Points
In-class meetings (10 pts. each x 5 sessions)	50
Zoom meeting active participation (5 pts. each x 4 sessions)	20
Zoom meeting reflection quiz (5 pts. each x 4 sessions)	20
Leading a Zoom meeting	10
Respond to research quiz (20 pts. each x 4 sessions)	80
Final Reflection: Yearbook Page	10
Final celebration, Education Reception	10
<b>TOTAL</b>	<b>200</b>

### Grading Scale

93 – 100: A	90 – < 93: A-	87 – < 90: B+	83 – < 87: B
80 – < 83: B-	77 – < 80: C+	73 – < 77: C	70 – < 73: C-
67 – < 70: D+	60 – < 67: D	Below 60: E	

### Expectations for Graduate Students

No difference in expectations for undergraduate and graduate students.

## Assignment Descriptions- More details available in Carmen.

- **In-class meeting attendance and participation (exercises and discussions).** Over the course of the semester, there will be several in-class activities. Participation is essential, given that these exercises will provide you with opportunities to apply, discuss, and synthesize the content covered in class and in readings. You must be present to participate in these activities. Please be sure to participate in the discussion prior to the next class.

**Only a doctor's note will excuse an absence from an in person meeting.**

- **Zoom meeting participation:**
  - **Active Participation:** You will meet in assigned groups via Zoom on designated days. The purpose of the meetings is to learn from each other by discussing how you are applying research and in class material to daily practice in the schools.

- **Reflection:** You will post your reflective meeting note to the quiz section in Carmen after the meeting. The rubric will be available in Carmen.
- **Leading a Zoom meeting.** Members of the group will take turns to lead the discussion and will submit zoom leader notes to the assignment section in Carmen. The zoom meeting leader must facilitate the discussion to cover give topics of the meeting and provide equal and ample opportunities to each group member.
- **Respond to Research.**
  - **Study:** You will be given articles to read, listen to podcasts, or watch webinars on the module topic.
  - **Respond:** You are asked to reflect on the connection of this research to your daily practice in a quiz and share your responses to the quiz questions with the class. The rubric will be available in Carmen.
- **Yearbook page.** You will develop a one page yearbook entry demonstrating your growth as a teacher. You can include a quote or philosophy you have applied in your classroom, a picture, and a special moment or experience from your internship.
- **Final celebration: Education Reception** At the end of the semester, the Education department will host our own final celebration. You can invite your family and cooperating teachers. You will share your journey from an inexperienced preservice teacher to a beginner teacher, as well as stories you shared in your yearbook page with the whole group. The department will provide light snacks. The current schedule, April 17, 2020, 5:30 - 6:30 is tentative. The final date for Education Reception will be confirmed as soon as the Lima campus released the campus-wide celebration schedule.

## Course Policies

### Basic Needs Security

Any student who faces challenges securing food or housing and believes this may affect their performance in the course is urged to contact:

- Buckeye Food Alliance: Lincoln Tower, 1800 Cannon Dr #150, 614-688-2508;
- Student Advocacy Center at The Office of Student Life: 001 Drackett Tower, 191 W. Lane Ave,
- 614-292-1111;
- EHE UGSS and ACES food pantry: PAES Building A100. You can pick up a grocery bag of food and/or a hygiene pack if you are in need of assistance. Office hours are Monday-Friday 8am-5pm, no appointment necessary.

Furthermore, please notify me, if you are comfortable in doing so. This will enable me to provide any resources to which I may have access.

## Student Conduct and Participation

As a student in this course, you are expected put forth a great deal of effort and to take responsibility for your learning. However, grades are based on performance, not effort. Although hard work is admirable, it is not what will determine your grade. Instead, your grade will be based on your mastery of course objectives as defined by predetermined performance standards. These standards will be made conspicuous to maximize your ability to earn a good grade, and more importantly, to acquire the knowledge and skills taught in this course.

## Communication

The university's official mode of communication is via university email. Students should use their BuckeyeMail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

**Response Times:** I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use [8help@osu.edu](mailto:8help@osu.edu) at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

## Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.

- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

### Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TTY:** 614-688-8743

### Baseline technical skills necessary for online/hybrid courses:

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)
- Downloading/uploading/submitting course materials on Carmen

### Technology necessary for this course:

Students will be exposed to technology in a variety of ways. Students will be required to access a web-based course management system (i.e., Carmen) to download course materials and upload course assignments. In addition, students will learn about web-based resources to enhance instruction.

## Institutional Policies

### Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not

limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Accessibility of course technology:** This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

### Statement on Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know privately as soon as possible such that we can discuss accommodation options. To establish reasonable accommodations, you may want to register with Student Life Disability Services. After that registration, please make arrangements with me as soon as possible to review the recommended accommodations for you so that they may be implemented in a timely fashion. The contact information for Ohio State Lima Disability Services follows:

Karen Meyer, 154 Student Services Building, 567-242-7510, [meyer.193@osu.edu](mailto:meyer.193@osu.edu).

**Statement on Academic Misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at:

<http://studentconduct.osu.edu/>

**Statement regarding Tobacco Free Campus policy:**

Ohio State has adopted a tobacco free policy that supports a healthy environment for all members of the campus community. The use of all types of tobacco products is prohibited in all university buildings and on all university-owned properties, including parking lots and all outside areas. The full policy can be found at:

<http://hr.osu.edu/public/documents/policy/resources/720faq.pdf?t=2014724155314>

**Statement on University Expectations regarding 2:1 ratio of student effort:**

In an effort to establish educational standards and expectations for all institutions of higher education in the state, the Ohio Department of Higher Education (formerly the Ohio Board of Regents) has established formal guidelines to standardize the length of semesters, academic years, and define the practical meaning of each semester hour of credit. In these guidelines, one semester credit hour is awarded for a minimum of 750 minutes of formalized instruction and “students will be expected to work at out-of-class assignments on a regular basis, which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity.”

**Grievances**

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

**Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

### Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus. Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the Ohio State Lima Counseling and Consultation Service (LCCS). All current Ohio State Lima students are eligible for services at no charge. You may contact LCCS at 567-242-7158 to schedule an appointment or visit: <https://lima.osu.edu/current-students/health-and-wellness-services/counseling/>

**Trigger Warning:** Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu>. You may also contact the university's Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu) or Ohio State Lima's Title IX contact at [mccrory.6@osu.edu](mailto:mccrory.6@osu.edu).

### Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color,

disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Services available on the Columbus Campus that may benefit students at other campuses.**

### **Student Resources**

#### **Technology:**

[EHE Tech Help](#)

[OSU Tech Support](#)

#### **Academics:**

[EHE Homepage](#)

[EHE Advising](#)

[OSU Advising](#)

[OSU Library](#)

[Dennis Learning Center](#)

[EHE Office of Research](#)

[OSU Office of Research](#)

#### **Student Life:**

[OSU Student Health Services](#)

[EHE Undergraduate Student Services](#)

[OSU Student Life](#)

[OSU Student Advocacy Center](#)

[OSU Student Financial Aid](#)

[EHE Career Services](#)

[OSU Career Counseling and Support Services](#)

[OSU Office of Diversity and Inclusion](#)

[EHE Office of Diversity, Inclusion, and Community Engagement](#)

## Course Schedule

<b>Date</b>	<b>Class Learning Objectives (CLO) listed first Module Objectives (MO) listed second</b>	<b>Topics/Tasks for class this week (*Indicates an item to turn in)</b>
<b>Session 1</b> 1/8/20	<b>On campus meeting; CLO# 1</b> MO: Discuss the syllabus and procedures for online days and assignments.	* Complete in-class assignment * Complete Zoom Meeting 1 Reflection
<b>Session 2</b> 1/15/20	<b>Self-paced online meeting; CLO #1</b> MO: Respond to research concerning teaching diverse learners focusing on lesson planning and behavior support.	*Respond to Research 1: Respond to research concerning teaching diverse learners & culturally responsive teaching
<b>Session 3</b> 1/22/20	<b>On campus meeting; CLO #1</b> MO: Define positive behavior support to teach diverse learners.	* Bring 3 good questions to ask the guest speaker on supporting positive behavior for all students. * Present/Share Respond to Research 1 paper
<b>1/27/20</b>	<b><i>Upload day for edTPA/ Interview workshop</i></b>	
<b>Session 4</b> 1/29/20	<b>ZOOM meeting 2; CLO# 1</b> MO: Demonstrate effective teaching and behavior management.	* Zoom leader only: Submit meeting notes * Complete Zoom Meeting 2 Reflection
<b>Session 5</b> 2/5/20	<b>Self-paced online meeting; CLO# 2</b> MO: Describe and apply appropriate assessment techniques with students; Evaluate the need for the use of data in creating lesson plans.	* Respond to Research 2: Respond to research concerning assessment
<b>Session 6</b> 2/12/20	<b>On campus meeting; CLO # 2</b> MO: Describe methods for data collection that include summative and formative assessment.	*Bring 3 good questions to ask the guest speaker on supporting assessment and how you use data to drive excellent lesson plans. * Present/Share Respond to Research 2 paper
<b>Session 7</b> 2/19/20	<b>ZOOM meeting 3; CLO#2</b> MO: Demonstrate effective assessment use	* Zoom leader only: Submit meeting notes * Complete Zoom Meeting 3 Reflection
<b>Session 8</b> 2/26/20	<b>Self-paced online meeting; CLO# 3</b> MO: Discuss how organization, planning and collaboration decrease stress and increase success.	* Respond to Research 3: Respond to research concerning daily teaching skills
<b>Session 9</b> 3/4/20	<b>On campus meeting; CLO# 3</b> MO: Evaluate skills needed for employment.	* Bring 3 good questions to ask the guest speakers on interviewing and first year teaching skills. * Present/Share Respond to Research 3 paper
<b>Session 10</b> 3/11/20	SPRING BREAK for OSU: SKIP ZOOM MEETING <b><i>Mock Interviews</i></b>	
<b>Session 11</b> 3/18/20	<b>Self-paced online meeting; CLO #4</b> MO: Strategies of evaluate appropriate digital resources.	*Respond to Research 4: Respond to research concerning selecting and using digital resources
<b>Session 12</b> 3/25/20	<b>On campus meeting; CLO #4</b> MO: Evaluate digital sources.	*Bring 3 good questions on using the Smartboard and using digital resources. * Present/Share Respond to Research 4 paper
<b>Session 13</b> 4/1/20	<b>ZOOM meeting 4; CLO #4</b> MO: Describe how you utilize appropriate digital resources in your classroom.	* Zoom leader only: Submit meeting notes * Complete Zoom Meeting 4 Reflection
<b>Session 14</b> 4/8/20	<b>Self-paced online meeting; CLOs # 1 - 4</b> MO: Demonstrate growth as a teacher	*Submit one page reflection for your yearbook page
<b>Session 15</b> (4/17/20: Tentative)	<b>On campus meeting</b> Celebration	*Share your yearbook page with your family, supervisors and faculty. * Participate in OSU Lima's celebration.

## Appendix B: Summative Assessment

### Appendix B-1: Compare and reflect on own growth: SPA (junior year) & edTPA (senior year)

Q1. Find your SPA 3 (all 3 parts) and edTPA Task 1 (Parts A-E) (you can find these in Tk20, if they aren't readily available on your hard drive). Attach a copy here.

If you do not know how to attach files in Quiz, email your SPA and edTPA documents to us at [lee.1129@osu.edu](mailto:lee.1129@osu.edu) and [herner-patnode.1@osu.edu](mailto:herner-patnode.1@osu.edu).

Q2. Regarding SPA 3 and edTPA- After reviewing your materials, compare how you met the needs of students in SPA 3 with how you met the needs of students in edTPA Task 1. What differences in your planning did you notice when you compared SPA and edTPA? Be specific and elaborate on your comparisons.

Q3.

1. What areas did you see the most growth in terms of your ability to address how you meet the needs of students?
2. What do you believe accounted for this growth?

Q.4

1. What areas do you feel you still need to improve to address the needs of students in your classroom?
2. What is the best way for you to go about gaining the skills and knowledge to improve in this area?

## Appendix B-2: Culturally Responsive Teaching (CRT) Self-efficacy survey

Siwatu's (2017) Culturally Responsive Teaching Self-Efficacy (CRTSE) belief SCALE (Siwatu, K. O. (2007). *Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. Teaching and Teacher Education: An International Journal of Research and Studies*, 23(7), 1086-1101).

Please indicate where you fall in the range for each item.

(100%= completely confident & 0%= no confidence at all)

- (1) Adapt instruction to meet the needs of my students
- (2) Obtain information about my students' academic strengths
- (3) Determine whether my students like to work alone or in a group
- (4) Determine whether my students feel comfortable competing with other students
- (5) Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture
- (6) Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture
- (7) Assess student learning using various types of assessments
- (8) Obtain information about my students' home life
- (9) Build a sense of trust in my students
- (10) Establish positive home-school relations
- (11) Use a variety of teaching methods
- (12) Develop a community of learners when my class consists of students from diverse backgrounds
- (13) Use my students' cultural background to help make learning meaningful
- (14) Use my students' prior knowledge to help them make sense of new information
- (15) Identify ways how students communicate at home may differ from the school norms
- (16) Obtain information about my students' cultural background
- (17) Teach students about their cultures' contributions to science
- (18) Greet English Language Learners with a phrase in their native language
- (19) Design a classroom environment using displays that reflects a variety of cultures
- (20) Develop a personal relationship with my students
- (21) Obtain information about my students' academic weaknesses
- (22) Praise English Language Learners for their accomplishments using a phrase in their native language
- (23) Identify ways that standardized tests may be biased towards linguistically diverse students
- (24) Communicate with parents regarding their child's educational progress
- (25) Structure parent-teacher conferences so that the meeting is not intimidating for parents
- (26) Help students to develop positive relationships with their classmates
- (27) Revise instructional material to include a better representation of cultural groups
- (28) Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes
- (29) Design a lesson that shows how other cultural groups have made use of mathematics
- (30) Model classroom tasks to enhance English Language Learners' understanding
- (31) Communicate with the parents of English Language Learners regarding their child's achievement

- (32) Help students feel like important members of the classroom
- (33) Identify ways that standardized tests may be biased towards culturally diverse students
- (34) Use a learning preference inventory to gather data about how my students like to learn
- (35) Use examples that are familiar to students from diverse cultural backgrounds
- (36) Explain new concepts using examples that are take from my students' everyday lives
- (37) Obtain information regarding my students' academic interests
- (38) Use the interests of my students to make learning meaningful for them
- (39) Implement cooperative learning activities for those students who like to work in groups
- (40) Design instruction that matches my students' developmental needs

### Appendix B-3: CRT evidence-based reflection

Below are three steps students were expected to do for this task.

- (1) **Post** *an exemplary lesson/activity/assessment/resource that you have taught/used and that represents your knowledge and skills of culturally responsive teaching.*
- (2) **Highlight** *specific sections/parts of your lesson/activity/assessment/resource that demonstrate your knowledge and skills of culturally responsive teaching.*
- (3) **Reflect and discuss** *what types of culturally responsive approaches you used.*

**Appendix C: Course Evaluation Survey**

This Table summarizes Student Responses on the Course Evaluation Survey Early Childhood Education student responses.

<p><b>Recall and reflect what you learned from Module 1: Teaching Diverse Learners.</b></p> <p>1) Share <b>THREE</b> things that you learned from studying Module 1: Teaching Diverse Learners.</p> <p>2) Which activities or assignments helped you improve your knowledge and skills for teaching diverse learners?</p> <p>3) Share your suggestions on how "Module 1: Teaching Diverse Learners" could be improved.</p>	<p><b>Recall and reflect what you learned from Module 2: Assessment.</b></p> <p>1) Share <b>THREE</b> things that you learned from studying Module 2: Assessment.</p> <p>2) Which activities or assignments helped you improve your knowledge and skills concerning assessment?</p> <p>3) Share your suggestions on how "Module 2: Assessment" could be improved.</p>	<p><b>Recall and reflect what you learned from Module 3: Becoming a Teacher.</b></p> <p>1) Share <b>THREE</b> things that you learned from studying Module 3: Becoming a Teacher.</p> <p>2) Which activities or assignments helped you improve your readiness to become a teacher?</p> <p>3) Share your suggestions on how "Module 3: Becoming a Teacher" could be improved.</p>	<p><b>Recall and reflect what you learned from Module 4: Using Digital Resources.</b></p> <p>1) Share <b>THREE</b> things that you learned from studying Module 4: Using Digital Resources.</p> <p>2) Which activities or assignments helped you improve your knowledge and skills for integrating digital resources in the classroom?</p> <p>3) Share your suggestions on how "Module 4: Using Digital Resources" could be improved.</p>
<p>1. I have learned that like teachers there are many different types of students and how we reach them is case by case. Another thing I learned is to not be afraid to try something. A big thing I also learned was because it worked once does not mean it will work again.</p> <p>2. The biggest activity that helped me improve was all the guest</p>	<p>1. Things I learned about assessments is they do not always have to be for a grade, you should take notes you WILL forget, and make them fun.</p> <p>2. I think putting it into practice in my placement and practicing different assessments was the biggest help.</p> <p>3. I think you could have students by grade level create two</p>	<p>1. Becoming a teacher is a never-ending education, be open to advice and criticism, and relationships are the most important.</p> <p>2. I think the guest speakers really helped with becoming a teacher and the reality.</p> <p>3. I think you could have students write their view of a teacher in</p>	<p>1. Things I learned, there are too many sources out there to keep using only the same ones, try them before you use them in class, and get comfortable with the resource before using it.</p> <p>2. I think researching these gave me better examples of what I can possibly use and how cost efficient they can or cannot be.</p>

<p>speakers and their different views and perspectives.</p> <p>3. I liked the way it was.</p>	<p>different assessments for the same material and give it at their placement and then look at how it affects students.</p>	<p>the first class and at the end see how its changed.</p>	<p>3. I think we could share in small groups how our resource works and why we chose it.</p>
<p>1. make connections, make content relatable, safe/inviting learning environment</p> <p>2. all of them</p> <p>3. n/a</p>	<p>1. assessment that is relatable, easily accessible/understandable, modified for all students</p> <p>2. all of them</p> <p>3. n/a</p>	<p>1. reflection, differentiation, addressing the needs of all students</p> <p>2. all of them</p> <p>3. n/a</p>	<p>1. learned about specific resources, know to evaluate digital resources, addressing students with diverse backgrounds</p> <p>2. all of them</p> <p>3. n/a</p>
<p>With this module I learned a lot on how to connect with those diverse learners, how to create assessments that better meet their needs, and how I can improve on the daily to help them understand content.</p> <p>I think reading the articles about diverse learners has improved my knowledge and allowed me to better understand what I can do to help my students.</p> <p>No improvements needed.</p>	<p>I believe you can always learn more about assessment. I have learned so much on how to meet the needs of each student. I can create a multitude of different assessments that help me get the information I need from each student. Not every student needs the same assessment to show what they know, but you also don't need to make 20+ different assessments for each student.</p> <p>I really enjoyed having the guest speaker come in and share their thoughts/experiences with assessment. It is always nice to hear from someone who knows first-hand what it's all about.</p> <p>I would not change anything.</p>	<p>I learned how to take data and use that to plan future learning. I have grown in understanding data and that it's not just numbers, it's actual material that is needed to lead a child to success in their own way. I learned that it is nice to have a portfolio during an interview, that way you can show things you have done and who you are as a teacher in a more visual way.</p> <p>I think having the guest speakers really improved my readiness to become a teacher. It is nice to hear their thoughts and actual experiences.</p> <p>I would'nt change anything</p>	<p>There are a multitude of digital resources that can be used within the classroom. It is okay to use technology, but you also want to limit it and have a nice balance of both tech and paper/pencil.</p> <p>Working with those different resources helped me see which ones I could use in my future classroom,</p> <p>I wouldn't change anything.</p>

<p>1) One of the things that I learned is you set the precedent of the year with your attitude, not just a day. I also learned that we need to help students see that they can do anything and have potential. And lastly, Teachers need to be more self-aware with their students and their environment.</p> <p>2) I liked hearing from my peers and getting advice from my peers.</p> <p>3) I think that the speaker in the following week was very helpful on this topic. Maybe a list of ideas for different type is diverse learning ideas.</p>	<p>1) grades are not a necessity, always change your instruction based on your assessments, chose assessments that are valid for your students but show data.</p> <p>2) I did not find any that were extremely helpful, other than talking with my peer.</p> <p>3) I think that we could have had more examples of what it physically looks like in the classroom.</p>	<p>1) It's not going to be perfect the first year, you are there to teach not to be students' best friend, be organized.</p> <p>2) I really enjoyed the teacher panel and their advice. It gave us the other side of teaching without sounding horrifying.</p> <p>3) nothing to change.</p>	<p>1) Google Classroom has so many resources, classroom DoJo is great for communicating with parents and online forums are becoming a must know.</p> <p>2) I like all the resources the speaker gave to us in her talk. I enjoyed getting to know different platforms I had not heard of.</p>
<p>1) I learned that it is easiest to create the most effective and responsive classroom for our students by keeping principles set for ourselves. Some of these could be to respect individuals and groups of all diverse learners and foster a collaborative learning and environment for our students. I also learned that it is important to seek new teaching styles throughout the years. Sticking to one way year after year is not going to work because our students are not the same year after year. Finally, I learned how important it is to build relationships with your students</p>	<p>1) I learned how important it is to express to your students what exactly grading is, and asking what it means to them. As well as that it is important to get students involved in their own learning and making sure their interests are incorporated in it. Finally, I learned that assessments should show what the child knows, and should be over what they have been taught, nothing else. If you have not yet taught a certain concept, how can you grade them on it?</p> <p>2) My favorite resource from this module that helped me improve</p>	<p>1) I learned that every first-year teacher's experience is going to go differently. I learned that it is okay to need help and to ask questions as a first-year teacher, and even after that. Finally, I learned that you are going to mess up and make mistakes, but learning how to fix them and where to guide your instruction from that point is what makes you a good teacher. Learn from your mistakes.</p> <p>2) I liked the guest speakers coming in and talking with us. I also thought it was interesting that you had us compare our SPA</p>	<p>1) I learned that there are tons of different digital resources readily available to us as teachers. I learned that it is important to incorporate technology into your teaching for all different types of learners. Finally, I learned that not all students are going to understand every digital resource, but it is great to do trial and error and find what works for YOUR group of students.</p> <p>2) I liked the article we read about the different characteristics of a 21st Century Teacher. This really opened up my eyes to how teaching has changed since we</p>

<p>and keep their learning and needs at the top of your mind.</p> <p>2) My favorite resource that helped me improve my knowledge and skills for teaching diverse learners were the video and podcast we listened to. I thought these were very informational and gave me a better understanding of reaching the needs of diverse learners in the classroom.</p> <p>3) I thought this Module was put together well!</p>	<p>my knowledge and skills on assessment was the first podcast, "Could You Teach Without Grades?" She meant what she was saying and did great at explaining how important it is to communicate with your students about their learning, their grades, and their improvements/accomplishments.</p> <p>3) A suggestion would be to give us some examples of different assessment types. Other than that, I thought module 2 was put together well.</p>	<p>Assessments with edTPA so we can see how they related and see our own growth from last year to this year in our own teaching.</p> <p>3) I think this module was set up well.</p>	<p>were younger, and how teaching is ever changing.</p> <p>3) We have shared digital resources in a lot of our previous courses, so this was a little unnecessary I felt like for our class. However, I thought the rest of the module was put together well.</p>
<p>1. In times like now, everything is online and we're not meeting with students face to face. Therefore, meeting each of the individual needs of students has become challenging. We have learned that we can still meet on Google Meets to have one-on-one sessions with students, but not having in person help can be very challenging. I was able to learn about different digital resources to help students and for them to use to their benefits which can help me monitor their reading and comprehension.</p> <p>2. Honestly being in the field has best helped me teach diverse learners. Assignments where we</p>	<p>1. There are so many digital resources that can be used to help students in times like now. I also learned that assessing digitally is very possible and very convenient especially now. In times like now, formal and informal assessments can also be very convenient.</p> <p>2. It was learning about all the ways we can still educate digitally.</p> <p>3. Allow us to choose a form of assessment and create a presentation on how it can be enforced in the classroom and why it is beneficial for educators and students</p>	<p>1. Becoming a teacher means to always adapt to surrounding/world events. To be a teacher, you must also be willing to learn because you will learn a lot from your student just like they will learn a lot from you. In first year of teaching, we will never be fully prepared. It will be a lot of learning as you go.</p> <p>2. Being in the field has helped a ton. I'm not sure it was really any activities that we have done specifically.</p> <p>3. I think how everything is set up is fine. Allow people to talk about their experiences in the classroom</p>	<p>1. Digital resources are very convenient in and outside of the classroom. Digital resources are convenient for both teaching material and assessing student's knowledge. They're great for reinforcing material and expanding knowledge and can be very enjoyable to students.</p> <p>2. Every single assignment we have done where we can present digital resources or research them on our own. Also being exposed to different schools and seeing what they use,</p> <p>3. Allow us to make a presentation assignment over digital resources.</p>

<p>have talked about digital resources have better helped me in times like this (covid-19).</p> <p>3. Don't make it a repeat of what we have been learning over the last 4 years.</p>		<p>so that we can learn from each other.</p>	
<p>*Lessons should be designed based on strengths and interests of students, not on weaknesses. Using a variety of assessments or allowing students to choose is better and allows them to display strengths A very important aspect to keep in mind was creating a culturally responsive learning environment where students' diverse cultures and experiences were recognized and the students themselves felt cared for. Teachers have to constantly reflect on their own ideas of culture, how they look at their students and the effectiveness and authenticity of what they do in they do in the classroom.</p> <p>*Having a speaker talk to us about PBIS as a mindset. I used it in the classroom to promote positive behaviors and engagement, which was very effective.</p>	<p>*Meaningful assessments allow students to receive and reflect on useful and immediate feedback and then allow them to revise. Self-assessment and students being able to share what they learned is important. Using excel to track data can show progress or issues clearly.</p> <p>* Being in the classroom to see our teachers use assessments and utilizing assessments ourselves is honestly the most useful way for us to learn.</p> <p>* I would like to look at how assessment and data are directly used to plan or how it's being tracked/recorded. Having more examples of how students can show off what they learn that does not use paper/pencil. Examples of online resources that help us create or provide assessments.</p>	<p>*See the growth in my planning, assessments differentiation and using multiple strategies through comparing the SPA assessment and the edTPA. Seeing where I still make mistakes- extensions, moving on from what my students already know. Admitting to people that we don't know something and that its okay to make mistakes and continue learning.</p> <p>* The guest speakers were the most useful part of this section because they gave us a rough idea of what to do at an interview and what we need to bring with us and well as taboos.</p> <p>* This was the shortest module if we had another assignment such as talking to our CTs or another teacher about their teaching philosophy and what they wish they had known in the beginning.</p>	<p>*There are many methods of assessment and assignment tracking used by different schools and it's good to learn how each school does it. Teaching through Zoom and online is very difficult. The connection with the students is hard to maintain when we can't see them in person or really talk to them one on one. Kids learn really well through games and it's important to show them how to research.</p> <p>* Creating a digital resource was very useful and watching our speaker go through google classroom apps.</p> <p>* I wish we had been able to discuss or were prompted to research what online resources were being used at local schools right now.</p>

<p>* Creating a better way of defining diverse learners because when we talk or are asked about it, we all interpret it differently. Some of us focus on students with exceptionalities, others on culture or family background. Categories or clearer questions would be nice.</p>			
<p>A huge thing that I took away from Module 1 was the five areas of focus when closing the attitude gap...</p> <ol style="list-style-type: none"> <li>1. Environment</li> <li>2. Attitude</li> <li>3. Relationship</li> <li>4. Compassion</li> <li>5. Relevance</li> </ol>	<p>From Module 2, I took away that data was a huge part of assessment. Data can make or break how assessments work for students. Data can influence how the lesson will work for the next day or in the moment. Do what benefits the students. This was a sentence that I took away from this module that reminded me what to look for and what to plan when creating assessments for a lesson.</p>	<p>I really enjoyed having the teachers come in to the classroom to talk about their first year of teaching. I think that the biggest piece of advice that I learned from this module was the importance of recognizing your strengths and weaknesses. This piece of advice is beneficial in recognizing where I need to still grow and how to teach to the best of my abilities.</p>	<p>I feel that digital resources are so important in this society and when we teach in the classrooms. I am grateful for the opportunity to research more resources to use in the classroom and future classrooms.</p>

