Syllabus

EDU 5020–Foundations of Education in a Diverse Society

Instructor Information

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Department of Education (CEIS) Mission Statement

The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application, and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.

Course Information

Catalog Description

Education in a Diverse Society explores linguistic, historical, legal, cultural, social, and moral issues in relation to schooling for English Learners (ELs) and other linguistically and culturally diverse populations of students. It examines pedagogical and assessment practices related to equitable academic opportunities.

Prerequisites

Recommended level of schooling: Junior or Senior Standing at CPP; or, Admission into a CPP Teaching Credential Program.

Course Learning Objectives

Upon completion of this course, the student will:

1. Describe key historical and legal milestones and themes in American formal education for diverse ethnic and linguistic groups, including ideological and practical challenges to achieving the ideal of democratic education for all students (mid 19th to early 21st Centuries).
2. Identify contemporary (late 20th -21st C) formal educational systems' structures and policies at the Federal, California State, and local levels (e.g.: federal, state, and local educational organizations; standards and accountability; equal protection, equity and access; teacher

professional supports; teacher, parent, and student rights and responsibilities; student safety and protection).
3. Analyze the changing demographics of California's student populations (20th-21st Centuries), and the contemporary educational responses to systemic educational inequities (including issues and trends in multicultural education, access to second language learners, and access to students with special needs).
4. Summarize central tenets of foundational theories and practices for addressing social justice in the education of diverse students (including, e.g.; Critical Race Theory, Critical Literacy Theory, Sociocultural Learning Theory/ Social Constructivism, and contemporary first and second language acquisition theories).
5. Evaluate contemporary economic, and political issues affecting the school experiences and academic performance of English Learners (ELs) and other diverse students (e.g.: diversity of ethnicity, language, socio-economic status, gender/sexuality).
6. Analyze central issues in the study of ethnic and linguistic identity construction of students and their communities, as they relate to formal educational experiences in US schools.
7. Identify introductory concepts of quality teaching for English Learners, including the design and implementation of academically rigorous, culturally relevant, classroom instruction and assessment, and of classrooms that welcome Funds of Knowledge from families and communities.
8. Evaluate personal experiences with ethnicity, culture, language, socio economic status, and gender, and articulate a vision for the personal development of equitable, inclusive, culturally relevant teaching dispositions.

Course Materials

Required Materials

- Course Reader available from the bookstore.
- Walqui, A., & Van Lier, L. (2010). Scaffolding the academic success of adolescent English language learners: A pedagogy of promise. San Francisco, CA: WestEd.

Other readings will be available online on Canvas, and must be available in class in paper or large screen format (not on telephones or other tiny screens).

Optional Materials

Klingner, J., & Eppollito, A. (2014). English language learners: Differentiating between language acquisition and learning disabilities. Council for Exceptional Children. Technical Requirements

Hardware

- PC/Mac
- Monitor with minimum resolution of 1024x768
- Speakers or headphones

Software

- Adobe Flash Player - download at: https://get.adobe.com/flashplayer/
- Adobe Acrobat Reader - download at: https://get.adobe.com/reader/

- Java - download at: https://java.com/en/download/
- Internet Browser – Canvas supported browsers

Students' Obligations

Minimum Technical Skills

You are expected to have basic computer knowledge including, but not limited to:

- Using email and attachments
- Downloading, editing, saving, and submitting files
- Copying and pasting
- Downloading and installing software

Getting Help

If you are having trouble understanding concepts, it is your responsibility to seek help by contacting the instructor.

If you are having difficulties with using Canvas-specific tools or features, refer to the Canvas eHelp page. More complicated Canvas inquires can be directed to the IT Service Desk. Both links to the Canvas eHelp page and IT Service Desk can be found under the "Technical Support" section located on the left navigation menu of this course.

Assignments

What is an Anchor Assignment?

An Anchor Assignment is an assignment that is completed in all sections of a course, regardless of the instructor. Anchor assignments help ensure candidates are prepared to meet the Teacher Performance Expectations (TPEs) and the program meets the Program Standards for the credential.

Anchor Assignment

Video Analysis of Teaching and Learning in Classrooms (25 %)

For this assignment, use socio-cultural learning theory to examine teaching and learning in classrooms, with a focus on English language learners. Throughout the paper, you are expected to reference class readings and discussions of research and theory in the teaching of linguistically diverse children to support your analysis of the empirical data you have gathered. Guidelines will be provided.

Other Assignments

Coded Notes for Video Analysis (10 %)

Detailed notes of classroom teaching and learning videos must be created and coded in preparation for completion of the Anchor Assignment. Guidelines will be provided.

Cultural Capital Paper (10 %)

Write a reflection (approximately 4 pages, double-spaced) on your relationship to cultural capital, and related concepts, as elaborated in readings, lectures, and videos. Guidelines will be provided.

2 Midterm Assessments (20% each)

Both assessments will relate to the course readings and any materials, concepts and discussions covered in class.

Avoiding Plagiarism Workshop Certificate (5%)

Attend an "Avoiding Plagiarism" virtual workshop offered by the library, the instructor will take attendance so that you may receive credit. The workshops for this quarter will be announced on Canvas shortly. You must sign up to participate, and will be provided a link on Canvas. If you cannot attend these workshops, there is an alternate assignment that you can do (see Canvas).

Participation (10 percent)

As a developing teacher, it is critical that you learn to share your ideas and thoughts with others, and to engage in lively and knowledgeable discussions about ideas and actions. In class, you are expected to demonstrate academic engagement and high quality interactions, as follows:

Academic Engagement (5 percent)	***Quality Interactions (5 percent)***
The more energy you invest into reading, writing, thinking, and discussing, the more we will learn from one another. You are expected to complete any reading or writing assignments on time, and to be prepared to offer your thoughts in person (orally and in writing).	A commitment to learning to teach and being a supportive colleague includes being punctual, respectful and responsible in responding to other people's talk and behavior, being cooperative in helping the group function well as a learning community, being open to new ideas and reserving judgment about others' reasons and actions.
Observable behaviors: • Additive contributions to class discussions • Additive contributions to small group work • Completion of in-class assignments (note taking, small group organizers, etc.) • Regular attendance	*Observable behaviors:* • Demonstrated personal investment and best effort • Respectful and collaborative interactions with peers, professor, and community members in fieldwork placement.

Grading

Late Submissions

1. **Late & Make-Up Assignment Policy:** Any assignments turned in *within 24 hours after the due dates will receive a half grade reduction (e.g. from A to A-).* Any assignments turned in *within 72 hours after the due dates will receive a full grade reduction (e.g. from A to B).* Assignments will NOT be accepted beyond 72 hours after the due dates unless prior arrangements are made with the instructor.

Evaluation of Outcomes/Assignments Overview

Assignment	**Points Possible**	**Weight**
Class Participation	10	10
Cultural Capital Paper	10	10
2 Midterm Assessments	20 and 15 respectively	20 each

Avoiding Plagiarism Workshop (or alternate assignment)	5	5
Coded Video Notes	10	10
Anchor Assignment	25	25
TOTAL	100	100%

GRADING SCALE*

Score (%)	**Letter Grade**	***As your instructor, this means… (examples provided in green; consult the university catalog for detail)***
94 – 100	A	*Superior work*
90 – 93	A-	
88 – 89	B+	*Very good work*
84 – 87	B	
80 – 83	B-	
78 – 79	C+	*Adequate work*
74 – 77	C	*Minimally acceptable work*
70 – 73	C-	*Unacceptable work*
69-60	D range	
≤59	F	

*You must earn a C to pass this course.

Teacher Performance Assessment (Multiple and Single Subject Programs Only)

Senate Bill 2042 (Chapter 548, Statutes of 1998) requires all candidates for a preliminary Multiple Subject and Single Subject Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential. The California Commission on Teacher Credentialing (CCTC), in cooperation with Educational Testing Service (ETS), designed the California Teaching Performance Assessment (CA TPA). The CA TPA measures the attributes of the Teaching Performance Expectations (TPEs) that describe the knowledge and abilities required of beginning California teachers that were adopted by the Commission in September 2001. The TPEs describe what all California beginning teachers need to know and be able to do to qualify for the Preliminary Multiple, Single Subject, or Educational Specialist Teaching Credential. While Educational Specialist Credential candidates are responsible for TPEs, they are not at this time required to complete TPAs. This course is designed to support your development in meeting designated TPEs that are required to successfully complete the TPA. For additional information on the TPA, visit the CTC website.

Course Policies

Academic Integrity

All of the work completed in this course is expected to be your own. Plagiarism or cheating will not be tolerated in this course.

Unauthorized recording, dissemination, or publication of academic presentations or materials for any purpose is forbidden.

Any violation of any published University policy, rule, regulation or presidential order will result in student discipline action.

The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offence that can diminish the quality of scholarship, the academic environment, your academic reputation, and the quality of a Cal Poly Pomona degree. All forms of academic dishonesty at CPP are a violation of University policy and will be considered a serious offense. Academic dishonesty includes, but is not limited to plagiarism, cheating, use of unauthorized study aides, falsifying university documents (such as fieldwork logs), and any action that gains an unfair academic advantage. Refer to the University Catalog for further information.

It is the responsibility of all students to be informed of what constitutes academic dishonesty and to follow the policy. A student who is aware of another student's academic dishonesty should report the instance to the instructor of the class, the test administrator, or the head of the department within which the course is offered.

Consequences for academic dishonesty will include a zero on the assignment with no opportunity for resubmission and the completion of a Statement of Concern for your CPP file. Additionally, students will be referred to the Office of Student Conduct and Integrity where they may face additional consequences. Students may also receive an F in the course and/or removal from the credential program.

Academic dishonesty is also a violation of Teacher Performance Expectation (TPE) 6 (Developing as Professional Educators) and could result in the California Commission on Teacher Credentialing (CTC) refusing you a teaching credential.

For more information, visit the Academic Integrity Policies page: http://www.cpp.edu/~judicialaffairs/academic-integrity-resources/academic-integrity.shtml.

Plagiarism

Researchers and educators do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism).

Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another person (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. ***The key element of this principle is that you do not present the work of another (in whole or part) as if it were your own work*** (APA, 2010). For additional support on plagiarism, please reference the CPP Library Tutorials. Also see Princeton's Plagiarism Examples .

Netiquette

Netiquette refers to the behavior that you are expected to follow when communicating online. It covers both common courtesy in an online environment and the informal ground "rules" for navigating in cyberspace. For this course, you are asked to follow these basic guidelines:

- When writing an email to your instructor, include the class name and section, along with a description, in the subject line. For example: COM 206.01 RE: Design Project.
- Use a signature with your full name at the end of your emails.
- Remember that slang can be misunderstood or misinterpreted – use your "academic" voice. pls dnt use txt lang when sending messages 2 me.
- Be aware of your tone and avoid sentences typed in all caps – it implies online "screaming" or "shouting."
- Do not send angry messages known as "flaming."
- Do not use offensive language.
- Be sensitive to those with cultural and/or linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions.
- Provide constructive feedback and use good judgment when composing responses to your classmates.
- Be professional and use good grammar and spelling. Consider writing your discussion posts, assignments, and online correspondence in a text editor to check for spelling and grammar before pasting it into an online submission.

Response Time and Feedback

Grades & Assignments: Grades will be transmitted by Canvas, not over email. Assignments should be uploaded to Canvas, not emailed to the professor.

Email Address: Email is the university's official means of communication. All students are required to have an active Cal Poly Pomona email address. This facilitates the department's ability to contact all students regarding department and class news, changes, etc. Please check your Cal Poly Pomona e-mail account daily, as e-mail is the official method of communication available to all students. The instructor responds to emails within 48 hours to the extent possible. All-day meetings, conferences, and research trips sometimes interfere with these guidelines. *Note: email sent during the weekend will be addressed during regular working hours*.

Attendance: Regular attendance is required of all students. If you miss a class meeting for any reason, you will be held responsible for contacting your classmates, retrieving all handouts and

class notes, and learning about announcements made in your absence. If you must miss a class due to an emergency, please notify the professor by e-mail PRIOR to the class meeting. **If your section meets once a week**, and you miss 2 class sessions your course grade will be reduced by one grade (e.g., from an A to a B). If you miss 3 or more class sessions, you will need to repeat the course. **If your section meets twice a week,** and you miss 4 class sessions, your course grade will be reduced by one grade (e.g., from an A to a B). If you miss 5 or more class sessions, you will need to repeat the course. Late arrivals/early departures will be duly noted and will count against your Academic Engagement grade.

Record the contact information for two classmates whom you can contact in case you are absent:

Classmate's Name	**Contact #**	**Email Address**

Uses of Technology Tools in Class: While it is acceptable to use a computer during class for note taking, you are expected to give undivided attention to class discussions, group presentations, and other activities. Obviously, internet browsing, reading/writing emails, texting, etc., are not acceptable and will immediately result in a reduction of the Quality Interactions grade. **All colleagues using computers in class are expected to sit in the front of the classroom. Please bring extension cords and power strips if you plan to need to plug in your computer during class.**

Cell Phones in Class: If you must use a phone due to emergencies, please step outside the class. The instructor will keep her phone on (silently) during class in order to be able to receive emergency safety notifications from the campus police.

Prior Assignments - Assignments used for another class cannot be used in this course (i.e. lesson plans) unless stipulated by the instructor.

Guidelines for Video or Audio Recording the Instructor or Other Students: If you wish to take audio or video recordings of your instructor at any time during class meetings or office hours, you must obtain a signed "informed consent" statement from the professor prior to making the recording. For the taking of photographs of the instructor, obtaining oral consent is appropriate. The same policy applies to recording classmates during class times.

University Resources

Accessibility

Cal Poly Pomona, as a learning-centered university, is committed to student success. Students with disabilities are encouraged to contact the instructor or to visit the Disability Resource Center (DRC) to coordinate course accommodations.

Canvas Accessibility

- Canvas accessibility information
- Navigating Canvas using a screen reader

Learning Resource Center

The Learning Resource Center (LRC) is a service designed to develop student success. Learn about opportunities available for tutoring, workshops, test preparation, and study skills.

Student Services

Student Services provides information about the various student services offered at Cal Poly Pomona such as advising, library resources, and health services.

Aligned Teacher Performance Expectations [TPES]

Teacher Performance Expectations (TPEs) relevant to this course:

TPE 1: Engaging and supporting all students in learning (1.1-1.3, 1.5 and 1.6)

TPE 2: Creating and Maintaining Effective Environments for Student Learning (2.1-2.3)

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (4.4 and 4.7)

TPE 5: Assessing Student Learning (5.3 and 5.7)

TPE 6: Developing as a Professional Educator (6.2, 6.6, 6.7)

The full text of the Teaching Performance Expectations (TPEs), Adopted June 2016 can be found at: http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf

Teaching Performance Expectations	
TPE	**Corresponding Assignments**
1.1 (I, P)*	Walqui (2002); Walqui & van Lier (2010) chs. 1, 2, & 4; Cummins (2001), ch. 3; Dyson (1991); Gonzalez, Moll & Amanti (2005), ch. 4; Anchor Assignment: Video Analysis of Teaching and Learning in Classrooms.

1.2 (I)	Olivos et.al. (2011)
1.3 (I)	Walqui (2002); Walqui & van Lier (2010) chs. 1, 2, & 4; Cummins (2001), ch. 3.
1.5 (I)	Walqui (2002); Walqui & van Lier (2010) chs. 1, 2, & 4; Cummins (2001), ch. 3; Anchor Assignment: Video Analysis of Teaching and Learning in Classrooms.
1.6 (I)	Walqui (2002); Walqui & van Lier (2010) chs. 1, 2, & 4; Cummins (2001), ch. 3; Klingner & Eppollito (2014), ch.2.
2.1 (I)	https://www.ousd.org/restorativejustice, Oakland Unified School District, Restorative Justice; https://dignityinschools.org/resources/ending-the-school-to-prison-pipeline/ Ending the School-to-Prison Pipeline; https://www.wested.org/resources/what-works-brief-7-harassment-and-bullying/ What works brief #7: Harassment and Bullying.
2.2 (I, P)	Banks (2006); Dyson (1991), Gutierrez (2006); Suarez-Orozco & Suarez-Orozco (2001), ch. 4; Gonzalez, Moll & Amanti (2005), ch. 4; Anchor Assignment: Video Analysis of Teaching and Learning in Classrooms.
2.3 (I)	Banks (2006); https://www.ousd.org/restorativejustice, Oakland Unified School District, Restorative Justice; https://dignityinschools.org/resources/ending-the-school-to-prison-pipeline/ Ending the School-to-Prison Pipeline; https://www.wested.org/resources/what-works-brief-7-harassment-and-bullying/ What works brief #7: Harassment and Bullying.
4.4 (I)	Walqui (2002); Walqui & van Lier (2010) chs. 1, 2, & 4; Cummins (2001), ch. 3; Dyson (1991); Gonzalez, Moll & Amanti (2005), ch. 4; Anchor Assignment: Video Analysis of Teaching and Learning in Classrooms.
4.7 (I)	Walqui (2002); Walqui & van Lier (2010) chs. 1, 2, & 4; Cummins (2001), ch. 3; Dyson (1991); Gonzalez, Moll & Amanti (2005), ch. 4; Anchor Assignment: Video Analysis of Teaching and Learning in Classrooms.
5.3 (I)	Walqui (2002); Walqui & van Lier (2010) chs. 1, 2, & 4
5.7 (I)	https://www.elpac.org/ English Language Proficiency Assessments for California
6.2 (I, P)	Banks (2006); Cultural Capital Paper assignment; Lareau & Weininger (2003)
6.6 (I)	https://www.cde.ca.gov/re/di/eo/legaladvisory.asp California Department of Education Legal Advisory
6.7 (I)	Historical Timeline PowerPoint; https://www.thisamericanlife.org/512/house-rules Podcast: This American Life--House Rules
* (I): introduced; (P): practiced	

Week	Topics	Readings	Assignments Due
Readings and Assignments may change during the quarter. Please bring your readings and notes to every class.			
Week1 **1/22**	**Course Introduction** *Intros.; Syllabus Overview* ▪ Linguistic Diversity in a Global Context ▪ Framework: Ling. Diversity in Schools	▪ Readings are in course reader (R), your textbook (Txt) and on Canvas. ▪ Please bring readings and reading notes to class on appointed days. Readings and notes in digital form are OK (not on small screens).	
Week 2 **1/29**	**Unit 1: Socio-Political Context** ▪ Timeline of Historical and Legal Precedents	▪ Banks (2006) (R) CA Equal Opportunity Report (in class)	Bring: Banks article and notes for Banks Article
Week 3 **2/5**	**Unit 1:** ▪ National Landscapes: Historical, Legal, and Demographic Perspectives ▪ The California Context	▪ Podcast: This Am. Life "House Rules" (Canvas) ▪ Class Divided Videos 1, 2 & 3 (Canvas) ▪	Bring: Podcast Reading Notes
Week4 **2/12**	**Unit 1:** ▪ Multicultural Education in the 21st C ▪ Intro. to Cultural Capital & Schooling ▪	▪ Anyon Excerpts (Canvas) ▪ Meritocracy & Cultural Capital Readings (Canvas) Literacy/Civics PBL video (in class)	Bring: Anyon article and Reading Notes
Week5 **2/19**	**Unit 2: Culturally Sustaining Teaching** ▪ Teaching Dispositions ▪ Cultural Ways of Learning (definitions of Culture ▪ Cultural Capital paper (guidelines) ▪	▪ Freire (1970), Ch. 2 (Canvas) ▪ K. Gutierrez article (2006) (Canvas) ▪ Edible Schoolyard and PE videos Edutopia (in class) ▪	Bring: Gutierrez and Freire Articles; and Reading Notes

Week	Topics	Readings	Assignments Due
Week 6 2/26	**Unit 2: Culturally Sustaining Teaching** *Q&A: Anchor Paper Assignment* ▪ Language Socialization Research ▪ Funds of Knowledge	▪ Zentella (2005) Ch. 1 (R) ▪ González, Moll & Amanti, Ch. 4 (Canvas)	**Due by 11:59 pm on 3/3/24 Cultural Capital Paper** Bring: Zentella Article and Reading Notes Bring: González, Moll & Amanti Article and Reading Notes
Week 7 3/4	**Unit 2:** ▪ Culturally Sustaining Pedagogy ▪ Culturally Responsive Teaching **Unit 3: Linguistic Diversity & Schooling** ▪ Intro. to Sociocultural Learning Theory	▪ Paris (2012) (Canvas) ▪ Walqui & van Lier, Chs. 1 & 2 (Txt) ▪ Walqui (2006) (Canvas) ▪ Practice Coding: Video Exemplar (Mr. Judson) (in class)	Bring: Paris Article and Reading notes Bring Walqui & van Lier (Chs. 1 & 2) and Reading Notes
Week 8 3/11	**Unit 3:** ▪ Key Concepts in L2 Learning ▪ Dual Immersion and Program Models for L2 English students ▪ Quality Classrooms for ELs	▪ Cummins Ch. 3 (R) ▪ Speaking in Tongues video (Kanopy)	**Midterm Assessment 1 due by 11:59 pm on 3/17/24** Bring Cummins Chapter and Reading Notes Bring: Speaking in Tongues notes
Week 9 3/18	**Unit 3:** ▪ Sociolinguistics for teachers ▪ Calif. ELA/ELD Ch. 9 excerpts ▪ Culturally relevant teaching (Ladson Billings) ▪ Assessment and ELs	▪ Dyson (1997) (R) ▪ Klingner & Eppolito Ch. 2 (Canvas) ▪ Pidgin: The voice of Hawai'I (Kanopy)	Bring: Dyson Article and notes Bring: Klingner Chapter and Reading notes

Week	Topics	Readings	Assignments Due
Week 10 **3/25**	**Unit 3:** ▪ Principles of Quality Teaching for English Learners (Collaborative Poster) ▪ Fieldnote coding review	▪ Walqui & van Lier, Ch.4 (Txt) Calif. ELA/ELD Framework Assessment excerpts (in class)	Bring: Walqui & van Lier Chapter and Reading notes Review Anchor Paper Guidelines
Week 11 **4/1**	**SPRING BREAK** (no class meeting)		
Week 12 **4/8**	**Unit 4: Social Identity Construction** ▪ Children's and Youth's Identities ▪ Social Identity Construction: Key Concepts ▪ Studies on youth and SES; Religion; Immigration Status; Ethnicity; Race; Gender	▪ Suárez -Orozco & Suárez -Orozco (2001), Ch. 4 (R)	Bring: Suarez-Orozco and notes ✔
Week 13 **4/15**	**Unit 4:** ▪ Gender & Sexual Diversity in Schools (videos) ▪ Zero Tolerance ▪ Anti-Bullying ▪ School Climate (restorative justice)	▪ Videos on Gender Identity (Canvas) ▪ Restorative Justice Website (Canvas) ▪ Anti-Bullying Strategies Brief (Canvas)	**Alternative Plagiarism Assignment Due 4/21/24 by 11:59 PM** Bring: Olivos and Valenzuela readings and notes Time Management Suggestion: ✔ *Finish Video viewing.* ✔ *Begin taking video notes.* ✔ *Write draft of QTEL section of anchor paper this week*

Week	Topics	Readings	Assignments Due
Week 14 **4/22**	**Unit 5: Participating in a Reflective Professional Community** ▪ Building Relationship with Parents ▪ Casmir Data ▪ Culturally Relevant Practices ▪ Subtractive Schooling	▪ Olivos et. al. (2011) (R) ▪ Valenzuela (1999), Ch. 1 (R)	Time Management Suggestion: ✔ *Finish taking video notes by end of week* ✔ *Write draft of TPE section of paper this week*
Week 15 **4/29**	**Unit 5: Participating in a Reflective Professional Community** ▪ Excellence through equity ▪ ELA/ELD Framework	Blankenstein & Noguera (2016), Ch. 1 (R)	**Midterm Assessment 2 due by 11:59 pm on 5/5/24** Bring: Blankenstein reading and notes Time Management Suggestion: *Write drafts of scaffolding and expanded ZPD sections of paper this week*
Week 16 **5/6**	**Unit 5: Participating in a Reflective Professional Community** ▪ Thematic Unit (Walqui) ▪ Calif. ELA/ELD Framework MTSS excerpts ▪ TPAs		Time Management Suggestion: *Revise paper draft and write draft of reflection this week*
Finals Week **5/13**	**No class meeting**		**Due: Upload Anchor Assignment and Coded Video Notes by 11:59 pm on 5/16/24.**