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2022

### Course Outline and Weekly Plans for EDS 705 EDS 705 Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children

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Department of Counseling, Leadership, Literacy and Special Education  
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The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.

LUTE DOC: <http://www.lehman.cuny.edu/academics/education/introduction.php>

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### Course Information

**Semester:**

**Course number and title:** EDS 705 Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children

**Instructor:**

**Email:**

**Course day, time, and location:** Synchronous online

**Office Hours:**

**Textbook Requirements:** This is a Zero Textbook Course (ZTC), so there are no required textbooks to purchase. You can access all readings and videos through Blackboard.

### Resources:

Computer Center Helpdesk: 718-960-1111

Disability Services: 718-960- 8441

Instructional Support Services: 718-960-8175

Counseling Center Services: 718-960-8761

CUNY IT Support – <https://cunyithelp.cuny.edu/>

## **1. Course Description**

Focusing on the selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse young children with special needs. The development of appropriate IFSP and IEP goals, instructional objectives, and lesson plans in relation to the child's levels of functioning and cultural and linguistic background. Also addressing the selection of instructional materials and technologies; individualization and group service delivery; collaborative teaching; training of parents as reinforcers of acquired skills; adaptive and social skill acquisition; and the evaluation of students and programs. Course requires submission of a videotaped lesson for evaluation.

**45 hours Supervised Practicum Pre-K- Grade 2**, preferably grades K-2

### **Readings:**

As this is a ZTC, there is not a required textbook. Rather, there will be readings and other materials found on Blackboard to engage with weekly.

**2. Number of credits: 3**

**3. Number of contact hrs: 1hr. 40 mins. synchronous per week**

**4. Place of course in curriculum**

Required  Elective

**5. Lehman Urban Teacher Education (LUTE) conceptual framework themes addressed in this course:**

Theme I: Empower Our Community of Educators and Learners.

Theme II: Educate and Advocate for Social Action and Equity.

Theme III: Develop Human Competencies.

Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

Please see the [LUTE Framework](#)

## 6. Alignment with National and State Standards

Course Strands	Council for the Accreditation of Educator Preparation (CAEP) Standards	Council for Exceptional Children (CEC) Standards	New York State Teaching Standards
Strand 1: Pedagogical Skills	Standard 4 (Element 1) Impact on Student Learning	Standard 5: Instructional Planning and Strategies Standard 7: Collaboration	Standard 3: Instructional Practice Standard 6 (Element 6.3) Communication with Parents/Guardians/Caregivers
Strand 2: Pedagogical Content Knowledge	Standard 1 (Element 1) Alignment with INTASC Standards	Standard 3: Curricular Content Knowledge	Standard 2: Knowledge of Content and Instructional Planning
Strand 3: Professional Knowledge, Skills, Dispositions	Standard 1 (Element 3) Alignment with Specialty Professional Organization Standards	Standard 6: Professional Learning and Ethical Practice	Standard 7 (Element 4): Utilization of Professional Resources to Stay Current

## 7. Instructional methods implemented in the course

- Lecture
- Guided Discussion
- Collaborative Learning
- Experiential Learning
- Self-Directed, Computer-Based Instruction

## 8. Students outcomes expected upon successfully completing the course (*alignment with LUTE themes*) Upon completion of the course, the candidate will be able to:

- **Demonstrate professional dispositions (Theme I)**

You will be developing and/or strengthening particular habits considered to have a positive influence on your teaching and your identity as a professional. Participation includes productive, supportive, and professional participation during large and small group discussions and tasks. Punctual attendance in synchronous sessions and timeliness with both synchronous and asynchronous requirements are very important to the successful functioning of the class and to the fair assessment of your work and growth over time.

- **Identify and employ strategies that leverage student strengths and that foster meaningful parent/guardian engagement (Theme II)**

You will be working with one focus child across the semester. The child you select will have learning challenges and should have an identified disability or be performing at below age or grade expectancy. You will conduct baseline informal assessments in order to determine how to plan out a semester-long intervention and use curriculum-based assessments throughout the sessions in order to gauge progress. You will keep a tutoring journal that describes your lessons, evidence of progress, and adjustments made based on formative data. In addition, you will be communicating with the parent/guardian about your student's progress. A final presentation will include a short videotaped teaching episode, work samples, and commentary.

- **Build capacity as a self-directed learner (Theme III)**

Understanding the structure of language helps teachers to guide beginning and struggling readers as they work to decipher the code. English orthography is rule-governed; there are predictable letter/sound patterns as well as technical vocabulary that teachers should master in order to be effective literacy instructors. You will work independently through the RISE Reading Workshop module and develop academic language that you will find useful on the NYS Content Specialty Test- Multiple Subjects- English/Language Arts Section.

Elementary teachers should have strong mathematical content knowledge. You will enroll in self-directed EdReady or Khan Academy mathematics lessons. You will have the opportunity to review and “master” mathematics content that you can expect to see on the NYS Content Specialty Test (CST)- Multiple Subjects- Math Section. If you have completed and passed the Math section of the CST, as an alternative to working through online mathematics materials, you will deepen your knowledge of math content by selecting and reading about one major topic in elementary mathematics and preparing a class presentation.

- **Understand, apply, and evaluate strategies that incorporate culturally responsive practices and give students opportunities for deeper learning (Theme IV)**

Deeper Learning refers to the acquisition of 21<sup>st</sup> Century skills (Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly;

Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models). You will have the opportunity to navigate through a module on academic mindset (perseverance and persistence when academic work is challenging) prepared by teacher educators from across the country. This module will ask you to reflect on your own academic experiences and to think carefully and critically about how to build in productive struggle into curriculum and instruction at all levels and for all students.

## **9. Multiple methods of assessment**

- Teaching Journal
- Tutoring Presentation
- Activity creation/Parent outreach
- Participation: Synchronous Online Discussion and Blog Posting
- Online Modules
- Parent Outreach Packet

## 10. Graded course assignments and due dates

Assignment	Due Date	Weight of Assignment
<b>Professionalism</b> Includes attendance, participation in synchronous Zoom class meetings, check-in/reflection, discussion board	Ongoing	16%
<b>Tutoring Journal (6 Entries/4 pts each)</b>	Ongoing	24%
<b>Parent Outreach Activities</b>	November 24	10%
<b>Tutoring Presentation</b> Tutoring Plan Videotaped Excerpt Work Samples Commentary	December 8	20%
<b>Mathematics Mastery Module</b>	September 26	10%
<b>RISE Reading Workshop</b>	October 24	10%
<b>Deeper Learning Module</b>	November 22	10%
<b>Total:</b>		100%

Please see the [Assignments Packet](#) for complete descriptions of each assignment and rubrics.

### ***Strand One: Pedagogical Skills***

#### **Tutoring Journal**

You will be expected to keep a journal that documents all of your field work (tutoring plans, a description of materials, results of progress, commentary on whether or not objectives were met, and next steps).

#### **Parent Outreach Packet**

You will develop two activities/games (one online and one either online/tangible) for your tutoring student that guardians will be able to do with their child. You will include materials, directions, and steps. You must make one reading and one math activity/game.

## **Tutoring Presentation with Exhibits**

At the end of the semester, you will present an overview of what you have accomplished this semester in your field work. Your peers will have the opportunity to give you feedback before you submit your work for a grade to the instructor.

### ***Strand Two: Pedagogical Content Knowledge***

#### **RISE Reading Workshop**

The RISE workshop takes you through the basics of phonics. It is not so much about teaching methods as it is about the conceptual knowledge you need to understand systematic, intensive phonics instruction. There is a posttest at the end of the workshop that you are required to take in order to earn the points assigned to this module.

#### **Mathematics Mastery Module (EdReady or Khan Academy)**

You will use Khan Academy web-based instruction to focus on at least one of the CST Mathematics competency areas. As a way to establish a baseline, you will take a brief practice test from the NYSED web site (as well as embedded assessments on one of the two web sites).

If you have already passed the Multi-Subject CST: Math Section, you will not be expected to use this site. Instead, you will have the opportunity to deepen your pedagogical content knowledge by exploring one major topic in elementary mathematics and preparing a class presentation.

### ***Strand Three: Professional Knowledge, Skills, Dispositions***

#### **Deeper Learning Module: Academic Mindset**

This module (developed by Stanford Center for Assessment, Learning and Equity with input from teacher educators from across the country) focuses on the notion of academic mindset. As part of the module, you will address the following driving question: How can you support young children in building their academic mindset during challenging deeper learning activities that require persistence and perseverance? You will participate in reflection, case study analysis, and application exercises.

#### **Professionalism**

There are many factors for class professionalism including:

- ★ Arriving to class on time--two latenesses (10 minutes or more) will count as an absence
- ★ Attendance--Attendance in class is absolutely critical. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion throughout this course. If you will be absent, you must email the instructor and complete a make-up assignment Any student who misses a class and does not complete the make-up assignment will receive a two-point reduction in their overall grade for the course. See [Attendance Policy](#).
- ★ Group discussion -- guidelines for group discussion/participation include: a) the quantity of a student's contributions is neither significantly more or less than that of other students, b) contributions are almost always on topic, and c) comments frequently engage other participants or support the engagement of other students in a consistently positive manner.

- ★ Active and engaged listening – which is demonstrated by: a) providing previously provided information to colleagues when asked, b) avoiding redundancy when making comments to the class, c) incorporating others' responses and comments in contributions to class discussions.
- ★ Openness – which is demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative ideas in a thoughtful manner, c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.
- ★ Check-in Reflections – there will be three check-ins throughout the semester. Each requires thoughtful reflection on the question/prompt. Late submissions and submissions with significant grammatical errors will have points deducted.

## 11. Online Component of the Course:

HYBRID COURSE STRUCTURE: For many sessions, 1 hour and 40 minutes of this course will be synchronous classes (Tuesdays from 4:00-5:40). Along with these weekly sessions, 50 minutes will be completed online through reading responses and online discussions. The remaining sessions will be conducted as asynchronous sessions and will require 2 hours and 30 minutes of class work to be completed online.

The asynchronous work can be completed online by students at times that are convenient to them; however, there will be deadlines throughout the week that must be met in order to receive full credit. All assignments are posted on Blackboard before they are due to ensure students have ample time to review and complete assignments.

In order to participate in this course, you must have high speed internet access, in order to use Blackboard and other online resources (videos, readings). If you do not have access off-campus, you can use the student computer lab at Lehman to complete all online assignments.

### Q&A Discussion Board Forum

If you have questions about assignments, technology issues, etc. please post them here. I encourage everyone to use this space. Feel free to answer a question if you know the answer. If you email me a question that may benefit the class, I will ask you to post your question here.

## 12. Grading Policies:

Candidate performance incorporates documentation of evidence as directed by the learning outcomes and compared to standards through the following items. Scoring rubrics are found below.

Exemplary (A range)	A	95-100
	A-	90-94
Satisfactory (B range)	B+	87-89
	B	84-86
	B-	80-83
Developing (C range)	C	70-79



Unsatisfactory (D/F range)	D	60-69
	F	Below 60

It is vital that students stay on track with work posted in Blackboard. Deductions will be for late assignments.

In the event of illness or emergencies, you must notify me by **e-mail**.

If there is anything you do not understand, please post in the Q&A discussion board or send me an email.

### **13. Academic and plagiarism policy**

Academic dishonesty is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Refer to the [Student Handbook](#) for details.

### **14. Attendance Policy**

Attendance in class is absolutely critical. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion throughout this course. In the event that an unavoidable absence occurs, you must inform me in advance via email. You must also complete a make-up assignment. Any student who misses a class and does not complete the make-up assignment will receive a two-point reduction in their overall grade for the course. You are responsible for making up and obtaining missed assignments, class work, handouts, and lecture notes. You must also submit all assignments via the Blackboard course site by the due date. Please note that your final grade will reflect your attendance and the quality of your participation. Points will be deducted for multiple absences and lateness.

### **15. Class Specific Policies**

Please see [Professionalism](#) above

**Late Assignments Policy:** Typically, you will lose points per day that the assignment is late. If you have extenuating circumstances, please let me know so that I can accept an assignment late without deducting points.

**APA Guidelines:** All papers must be referenced according to the guidelines presented in the *Publication Manual of the American Psychological Association*. If you are unfamiliar with the APA style of referencing, please visit <http://owl.english.purdue.edu/> and click on the APA Style and Formatting Guide located on the right hand side.

**Grammar, Mechanics, and Spelling:** Assignments with numerous mistakes in grammar, mechanics, or spelling will not be accepted. If you know that you struggle in this area, use spell check and/or have someone proofread before you submit a final copy. I recommend using Grammarly, an add-on that will be a life-saver.

**Revision of Assignments:** If you would like to revise any assignment after you receive feedback and a grade, please contact me **within two days of receiving your feedback**. Assignments that are handed in after the due date will NOT be able to be revised.

### **16. Required Fieldwork (45 hours)**

Suggested methods of assessing student progress

You will satisfy the fieldwork requirement by tutoring a student with special needs. You should expect to meet with your tutee two to three times per week throughout the semester. The 45 hours will consist of 1) time spent planning for the sessions, 2) meeting with the child, and 3) communicating with the parent or school personnel (thus, all 45 hours are not contact hours with the student). Documentation of your work will be included in six journal entries scheduled across the semester and a final tutoring presentation.

## 18. Course Calendar

Session #	Dates	Session Topics	Assignments Due All assignments due at 11:59 pm	<b>Instructor Notes: Remove Column Before Sharing with Students</b> In this class, students will review materials the week following the synchronous session that were not done in class, such as read articles linked in the slides. I had students leave at least one comment on a slide they reviewed after class to ensure they were coming back to review the material.
1		<ul style="list-style-type: none"> <li>• Class Introductions</li> <li>• Review Course Information</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form: Survey</li> </ul>	<p><a href="#">Google Form Survey</a>            You will need to make a copy and then share it with your class. This survey helped me determine the number of synchronous sessions, so in this course outline, I've included all the materials and you can decide the best way to instruct the class. You can change the question to in-person vs. synchronous vs. asynchronous.</p> <p><a href="#">Session 1 Slides</a>            During the first class, we just reviewed the course outline and did introductions- we didn't go into the Assignments Packet EXCEPT the math module-to give them time to start on one of the modules. Students should review the assignments packet before next class.</p>
2		<ul style="list-style-type: none"> <li>• Review Assignments</li> <li>• Tutoring Expectations</li> <li>• Interest Inventories</li> </ul>	<ul style="list-style-type: none"> <li>• By Class Time: Review Assignments Packet and leave at least 1 comment</li> <li>• Identify student to tutor (preferably</li> </ul>	<p><a href="#">Session 2 Slides</a>  <a href="#">Session 2 Breakout Room</a>            Note: Do not go over the RISE or Deeper Learning modules here. These you will review in upcoming weeks.</p>

			grades K-2)	
3		<ul style="list-style-type: none"> <li>Assessing Students</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Mastery Module</li> <li>Sign up for RISE Workshop</li> </ul>	<a href="#">Session 3 Slides</a> <a href="#">Session 3 Breakout Room</a> Note: Make sure to familiarize yourself with all assessment tools suggested for students working with their learners for tutoring. Add any resources you would like students to use.
4		<ul style="list-style-type: none"> <li>Online Tools for Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring Journal #1</li> </ul>	<a href="#">Session 4 Slides</a> <a href="#">Session 4 Breakout Room</a> Note: You will need to know how to use Kahoot, Blooket, and Quizlet. Make sure to give students feedback on journal 1 so they know if they are on track for journal 2.
5		<ul style="list-style-type: none"> <li>Lesson Planning: Standards and more</li> <li>Online Tools Con't</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring Journal #2</li> <li>By Class Time: Quizlet (from last session)</li> </ul>	<a href="#">Session 5 Slides</a> Instructor Note: Make sure to be familiar with Kami as students will be using this during their breakout session.
6		<ul style="list-style-type: none"> <li>Lesson Planning: Objectives</li> </ul>		<a href="#">Session 6 Slides</a> Instructor Note: Be familiar with Flippity. Students will be using matching game option during class. Decide if you want to assign Flippity for HW or do in class. There is also a Jamboard embedded in these slides. Go over how to create a Jamboard game, as students may want to do this for their parent outreach activity.
7		<ul style="list-style-type: none"> <li>All about the IEP</li> </ul>	<ul style="list-style-type: none"> <li>RISE Workshop</li> </ul>	<a href="#">Session 7 Slides</a> Note: Have students sign up for mid-semester check-in where you will have 1:1 meetings with students during scheduled class time.
8		<ul style="list-style-type: none"> <li>Writing IEP Goals</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring Journal #3</li> <li>Sign up for Deeper Learning Workshop</li> </ul>	<a href="#">Session 8 Slides</a> Note: I used Pear Deck for these slides.
9		<ul style="list-style-type: none"> <li>1:1 Check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Mid-semester Check-in</li> </ul>	Prepare a checklist for each student based on the checklist in the assignments packet.
10		<ul style="list-style-type: none"> <li>Assessing Goals</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring Journal #4</li> </ul>	<a href="#">Session 10 Slides</a>

11		<ul style="list-style-type: none"> <li>• Planning for a Diverse Classroom</li> <li>• Bilingual Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Deeper Learning Workshop</li> </ul>	<a href="#">Session 11 Slides</a> <a href="#">Session 11 Breakout Room</a>
12		<ul style="list-style-type: none"> <li>• Based on Student Responses on Google Form and from class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring Journal #5</li> </ul>	<p>Open-ended based on responses</p> <p>Options:</p> <ul style="list-style-type: none"> <li>• Practice doing a running record</li> <li>• Learn about UDL</li> <li>• Create differentiated lessons</li> <li>• Any other interests based on class discussions</li> </ul>
13		<ul style="list-style-type: none"> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring Presentation due by Class Time</li> </ul>	<p>Students share their presentations. Depending on class size, you can do this in breakout rooms. If you do it this way, students can use the rubric for their group mates.</p> <p>Allow students until next week to submit their final versions of the tutoring presentation in case they want to make any changes after sharing with their peers.</p>
14		<ul style="list-style-type: none"> <li>• Review RISE Workshop and Deeper Learning</li> <li>• Share Parent Outreach Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Outreach Assignment due by Class Time</li> <li>• Tutoring Journal #6</li> <li>• Final version of tutoring presentation</li> </ul>	<p>Students should review one another's Parent Outreach activities on the Padlet. They should leave comments on at least 3 of their peers' work.</p> <p>Review of RISE and Deeper Learning- this will be based on student performance of RISE and their Google Forms for the Deeper Learning workshops. Do section 5 from Deeper Learning and/or review phonics concepts they learned and best practices.</p>