

**APPLICATION FOR SOUTH DAKOTA STATE BOARD APPROVAL OF A  
NEW, AMENDED, OR DELETED EDUCATION PROGRAM**

INSTITUTION: Northern State University DATE: 3/10/23

NAME/TITLE OF DEAN/CHAIR OF TEACHER EDUCATION:

Dr. Nicole Schutter Teacher Education Chair

I certify that all information contained in this application is complete and accurate.

Signature Nicole Schutter

**Section I. Action Requested**

New Program Approval

Amendment of Approved Program

Innovative/Experimental Program

Deletion of Approved Program—Stop here and simply attach a letter explaining the request for the deletion.

**Section II. Education Program Certification Level**

- \_\_\_\_\_ Birth through Grade Three Early Childhood
- \_\_\_\_\_ Birth through Grade Three Early Childhood Special Education
- \_\_\_\_\_ K-8 Elementary Education
- \_\_\_\_\_ 5-12 Secondary Education \_\_\_\_\_ (major)
- \_\_\_\_\_ K-12 Education \_\_\_\_\_ (major)
- \_\_\_\_\_ Administrative Program \_\_\_\_\_
- \_\_\_\_\_ School Service Specialist \_\_\_\_\_

X \_\_\_\_\_ Certification Only (check major areas) Please Section II Attachment to the Application

- K-12 Art Education
- K-12 Comprehensive School Health Education
- K-12 Educational Technology/Computer Education
- K-12 Health
- K-12 Music Education
- K-12 Physical Education
- K-12 South Dakota Indian Studies Education
- K-12 World Language Education -Disciplines – French, German, Spanish
- 5-12 Agriculture Education
- 5-12 Business Education
- 5-12 Career and Technical Education**
- 5-12 Family and Consumer Sciences Education
- 5-12 Industrial Technology
- 5-12 ELA
- 5-12 ELA (Mass Comm/Journalism)
- 5-12 ELA (Drama/Theater)
- 5-12 ELA (Speech/Debate)
- 5-12-Mathematics Education
- 5-12 Mathematics/Science Composite
- 5-12 Science Education – Disciplines: Biology, Chemistry, Physics, Earth Science, Physical Science\_
- 5-12 Science Composite
- 5-12 Social Science Education- Disciplines – Economics, Geography, History, Political Science, Psychology, Sociology
- 5-12 Social Studies Composite

### **Section III. Program Justification & Objectives**

Attach a narrative that:

- Explains the justifications for this new or amended program, and
- Includes the objectives of this new or amended program.

### **Section IV. Program Requirements**

Attach programs of study that identify *all* of the requirements for the completion of this new or amended program.

### **Section V. Compliance with Program Standards**

Attach:

- A matrix that defines how the required courses/experiences of this new or amended program will meet the specific program standards; and
- Verification of compliance to *all* applicable program standards; and
- An institutional response to the program standards, including a correlation of standards to course objectives; and
- *All* applicable course descriptions and syllabi.

### **Section VI. Faculty**

Identify:

- The current faculty who will teach this new or amended program, their teaching assignments, and their relevant professional preparation and expertise; and
- Additional or vacant faculty positions and assignments, and indicate when the supporting documentation for them will be submitted.

### **Section VII. Library Facilities**

Describe:

- The library media and technology resources currently available for this new or amended program; and
- Plans for the acquisition of new library and technology resources to support and sustain the program, if applicable.

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**Content Areas for Certification**

The teacher candidate must have completed all South Dakota Department of Education requirements that can include, but are not limited to, a content test, coursework, or work experience.

This includes all CTE course clusters and pathways.

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**Justification**

A shortage in secondary teachers is not only a national issue but a critical South Dakota issue, an emergency in some school districts. In order to continue to meet the needs of our schools and maintain the integrity of our profession, institutions of higher education must seek to create as many opportunities as possible for aspiring teachers to obtain certification. We know that not every individual is called to education at the same point in their lives, and the Millicent Atkins School of Education at Northern State University wishes to also support individuals who seek to become educators as graduate students. The Master of Science in Education (MSED) Educational Studies Secondary Education program is designed for candidates who have completed a bachelor's degree from an accredited institution and wish to enter the teaching profession. This program enables individuals to earn a MSED Educational Studies Secondary Education and become certified at the secondary school level in South Dakota.

**Program Outcomes**

Graduate students who complete a MSED Educational Studies Secondary Education will be able to:

- Apply knowledge of their content standards and pedagogy to set goals and objectives for learning.
- Develop relevant, rigorous, and developmentally appropriate curricula for secondary students.
- Foster a safe, engaging, and inclusive classroom environment.
- Demonstrate professional dispositions in varied educational settings with regard for diversity and all members of a school community.
- Use assessment of their students' learning and their own teaching to inform future planning and teaching.
- Deliver meaningful learning experiences for all students as evidenced by a successful student teaching practicum and internship.

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Section IV Program Requirements

**Plan of Study MSED Educational Studies Secondary Education**

EDER 761	Graduate Research and Design	3 credits
EPSY 742	Psychology of Learning	3 credits
EDFN 540	Classroom Management	2 credits
EDER 515	Educational Assessment	2 credits
EPSY 528	Child and Adolescent Development	3 credits
INED 511	SD Indian Studies	3 credits
SEED 500	Curriculum and Instruction in Secondary Schools	3 credits
SPED 704	Inclusive Education	3 credits
EDAD 735	School Law	3 credits
EDFN 568	Literacy in the Content Area for English Learners	2 credits
SEED 795	Pre-Student Teaching Practicum	1 credit
SEED 794	Internship: Student Teaching Experience	5 credits

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33 credits

\*Applicants will need to have passed the appropriate content PRAXIS exam before being admitted to the program.

\*Applicants will need to have passed a CTE methods course in order to be certified through the SD Department of Education.

\*Program completion will require a passing score of the PLT PRAXIS exam and achievement of Suicide Awareness Training offered by the SD Department of Education (online modules).

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**Matrix of Program Standards (InTASC/Coursework/Program Objectives)**

Program InTASC Standards	NSU Coursework/Experience	Objectives Addressed
#1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<ul style="list-style-type: none"><li>• EDFN 568</li><li>• SEED 500</li><li>• SEED 795</li><li>• SEED 794</li><li>• EPSY 528</li><li>• SPED 704</li><li>• EPSY 742</li></ul>	<p>Apply knowledge of their content standards and pedagogy to set goals and objectives for learning.</p> <p>Develop relevant, rigorous, and developmentally appropriate curricula for secondary students</p>
#2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none"><li>• SPED 704</li><li>• EDFN 540</li><li>• SEED 500</li><li>• EDER 515</li><li>• EDFN 568</li><li>• INED 511</li></ul>	<p>Foster a safe, engaging, and inclusive classroom environment.</p> <p>Demonstrate professional dispositions in varied educational settings with regard for diversity and all members of a school community.</p>
#3 The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	<ul style="list-style-type: none"><li>• EDFN 540</li><li>• SEED 500</li><li>• SEED 795</li><li>• SEED 794</li><li>• SPED 704</li></ul>	<p>Develop relevant, rigorous, and developmentally appropriate curricula for secondary students</p> <p>Foster a safe, engaging, and inclusive classroom environment.</p>
#4 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	<ul style="list-style-type: none"><li>• SEED 500</li><li>• SEED 795</li><li>• SEED 794</li><li>• SPED 704</li><li>• EPSY 528</li><li>• EDER 761</li></ul>	<p>Develop relevant, rigorous, and developmentally appropriate curricula for secondary students</p> <p>Foster a safe, engaging, and inclusive classroom environment.</p>
#5 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	<ul style="list-style-type: none"><li>• SEED 500</li><li>• SEED 795</li><li>• SEED 794</li><li>• INED 511</li></ul>	<p>Apply knowledge of their content standards and pedagogy to set goals and objectives for learning.</p> <p>Develop relevant, rigorous, and developmentally appropriate curricula for secondary students</p>
#6 The teacher understands and uses multiple methods of assessment to engage learners in	<ul style="list-style-type: none"><li>• EDER 515</li><li>• SEED 500</li></ul>	<p>Use assessment of their students' learning and their own teaching to</p>

their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	<ul style="list-style-type: none"> <li>• SEED 795</li> <li>• SEED 794</li> </ul>	inform future planning and teaching.
#7 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<ul style="list-style-type: none"> <li>• SPED 704</li> <li>• SEED 500</li> <li>• SEED 795</li> <li>• SEED 794</li> <li>• EDFN 568</li> <li>• INED 511</li> </ul>	<p>Apply knowledge of their content standards and pedagogy to set goals and objectives for learning.</p> <p>Develop relevant, rigorous, and developmentally appropriate curricula for secondary students</p>
#8 The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	<ul style="list-style-type: none"> <li>• EDFN 540</li> <li>• EDFN 568</li> <li>• SPED 704</li> <li>• SEED 500</li> <li>• SEED 795</li> <li>• SEED 794</li> </ul>	Develop relevant, rigorous, and developmentally appropriate curricula for secondary students
#9 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	<ul style="list-style-type: none"> <li>• EDAD 735</li> <li>• SEED 795</li> <li>• SEED 794</li> <li>• SPED 704</li> <li>• EPSY 742</li> <li>• EDER 761</li> <li>• INED 511</li> </ul>	<p>Use assessment of their students' learning and their own teaching to inform future planning and teaching.</p> <p>Demonstrate professional dispositions in varied educational settings with regard for diversity and all members of a school community.</p>
#10 The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	<ul style="list-style-type: none"> <li>• EDFN 540</li> <li>• EDAD 735</li> <li>• EDER 761</li> <li>• SEED 795</li> <li>• SEED 794</li> <li>• EPSY 742</li> <li>• EPSY 528</li> </ul>	<p>Foster a safe, engaging, and inclusive classroom environment.</p> <p>Demonstrate professional dispositions in varied educational settings with regard for diversity and all members of a school community.</p>

### **Institutional Response to Program Standards and Development of Program**

Northern State University Millicent Atkins School of Education has demonstrated, and will continue to demonstrate its commitment to cooperate in all Higher Learning Commission and the Council for the Accreditation of Educator Preparation accreditation activities.

The proposed certification-only program that will accompany the Master of Education Educational Studies Secondary Education meets all inTASC, CAEP, and South Dakota's requirements for any basic teaching and secondary education program as indicated in SDCL 24:53:07.

Northern State University Millicent Atkins School of Education faculty respectfully seeks approval by the South Dakota State Board of Education to offer a certification-only program that will enable graduates with a 4-year degree to simultaneously earn a master's degree and initial certification. The plan of study underwent several revisions and the faculty came to consensus



regarding the courses essential for a highly qualified secondary teacher. Once the final plan of study was crafted by faculty and approved by the Department Chair and Dean, the Northern State University Graduate Council approved the MSED Educational Studies Secondary Education plan of study.

Below are the linked syllabi for the required coursework in the program. Within each syllabus the course objectives are linked to the inTASC and CAEP standards. EDER 761 and EPSY 742 are core requirements for graduate programs in education at Northern State University.

### **Draft Syllabi**

<a href="#">EDER 761</a>	Graduate Research and Design
<a href="#">EPSY 742</a>	Psychology of Learning
<a href="#">EDFN 540</a>	Classroom Management
<a href="#">EDER 515</a>	Educational Assessment
<a href="#">EPSY 528</a>	Child and Adolescent Development
<a href="#">INED 511</a>	SD Indian Studies
<a href="#">SEED 500</a>	Curriculum and Instruction in Secondary Schools
<a href="#">SPED 704</a>	Inclusive Education
<a href="#">EDAD 735</a>	Legal Issues for School Leaders
<a href="#">EDFN 568</a>	Literacy in the Content Area for English Learners
<a href="#">SEED 795</a>	Pre-Student Teaching Practicum
<a href="#">SEED 794</a>	Internship: Student Teaching Experience

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**Faculty/Intended Course Instruction**

[Dr. Monte Meyerink](#)

- EDER 761
- EDFN 540

[Dr. Wendy Wakefield](#)

- EDER 515

[Dr. Christian D. Pirlet](#)

- SEED 500
- SEED 795
- SEED 794

Dr. Lauren Pierce

- EPSY 528
- EPSY 742

[Dr. Cheryl Wold](#)

- SPED 704

[Dr. Christina Cavallaro](#)

- EDFN 568

[Dr. Jessica Vogel](#)

- EDAD 735

[Dr. Pamela G. Monaghan-Geernaert](#)

- INED 511

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Section VII Program Requirements

### **Library Facilities**

Northern State University's Williams Library provides a wide variety of print and electronic resources to support NSU's Education programs. The print education collection underwent a thorough examination during FY19, which led to the elimination of materials that were not updated or current. Purchases of print education materials comprise approximately 20% of the library's print material budget. In addition, electronic resources to support education include top-tier databases such as Education Research Complete, Psych/Soc Articles with Full Text, and Academic Search Complete. Within these databases are thousands of full text scholarly journals, which are used heavily by students in the Millicent Atkins School of Education.

Additional video and audio materials are available remotely for educators via several on-demand online databases. For materials that are not available in NSU databases or on site, a robust interlibrary loan program exists. Articles, books, and other support materials can be obtained from libraries across the region.



EDFN 440/540 NT1, Classroom Management, 2 Credit Hours  
Fall 2022

**Course Meeting Time and Location**

None (100 % online)

**Instructor's Contact Information**

<b>Name</b>	Dr. Monte Meyerink
<b>Office Location</b>	Gerber 141
<b>Office Hours</b>	M/W from 10:00am-11:30am & T/T from 12:30pm-2:00pm
<b>NSU Email Address</b>	Monte.Meyerink@northern.edu
<b>Email Response Time</b>	Within one business day
<b>Scheduling Appointments</b>	Please request a <a href="#">Zoom</a> appointment via email or attend office hours
<b>NSU Phone Number</b>	605-626-3102

**Catalog Course Description**

This course is designed to explore the principles and practices of effective classroom management. It also examines methods of establishing a safe, orderly, and equitable learning environment that fosters positive social interaction, active engagement in learning, and self-motivation.

**Course Prerequisites**

None

**Required Textbooks and Supplementary Materials**

**Required**

Wong, H. K., & Wong, R. T. (2018). *The classroom management book* (2nd ed.). Harry K. Wong Publications.

ISBN-13: 9780976423393

\*Note: The e-text is accessible via the course's D2L page.

**Attendance Policy**

None (100% online). However, students are expected to check D2L and their NSU email accounts daily.

**Technology Skills Needed**

To be successful in this course, students need the ability to both access and use the following:

- An internet connection
- An internet browser (e.g., Google Chrome, Microsoft Edge, Safari, Firefox)
- Desire2Learn (D2L)

- Academic search engines and/or databases (e.g., Google Scholar, NSU library databases)
- A word processing software (e.g., Microsoft Word, Google Docs, Apple Pages)
- A presentation software (e.g., Microsoft PowerPoint, Google Slides, Apple Keynote)
- A screen-recording software (e.g., Microsoft PowerPoint, Apple Keynote, OBS Studio, Screencast-O-Matic)

### **Description of Instructional Methods**

Instructional methods utilized in this course include the following:

- Course readings
- Online discussions
- Self-reflection
- Student-led project development
- Collaboration

### **Cheating and Plagiarism Policy**

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the [Northern State University Student Handbook](#) and the [SDBOR Policy on Student Academic Misconduct](#) apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

### **Assignment or Exam Make-Up Policy**

While late work for this course is accepted, course assessments submitted at any point after the due date do not receive full credit. The maximum score a student can earn on a late submission/post will decrease by 10% for each day after the due date, and the 10% reduction goes into effect immediately after the due date (e.g., 6 hours late = 10% reduction, 1 day and 13 hours late = 20% reduction). The late submission policy may be waived if the student communicates with the instructor prior to the late submission and provides both a valid rationale (e.g., extreme illness, family emergency, academic conference attendance, job interview, etc.) and appropriate documentation. Determining the rationale for a late submission as either valid or invalid is up to the discretion of the instructor.

### **Course Goals**

The goals for this course include the following:

- Create an environment for a community of learners.
- Develop child self-monitoring strategies for responsible behavior.
- Develop competence to plan, implement, and assess in order to (a) facilitate children's learning, (b) develop positive attitudes toward learning, and (c) demonstrate a caring attitude toward protecting the dignity of others.

### **Measurable Student Learning Outcomes**

The student learning outcomes for this course (aligned with the NSU Teacher Education standards and Millicent Atkins School of Education dispositions) include the following:

- Analyze and apply methods and techniques for teaching and dealing with classroom discipline.
- Articulate rules and procedures for planning classroom organization.
- Infuse research and skills into creating a learning environment that is safe, engaging, and relevant to all learners.
- Illustrate a philosophy of responsibility to students and schools with regard to classroom management.

### ***NSU Teacher Education Standards***

#### **Council for the Accreditation of Educator Preparation (CAEP) Standards**

Standard #1: Content and Pedagogical Knowledge

Standard #2: Clinical Partnerships and Practice

Standard #3: Candidate Recruitment, Progression, and Support

Standard #4: Program Impact

Standard #5: Quality Assurance System and Continuous Improvement

#### **Interstate Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards**

##### ***The Learner***

Standard #1: Learner Development

Standard #2: Learning Differences

Standard #3: Learning Environments

##### ***Content Knowledge***

Standard #4: Content Knowledge

Standard #5: Application of Content

##### ***Instructional Practice***

Standard #6: Assessment

Standard #7: Planning for Instruction

Standard #8: Instructional Strategies

##### ***Professional Responsibility***

Standard #9: Professional Learning and Ethical Practice

Standard #10: Leadership and Collaboration

### ***Millicent Atkins School of Education Dispositions***

The Teacher Education Program has an obligation to ensure that all completers have achieved proficiency in three primary areas: content knowledge; pedagogy skills; and dispositions. The first two areas are assessed via formative and summative measures like classroom assignments, lesson plans, field evaluations, and Praxis tests. The third area, dispositions, while as important as pedagogy and content knowledge, is more difficult to assess as this area encompasses the many “soft skills” effective teachers possess.

The classroom dispositions process was developed by faculty and staff using the InTASC standards as a starting point and is facilitated by the SOE Assessment Coordinator. The individual indicators further describe the dispositional categories and the expectations for all candidates in the TEP. In the fall of 2018, the TEP began assessing students in selected education courses. Now, faculty for all education courses submit dispositional ratings for all students at the midpoint and again at the end of the term. A student self-assessment survey, which is sent to all declared education majors at the end of each term, is used to gauge the level of understanding students have regarding their own dispositional performance as well as what is expected of them. Please see the Teacher Education Handbook for the complete

dispositions policy:

[https://www.northern.edu/sites/default/files/2.3.1\\_teacher\\_education\\_handbook.pdf](https://www.northern.edu/sites/default/files/2.3.1_teacher_education_handbook.pdf)

The dispositional categories and individual indicators are as follows below:

- I. Demonstrates Professionalism**
  - Exhibits punctuality and attendance
  - Meets deadlines
  - Keeps appointments
  - Comes to class prepared and with needed materials
  - Addresses other appropriately
  - Dresses professionally when indicated (e.g., presentations)
- II. Shows Initiative**
  - Participates in discussions and activities
  - Works independently
  - Takes pride in his/her work
  - Goes beyond minimum requirements
  - Demonstrates perseverance
  - Willing to try new things
  - Seeks solutions to problems instead of complaining
  - Demonstrates leadership qualities
- III. Demonstrates Effective Written Communication Skills**
  - Adheres to assignment guidelines
  - If required, formats papers in correct APA style
  - Uses correct spelling and grammar
  - Justifies perspective based on research and experience
  - Composes correspondence in a professional manner
- IV. Demonstrates Effective Oral Communication Skills**
  - Speaks appropriately (e.g., on topic, logical, correct language and grammar)
  - Listens respectfully while others are speaking
  - Respectfully disagrees by defending perspective with logic and calm
- V. Exhibits an Appreciation and Value for Diversity**
  - Shows respect for others regardless of differences
  - Does not use stereotypes or demean others
  - Remains open to learning about differences
  - Contributes positively to the development of a safe classroom environment
- VI. Collaborates Effectively with Faculty and Peers**
  - Demonstrates respect for faculty and peers
  - Does not exhibit a sense of entitlement
  - Interacts with others in a friendly, professional manner
  - Uses diplomacy in negotiations with others
  - Accepts and implements constructive feedback
- VII. Is a Reflective Learner**
  - Reflects accurately on performance and identifies areas for growth
  - Solicits feedback from faculty and peers
  - Seeks appropriate resources to improve skills & knowledge
  - Accepts responsibility for own behaviors & performance
- VIII. Practices Professional Ethics**
  - Understands the ethics of teaching, as defined in SDCL 13-43-45
  - Is able to perceive an ethical dilemma and its potential consequences
  - Reports any potential ethical issues to the appropriate overseers
  - Recognizes stakeholders and their views w/in context of ethical dilemma
  - Can identify alternate course of actions/solutions to an ethical dilemma

## **Course Assessments—500 points for undergraduate students & 600 points for graduate students**

All course assessments must be submitted/posted to D2L.

### ***Classroom Management Portfolio—280 points***

Students will complete a classroom management portfolio that synthesizes what they have learned in this course in the form of a plan for their future classrooms. This is a professional document that will be included in the student teaching portfolio and, therefore, should be completed with the utmost professionalism. The portfolio will be completed in sections throughout the duration of the semester. Edits to previously submitted sections are encouraged prior to the submission of the final classroom management portfolio. Each section of the portfolio must be in narrative form but may include images and other graphics throughout. The portfolio must include both in-text citations and a references page at the end of the document aligned with the 7th edition of the publication manual of the American Psychological Association (APA). Both the descriptions of and due dates for each section of the classroom management portfolio are shown below.

#### **The Effective Teacher—20 points**

Articulate your view of what you think it means to be an effective teacher. Give the reader an indication of what they can expect from you as a professional. You must support your statements with at least two sources. This section must be 1-2 double-spaced pages (12-point font) and include a references page (APA 7th ed.). Submit this section to the The Effective Teacher dropbox on D2L by 8/28 at 11:59pm.

#### **Philosophy of Management—20 points**

Describe your philosophy of management in the context of a classroom. Include information on your beliefs about students, teachers' roles, and managing the classroom. You must support your statements with at least two sources. This section must be 2-3 double-spaced pages (12-point font) and include a references page (APA 7th ed.). Submit this section to the Philosophy of Management dropbox on D2L by 9/4 at 11:59pm.

#### **Establishing Procedures—20 points**

Describe the approach that you will use to establish procedures in your future classroom and present an argument for why this approach will work. You must support your argument with at least two sources. Additionally, discuss the strategies you will employ in a scenario where a student refuses to follow a procedure. This section must be 1-2 double-spaced pages (12-point font) and include a references page (APA 7th ed.). Submit this section to the Establishing Procedures dropbox on D2L by 9/18 at 11:59pm.

#### **Managing Misbehavior—20 points**

Describe your plan for managing students' misbehavior. Present 2-3 hypothetical scenarios and propose a solution. You must support your solutions with at least two sources. This section must be 1-2 double-spaced pages (12-point font) and include a references page (APA 7th ed.). Submit this section to the Managing Misbehavior dropbox on D2L by 9/25 at 11:59pm.

#### **Classroom Management Plan—120 points**

The classroom management plan is a section of the classroom management portfolio that contains six subsections as shown below.

##### ***Procedures for the First Day of School—20 points***

For the grade level you hope to teach, design 3-5 age-appropriate procedures for the first day of school (Wong & Wong, 2018, pp. 60-87) that you plan to use in your future classroom. For each procedure, describe the procedure steps and present a plan for how you will teach, rehearse, and reinforce the procedure. Submit this section to the Procedures for the First Day of School dropbox on D2L by 10/2 at 11:59pm.



***Procedures for Students—20 points***

For the grade level you hope to teach, design 3-5 age-appropriate procedures for students (Wong & Wong, 2018, pp. 88-111) that you plan to use in your future classroom. For each procedure, describe the procedure steps and present a plan for how you will teach, rehearse, and reinforce the procedure. Submit this section to the Procedures for Students dropbox on D2L by 10/9 at 11:59pm.

***Procedures for the Classroom—20 points***

For the grade level you hope to teach, design 3-5 age-appropriate procedures for the classroom (Wong & Wong, 2018, pp. 112-173) that you plan to use in your future classroom. For each procedure, describe the procedure steps and present a plan for how you will teach, rehearse, and reinforce the procedure. Submit this section to the Procedures for the Classroom dropbox on D2L by 10/23 at 11:59pm.

***Procedures for Instruction—20 points***

For the grade level you hope to teach, design 3-5 age-appropriate procedures for instruction (Wong & Wong, 2018, pp. 174-207) that you plan to use in your future classroom. For each procedure, describe the procedure steps and present a plan for how you will teach, rehearse, and reinforce the procedure. Submit this section to the Procedures for Instruction dropbox on D2L by 11/6 at 11:59pm.

***Procedures for the Special Needs Classroom—20 points***

For the grade level you hope to teach, design 1-3 age-appropriate procedures for the special needs classroom (Wong & Wong, 2018, pp. 208-227) that you plan to use in your future classroom. For each procedure, describe the procedure steps and present a plan for how you will teach, rehearse, and reinforce the procedure. Submit this section to the Procedures for the Special Needs Classroom dropbox on D2L by 11/13 at 11:59pm.

***Procedures for Teachers—20 points***

For the grade level you hope to teach, design 3-5 age-appropriate procedures for teachers (Wong & Wong, 2018, pp. 228-270) that you plan to use in your future classroom. For each procedure, describe the procedure steps and present a plan for how you will teach, rehearse, and reinforce the procedure. Submit this section to the Procedures for Teachers dropbox on D2L by 11/27 at 11:59pm.

***Inspirational Quotes***

Teaching is an extremely rewarding yet challenging profession. In the final pages of your classroom management portfolio, include 3-5 inspirational quotes that you can easily access to help you stay positive as you search for solutions to any future classroom management challenges you may encounter. This section will not be submitted separately and will instead be submitted as part of the final classroom management portfolio.

***Final Classroom Management Portfolio—80 points***

After integrating the feedback from your peers and the instructor, combine the sections of the classroom management portfolio into a single file with a references page at the end of the document rather than at the end of each section. Submit the final classroom management portfolio as a single file to the Final Classroom Management Portfolio dropbox on D2L by 12/11 at 11:59pm.

***Discussion Posts (DP)—160 points***

Online discussion posts (DP) are a crucial component of this course, as this is the primary avenue for exchanging ideas and collaborating with peers. Each week, two discussion prompts are presented on D2L. Students will post an initial response (1-2 paragraphs) to one of the two prompts and comment (3-

4 sentences) on at least one peer's initial post. Initial posts are due by the end of Tuesday each week and comments are due by the end of Friday each week as outlined in the tentative course schedule. The course contains 16 DPs and each DP is worth 10 points. Students must both post an initial response and comment on a peer's initial post to earn any credit. DP prompts are generally related to the content introduced in the assigned course readings with the exception of week one (introductions) and week sixteen (classroom management portfolio presentations). Instructions and prompts for each DP are provided on D2L.

### ***Self-Reflections (SR)—60 points***

The course contains three self-reflections (SR) that aim to encourage students to: (a) think deeply about how their personal experiences as students have influenced their views on classroom management, (b) assess personal characteristics related to success in an online course, and (c) evaluate the strengths and weaknesses of their classroom management skillsets. Each SR must be 1-2 single-spaced pages (12-point font) and submitted to the appropriate dropbox on D2L by the specified due date. Prompts and due dates for each SR are shown below.

#### **Self-Reflection #1—20 points**

Reflect on your personal experiences as a student and think of teachers who either: (a) demonstrated excellent classroom management practices or (b) seemed to struggle with controlling the students in his/her classroom. How do you think these experiences have shaped your view of what it means to be "good" at classroom management? Submit the self-reflection to the Self-Reflection #1 dropbox on D2L by 9/11 at 11:59pm.

#### **Self-Reflection #2—20 points**

Time management is especially important when enrolled in an online course. Take some time to reflect on your own time management practices. How has time management either contributed to or hindered your success in this course? What changes do you need to make in order to get back on track? What can your instructor do to help you better manage your time in this course? Submit the self-reflection to the Self-Reflection #2 dropbox on D2L by 10/16 at 11:59pm.

#### **Self-Reflection #3—20 points**

As we near the end of the semester, reflect on your own classroom management skillset. What are your strengths and weaknesses? How do you plan to improve your weaknesses? Submit the self-reflection to the Self-Reflection #3 dropbox on D2L by 11/20 at 11:59pm.

### ***\*Graduate Students: Theory of Behavior Management Research Paper—100 points***

Graduate students will complete a research paper on one theorist of behavior management. The purpose of this research paper is to explore different theories of behavior management as well as examine behavior management from an empirical perspective. Students will research a behavior management theorist, describe their theory on behavior management, and report research findings related to their theory. Students are encouraged to select a theorist whose theory encompasses their own developing beliefs about classroom management as it is important to establish a philosophy about student discipline that is grounded in research. The research paper must be 5-7 double-spaced pages (12-point font) with in-text citations and a reference page with at least four peer-reviewed journal articles that present empirical research. The research paper must be formatted according to the 7th edition of the publication manual of the APA. A template for the research paper is provided on D2L.

Submit the research paper to the Theory of Behavior Management Research Paper dropbox on D2L by 12/11 at 11:59pm. The research paper must include the following components:

- Title page
- Background (1 page)
  - Who is the theorist? Where are they from? When were they active in research? How did they develop their theory?
- Theory of behavior management (2-3 pages)
  - What is the theory? How does the theory apply to classroom management? Why is the theory important?
- Research findings (2-3 pages)
  - How has the theory been assessed in research studies? Has empirical research either proven or disproven the theory? What has further research uncovered about the theory? What research on the theory still needs to be done?
- References

**Performance Standards/Grading Policy (UG = undergraduate students, G = graduate students)**

Grade	UG Point Range	G Point Range	Percent Range
A	450 – 500	540 – 600	90% – 100%
B	400 – 449	480 – 539	80% – 89.9%
C	350 – 399	420 – 479	70% – 79.9%
D	300 – 349	360 – 419	60% – 69.9%
F	0 – 299	0 – 359	0% – 59.9%

**Fall 2022 NSU Academic Calendar**

Date(s)	Day(s) of the Week	Occasion
August 22	Monday	Semester Begins
September 1	Thursday	Census Date
September 2	Friday	Attendance Confirmation (payment due)
September 5	Monday	Labor Day (no classes – offices closed)
October 10	Monday	Native American Day (no classes – offices closed)
November 1	Tuesday	Assessment Day (no classes until 4:00pm)
November 11	Friday	Veterans Day (no classes – offices closed)
November 23 – 25	Wednesday – Friday	Thanksgiving Break (no classes)
December 7	Wednesday	Reading Day (no classes)
December 8 – 14	Thursday – Wednesday	Final Exams
December 10	Saturday	Winter Commencement

## Tentative Course Schedule

Revisions to the following tentative course schedule is up to the discretion of the instructor. In the Tasks column in the table below, due dates for DPs are yellow, sections of the classroom management portfolio are green, self-reflections are blue, and the graduate research paper is pink.

Week	Topic(s)	Task(s)
Week 1 (8/22 – 8/26)	Welcome, Syllabus, & Characteristics of an Effective Teacher	Read course syllabus Read “Twelve Characteristics of an Effective Teacher” (Walker, 2008) Complete Week 1 DP (8/23 & 8/26) Submit The Effective Teacher (8/28)
Week 2 (8/29 – 9/2)	Classroom Management Defined	Read pp. 1-14 (Wong & Wong, 2018) Complete Week 2 DP (8/30 & 9/2) Submit Philosophy of Management (9/4)
Week 3 (9/5 – 9/9)	Before the First Day of School	Read pp. 16-36 (Wong & Wong, 2018) Complete Week 3 DP (9/6 & 9/9) Submit Self-Reflection #1 (9/11)
Week 4 (9/12 – 9/16)	Before the First Day of School	Read pp. 37-57 (Wong & Wong, 2018) Complete Week 4 DP (9/13 & 9/16) Submit Establishing Procedures (9/18)
Week 5 (9/19 – 9/23)	Managing Misbehavior	Read and watch “How You Can Handle the Most Common Misbehaviors in the Classroom” (Loveless, 2022) Complete Week 5 DP (9/20 & 9/23) Submit Managing Misbehavior (9/25)
Week 6 (9/26 – 9/30)	Procedures for the First Day of School	Read pp. 60-87 (Wong & Wong, 2018) Complete Week 6 DP (9/27 & 9/30) Submit Procedures for the First Day of School (10/2)
Week 7 (10/3 – 10/7)	Procedures for Students	Read pp. 88-111 (Wong & Wong, 2018) Complete Week 7 DP (10/4 & 10/7) Submit Procedures for Students (10/9)
Week 8 (10/10 – 10/14)	Procedures for the Classroom	Read pp. 112-141 (Wong & Wong, 2018) Complete Week 8 DP (10/11 & 10/14) Submit Self-Reflection #2 (10/16)
Week 9 (10/17 – 10/21)	Procedures for the Classroom	Read pp. 142-173 (Wong & Wong, 2018) Complete Week 9 DP (10/18 & 10/21) Submit Procedures for the Classroom (10/23)
Week 10 (10/24 – 10/28)	Procedures for Instruction	Read pp. 174-191 (Wong & Wong, 2018) Read “Teaching Students How to Have an Academic Discussion” (Blumberg, 2022) Read “The Progression of Talk” (Blumberg, n.d.) Complete Week 10 DP (10/25 & 10/28)
Week 11 (10/31 – 11/4)	Procedures for Instruction	Read pp. 192-207 (Wong & Wong, 2018) Complete Week 11 DP (11/1 & 11/4) Submit Procedures for Instruction (11/6)
Week 12 (11/7 – 11/11)	Procedures for the Special Needs Classroom	Read pp. 208-227 (Wong & Wong, 2018) Complete Week 12 DP (11/8 & 11/11) Submit Procedures for the Special Needs Classroom (11/13)

Week	Topic(s)	Task(s)
Week 13 (11/14 – 11/18)	Procedures for Teachers	Read pp. 228-249 (Wong & Wong, 2018) Complete Week 13 DP (11/15 & 11/18) Submit Self-Reflection #3 (11/20)
Week 14 (11/21 – 11/25)	Procedures for Teachers	Read pp. 250-270 (Wong & Wong, 2018) Complete Week 14 DP (11/22 & 11/25) Submit Procedures for Teachers (11/27)
Week 15 (11/28 – 12/2)	Plans for the First Days of School	Read pp. 272-294 (Wong & Wong, 2018) Complete Week 15 DP (11/29 & 12/2) Complete Inspirational Quotes Prepare for classroom management portfolio presentations
Week 16 (12/5 – 12/7)	Peer Feedback	Complete Week 16 DP (12/5 & 12/6)
Finals Week (12/8 – 12/14)	Classroom Management Portfolio	Submit Final Classroom Management Portfolio (12/11) *Graduate students: Submit Research Paper (12/11)

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### Freedom in Learning

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### **Academic Success Support**

As your instructor, I am personally committed to supporting your academic success in this course. If you demonstrate academic performance or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through the student success program, Navigate. If you receive feedback, please visit with me or seek assistance and support from your professional advisor or other resource staff members. My goal is to make your learning experience as meaningful and successful as possible. If you have questions regarding Navigate, please contact the Student Success Center at 605-626-2633 or [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu).

### **Diversity Statement**

Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.



## **EPSY 428 & 528, Child & Adolescent Development, 3 Credits Fall 2021**

**Course Meeting Time and Location:** 12:30-1:45 PM, Gerber 203

**Instructor's name:** Dr. Lauren Pierce

**Instructor's contact information:** Lauren.pierce@northern.edu

**Office location:** Gerber 139

**Office hours:** 10:00 AM- 12:00 PM M/W, 10:30 AM-11:30 AM T/Th and by appointment

**NSU Email Address:** Lauren.pierce@northern.edu

**Email Response Time:** 24 hours

**Scheduling Appointments:** Email for additional times to schedule meetings

**NSU Phone Number:** 626-2448

**Catalog Course Description** An overview of human physiological, psychological, and social changes occurring from birth throughout adolescence with emphasis on developmental characteristics of elementary, middle, and secondary level learners.

**Course Prerequisites** None

### **Required Textbooks and Supplementary Materials**

Martorell, G., Papalia, D. E., & Feldman, R. D. (2014). *A child's world: Infancy through adolescence* (13th ed.). New York: McGraw-Hill.

**Attendance Policy** Students should aim to attend all course meetings when possible. If a situation arises that makes attendance difficult, please email the instructor prior to the scheduled class meeting. Students are responsible for making up work that they miss within 1 week of the missed class except in agreed upon extenuating circumstances. Missed work that is not made up will result in a 0.

If you are ill, quarantined, or in isolation, please do not come to class. Students are responsible for contacting faculty prior to their absence, and for completing all class content and requirements in a timely manner, regardless of absences. Please visit the Avera Student Health Center as soon as possible if you are exhibiting symptoms of illness.

If you are ill, please be aware of the resources available to you on campus:

Health Services: Student Center Room. Open Monday through Friday when school is in session, students can receive free of charge any of the following services with a current insurance card:

Assessment/treatment of acute or sudden onset of illness or injury

Lab testing (urine screening, strep throat, blood count and mono screening) free when the tests are determined necessary and collected at the Health Services Office.

Over-the-counter medications for common colds, sore throat, cough and headaches

Medical equipment such as crutches, vaporizers and hot/cold packs

Informational and referral services upon request

In addition, Health Services provides referrals to Avera Aberdeen Family Physicians (AAFP) based on the student's physical and emotional needs.

**Technology Skills Needed** Students should know how to upload assignments to D2L and utilize basic internet search platforms. Additional skills will be taught as needed in class.

**Description of Instructional Methods** Students will meet during class time for discussion and lecture opportunities regarding course content. Student work will be completed and handed in using D2L.

**Cheating and Plagiarism Policy** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments. For more information, please see the [SDBOR policy](#) and the [NSU Student Handbook](#).

**Assignment or Exam Make-Up Policy** All assignments, projects, and exams should be made-up within 1 week of the absence. Please communicate with the instructor as early as possible to create a plan to make up missed assignments. Any assignments not made up within 1 week will be assigned a grade of 0.

#### Course Goals & Measurable Student Learning Outcomes

Course Goal	Learning Outcome <i>Students Will Be Able To...</i>	CAEP Standards Addressed	INTASC Standards Addressed	Assessment Procedure
Explore the relationship between physical, cognitive, social, and personality development in infancy, toddlerhood, and early childhood	Assess developmental milestones across concepts by applying theoretical considerations to classroom applications.	R.1.1 The Learner and Learning R.1.4 Professional Responsibility	INTASC 1.1.a INTASC 1.1.b INTASC 1.1.c INTASC 1.1.d INTASC 1.1.e INTASC 1.1.f	In-Class Activities Observations Case Study
Explore the relationship between physical, cognitive, social, and personality development in	Assess developmental milestones across concepts by applying theoretical	R.1.1 The Learner and Learning R.1.4 Professional Responsibility	INTASC 1.1.a INTASC 1.1.b INTASC 1.1.c INTASC 1.1.d INTASC 1.1.e INTASC 1.1.f	In-Class Activities Observations Case Study



middle childhood	considerations to classroom applications.			
Explore the relationship between physical, cognitive, social, and personality development in adolescence	Assess developmental milestones across concepts by applying theoretical considerations to classroom applications.	R.1.1 The Learner and Learning R.1.4 Professional Responsibility	INTASC 1.1.a INTASC 1.1.b INTASC 1.1.c INTASC 1.1.d INTASC 1.1.e INTASC 1.1.f	In-Class Activities  Observations  Case Study
Analyze the impact students' physical, social, cognitive, and personality development has on the teaching and learning environment.	Make appropriate and timely changes and adjustments to instruction utilizing best developmental practices.	R.1.1 The Learner and Learning R.1.3 Instructional Practice R.1.4 Professional Responsibility	INTASC 1.1.a INTASC 1.1.b INTASC 1.1.c INTASC 1.1.d INTASC 1.1.e INTASC 1.1.f	In-Class Activities  Observations  Case Study  Presentations

### *Critical Dispositions*

INTASC 1.1.h: The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development

INTASC 1.1.i: The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

INTASC 1.1.j: The teacher takes responsibility for promoting learners' growth and development

INTASC 1.1.k: The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development

INTASC 3.3.n: The teacher is committed to working with learners, colleagues, families, and communities to establish supportive learning environments

INTASC 3.3.o: The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning

INTASC 3.3.q: The teacher seeks to foster respectful communication among all members of the learning community

INTASC 3.3.r: The teacher is a thoughtful and responsive listener and observer

INTASC 9.9.n: The teacher sees themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice

INTASC 10.10.r: The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning

INTASC 10.10.t: The teacher embraces the challenge of continuous improvement and change

### **Course Assessments (428 and 528)**

*10 In-Class Activities (10 points each; 100 points total):* In-class activities take place during the class period and will often require some degree of group work to discuss concepts. If you are absent for an in-

class activity you can make it up by emailing the instructor for a back-up assignment and completing it within 1 week of the absence. These in-class activities include development-specific lesson plans on syllabus designated dates.

*Case Study Plan (20 points):* Your case study plan will outline the child that you plan to observe, the setting, the age, and the theories that you are thinking of using.

*Observations (3 @ 20 points each; 60 points total):* You will be asked to observe your case study child or adolescent 3 different times during the semester. There is a form that you should fill out during the observation on D2L. The due dates are listed on D2L but please do these assignments when you can, as later in the semester does tend to get busy for students, teachers and you! If you can do them ahead of time, feel free to work ahead.

*Observation Summaries (3 @ 20 points each; 60 points total):* You will be responsible for an observation summary after each of your observations as well as your observation notes. This summary will ask you to tie in specific theories to your observation. Your child's age might not be where we have gotten to in class yet; that is okay! If you are struggling, do a book walk and try to connect ahead. We will get to those theories and you can add any information you deem appropriate. 528 students in particular may need to work with me to help identify appropriate theories early on.

*Case Study Final Paper (100 points):* Your final Case Study paper is your cumulative course project. You should follow the guidelines set forth in the Case Study rubric and information document on D2L. At this point, you will have received feedback on each of your observation summaries that can help you build your case study paper.

*Case Study Presentation (60 points):* You will be presenting your Case Study to your peers at the end of the semester. More information regarding presentations will come as we near the end of the semester so you can prepare.

### **528 Additional Assignment Information**

528 students are responsible for an additional project. This project can help inform your case study as well. Consider the overlap when you choose a topic as having some overlap between your case study and your special interest may be helpful to you.

*(528 ONLY) Special Interest Statement (5 points):* You are responsible for coming up with a special interest in development. This interest can be in a different domain (sports, art, etc.) or a specific area (math, reading, writing). You will submit an interest statement to D2L for the instructor to review and help you with.

*(528 ONLY) Research Question (5 points):* You will then turn your research statement into a question that you will aim to answer by the end of the semester. Consider your phrasing so that you can best funnel your research into one area of development. Your instructor will provide feedback and key words to help you with your search.

*(528 ONLY) Research Article Summaries (5 @ 10 points each; 50 points total):* You will be responsible for 5 research article summaries that you will integrate into your special research paper. These articles will help you answer your guiding question. The research article summary sheet is available on D2L.

*(528 ONLY) Roundtable Discussion (40 points):* The roundtable discussion will take place at the end of the semester. You and fellow graduate students will talk about what you learned during your research paper and connect over common themes in development. More information will be provided as the discussion nears.

### **Performance Standards/Grading Policy**

*428: 400 total points possible*

The final course grade will be calculated out of the total points available in the course as follows:

- A= At least 90% of available points (360 points)
- B= At least 80% of available points (320 points)
- C= At least 70% of available points (280 points)
- D= At least 60% of available points (240 points)
- F= Less than 60% of available points (Less than 240 points)

*528: 500 points possible*

Graduate students have additional requirements. The final course grade will be calculated out of the total points available in the course as follows:

- A= At least 90% of available points (450 points)
- B= At least 80% of available points (400 points)
- C= At least 70% of available points (350 points)
- D= At least 60% of available points (300 points)
- F= Less than 60% of available points (Less than 300 points)

**Course Outline/Schedule**

<u>Week</u>	<u>Tuesday</u>	<u>Thursday</u>	<u>Assignments</u>
<b>1</b>	<b>August 24</b> First Day of Classes: Course Introduction; Case Study Introduction	<b>August 26</b> Foundations: Issues in the Field of Development	Readings: Chapter 1
<b>2</b>	<b>August 31</b> Foundations: Development Theories	<b>September 2</b> Foundations: Development Theories	Readings: Chapter 2  <i>528 ONLY: Special Development Interest Topic Due</i>
<b>3</b>	<b>September 7</b> Foundations: Developmental Theories; Case Studies, Field Notes, and Best Practices	<b>September 9</b> Quiz 1	Readings: Chapter 3
<b>4</b>	<b>September 14</b> Pregnancy and Prenatal Development	<b>September 16</b> Birth, the Newborn Baby, and Parenting	Readings: Chapter 4 Chapter 5  <i>528 ONLY: Research</i>

			Article Summary Due
<b>5</b>	<b>September 21</b> Infancy and Toddlerhood: Physical Development, Cognitive Development	<b>September 23</b> Infancy and Toddlerhood: Cognitive Development, Social Development	Readings: Chapter 6 Chapter 7  Case Study Plan Due
<b>6</b>	<b>September 28</b> Infancy and Toddlerhood: Special Topics	<b>September 30</b> Early Childhood: Physical Development, Cognitive Development	Readings: Chapter 8 Chapter 9  <i>528 ONLY:</i> Research Article Summary Due
<b>7</b>	<b>October 5</b> Early Childhood: Cognitive Development, Social Development	<b>October 7</b> Early Childhood: Special Topics & Lesson Plan	Readings: Chapter 10 Chapter 11
<b>8</b>	<b>October 12</b> <i>Quiz 2</i>	<b>October 14</b> Middle Childhood: Physical Development, Cognitive Development	Reading: Chapter 12  Observation 1 Due  <i>528 ONLY:</i> Research Article Summary Due
<b>9</b>	<b>October 19</b> Middle Childhood: Cognitive Development, Social Development	<b>October 21</b> Middle Childhood: Special Topics & Lesson Plan	Observation 1 Summary Due  Chapter 13 Chapter 14
<b>10</b>	<b>October 26</b> Adolescence: Physical Development, Cognitive Development	<b>October 28</b> Adolescence: Cognitive Development, Social Development	Readings: Chapter 15  <i>528 ONLY:</i> Research Article Summary Due
<b>11</b>	<b>November 2</b> <i>No Classes</i>	<b>November 4</b> Adolescence: Special Topics & Lesson Plan	Observation 2 Due  Reading: Chapter 16 Chapter 17
<b>12</b>	<b>November 9</b> Advanced Topics in Development	<b>November 11</b> <i>No Classes</i>	Reading: TBD

			Observation 2 Summary Due  <i>528 ONLY:</i> Research Article Summary Due
<b>13</b>	<b>November 16</b> Advanced Topics in Development	<b>November 18</b> <i>Quiz 3</i>	Reading: TBD  Observation 3 Due
<b>14</b>	<b>November 23</b> 528 Roundtable Discussion	<b>November 25</b> <i>No Classes</i>	Observation 3 Summary Due
<b>15</b>	<b>November 30</b> Presentations	<b>December 2</b> Presentations	
<b>16</b>	<b>December 7</b> Presentations	<b>December 9</b> <i>Finals Week</i>	
<b>17</b>	<b>December 14</b> <i>Finals Week</i>	<b>December 16</b> <i>Finals Week</i>	<b>FINAL CASE STUDY PAPER DUE: Wednesday, December 15</b>

\*Syllabus is subject to change during the semester as determined by the instructor. If changes occur, students will be notified and have an updated version available on D2L.

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**Land Acknowledgement** Northern State University acknowledges that we are on the traditional land of the “Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people,” and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>



**EPSY 742-NT1, Psychology of Learning, 3 Credits  
Fall 2021**

**Course Meeting Time and Location:** Online

**Instructor's name:** Dr. Lauren Pierce

**Instructor's contact information:** Lauren.pierce@northern.edu

**Office location:** Gerber 139

**Office hours:** 10:00 AM- 12:00 PM M/W, 10:30 AM-11:30 AM T/Th and by appointment

**NSU Email Address:** Lauren.pierce@northern.edu

**Email Response Time:** 24 hours

**Scheduling Appointments:** Email for additional times to schedule meetings

**NSU Phone Number:** 626-2448

**Catalog Course Description:** An intensive study of the nature of human learning based on traditional and current learning theories, information processing theory, and current research implications for curriculum and instruction. Also addressed are the variables influencing individual differences, cultural aspects of the learner, and motivation (2018-19 academic year course taught as EPSY 741).

**Course Prerequisites:** None

**Required Textbooks and Supplementary Materials:**

Ormrod, J. E. (2018). *Essentials of educational psychology: Big ideas to guide effective teaching* (5<sup>th</sup> ed). Boston: Pearson.

The required text is available for purchase from the NSU Bookstore: [bookstore@northern.edu](mailto:bookstore@northern.edu). Additional course materials will be provided by the instructor.

**Supplementary Readings:**

Danner, F. W., & Lonky, E. (1981). A cognitive-developmental approach to the effects of rewards on intrinsic motivation. *Child development*, 1043-1052.

Mintz, J. (2007). Psychodynamic perspectives on teacher stress. *Psychodynamic practice*, 13(2), 153-166.

Yilmaz, K. (2011). The cognitive perspective on learning: Its theoretical underpinnings and implications for classroom practices. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 84(5), 204-212.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into practice*, 41(2), 64-70.

Littrell-Baez, M. K., Friend, A., Caccamise, D., & Okochi, C. (2015). Using retrieval practice and metacognitive skills to improve content learning. *Journal of Adolescent & Adult Literacy*, 58(8), 682-689.

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual review of psychology*, 53(1), 109-132.

McCaslin, M. (2009). Co-regulation of student motivation and emergent identity. *Educational Psychologist*, 44(2), 137-146.

Baumeister, R. F., & Leary, M. R. (2017). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Interpersonal development*, 57-89.

Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (2006). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In *Funds of knowledge* (pp. 83-100). Routledge.

**Attendance Policy:** Online assignment submission due dates in lieu of physical attendance

**Technology Skills Needed:** This course will require the use of a computer with a stable internet connection capable of streaming video and uploading assignments. Students will need to create assignments using Word and Powerpoint. Students are encouraged to have a backup plan in the case of internet failure or computer malfunctions. Please complete a D2L system check prior to starting the course.

**Description of Instructional Methods:** Students will attend virtual lectures each week in the form of recorded Powerpoint presentations. These lectures will review material in the readings and assist students in identifying and preparing to apply key information as relevant to course objectives. Supplemental materials to lectures will include videos, discussions, and opportunities for application of material as relevant to course objectives. Participation takes the form of responding thoughtfully, accurately, and appropriately in online discussion forums with classmates, analysis of readings, and completion of other student assignments.

**Cheating and Plagiarism Policy** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments. For more information, please see the [SDBOR policy](#) and the [NSU Student Handbook](#).

**Assignment or Exam Make-Up Policy:** Assignment and exam make-ups are allowed up to one week after the due date with written notification (email preferred) and instructor consent.



### **Course Goals:**

The goals for this course are to help students develop:

1. An understanding of the formulation and application of research
2. Knowledge and application of the theoretical concepts in the program area
3. Skills appropriate to the program area
4. Competency in written, oral, and digital communication
5. The ability to reflect, synthesize, and apply theory to practice

### **Measurable Student Learning Outcomes:**

*Students will be able to...*

- 1) Apply learning theories to classroom and educational contexts
- 2) Synthesize across ideas learning theories as they apply to classroom circumstances
- 3) Reflect on the role of the student in the classroom
- 4) Evaluate the relationship between teacher practices and student achievement
- 5) Assess the role of environment in student motivation and learning
- 6) Create effective learning communities that include home, classroom, school, and community

Each week, students will engage with specific learning objectives that will aid them in their progress towards overarching student learning outcomes. These objectives will be posted on each module.

### **Course Assessments**

- **Synthesis Paper (Cumulative; each paper will build upon each other and come together for your final synthesis poster presentation).**

*Your synthesis paper will discuss an identified issue or problem in education or learning. At the beginning of the semester (see calendar) you will choose an area of interest. The instructor will respond approving your topic and adding assistance on how to frame your question for best success in the course. Each paper will build upon the content of the affiliated section. At the end of the semester, your final will be to put together a virtual poster presentation with your findings utilizing course content and additional research to present to the class.*

- **Synthesis Paper 1 (50 points):** Synthesis Paper 1 will be focused on the utilization of the course content through “*Humanist Perspectives*”. Students should consider course content in relation to their approved topic, explain content presented, justify its use in the classroom using citations and evidence, and explain and create an artifact they can use in the future. All citations should be in APA Format.
- **Synthesis Paper 2 (50 points):** Synthesis Paper 2 will be focused on the utilization of the course content through “*Motivation*”. Students should consider course content in relation to their approved topic, explain content presented, justify its use in the classroom using citations and evidence, and explain and create an artifact they can use in the future. All citations should be in APA Format.
- **Synthesis Paper 3 (50 Points):** Synthesis Paper 3 will be focused on the utilization of the course content through “*Theories of Learning in Action: Community Oriented Learning, Funds of Knowledge*”. Students should consider course content in relation to their approved topic, explain content

presented, justify its use in the classroom using citations and evidence, and explain and create an artifact they can use in the future. All citations should be in APA Format.

- **Instructor Feedback:** After each paper, you will receive feedback in the form of comments within your paper that you can download from D2L. If you have trouble viewing your feedback, please email your instructor promptly.
- **Synthesis Presentation (Course Final; 100 points):** Your synthesis presentation will take place online in a virtual poster session.
- **Assignments [Include description, grading value, and due dates] 170 Points Possible**
  - **Weekly Discussion Participation:** 10 Posts/Responses (5 Points Each, 2 lowest grades dropped) Each week, a discussion board and prompt will be posted to explore new ways of thinking about topics presented with your classmates. Students should post their response by 11:59 PM Wednesday evening and respond to another students' post using discussion criteria (in rubric) by 11:59 PM Sunday evening.
  - **Weekly Learning Quiz:** 10 total, unlimited attempts (5 points each, 2 lowest grades dropped) The weekly learning quiz (as you will learn in our cognition section) is designed to be an opportunity for you to check your understanding. This is NOT meant to be a stressful or anxiety provoking activity. You are self-checking your understanding as you interact with the content. These quizzes will contain questions similar to what you will see on exams; however, on the learning quizzes, you have unlimited attempts to correct your answers for full credit.
  - **Weekly Reflection Statement:** 10 total (10 points each, 2 lowest grades dropped) Weekly Reflections should be short in length (150-200 words max) and focus on integrating the weekly theory concepts into classroom experiences. This may look like future considerations in your own work environment, past considerations in your experiences as a teacher, mentor, or student, or in informal learning settings such as an athlete, worker, or other setting. The main goal is to connect the concept or theory to your own life experiences. These reflections can and should relate to your synthesis paper topic! See rubric for more detailed grading information.
    - **Instructor Feedback:** You will receive feedback for each reflection statement that can aid you in your process towards creating your synthesis paper. Check the following Wednesday for instructor feedback.

### **Performance Standards/Grading Policy**

Total Points Possible: 450

A = 405-450

B=360-404

C=315-359

D=270-314  
 F=269 and below

Extra credit is at the discretion of the instructor. Borderline grades may be rounded if students discuss with instructor via email or during office hours.

**Course Outline/Schedule**

<b>Date</b>	<b>Module</b>	<b>Learning Activities</b>	<b>Weekly Assignments</b>
August 23-August 29	Introduction to Educational Psychology: Approaches to the Study of Learning and Syllabus	D2L Lecture  Review Syllabus and Organize Personal Schedule  Readings: Chapter 1	Syllabus Quiz <i>(Due Sun. @ 11:59)</i>  Discussion Post/Response <i>(Due Wed. @ 11:59, Sun. @ 11:59)</i>
August 30-September 5	Behaviorist Perspectives: Classical Conditioning, Operant Conditioning, Social Learning Theory	D2L Lecture  Readings: The Dangers of Rewards Classroom Management- More Than Conditioning  Videos: Reinforcement Theory Classical Conditioning	Discussion Post/Response <i>(Due Wed. @ 11:59, Sun. @ 11:59)</i>  Weekly Reflection Statement <i>(Due Sun. @ 11:59)</i>  Quiz <i>(Due Sun. @ 11:59)</i>  <b>Send Synthesis Paper Topic to Dr. Pierce <i>(Due Sun. @ 11:59)</i></b>
September 6-September 12	Psychodynamic Perspectives: Jung, Freud, Erikson	D2L Lecture  Readings: Psychodynamic Perspectives on Teacher Stress The Truth About Teacher Burnout  Videos: Teacher Stress and Health 2020 Teachers of the Year on Self-Care	Discussion Post/Response <i>(Due Wed. @ 11:59, Sun. @ 11:59)</i>  Weekly Reflection Statement <i>(Due Sun. @ 11:59)</i>  Quiz <i>(Due Sun. @ 11:59)</i>
September 13-September 19	Cognitive Perspectives: Information Processing Theory, Constructivism (Bruner), Vygotsky, Piaget	D2L Lecture  Readings: Chapter 2	Discussion Post/Response <i>(Due Wed. @ 11:59, Sun. @ 11:59)</i>

Date	Module	Learning Activities	Weekly Assignments
		<p>The Cognitive Perspective On Learning</p> <p>Videos: Pick (1) strategy to review/watch for discussion</p>	<p>Weekly Reflection Statement (<i>Due Sun. @ 11:59</i>)</p> <p>Quiz (<i>Due Sun. @ 11:59</i>)</p>
September 20-September 26	Humanist Perspectives: Maslow, Carl Rodgers, Grit	<p>D2L Lecture</p> <p>Readings: Chapter 4 How Maslow Changed Psychology</p> <p>Video: Grit: The Power of Passion and Perseverance</p>	<p>Discussion Post/Response (<i>Due Wed. @ 11:59, Sun. @ 11:59</i>)</p> <p>Weekly Reflection Statement (<i>Due Sun. @ 11:59</i>)</p> <p>Quiz (<i>Due Sun. @ 11:59</i>)</p>
September 27-October 3	Education and Classroom Application Contexts: Instructional Strategies	Readings: Chapters 8, 10	<b>Synthesis Paper 1</b> ( <i>Due Sun. @ 11:59</i> )
October 4- October 10	Cognition and Learning: Self-Regulation, Metacognition, Transfer	<p>Readings: Chapter 3 Becoming a Self-Regulated Learner</p> <p>D2L Lecture</p>	<p>Discussion Post/Response (<i>Due Wed. @ 11:59, Sun. @ 11:59</i>)</p> <p>Weekly Reflection Statement (<i>Due Sun. @ 11:59</i>)</p> <p>Quiz (<i>Due Sun. @ 11:59</i>)</p>
October 11-October 17	Cognition and Learning: Problem Solving, Creativity, and Expert-Novice Paradigms	<p>Readings: Using Retrieval Practice and Metacognitive Skills to Improve Content Learning OR Lessons for Learning</p> <p>Podcast: Four Strategies for the Classroom</p>	<p>Discussion Post/Response (<i>Due Wed. @ 11:59, Sun. @ 11:59</i>)</p> <p>Weekly Reflection Statement (<i>Due Sun. @ 11:59</i>)</p> <p>Quiz (<i>Due Sun. @ 11:59</i>)</p>
October 18-October 24	Motivation: Expectations, Expectancy-Value, Goal Orientations	<p>D2L Lecture</p> <p>Readings: Chapter 5 Motivational Beliefs, Values, and Goals</p> <p>Video: The Puzzle of Motivation</p>	<p>Discussion Post/Response (<i>Due Wed. @ 11:59, Sun. @ 11:59</i>)</p> <p>Weekly Reflection Statement (<i>Due Sun. @ 11:59</i>)</p> <p>Quiz (<i>Due Sun. @ 11:59</i>)</p>

<b>Date</b>	<b>Module</b>	<b>Learning Activities</b>	<b>Weekly Assignments</b>
October 25-October 31	Education and Classroom Application Contexts: Assessment, Bloom's Taxonomy	Readings: Chapter 10	<b>Synthesis Paper 2 Due</b> <i>(Due Sun. @ 11:59)</i>
November 1- November 7	Personal, Social, and Moral Development: Kohlberg, Social Cognition	D2L Lecture  Readings: Chapter 7 "Robbers Cave" Experiment Summary Kohlberg  Videos: 5 Minute History	Discussion Post/Response <i>(Due Wed. @ 11:59, Sun. @ 11:59)</i>  Weekly Reflection Statement <i>(Due Sun. @ 11:59)</i>  Quiz <i>(Due Sun. @ 11:59)</i>
November 8-November 14	Theories of Learning in Action: Belongingness, Mindset Theory, Co-Regulation	D2L Lecture  <i>3 Options:</i>  Watch Ted Talk on Mindset (Dweck) & Read Dweck Revisits Growth Mindset <i>OR</i> Read McCaslin (2009) Co-Regulation article <i>OR</i> Read Baumeister & Leary The Need to Belong	Discussion Post/Response <i>(Due Wed. @ 11:59, Sun. @ 11:59)</i>  Weekly Reflection Statement <i>(Due Sun. @ 11:59)</i>  Quiz <i>(Due Sun. @ 11:59)</i>
November 15-November 21	Theories of Learning in Action: Community Oriented Learning, Funds of Knowledge	D2L Lecture  Read Chapter 9	Discussion Post/Response <i>(Due Wed. @ 11:59, Sun. @ 11:59)</i>  Weekly Reflection Statement <i>(Due Sun. @ 11:59)</i>  Quiz <i>(Due Sun. @ 11:59)</i>
November 22-November 28 <b>*Thanksgiving Week</b>	Theories of Learning in Action: Student Interest Week	TBD	<b>Synthesis Paper 3 Due</b> <i>(Due Sun. @ 11:59)</i>
November 29-December 5	Poster Prep	Poster Presentation Dashboard Released	

Date	Module	Learning Activities	Weekly Assignments
December 6-December 15  *Finals Week		Synthesis Poster Presentations	Synthesis Poster (Final) Due December 6 @ 11:59 PM;  Peer Response (2 posters) due December 15 @ 11:59 PM

**ADA Statement** Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services (Doris Stusiak, Director of Disability Services, Student Center Room 240 – 2<sup>nd</sup> Floor, Phone 605-626-2371, Fax 605-626-3399, Email [Doris.Stusiak@northern.edu](mailto:Doris.Stusiak@northern.edu) ), which will work to resolve the issue as quickly as possible.

**Freedom in Learning** Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

**Academic Freedom** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one's professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Attendance Confirmation** All students are required to complete the online Attendance Confirmation through Self-Service Banner at the start of the Fall and Spring semesters. Note: There is no confirmation for summer terms. No Financial Aid refunds will be processed until the Attendance Confirmation is completed, and registrations could be cancelled if not completed by [Instructors, please enter current Fall/Spring date from Administrative Calendar here]. Tuition and fees must be paid in full by [Instructors, please enter current date from Administrative Calendar here]. Please contact the Finance Office in the Krikac Administration Building, (605)626-2566, or email [nsstudentaccounts@northern.edu](mailto:nsstudentaccounts@northern.edu) if you have any questions.

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**NORTHERN**  
STATE UNIVERSITY

**Northern State University**  
INED 411/511, 3 Credit Hours  
Spring 2023

**Course Meeting Time and Location :** Gerber 213 or on-line

**Instructor's Contact Information:**

**Instructor's name:** Dr. Pamela Monaghan-Geernaert

**[Optional] Instructor's preferred name** Dr. G

**Office Location** TC 362

**Office Hours:** Monday 9:00 – 12:00 pm (virtual) ,Tuesday 2:00-3:00pm office, Wednesday 9:00-12:00 (Virtual) , Thursday 2:00-3:00 office

Click here for virtual office hours <https://northern.zoom.us/j/2726826164>

**NSU Email Address** [pamela.geernaert@northern.edu](mailto:pamela.geernaert@northern.edu)

**Email Response Time :** all emails will be answered within 24 hours between Monday – Friday. Emails after 4pm on Friday will be answered on Monday.

**Scheduling Appointments** Please email me to set up an appointment if you can not attend office hours

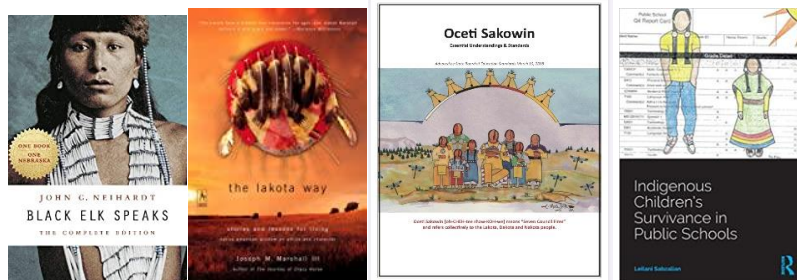
**NSU Phone Number** 605 678 2929

**Catalog Course Description** A basic knowledge of Indian history with emphasis on the Lakota, Dakota, and Nakota speaking people. Current cultural issues are presented including values, family structures, traditional religion, fine arts, legends, economics, governmental policies, treaties, acts and related areas. Focuses on teaching methods, content and materials to equip students to teach bi-culturally.

**Additional Course Description** This course will incorporate the OSEU curriculum and the Wolakota project. "Wolakota" means peace, balance and coming together. The WoLakota project aides educators into better implementation of the Oceti Sakowin Essential Understandings (OSEU) via Culturally Responsive Practices. Implementation of the OSEU increases elements of Oceti Sakowin identity within the school environment and practice, supporting learning for native students and promoting deeper cultural understanding among non-native students and teachers.

**Course Prerequisites** There are no prerequisites for this course

**Required Textbooks and Supplementary Materials**





<https://doe.sd.gov/contentstandards/documents/18-OSEUs.pdf>

Sabzalian, L. (2019) *Indegenous Children’s Survivance in Public Schools*. Routledge, NY & London

Marshall, J. M. (2001). *The Lakota way: Stories and lessons for living*. New York, NY: Penguin

Neihardt, J. G. (2014). *Black Elk speaks: The complete edition*. Lincoln, NE: University of Nebraska Press

### **What does it mean to be in a Hyflex Class**

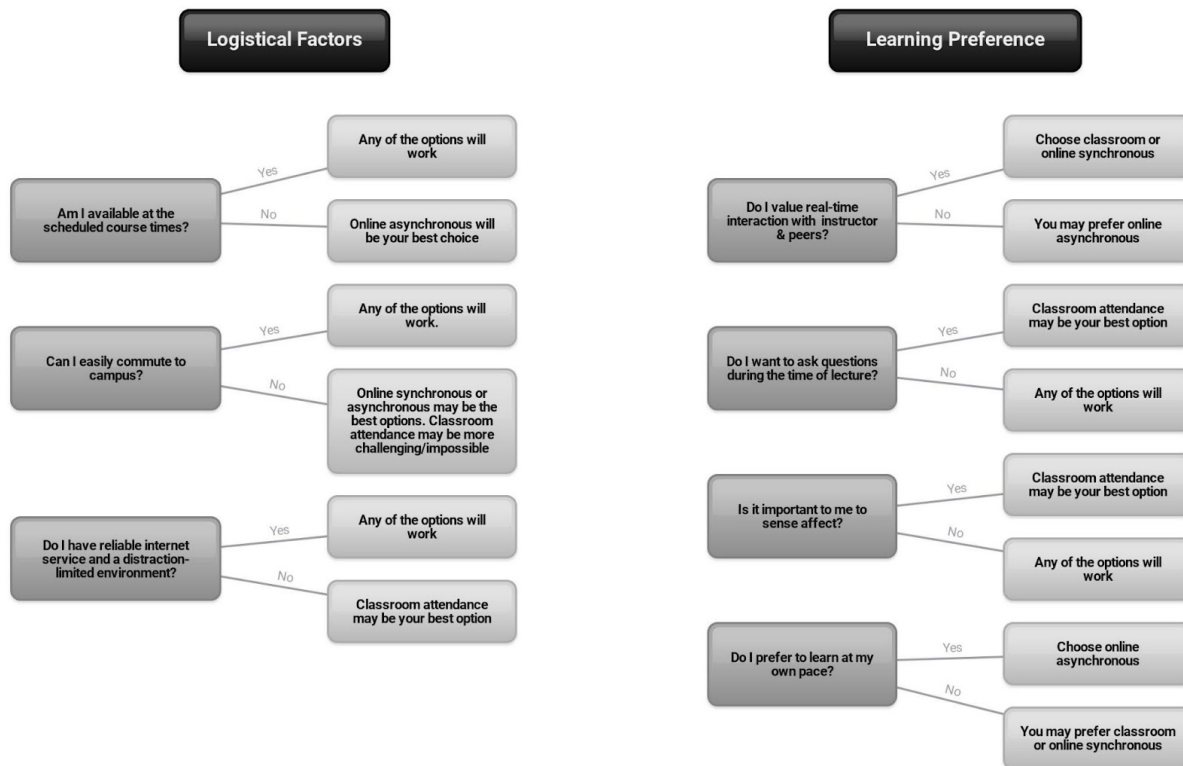
Your HyFlex course provides options for participation:

1. In an assigned classroom, at an assigned time every week
2. Online in the learning management system, as a fully online (asynchronous) course, and
3. Live online using a web conferencing system, such as Zoom. (synchronous online), also at an assigned time each week.

You have the option to participate in whichever mode you think is best for you, and you can make this choice for every class meeting in the course. You can change modes at any time and for any reason.

You may be in a situation where one or more modes is not really practical for you to use. For example, you may live far away from campus, cannot realistically travel to campus at the time scheduled for the class, or, have a fixed schedule conflict such as work or family responsibilities. In those cases, you would choose among the online options only.

This chart is designed to help you make a wise, informed decision when you have realistic options to choose from.



### Description of Instructional Methods:

This course will provide an overview of South Dakota Native Americans. This course introduces students to the Oceti Sakowin Essential Understandings and throughout the course these understandings will be used to create lesson plans, and connect with the people who originally occupied this land.

1. **In-person:** This participation method looks similar to traditional classroom learning, in which you come to classroom on a specific day and time and meet with your educator who is physically present in the classroom. However, in-person attendees may interact with classmates who are attending class virtually. Technological solutions allow the in-person and online attendees to communicate with one another and the course instructor, to collaborate on course activities and assignments, and to complete course assessments.
2. **Synchronous Online:** If you choose this mode, you attend class virtually, in real-time. Live chat, video conferencing solutions, and collaborative technologies allow virtual students to be active participants in the learning experience, despite not being physically present in the classroom.
3. **Asynchronous Online:** In this participation mode you can engage in learning on your own time, completing coursework online either before or after the in-person learning has taken place. Students will interact with their peers and with the course instructor using asynchronous technologies which allow for reflection, collaboration and student-to-student interactions that are dispersed over the period of the course (Typically through discussion posts).

**Cheating and Plagiarism Policy** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail

the course after receiving failing or reduced grades for affected assignments. (for more information please see the link to the [SDBOR policy](#) and the [NSU Student Handbook](#).)

**Assignment or Exam Make-Up Policy** All assignments are due by 7pm on the due date. Assignments must be turned into the drop box in D2L. Extensions may be given under certain circumstances with permission of the instructor.

## Course Goals

This course is designed to meet the requirements of the South Dakota Department of Education teacher certification requirements for Indian Studies, see <http://doe.sd.gov/certification/requirements.aspx>.

## Measurable Student Learning Outcomes

Students will be able to

- 1) Establish an awareness of cultural dynamics of racial stereotyping
- 2) Examine the culture of the Lakota/Dakota people including their world view, values, kinship & environment.
- 3) Understand the Indian/white encounters historically and in the present.
- 4) Describe U.S. federal Indian policy
- 5) Apply OSEU principles and standards to SD curriculum

## Course Assessments

### Your teaching self (50 points )

For many of you, this course will motivate you to reflect on the ways you teach and your influence on the students and the community around you. For this assignment, you will introduce yourself as a teacher and what that means to you. You will create either a 3-5 minute video of yourself or a 3-5 slide power point (or prezi) (best done in Panopto software in D2L) with voice over that tells the class who you are.

In essence you are creating your “culturally aware teaching self”. To prepare for your introduction - review the chapters topics in your book. Decide what chapter headings or topics match with characteristics about yourself. You should think of yourself and describe yourself with the following questions in mind. (please do not simply answer these questions – but tell us a thoughtful story):

- 1) What does being a good teacher mean to you?
- 2) How best can you be culturally aware of bias in your teaching?
- 3) What personal characteristics and experiences can help shape you in this course and as a teacher?
- 4) What do you hope to accomplish personally and professionally from taking this course?

Put your answers to the above questions together in a “story” that you will either film or create in power point with voice over. Practice it a few times before recording. Submit the final version to the discussion board so you can share who you are with the class.

### Test Your Implicit Biases (100 points)

To better understand implicit or unconscious bias, psychologists at Harvard University, the University of Virginia, and the University of Washington have designed an implicit bias test known as the [Implicit Association Test, or IAT](#). The test is designed to help detect the implicit or subconscious biases that shape our thinking.

One of the conclusions that researchers of implicit bias have reached is that all of us, to some degree or another, possess biases that affect how we perceive the world. At the same time, researchers have found that our conscious attitudes and beliefs can change in spite of these biases.

For the assignment:

1. Write a personal definition of Bias. (do not simply cite a definition)
2. Watch the video <https://www.youtube.com/watch?v=1JVN2qWSJF4>
3. Write a minimum half page response to the video. How do you think you are affected by implicit bias?
4. Choose the Light skin/Dark Skin implicit bias test. [Implicit Association Test, or IAT](#).
5. Before you take the test, record what you expect to find out from taking the test. ( at least one paragraph)
6. After you have taken the test, reflect on the results and whether anything surprised you? How did it make you feel? ( write a minimum one page response)
7. Complete your reflection by thinking of at least 3 ways that you can mitigate your bias in the classroom or in your community. Try to be as specific as possible.

### Understanding history (100 points)

1. In your own words define Sovereignty
2. Watch: <https://americanindian.si.edu/nk360/plains-treaties/index.cshtml#staging>
3. Create a Mind Map using coggle ( <https://coggle.it/>) of all the factors that are related to Sovereignty for Native Nations in the USA . Use this link to help you ( <https://coggle.help/article/70-create-mind-maps-with-coggle>) . Save your mind map as a PDF and post to the discussion board.
4. Write a 4 page report on the history of how tribal sovereignty was granted to tribes in South Dakota and how tribal sovereignty is demonstrated today with local tribe(s). \* You may want to pick a specific tribe and delve into their political system or have a more general discussion of tribal politics

**Instructional Unit Development (1 unit for 411 students 2 units for 511 students) (200 points each )** Prepare an instructional unit that demonstrates an accurate inclusion of South Dakota Native American culture into the classroom and is directly linked to at least one Oceti Sakowin Standard, see <http://indianeducation.sd.gov/ocetisakowin.aspx> . You must identify an appropriate grade level for the units and the relevant Oceti Sakowin standard. Lesson plan should be a careful outline of a major teaching them. Activities should be outlined for a minimum of 5 concurrent sessions. Materials, procedures and assessment should be clear. Submit this assignment to the D2L Dropbox .

Check here for tips

<https://www.thoughtco.com/what-is-a-thematic-unit-2081360#:~:text=%20Tips%20for%20Creating%20Thematic%20Units%20%201,central%20theme%2C%20and%20creating%20engaging%20cross-curriculum...%20More%20>

<https://www.edutopia.org/sites/default/files/2018-09/edutopia-finley-planning-curric-unit.pdf>

<https://www.wikihow.com/Write-a-Unit-Plan>

**Create and present a lesson plan – (1 lesson plan for 411 students, 2 lesson plans for 511 students) ( 150 points for lesson plan and 50 points for teaching demo)** Create a lesson plan using the guidelines and philosophy in the Oceti Sakowin guide book. The lesson plan should be a very precise plan in 5-10 min increments of what you would be doing in your lesson. Think of your lesson plan as a step by step guide for a substitute teacher. I should be able to look at your lesson plan and have everything I need to be able to teach

whatever lesson you are proposing. Ask yourself: How can you teach the lesson incorporating the Oceti Sakowin Essential Understanding guidelines? What Standards would you be addressing? How can you make the lesson culturally inclusive? Specifically outline where, how and why this work incorporates what you have learned in class. You may choose to use the Lesson Plan template under content in D2L if you like. Here is some helpful information

**Teaching Demo of your class.** 2 classes periods will be held open to watch the best teaching demos as determined by your group. Each group will watch 3-4 lessons, create a rubric and score the other presentations. The highest scored presentation will be shown in class. When you are creating your demo, you will give an over view of what the lesson is and then teach part of the class as if we are actual students in your class. This demo will be online so please plan accordingly.

<https://www.wikihow.com/Make-a-Lesson-Plan>

<https://www.classcraft.com/blog/features/how-to-build-a-great-lesson-plan-with-a-template/>

<https://www.classcraft.com/blog/features/how-to-build-a-great-lesson-plan-with-a-template/>

### **DAPL – Dakota Access Pipeline – (150 points)**

Watch: <https://www.cnn.com/2016/09/07/us/dakota-access-pipeline-visual-guide/>

Watch: <https://www.awakethefilm.org/>

Complete this chart:

<https://static01.nyt.com/images/blogs/learning/pdf/2016/GroupsHaveInterestDakotaAccessPipelineLN.pdf>

Group Work :

- 1) In your group pick a position and research the information necessary to complete the grid. Each person in your group has to pick a unique position.
- 2) Record a 3-5 minute brief of DAPL from your position (role)
- 3) Watch all other students perspectives/presentations in your group
- 4) Respond to at least two other students' recordings from your role's perspective using the ABC method (Acknowledge, Build, Challenge) (see link below)
- 5) Access one other group, watch all videos and respond to two more unique
- 6) perspectives

**ABC** <https://jonathansandling.com/abc-questioning-technique-practical-classroom-ideas-for-teachers/#:~:text=The%20AGREE%2C%20BUILD%20and%20CHALLENGE%20%28ABC%29%20Questioning%20Method,conducting%20question%20and%20answer%20sessions%20in%20the%20classroom.>

**On your own: Write a minimum 3 page reflection paper :** Is completing the pipeline — or stopping the pipeline — necessarily a win-lose situation? Is there a compromise solution that might please both protesters and pipeline supporters? And if not, is there a resolution that at least might be deemed fair and equitable considering all of the circumstances? Are there any ideas that have support from multiple groups? Can the class come to a consensus?

### **Reflection Paper (100 points each)**

The Reflection paper will give you an opportunity to reflect on material that has either sparked your curiosity or challenged your beliefs or ideas about teaching. The reflection paper should be a reflection on the entire course and how the readings have guided you through the semester. This paper must be submitted through D2L on the day it is due. The paper should be about 4 pages in length.

**Discussion Posts (100 points)** – Discussion questions will be posted weekly. You will be asked to respond to the thread, incorporating your reading and your experience. Posts should be well written and researched. Discussion questions will be posted periodically. You will be asked to respond to 2 students on the thread, incorporating your reading and your experience. Posts should be well written and researched.

**How to respond to a discussion post.**

**Style**

Although you may have experience using this type of asynchronous communication through texting or Facebook, your posts should be composed of complete and grammatically accurate sentences.

**Length**

Initial posts should be between **200 and 250 words** (about 2 paragraphs). Try to only develop **one idea per post** to facilitate the development of threads.

**Content**

**“I agree” is not enough:** Avoid postings that are limited to 'I agree' or 'great idea', etc. “I agree” type of answers crowd the discussion board and make it harder for everybody to navigate the discussion. If you agree (or disagree) with a posting then say why you agree/disagree by supporting your statement with concepts from the readings or by bringing in a related example or experience. Make each post count! Again, ask yourself whether your post brings value to the discussion.

**Quote your sources:** Take advantage of the asynchronous nature of the discussion forum to look up any source you quote and make sure to cite these sources by mentioning the last name of the author, the publication and the year. No need to use a particular style.

**Stick to the point:** Address the questions as much as possible (don't let the discussion stray).

**Connect to prior knowledge:** Bring in related prior knowledge (work experience, prior coursework, readings, etc.)

**Take it beyond the readings:** Do quote the readings but don't stop there. Do your best to add value to the discussion. Ask questions you really want to find answers to, discuss what you found intriguing, confusing, share your top takeaways.

**Assignments at a Glance**

<b>Assignment Name</b>	<b>Due Date</b>	<b>Point Value</b>	<b>511 Students</b>
Your Teaching Self	Jan 12	50	
Implicit Bias	Jan 24	100	
Understanding History	Feb 14	100	
Unit Plan (2 for GRAD)	Feb 21 (March 2- GRAD)	200 200	400 (2 units required)
Lesson Plan 1 (2 for Grad)	March 9 (March 28 – GRAD )	200 200	400(2 Lessons required)
DAPL	March 30	150	
Reflection Paper	April 25	100	
Discussion Posts	On going	100	
<b>Totals</b>		<b>1000</b>	<b>1400 points</b>

### **Performance Standards/Grading Policy**

Final Course Grades will be assigned according to this scale:

For students enrolled in 411		For students enrolled in 511	
900 – 1000 points	= A	1260-1400	= A
800 - 899	= B	1120-1259	= B
700- 799	= C	980-1119	= C
600-699	= D	840-979	= D
599 and below	= F	below 840	= F

### **Written Assignments:**

- Typed and double-spaced, with normal margins and no extra spaces between sections or paragraphs;
- Free of spelling, typing, punctuation, and grammatical errors;
- Free of sentence fragments, run-on sentences, and awkward or nonsensical word choices;
- Well-organized, consisting of clear paragraphs, each of which starts with an introductory topic sentence followed by one or more sentences that develop the idea introduced by the topic sentence.

**ADA Statement** Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible. Contact: Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2 nd Floor, Phone 605-626-3007, Fax 605-626-3399, Email [Kelly.weismantel@northern.edu](mailto:Kelly.weismantel@northern.edu).

**Freedom in Learning** Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

**Academic Freedom** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one’s professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Attendance Confirmation** All students are required to complete the online Attendance Confirmation through Self-Service Banner at the start of the Fall and Spring semesters. Note: There is no confirmation for summer terms. No Financial Aid refunds will be processed until the Attendance Confirmation is completed, and registrations could be cancelled if not completed by [Instructors, please enter current Fall/Spring date from Administrative Calendar here]. Tuition and fees must be paid in full by [Instructors, please enter current date from Administrative Calendar here].

Please contact the Finance Office in the Krikac Administration Building, (605)626-2566, or email [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu) if you have any questions.

**Academic Success Support** As your instructor, I am personally committed to supporting your academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I will personally discuss and attempt to resolve the issue with you. I may also refer your case using Starfish, which is an online student success program. Starfish will allow me to send you various performance updates, concerns, and referrals. If you receive a “flag” in Starfish, please come see me or seek assistance and support from your advisor or other resource staff member on campus. Please make sure to update your Starfish profile at the beginning of each semester (including a photo and up-to-date contact information). The Starfish link is located under Resources in D2L. My goal is to make your learning experience in this course as meaningful and successful as possible. If you have questions regarding Starfish, please contact the Student Success Center at 605.626.2633 or [university.college@northern.edu](mailto:university.college@northern.edu).

**Diversity Statement** Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

**Land Acknowledgement** Northern State University acknowledges that we are on the traditional land of the “Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people,” and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>



## Weekly Schedule

Date	Topic	Assignment Due
Jan 10	Introduction – course Overview Read: The Lakota Way – Chapter 2 Perseverance (Wowacintanka) Pgs 20-36 Read: Black Elk Speaks – Chapter 1-3 pg 1-29	Discussion Post # 1 : Describe a time when you had to persevere academically. What did you learn about yourself in this process?
Jan 12	Native American Boarding schools 101 <a href="https://www.youtube.com/watch?v=YIG2-7yI3mc">https://www.youtube.com/watch?v=YIG2-7yI3mc</a>	Your Teaching Self Introductory Video to D2L & Discussion Board (50 points)
Jan 17	Read: Oceti Sakowin – pg 1-3 Read: Indigenous Children’s Survivance – Introduction pg 1-42 Cultural Responsive Teaching UCLA <a href="https://www.youtube.com/watch?v=9fezsm3OLbs">https://www.youtube.com/watch?v=9fezsm3OLbs</a>	Discussion Post # 2: Sabzilian quotes on page 6 that “there is a danger in allowing colonization to be the only story of Indigenous Lives” what do you think she means? Why is this important from a teaching perspective?
Jan19	Read: The Lakota Way -Chapter 1 – Humility (unsiiciyapi) pg 1-19 Watch: Native American Students Respond to American Education <a href="https://www.youtube.com/watch?v=oM-aVROi4DQ">https://www.youtube.com/watch?v=oM-aVROi4DQ</a>	Discussion Post # 3: Describe a time when you showed humility in your teaching (whether formal or informal)?
Jan 24	Read: Oceti Sakowin – OSEU 1: Land and Environment Read: Black Elk Speaks – Chapter 4 -8 pgs 30-56	Implicit Bias Test (100 points) Complete and reflect on the implicit bias test
Jan 26	Read Oceti Sakowin – OSEU 2: Identity and Resiliency Read: Black Elk Speaks Chapter 8-10 pgs 56-86 Listen: Wolakota project : David Bald Eagle speaks <a href="https://www.wolakotaproject.org/all-wolakota-elder-interviews-audio-versions/">https://www.wolakotaproject.org/all-wolakota-elder-interviews-audio-versions/</a>	
Jan 31	Read: Indigenous Children’s Survivance: Chapter 1 Pilgrims and Invented Indians. Pg 43-68 Watch : Resiliency Ted Talk <a href="https://www.youtube.com/watch?v=Xy0ohyZWcNw">https://www.youtube.com/watch?v=Xy0ohyZWcNw</a>	
Feb 2	Read: Oceti Sakowin – OSEU 3: Culture and Language Read: The Lakota Way : Chapter 3 Respect (wawoohola) pgs 37-55	
Feb 7	Watch: Rising Voices – the Language Conservatory <a href="https://www.youtube.com/watch?v=Wj-jackHWCw">https://www.youtube.com/watch?v=Wj-jackHWCw</a>	Discussion post # 4: Describe how you might use the ideas of resiliency of Native Americans in general to resiliency in classroom learning.
Feb 9	Read: Oceti Sakowin – OSEU 4: Kinship and Harmony Watch: Kinship Patterns: OSEU	Discussion Post # 5 What was the purpose of the student’s

	<p>Victor Douville  <a href="https://www.youtube.com/watch?v=aGH5tNetYnE">https://www.youtube.com/watch?v=aGH5tNetYnE</a></p> <p>Lydia Wirllwind Soldier  <a href="https://www.youtube.com/watch?v=fYtfRd5SzxQ">https://www.youtube.com/watch?v=fYtfRd5SzxQ</a></p>	<p>letter to Spirit Halloween Store? What was the outcome? What did the students learn?</p>
Feb 14	<p>Read: Black Elk Speaks Chapter 11-15 pgs 87-116  Read: Indigenous Children’s Survivance – Chapter 2 Halloween Costumes and Native Identity</p>	<p>Understanding History (100 points) Complete the mind map and paper on Tribal Sovereignty</p>
Feb 16	<p>Read: Oceti Sakowin – OSEU 5: Oral Traditions and Stories  Read: The Lakota Way Chapter 7 – Truth (Wowicake) pgs 111-124</p>	<p>Discussion Post # 6 Describe how you could incorporate storytelling into a lesson. How could this enhance the lesson?</p>
Feb 21	<p>Watch: 13-16 Four Iktomi Stories – Duane Hollow Horn Bear  <a href="https://www.youtube.com/watch?v=FKemHhD9Q3A">https://www.youtube.com/watch?v=FKemHhD9Q3A</a></p>	<p>Unit Plan 1 Due (200 points)</p>
Feb 23	<p>Read: Black Elk Speaks Chapter 16-19 pgs 117-140</p>	
Feb 28	<p>Read: Indigenous Children’s Survivance – Chapter 3 Native Sheroes and Complex Personhood.</p>	<p>Discussion Post # 7 Find a book that you believe would be culturally relevant to your students (topic/grade you hope to teach) include a link to the book, why you included it and how you would read/teach it.</p>
Mar 2	<p>Read: Oceti Sakowin – OSEU 6: Sovereignty &amp; Treaties</p>	<p>Unit Plan # 2 (for GRADUATE STUDENTS ONLY) (using OSEU standards)</p>
Mar 7	<p>Read: The Lakota Way Chapter 6 Sacrifice (Icicupi) pgs 93-110 and Chapter 9 Bravery (Woohitike) pgs 141-158</p>	
Mar 9	<p>Read Black Elk Speaks Chapter 20-22 pgs 140-156</p>	<p>Lesson Plan #1 (200 points)</p>
March 14 & 16	<p>Spring Break – Just Relax</p>	
Mar 21	<p>Read: Indigenous Children’s Survivance- Chapter 4 Little Anthropologists 115-14</p>	<p>Discussion Post # 8 Black Elk has a gift from a young age. However, he sees himself as different and a tremendous burden is on him. How could his story relate to minority or first generation students in the classroom – include support.</p>
Mar 23	<p>Read: Indigenous Children’s Survivance – Chapter 5 Native Heritage Month Pg 147-175</p>	
Mar 28	<p>Assessment Day – No Class</p>	<p>Lesson Plan 2 (GRAD only)</p>
Mar 30	<p>Read Black Elk Speaks Chapter 23-26 pages 156-169</p>	<p>DAPL (150) The challenges of a pipeline.</p>

Apr 4	Watch: Ted Talk Kitchener. Creating environments for Indigenous youth to live and succeed. <a href="https://www.youtube.com/watch?v=zwLR23fHBQU">https://www.youtube.com/watch?v=zwLR23fHBQU</a>	Discussion Post # 9 In traditional Quest stories the hero brings something back to the community. What does Black Elk try to bring back? Was he successful, why or why not? What was your quest in this class? Was it realized? Why or why not
April 6	Read: Oceti Sakowin – OSEU 7: Way of Life and Development Watch: How a struggling school doubled their graduation rate <a href="https://www.youtube.com/watch?v=8QEUlWAsTI">https://www.youtube.com/watch?v=8QEUlWAsTI</a>	
April 11	Read: The Lakota Way Chapter 8 Compassion (Waunsilapi) pgs 125-140	Teaching Demo videos
April 13	Read: Indigenous Children’s Survivance: Education on the Border of Sovereignty pg 175-199	Discussion Post # 10 The project with the Forest Service doesn’t turn out how the teacher and students wanted it to with “symbols” of Native American Culture . What was the “real” lesson here.
April 18	Read: The Lakota Way Chapter 11 Generosity (Canteyuke) pgs180-195	
April 20	Read: The Lakota Way Chapter 12 Wisdom (Woksape) pgs 196-205 Read: Indigenous Children’s Suvivance Conclusion pg 199-236	Discussion Post # 11 How has this course changed or influenced how you will be as a teacher. Give specific exams from chapters/stories/videos throughout the semester
April 25	Read: The Lakota Way Chapter 5 Love (cantognake) pgs. 76-92	Reflection Paper (100 points) – Discuss how the readings (or a specific section ) have challenged or confirmed ideas you have about teaching. Give specific examples from the reading(s) and from your life.
April 27		

### Other Resources

<https://www.edutopia.org/article/providing-deeper-context-lessons-indigenous-peoples>



## NORTHERN

Northern State University  
SEED 400/500 | 7-12 Curriculum & Instruction | 3.0 cr  
Spring, 2023

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### Instructor's Contact Information:

**Instructor's name:** Christian D. Pirlet  
**Office Location:** Gerber Building Room 148  
**Student Hours:** MW 8:00-9:00, TTH 9:00-11:00 *Other times available by appointment*  
**Scheduling Appts:** Schedule visits using <https://bit.ly/3AHLUK6>  
**Online Session Link:** SEED 500 HyFlex Only [www.annotate.net](http://www.annotate.net) Course Code: 6RESERVE8  
**NSU Email Address:** christian.pirlet@northern.edu  
**Email Response Time:** Within 48 hours  
**NSU Phone Number:** (605) 626-7687

### Course Information:

**Meeting Time and Location:** January 8 – May 5, 2023, 11:00-12:45, MW, MJ 204<sup>1</sup>

NOTE: SEED 500 is offered as a HyFlex (hybrid-flexible) face-to-face class. The course will meet live in-person at the prescribed location and virtually via Annotate.net. Both platforms will access the same classroom space on D2L. Students may attend class in person or alternatively participate in online activities on any given day.

**Catalog Course Description:** Planning units and semester plans for student teaching. Includes goal-setting and evaluation/measurement methods.

**Course Prerequisites:** Admittance to the Teacher Education Program.

### Required Textbooks and Supplementary Materials:

Burden, P. & Byrd, D. (2019). *Methods for effective teaching: Meeting the needs of all students*. Pearson. ISBN 978-0-13-469574-7.

### Course Policies:

**Attendance Policy:** You are in training to be a professional educator, and with that responsibility comes certain expectations. I expect you to be in class. With the residency model we only meet 2 times per week for 10 weeks during the semester, and our time together is precious. Your success in meeting our objectives is contingent on your participation in class and completion of the assigned activities and assignments. With that in mind, you have one absence (unrelated to university sponsored activities) available to you. Choose wisely. Each subsequent absence will lower your grade by 5 percentage points at the end of the semester. For example, if you finish the semester with a 94% and you missed 3 class periods, your grade will be 84%. Absences excused by the Provost due to school functions may be made up through an outside assignment. This policy rests as the standard for both standard attendance and HyFlex participants.

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<sup>1</sup> We will not meet during the weeks assigned to the Pre-Student Teaching Experience.

SEED 400: Due to the dispositional process within the Northern State University School of Education, this is not a HyFlex class. All class sessions will be held in person. If you are ill quarantined, or in isolation, please do not come to class. Contact Dr. Pirlet as soon as possible, before the class(es) you will miss. If you miss class, you are still responsible for completing all class content and requirements in a timely manner. If you are feeling sick, for whatever reason, please visit the Avera Student Health Center as soon as possible. The same is true if you must miss class because of a university-sanctioned event: let Dr. Pirlet know ahead of time so we can plan.

SEED 500: This is a HyFlex class; you are responsible for your own learning and I am here to facilitate your learning and of our course content. Learning ultimately falls on you. This includes:

- Attending all scheduled classes (attendance will be taken regularly). If you choose to attend remotely (via Annotate.net or lecture recordings), make sure your computer set-up is ready for it –webcam, microphone, high-speed internet.
- Keep current on class recordings, if not attending the live class (either in person or online).
- Check the course calendar, announcements, in D2L regularly (at least 3-5 times per week) and your email daily.
- Keep current with all course assignments, quizzes, and examinations.
- Ask questions and communicate with the instructor.
- Remember that the greater degree of online learning you choose means that you also assume greater responsibility for your own learning outcomes.

**Technology Skills Needed:** Proficiency with word processing programs, access to D2L and Zoom, internet connectivity, and access to a webcam and/or microphone.

**Description of Instructional Methods:**

*Times are approximate and subject to change based on the discretion of the instructor.*

<b>Time Devoted to Traditional Experiences:</b>	<b>Time Devoted to Clinical Experiences:</b>
D2L Discussion Posts – 10%	Projects – 40%
Exams – 10%	Performance Tasks – 40%

**Graduate Credit:** This course is also available at the graduate level (SEED 500). All graduate students are expected to fulfill the requirements of SEED 400 at an 85% or higher AND complete an additional graduate paper focused on combining the following texts: *More Best Practices for High School Classrooms: What Award-Winning Secondary Teachers Do* found online through Northern’s library [HERE](#) and *Ambitious Instruction: Teaching with Rigor in the Secondary Classroom* found online through Northern’s library [HERE](#).

**Cheating and Plagiarism Policy:** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the [Northern State University Student Handbook](#) and the [SDBOR policy 2:33](#) apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

**Assignment or Exam Make-Up Policy:** The assignments are listed in the tentative daily activities. All assignments are equally weighted and assigned a point value. Point values are noted within the Dropbox for each assignment as well as in the tentative outline at the end of the syllabus. Late work must be approved by the instructor and will be subject to partial credit. Assignments that are less than 48 hours

late will be “charged” 10%. For example, if your assignment is due on Thursday and you hand it in on Friday. You earn a 98%, but because it is late your grade will be 88%. Assignments more than 48 hours late will be charged 20%. For example, if your assignment is due on Thursday and you turn it in the following Tuesday. You earn a 98%, but because it is late your grade will be 78%. There will be no late final exams, projects, or papers accepted.

For HyFlex students, you are expected to complete and turn in your work on time. If attending face-to-face or synchronously on Annotate.net, “on time” means by the end of the class period. If attending asynchronously, on time means prior to the next scheduled class.

**Video Recording:** As the instructor, I will be recording all or some class sessions. The recordings of this course are intended solely to enable asynchronous attendance and supplement synchronous instruction. These recordings will be posted on D2L, unless otherwise specified. Recordings will be retained for one year and then deleted. No part of any class recording is to be distributed, circulated, or shared with parties not enrolled in the course. Doing so would violate SDBOR policies 7:1 (Acceptable Use) and 7:7 (Personally Identifiable Information) as well as violate federal FERPA policy. If you have questions or concerns, please contact me prior to class.

**Course Objectives / Measurable Student Learning Outcomes / Assessments:**

Objectives and Outcome	Standards for Measurement	Assessment(s)
Students will be able to demonstrate knowledge of the relationship between educational theory and practice while planning instruction according to subject matter, curriculum, and community goals.	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogical Know.</li> <li>● InTASC – 1, 7</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter Discussion Questions</li> <li>● Common Lesson Plan</li> <li>● Projects</li> <li>● Final Exam</li> </ul>
Students will be able to examine current curriculum theories, issues and trends as they relate to content, curriculum design and development.	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogical Know.</li> <li>● InTASC – 1, 7</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter Discussion Questions</li> <li>● Common Lesson Plan</li> <li>● Projects</li> <li>● Final Exam</li> </ul>
Students will be able to demonstrate the ability to develop lesson plans and apply curriculum mapping skills that will assist with meeting the academic and developmental standards to meet the needs of a diverse student population.	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogical Know.</li> <li>● InTASC – 1, 5, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter Discussion Questions</li> <li>● Common Lesson Plan</li> <li>● Projects</li> <li>● Micro Teaching Demonstration</li> <li>● Final Exam</li> </ul>
Students will be able to identify learning needs according to academic and developmental standards, and develop learning objectives, lesson plans, and a lesson plan unit according to academic and developmental standards.	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogical Know.</li> <li>● InTASC – 2, 3, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter Discussion Questions</li> <li>● Projects</li> <li>● Common Lesson Plan</li> <li>● Final Exam</li> </ul>
Students will be able to examine instruction related to implementation of differentiated instruction to become familiar with how students differ in their approaches to learning and obtain knowledge about how to create instructional opportunities that are adapted to diverse learners.	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogical Know.</li> <li>● InTASC – 3, 5, 8</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter Discussion Questions</li> <li>● Common Lesson Plan</li> <li>● Micro Teaching Demonstration</li> <li>● Projects</li> <li>● Final Exam</li> </ul>
Students will be able to teach a lesson plan according required content and ideas associated with standards.	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogical Know.</li> <li>● InTASC – 3, 4, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>● Micro Teaching Demonstration</li> <li>● Projects</li> <li>● Common Lesson Plan</li> <li>● Final Exam</li> </ul>

**Course Assessment Descriptions:**

**Chapter Discussion Question(s):**

- Chapter Discussion Question(s) (10 x 10pts = 100pts): Periodically you will be required to complete the discussion/reflective questions at the end of chapters. Responses must be crafted thoughtfully, honestly, and accurately.

**Performance Task(s):**

- Build a Unit Plan (100pts): Unit Plan Creation will involve multiple assignments completing each area of the common lesson plan implementation guide. This will include the “Context,” “Planning,” and “Implementation” sections for 3 to 5 lessons.
- Micro Teaching Demonstration (50pts): This presentation will be focused on the “I do” section of your Common Lesson Plan’s delivery portion. You will complete certain sections of the Common Lesson Plan Template (found in D2L). You will not *discuss* the lesson, you will *teach* the lesson.

**Project(s):**

- Semester Artifacts (8 x 25pts): These projects will require you to apply our text readings and in-class discussions to complete assignments designed at providing practical application of experiences you will encounter in secondary classrooms. Topics include instructional objectives, parent communications, semester scheduling, the student learning objective process, a mock gradebook, etc.
- Teach Us All Project (25pts): After viewing the documentary, [Teach Us All](#), respond to the following question: Sixty years later, how far have we come, or not come, and where do we go from here? Your paper should include references from the film and 2-3 pages in length.

**Exam:**

- Final Exam (100pts): The final exam will be a short answer based on classroom discussions, projects, simulations, and textbook readings.

**Graduate Research Paper:**

- Graduate Paper (100pts): Investigate educational theory as it relates to how students learn. What does the current body of research tell us? View the rubric that is attached to the Dropbox assignment for guidance. Your paper should illustrate graduate-level writing and include at least five peer-reviewed sources as evidence. This paper is worth 100 points. It should be 5-7 pages, written in APA format, and include a Reference page. This paper is only required of students who are registered for the graduate section (SEED 500) of this course. *Due Monday, May 1, 2:15pm*

**Performance Standards/Grading Policy:**

**Grading Breakdown:**

Chapter Discussion Questions	100 points
Performance Tasks	150 points
Projects	225 points
Exam	100 points
<b>TOTAL</b>	<b>575 points</b>

**Grading Scale:**

Points	Percentage	Letter Grade
520 – 575	90 – 100%	A
465 – 519	80 – 89%	B
405 – 464	70 – 79%	C
350 – 404	60 – 69%	D
</= 349	</= 59%	F

**Assessment Schedule:**

Graded Assignments	Points	Due Date(s)
Chapter 1 Discussion Questions	10	Fri. Jan. 13, 11:59pm
Chapter 2 Discussion Questions	10	Fri. Jan. 13, 11:59pm
Chapter 3 Discussion Questions	10	Fri. Jan. 20, 11:59pm
Semester Scheduling Artifact	25	Fri. Jan. 20, 11:59pm
Standards Analysis Artifact	25	Fri. Jan. 27, 11:59pm
Why I Want to Teach Artifact	25	Fri. Jan. 27, 11:59pm
Instructional Objectives Artifact	25	Fri. Feb. 03, 11:59pm
Chapter 5 Discussion Questions	10	Fri. Feb. 03, 11:59pm
Chapter 6 Discussion Questions	10	Fri. Feb. 10, 11:59pm
Chapter 7 Discussion Questions	10	Fri. Feb. 17, 11:59pm
Graphic Organizer Artifact	25	Fri. Feb. 17, 11:59pm
Teaching Us All Project	40	Fri. Feb. 24, 11:59pm
Chapter 8 Discussion Questions	10	Fri. Mar. 03, 11:59pm
Chapter 11 Discussion Questions	10	Fri. Mar. 10, 11:59pm
Student Learning Objectives Artifact	25	Fri. Mar. 10, 11:59pm
Chapter 12 Discussion Questions	10	Fri. Mar. 24, 11:59pm
Mock Gradebook Artifact	25	Fri. Mar. 24, 11:59pm
Build A Unit	100	Mon. Mar. 27, 11:00am
Micro-Teaching Demonstration	50	As early as, Mon. Mar. 27, 11:00am
Chapter 13 Discussion Questions	10	Fri. Mar. 31, 11:59pm
Parent Communication Artifact	25	Fri. Mar. 31, 11:59pm
Final Exam	100	Mon. May 01, 2:15-4:15pm

**Course Outline/Schedule:**

*This schedule is subject to change in the event of extenuating circumstances.*

**Week 1: January 9 – January 13 (MW)**

- Introduction to Secondary Curriculum & Instruction
  - Readings:
    - Chapter 1 “Teaching Students in Today’s World”
    - Chapter 2 “Knowing and Connecting with Your Students”
  - Topics:
    - Introduction, Syllabus, Dispositions
    - Charlotte Danielson’s Framework for Teaching
  - Assignments:
    - Chapter 1 Discussion Questions
    - Chapter 2 Discussion Questions

**Week 2: January 16 – January 20 (W) Omit Monday, January 16**

- Planning to Eliminate Headaches



- Readings:
  - Chapter 3 “The Fundamentals of Planning”
- Topics:
  - Content Standards
  - 21<sup>st</sup> Century Skills
- Assignments:
  - Chapter 3 Discussion Questions
  - Semester Schedule Artifact

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**Week 3: January 23 – January 27 (MW)**

- Teaching for How Students Learn
  - Readings:
    - N/A
  - Topics:
    - Unpacking Standards
  - Assignments:
    - Standards Analysis Artifact
    - Why I Want to Teach Artifact

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**Week 4: January 30 – February 3 (MW)**

- Planning for Teaching
  - Readings:
    - Chapter 4 “Planning Lessons and Units”
    - Chapter 5 “Teacher-Centered Instructional Strategies”
  - Topics:
    - Writing Instructional Objectives
  - Assignments:
    - Instructional Objectives Artifact
    - Chapter 5 Discussion Questions

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**Week 5: February 6 – February 10 (MW)**

- Planning for Student Learning
  - Readings:
    - Chapter 6 “Student-Centered Instructional Strategies”
  - Topics:
    - Northern State Teacher Education Lesson Implementation Plan
    - Unit Planning
  - Assignments:
    - Chapter 6 Discussion Questions

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**Week 6: February 13 – February 17 (MW)**

- Teaching from a Lesson Plan
  - Readings:
    - Chapter 7 “Strategies that Promote Understanding, Thinking...”
  - Topics:
    - Implementation of a Lesson Plan
  - Assignments:
    - Graphic Organizer Artifact
    - Chapter 7 Discussion Questions

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**Week 7: February 20 – February 24 (W) *Omit Monday, February 20***

- Teaching to All: Part B

- Readings:
  - N/A
- Topics:
  - Teaching to All Learners
- Assignments:
  - Teaching to All Project

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**Week 8: February 27 – March 3 (MW)**

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- Teaching to All: Part A
  - Readings:
    - Chapter 8 “Managing Lesson Delivery”
  - Topics:
    - IEPs in the General Education Classroom
    - Small Group vs. Large Group Activities
  - Assignments:
    - Chapter 8 Discussion Questions

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**Week 9: March 6 – March 10 (MW)**

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- Preparing for Student Learning Objectives
  - Readings:
    - Chapter 11 “Assessing Student Performance”
  - Topics:
    - The Student Learning Objective (SLO) Process
  - Assignments:
    - Chapter 11 Discussion Questions
    - Student Learning Objectives Artifact

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**Week 10: March 13 – March 17 (MW)**

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- SPRING BREAK

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**Week 11: March 20 – March 24 (MW)**

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- Balancing High Expectations with Reality
  - Readings:
    - Chapter 12 “Grading Systems, Marking, and Reporting”
  - Topics:
    - Working Smarter not Harder
    - Student Learning Objectives
  - Assignments:
    - Chapter 12 Discussion Questions
    - Mock Gradebook Artifact

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**Week 12: March 27 – March 31 (MW)**

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- Thinking on Your Feet
  - Readings:
    - Chapter 13 “Collaborating with Colleagues and Families”
  - Topics:
    - Micro-Teaching Demonstrations
  - Assignments:
    - Chapter 13 Discussion Questions
    - Parent Communication Artifact

**Week 13: April 3 – April 7**

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- NO CLASS – Teacher Residency

**Week 14: April 10 – April 14**

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- NO CLASS – Teacher Residency

**Week 15: April 17 – April 21**

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- NO CLASS – Teacher Residency

**Week 16: April 24 – April 28**

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- NO CLASS – Teacher Residency

**Week 17: May 1 – May 5**

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- Finals Week
  - Monday, May 1, 2:15-4:15pm

**Departmental Policies:**

**Classroom Dispositions**

The Teacher Education Program has an obligation to ensure that all completers have achieved proficiency in three primary areas: content knowledge; pedagogy skills; and dispositions. The first two areas are assessed via formative and summative measures like classroom assignments, lesson plans, field evaluations, and Praxis tests. The third area, dispositions, while as important as pedagogy and content knowledge, is more difficult to assess as this area encompasses the many “soft skills” effective teachers possess.

The classroom dispositions process was developed by faculty and staff using the InTASC standards as a starting point and is facilitated by the SOE Assessment Coordinator. The individual indicators further describe the dispositional categories and the expectations for all candidates in the TEP. In the fall of 2018, the TEP began assessing students in selected education courses. Now, faculty for all education courses submit dispositional ratings for all students at the midpoint and again at the end of the term. A student self-assessment survey, which is sent to all declared education majors at the end of each term, is used to gauge the level of understanding students have regarding their own dispositional performance as well as what is expected of them. Please see the Teacher Education Handbook for the complete dispositions [policy](#):

The dispositional categories and individual indicators are as follows below:

**I. Demonstrates Professionalism**

- Exhibits punctuality and attendance
- Meets deadlines
- Keeps appointments
- Comes to class prepared and with needed materials
- Addresses other appropriately
- Dresses professionally when indicated (e.g. presentations)

**II. Shows Initiative**

- Participates in discussions and activities
- Works independently
- Takes pride in his/her work
- Goes beyond minimum requirements
- Demonstrates perseverance

- f. Willing to try new things
- g. Seeks solutions to problems instead of complaining
- h. Demonstrates leadership qualities

**III. Demonstrates Effective Written Communication Skills**

- a. Adheres to assignment guidelines
- b. If required, formats papers in correct APA style
- c. Uses correct spelling and grammar
- d. Justifies perspective based on research and experience
- e. Composes correspondence in a professional manner

**IV. Demonstrates Effective Oral Communication Skills**

- a. Speaks appropriately (e.g., on topic, logical, correct language and grammar)
- b. Listens respectfully while others are speaking
- c. Respectfully disagrees by defending perspective with logic and calm

**V. Exhibits an Appreciation and Value for Diversity**

- a. Shows respect for others regardless of differences
- b. Does not use stereotypes or demean others
- c. Remains open to learning about differences
- d. Contributes positively to the development of a safe classroom environment

**VI. Collaborates Effectively with Faculty and Peers**

- a. Demonstrates respect for faculty and peers
- b. Does not exhibit a sense of entitlement
- c. Interacts with others in a friendly, professional manner
- d. Uses diplomacy in negotiations with others
- e. Accepts and implements constructive feedback

**VII. Is a Reflective Learner**

- a. Reflects accurately on performance and identifies areas for growth
- b. Solicits feedback from faculty and peers
- c. Seeks appropriate resources to improve skills & knowledge
- d. Accepts responsibility for own behaviors & performance

**VIII. Practices Professional Ethics**

- a. Understand the ethics of teaching, as defined in SDCL 13-43-45
- b. Is able to perceive an ethical dilemma and its potential consequences
- c. Reports any potential ethical issues to the appropriate overseers
- d. Recognizes stakeholders and their views w/in context of ethical dilemma
- e. Can identify alternate course of actions/solutions to an ethical dilemma

**Institutional Policies:**

**ADA Statement:** Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible. Contact:

Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2nd Floor, Phone 605-626-3007, Fax 605-626-3399, Email [Kelly.Weismantel@northern.edu](mailto:Kelly.Weismantel@northern.edu).

**Freedom in Learning:** Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

**Academic Freedom:** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, "Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one's professional duties and to present differing and sometimes controversial points of view, free from reprisal."

**Attendance Confirmation:** All students are required to complete the online Attendance Confirmation through the Self-Service Banner at the start of the Fall and Spring semesters. Note: There is no confirmation for summer terms. No Financial Aid refunds will be processed until the Attendance Confirmation is completed, and registrations could be canceled if not completed by Wednesday, January 18, 2023. Tuition and fees must be paid in full by Thursday, January 19, 2023.

Please contact the Finance Office in the Krikac Administration Building, (605) 626-2566, or email [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu), if you have any questions.

**Academic Success Support:** As your instructor, I am personally committed to supporting your academic success in this course. If you demonstrate academic performance or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through the student success program, Navigate. If you receive feedback, please visit with me, or seek assistance and support from your professional advisor or other resource staff members. My goal is to make your learning experience as meaningful and successful as possible. If you have questions regarding Navigate, please contact the Student Success Center at (605) 626-2633 or [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu).

**Diversity Statement:** Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

**Land Acknowledgement:** Northern State University acknowledges that we are on the traditional land of the "Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people," and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future.

As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>



## NORTHERN

### Northern State University

SEED 794 | Internship: Student Teaching Experience | 5.0 cr

Spring, 2023

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#### Instructor's Contact Information:

**Instructor's name:** Dr. Christian D. Pirlet  
**Office Location:** Gerber Building Room 148  
**Student Hours:** MW 8:00-9:00, TTH 9:00-11:00 *Other times available by appointment*  
**NSU Email Address:** christian.pirlet@northern.edu  
**Scheduling Appts:** Schedule visits using <https://bit.ly/3AHLUK6>  
**Email Response Time:** Within 24 hours  
**NSU Phone Number:** (605) 626-7687

#### Course Information:

**Meeting Time and Location:** January, Monday 1.9.22 – May, 05, Online

**Catalog Course Description:** Applied, monitored, and supervised field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.

The Student Teaching Internship provides the teacher candidates with 12 weeks of supervised practice in middle and/or secondary classrooms, and includes opportunities for teacher candidates to continue developing the knowledge, skills and dispositions required of effective teachers through observation and direct teaching experience. The professional semester is designed to provide teacher candidates with the opportunity to assume the full-time responsibilities of the classroom teacher over the course of an academic semester (for traditional placements) under the direction of a University Supervisor and Cooperating Teacher. Upon completion of the experience, the candidate's Cooperating Teacher and University Supervisor will submit a final evaluation (see rubric).

**Course Prerequisites:** Successful completion of SEED 500 and SEED 795.

#### Additional Requirements:

A State and Federal Background Check and Personal Liability Insurance are required prior to placement.

- All teacher candidates will need to complete a background check prior to placement (see Checklist). The procedure for background checks varies for each school district. Cost of the background check is \$43.25 for processing and \$7.00 to police department for rolling prints. (Additional information provided at registration meeting.)
- All teacher candidates will need to obtain a \$1,000,000 personal liability insurance policy. (see Checklist). It may be purchased as a rider on insurance or through SDEA/NEA by joining the organization at [www.newstudents.org](http://www.newstudents.org) (click on "Join Now"). Insurance are required prior to placement.

**Course Policies:**

**Attendance Policy:** Because this course is being offered through an online, asynchronous platform, attendance is dictated through three performance tasks: (1) regular D2L logins, (2) on-time assignment submissions, and (3) active participation in discussions.

**Technology Skills Needed:** Proficiency with word processing programs, access to D2L and Zoom, internet connectivity, and access to a webcam and/or microphone.

**Cheating and Plagiarism Policy:** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the [Northern State University Student Handbook](#) and the [SDBOR policy 2:33](#) apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

**Assignment or Exam Make-Up Policy:** Given the nature of education courses, make-up work will only be accepted if advanced arrangements have been made. Please see the attendance policy for additional guidance about making up missed work. Credit will not be awarded if exams are not completed during this window.

**Video Recording:** As the instructor, I will be recording all or some class sessions. The recordings of this course are intended solely to enable asynchronous attendance and supplement synchronous instruction. These recordings will be posted on D2L, unless otherwise specified. Recordings will be retained for one year and then deleted. No part of any class recording is to be distributed, circulated, or shared with parties not enrolled in the course. Doing so would violate SDBOR policies 7:1 (Acceptable Use) and 7:7 (Personally Identifiable Information) as well as violate federal FERPA policy. If you have questions or concerns, please contact me prior to class.

**Course Objectives / Measurable Student Learning Outcomes / Assessments:**

<b>Objectives and Outcome</b>	<b>Standards for Measurement</b>	<b>Assessment(s)</b>
Demonstrate proficiency in teaching in a secondary school.	<ul style="list-style-type: none"><li>● ARSD 24:53:04:06; 24:53:04:09; 24:53:04:10</li><li>● InTASC # 2, 3, 9</li><li>● CAEP Standard 1</li><li>● HLPs: 6, 10, 12, 14</li></ul>	<ul style="list-style-type: none"><li>● Teacher Work Sample</li><li>● Culminating presentation</li><li>● Final evaluation</li><li>● Observations</li><li>● Mid-point and final consensus scores</li></ul>
Integrate the various aspects of theory and practice relating to teaching methodology, curriculum and assessment, and the learner.	<ul style="list-style-type: none"><li>● ARSD 24:53:04:06; 24:53:04:09; 24:53:04:10; 24:53:04:12</li><li>● InTASC #3 &amp; 9</li><li>● CAEP Standard 1</li><li>● HLPs: 10, 11, 12</li></ul>	<ul style="list-style-type: none"><li>● Teacher Work Sample</li><li>● Final evaluation</li><li>● Observations</li><li>● Mid-point and final consensus scores</li></ul>
Design and implement lessons that include appropriate grade/content level material to ensure student engagement and successful student learning for all secondary students	<ul style="list-style-type: none"><li>● ARSD 24:53:04:06; 24:53:04:09; 24:53:04:10</li><li>● InTASC # 1,6,7,8</li><li>● CAEP Standard 1</li><li>● HLPs: 1-10, 14-19</li></ul>	<ul style="list-style-type: none"><li>● Teacher Work Sample</li><li>● Culminating presentation</li><li>● Final evaluation</li><li>● Observations</li><li>● Mid-point and final consensus scores</li></ul>
Foster a productive learning environment through the use of	<ul style="list-style-type: none"><li>● RSD 24:53:04:06;</li></ul>	<ul style="list-style-type: none"><li>● Teacher Work Sample</li></ul>

appropriate motivation and management strategies

- 24:53:04:09; 24:53:04:10;
- 24:53:04:13
- InTASC # 3
- CAEP Standard 1
- HLPs: 1,2,5,7-10

- Culminating presentation
- Final evaluation
- Observations
- Mid-point and final consensus scores

### **Course Assessment Descriptions:**

#### **Resume Items:**

- Every student teacher candidate is required to complete a professional Website (Weebly) which houses
  - Resume
  - Cover Letter
  - Philosophy of Education
  - Classroom Management Plan
  - School-Home Communication Artifact
  - Teacher Work Sample (see additional information below)

#### **Teacher Work Sample (TWS):**

- The Teacher Work Sample (TWS) is designed to assess the impact of teacher candidates' instruction on students' learning as well as provide evidence of candidates' teaching performance during the Student Teaching Experience. The TWS document requires candidates to complete the following tasks:
  - Professional Goal Setting & Reflection
  - Contextual Information
  - Instructional Design & Implementation
  - 5 Lesson Plans

### **Departmental Policies:**

#### **Classroom Dispositions**

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**Academic Success Support:** As your instructor, I am personally committed to supporting your academic success in this course. If you demonstrate academic performance or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through the student success program, Navigate. If you receive feedback, please visit with me, or seek assistance and support from your professional advisor or other resource staff members. My goal is to make your learning experience as meaningful and successful as possible.

If you have questions regarding Navigate, please contact the Student Success Center at (605) 626-2633 or [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu).

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respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

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As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>



## NORTHERN

### Northern State University

SEED 795 | Practicum: Pre-Student Teaching Experience | 1.0 cr

Spring, 2023

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#### Instructor's Contact Information:

**Instructor's name:** Dr. Christian D. Pirlet  
**Office Location:** Gerber Building Room 148  
**Student Hours:** MW 8:00-9:00, TTH 9:00-11:00 *Other times available by appointment*  
**NSU Email Address:** christian.pirlet@northern.edu  
**Scheduling Appts:** Schedule visits using <https://bit.ly/3AHLUK6>  
**Email Response Time:** Within 24 hours  
**NSU Phone Number:** (605) 626-7687

#### Course Information:

**Meeting Time and Location:** January, Monday 1.9.22 – May, 05, Online

**Catalog Course Description:** Applied, monitored, and supervised field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study established by the student, instructor, and field-based supervisor. Due to the presence of a field experience supervisor, a lower level of supervision is provided by the instructor in these courses than is the case with an internship or practicum course. (1-credit course)

The Pre-Student Teaching Practicum provides the teacher candidates with 60 hours of supervised practice in an elementary or middle level classrooms; and includes opportunities for teacher candidates to continue developing the knowledge, skills and dispositions required of effective teachers through observation and direct teaching experience. Teacher candidates are required to teach a minimum of 2 lessons. Upon completion of the experience, the candidate's Cooperating Teacher and University supervisor will submit a final evaluation (see rubric).

**Course Prerequisites:** Admission to NSU Teacher Education Program

#### Additional Requirements:

A State and Federal Background Check and Personal Liability Insurance are required prior to placement.

- All teacher candidates will need to complete a background check prior to placement (see Checklist). The procedure for background checks varies for each school district. Cost of the background check is \$43.25 for processing and \$7.00 to police department for rolling prints. (Additional information provided at registration meeting.)
- All teacher candidates will need to obtain a \$1,000,000 personal liability insurance policy. (see Checklist). It may be purchased as a rider on insurance or through SDEA/NEA by joining the organization at [www.newstudents.org](http://www.newstudents.org) (click on "Join Now"). Insurance are required prior to placement.

**Course Policies:**

**Attendance Policy:** The attendance policy for this course is: Registration Meeting, Orientation Meeting, Field Experience and Culminating Presentation attendance is mandatory (see course schedule for dates). Teacher candidates are expected to adhere to the scheduled release times for the field hours in order to accumulate a total of **60 hours** in cooperating classrooms. In the event of a late arrival or absence, teacher candidates are expected to notify their cooperating teachers directly (phone call) and complete an online absence form as record (for OFE) of the absence. Teacher candidates must accrue a total of **60 hours**; therefore, any absences must be made up.

**Technology Skills Needed:** Proficiency with word processing programs, access to D2L and Zoom, internet connectivity, and access to a webcam and/or microphone.

**Cheating and Plagiarism Policy:** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the [Northern State University Student Handbook](#) and the [SDBOR policy 2:33](#) apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

**Assignment or Exam Make-Up Policy:** Given the nature of education courses, make-up work will only be accepted if advanced arrangements have been made. Please see the attendance policy for additional guidance about making up missed work. Credit will not be awarded if exams are not completed during this window.

**Video Recording:** As the instructor, I will be recording all or some class sessions. The recordings of this course are intended solely to enable asynchronous attendance and supplement synchronous instruction. These recordings will be posted on D2L, unless otherwise specified. Recordings will be retained for one year and then deleted. No part of any class recording is to be distributed, circulated, or shared with parties not enrolled in the course. Doing so would violate SDBOR policies 7:1 (Acceptable Use) and 7:7 (Personally Identifiable Information) as well as violate federal FERPA policy. If you have questions or concerns, please contact me prior to class.

**Course Objectives / Measurable Student Learning Outcomes / Assessments:**

Objectives and Outcome	Standards for Measurement	Assessment(s)
Examine and explain how contextual information (school and student) will impact teacher’s planning and teaching.	<ul style="list-style-type: none"> <li>● ARSD 24:53:04:06; 24:53:04:09; 24:53:04:10</li> <li>● InTASC # 2, 3, 9</li> <li>● CAEP Standard 1</li> <li>● HLPs: 6, 10, 12, 14</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Work Sample</li> <li>● Culminating presentation</li> </ul>
Explain and apply the SD Professional Code of Ethics for Educators as they relate to the placement classroom	<ul style="list-style-type: none"> <li>● ARSD 24:53:04:06; 24:53:04:09; 24:53:04:10; 24:53:04:12</li> <li>● InTASC #3 &amp; 9</li> <li>● CAEP Standard 1</li> <li>● HLPs: 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Work Sample</li> </ul>
Design and implement a minimum of 2 lessons that include appropriate grade/content level material to ensure	<ul style="list-style-type: none"> <li>● ARSD 24:53:04:06; 24:53:04:09; 24:53:04:10</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Work Sample</li> <li>● Culminating presentation</li> </ul>

student engagement and successful student learning for all Pk-12 students.	<ul style="list-style-type: none"> <li>● InTASC # 1,6,7,8</li> <li>● CAEP Standard 1</li> <li>● HLPs: 1-10, 14-19</li> </ul>	
Foster a productive learning environment through the use of appropriate motivation and management strategies	<ul style="list-style-type: none"> <li>● RSD 24:53:04:06;</li> <li>● 24:53:04:09; 24:53:04:10;</li> <li>● 24:53:04:13</li> <li>● InTASC # 3</li> <li>● CAEP Standard 1</li> <li>● HLPs: 1,2,5,7-10</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Work Sample</li> <li>● Culminating presentation</li> </ul>
Reflect on teaching effectiveness, identifying areas of strength and areas for improvement or goals	<ul style="list-style-type: none"> <li>● RSD 24:53:04:06;</li> <li>● 24:53:04:09; 24:53:04:10</li> <li>● InTASC # 9, 10</li> <li>● CAEP Standard 1</li> <li>● HLPs: 19</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Work Sample</li> <li>● Lesson Plan Reflection</li> <li>● Self-Evaluation</li> <li>● Culminating Presentation</li> </ul>

**Course Assessment Descriptions:**

The following components of this experience will be weighted, as indicated by the following percentages:

- Attendance & Participation – 10%
- Cooperating Teacher Evaluation – 30%
- University Supervisor Evaluation (includes assessment of TWS) – 30%
- Culminating Presentation – 30%

**Teacher Work Sample (TWS):**

- The Teacher Work Sample (TWS) is designed to assess the impact of teacher candidates’ instruction on students’ learning as well as provide evidence of candidates’ teaching performance during the Student Teaching Experience. The TWS document requires candidates to complete the following tasks:
  - Professional Goal Setting & Reflection
  - Contextual Information
  - Instructional Design & Implementation
  - 2 Lesson Plans

**Departmental Policies:**

**Classroom Dispositions**

The Teacher Education Program has an obligation to ensure that all completers have achieved proficiency in three primary areas: content knowledge; pedagogy skills; and dispositions. The first two areas are assessed via formative and summative measures like classroom assignments, lesson plans, field evaluations, and Praxis tests. The third area, dispositions, while as important as pedagogy and content knowledge, is more difficult to assess as this area encompasses the many “soft skills” effective teachers possess.

The classroom dispositions process was developed by faculty and staff using the InTASC standards as a starting point and is facilitated by the SOE Assessment Coordinator. The individual indicators further describe the dispositional categories and the expectations for all candidates in the TEP. In the fall of 2018, the TEP began assessing students in selected education courses. Now, faculty for all education courses submit dispositional ratings for all students at the midpoint and again at the end of the term. A student self-assessment survey, which is sent to all declared education majors at the end of each term, is used to gauge the level of understanding students have regarding their own dispositional performance

as well as what is expected of them. Please see the Teacher Education Handbook for the complete dispositions [policy](#):

The dispositional categories and individual indicators are as follows below:

- I. Demonstrates Professionalism**
  - a. Exhibits punctuality and attendance
  - b. Meets deadlines
  - c. Keeps appointments
  - d. Comes to class prepared and with needed materials
  - e. Addresses other appropriately
  - f. Dresses professionally when indicated (e.g. presentations)
  
- II. Shows Initiative**
  - a. Participates in discussions and activities
  - b. Works independently
  - c. Takes pride in his/her work
  - d. Goes beyond minimum requirements
  - e. Demonstrates perseverance
  - f. Willing to try new things
  - g. Seeks solutions to problems instead of complaining
  - h. Demonstrates leadership qualities
  
- III. Demonstrates Effective Written Communication Skills**
  - a. Adheres to assignment guidelines
  - b. If required, formats papers in correct APA style
  - c. Uses correct spelling and grammar
  - d. Justifies perspective based on research and experience
  - e. Composes correspondence in a professional manner
  
- IV. Demonstrates Effective Oral Communication Skills**
  - a. Speaks appropriately (e.g., on topic, logical, correct language and grammar)
  - b. Listens respectfully while others are speaking
  - c. Respectfully disagrees by defending perspective with logic and calm
  
- V. Exhibits an Appreciation and Value for Diversity**
  - a. Shows respect for others regardless of differences
  - b. Does not use stereotypes or demean others
  - c. Remains open to learning about differences
  - d. Contributes positively to the development of a safe classroom environment
  
- VI. Collaborates Effectively with Faculty and Peers**
  - a. Demonstrates respect for faculty and peers
  - b. Does not exhibit a sense of entitlement
  - c. Interacts with others in a friendly, professional manner
  - d. Uses diplomacy in negotiations with others
  - e. Accepts and implements constructive feedback
  
- VII. Is a Reflective Learner**
  - a. Reflects accurately on performance and identifies areas for growth
  - b. Solicits feedback from faculty and peers

- c. Seeks appropriate resources to improve skills & knowledge
- d. Accepts responsibility for own behaviors & performance

#### **VIII. Practices Professional Ethics**

- a. Understand the ethics of teaching, as defined in SDCL 13-43-45
- b. Is able to perceive an ethical dilemma and its potential consequences
- c. Reports any potential ethical issues to the appropriate overseers
- d. Recognizes stakeholders and their views w/in context of ethical dilemma
- e. Can identify alternate course of actions/solutions to an ethical dilemma

#### **Institutional Policies:**

**ADA Statement:** Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible. Contact:

Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2nd Floor, Phone 605-626-3007, Fax 605-626-3399, Email [Kelly.Weismantel@northern.edu](mailto:Kelly.Weismantel@northern.edu).

**Freedom in Learning:** Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

**Academic Freedom:** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one’s professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

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As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>



## **NORTHERN**

Northern State University

SPED 704-NT1- Inclusive Education 3 credits

Fall 2021

**Course Information:**

**Course Meeting Time and Location:** Online August 23 –December 10, 2021

**Instructor's Contact Information:**

Instructor Name: Dr. Cheryl Wold

Email: Cheryl.Wold@northern.edu

Phone: 605-626-2418

Office: Gerber 147

Office Hours: Monday 1:00-2:50 p.m.; Tuesday 2:50-3:50 p.m.; Wednesday 10:00 -11:50 a.m.;  
and Thursday 10:00-10:50 a.m.

**Scheduling Appointments:**

Please email me if you would like to arrange a meeting via Zoom at any other time. Please feel free to communicate via email or by phone.

**Email Response Time:** Two days during the work week (Monday-Friday)

**Grading Response Time:** One week from the due date

**Catalog Course Description** [This course addresses the roles and responsibilities of special and general educators as they identify and instruct individuals with disabilities and other special needs. One major focus of the course is to identify research-based practices, which are designed to promote the achievement of all students in inclusive classrooms.

**Required Textbooks and Supplementary Materials:**

Friend, M. and Bursuck (2019). *Including students with special needs: A practical guide for classroom teachers*. (8<sup>th</sup> ed.). Pearson.

**Attendance Policy:**

Online course attendance is determined by the submission dates for: assignments, assessments, discussion postings, etc. Logging into D2L is insufficient to verify/validate attendance for online courses.

**Technology Skills Needed:**

Basic computer skills such as using a word processing program are required. Students should be able to navigate D2L effectively to post assignments and participate in discussions. They should be able to film and post an introductory video. Students are encouraged to have a backup plan in case of Internet connection issues or your computer malfunctions. For example, access to computers and Internet at local library; locate free Wi-Fi access such as coffee shop; borrow computer from neighbor or family member. Please complete a D2L system check prior to starting the course.

**Technical Support**

NET Services is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below.

**Phone:** 1-605-626-2283

**Email:** [help@northern.edu](mailto:help@northern.edu)

**Location:** Tech Center 148

**Description of Instructional Methods:**

PowerPoint, video presentations, discussion, and application formats are used in this course. Participation takes the form of responding to content and application questions, analysis of the reading assignments and student assignments and presentations. The tools used for interacting with students in this course include: Zoom, videos, weekly updates, and online discussions.

**Cheating and Plagiarism Policy:**

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

Link to South Dakota Board of Regents policy

<https://www.sdbor.edu/policy/Documents/2-33.pdf>

**Assignment or Exam Make-Up Policy:**

Students need to contact the instructor to make arrangements for any missed assignments or exams.

**Course Goals:**

The goals for this course are:

1. Students will understand the history and development of special education.
2. Students will understand the policies and procedures of special education.

3. Students will understand the purpose of inclusive education and identify strategies for including all students.

**Measurable Student Learning Outcomes:**

<b>Objective</b>	<b>Standards</b>	<b>Assessment</b>
1.) Describe students with disabilities and the academic and behavioral difficulties they present in inclusive settings.	SDDOE 24:53:04 InTASC 2 <b>CAEP Diversity CAEP Standard 1 CEC Standards 1, 2, 5, 6</b>	a. <b>Discussion posts</b> b. <b>Reflections</b> c. <b>IRIS modules</b>
2.) Describe various methods of instruction for teaching reading and language arts skills and mathematics for students with or at risk for disabilities.	SDDOE 24:53:04 InTASC 2, 7, 8 <b>CAEP Diversity CAEP Standard 1 CEC Standards 3, 5</b>	a. <b>Discussion posts</b> b. <b>Reflections</b>
3.) List and define the major components for teaching beginning reading and math to students with learning difficulties.	SDDOE 24:53:04 InTASC 2, 7, 8 <b>CAEP Diversity CAEP Standard 1 CEC Standards 1, 3, 5</b>	a. <b>Discussion posts</b> b. <b>Reflections</b>
4.) Describe evidence-based teaching techniques for providing reading, language arts, math, science, and social studies instruction for students with disabilities in inclusive settings.	SDDOE 24:53:04 InTASC 2, 7, 8 <b>CAEP Diversity CAEP Standard 1 CEC Standards 3, 5</b>	a. <b>Discussion posts</b> b. <b>Reflections</b>
5.) Demonstrate adaptation of instructional materials and lessons for a population of students with learning challenges in inclusive settings.	SDDOE 24:53:04 InTASC 2, 7, 8 <b>CAEP Diversity CAEP Standard 1 CEC Standards 4, 5, 6</b>	<b>Individual Project Individual Presentation</b>
6.) Compare and contrast the use of Response To Intervention and traditional assessment procedures to identify students with disabilities.	SDDOE 24:53:04 InTASC 6 <b>CAEP Diversity CAEP Standard 1 CEC Standards 4</b>	a. <b>Discussion posts</b> b. <b>Reflections</b> c. <b>IRIS Module</b>

**Special Education High Leverage Practices:**

- 12 Systematically Design Instruction Toward a Specific Goal  
13 Adapt Curriculum Tasks and Materials for Specific Learning Goals  
17 Using Flexible Grouping

**Course Assessments:**

- Midterm Reflection Paper (50 points): The student will be required to respond to reflection question prompts to write a reflection paper on the first half of the course. The prompts for the paper are in D2L. The paper should include information from the text to support ideas and opinion. The paper should be well-written with clear organization, correct grammar, spelling and punctuation. See rubric in appendix A.
- One Introductory Post and weekly Discussion Posts (20 points each): For each content module, students will be required to participate in a discussion. As a reflective activity, each student will post one original statement pertaining to the discussion prompt provided, and each student must respond to at least one other student's comment on the same discussion topic. Make sure your comments are relevant, insightful and stimulate thinking. The original Posts should be at least 250 words. All discussion posts must be completed by the dates on the syllabus. See rubric in Appendix B.
- IRIS Modules: (50 points each): Two IRIS modules will be completed by answering the questions on the Assessment Page of the modules. The module, IEPs: Developing High Quality IEPs will be completed by October 3rd. The module, Accessing the General Education Curriculum: Inclusion Considerations for SWD will be completed by November 28th. Students will work through all the pages of the module and submit the answers to the Assessment questions included at the end of the module. See rubric in Appendix F.
- Special Education High Leverage Practices Portfolio Items: (50 points each): In this course, students will provide documentation of application of the following Special Education High Leverage Practices: 12: Systematically Design Instruction Toward a Specific Learning Goal, 13: Make Adaptations, and 17: Use Flexible Grouping. Documentation can be provided through written submissions or video recordings, but at least one of the documents must be a video presentation. For Graduate students in the master's degree in special education program, a portfolio of all 22 Special Education HLPs will be submitted during the last semester of your graduate program. See Appendix E.
- PowerPoint Presentation: (50 points): As a culminating activity, each student will reflect on the information gained through this course and the impact that information has had or will have on his or her teaching in the future. This information will be submitted in a PowerPoint Presentation. The PowerPoint presentation should include a title slide, one slide for each module on key points and the application of that content, and a reference slide. See rubric in Appendix C.
- Social and Natural Sciences Unit Redesign Project: (100 points): Every student will utilize the information and concepts for this course to redesign a unit of study within the general education curriculum in order to create a successful learning experience for students with disabilities (Other subject areas and grade levels may be allowed with the professor's approval). Students will select a Science or Social Studies textbook unit (6<sup>th</sup> grade or above) and develop appropriate accommodations for two chapters in that unit. Students must redesign at least 10 activities and a Pre- and Post- Assessment for a total of 12 accommodations. These accommodations could include, but are not limited to the following: graphic organizers, internet resources, color coding of chapters, identifying key vocabulary or big ideas, developing alternative assignments and alternative assessments. At least five of the redesign activities must be based on the information in chapter 9 of the text and must be referenced by page number. Please cite these appropriately. Before and after examples need to be included for each activity to highlight the changes that were made to the original assignment or activity. The project

should be completed with a professional appearance and usefulness that includes a title page, organization, cohesion, and neatness along with correct grammar, spelling and punctuation. See rubric in Appendix D.

**Grading policy:**

- A = 90-100 %
- B = 80-89 %
- C = 70-79%
- D = 60-69%
- F = Below 60%

**Course Schedule**

The tentative schedule for this course is outlined below. Please note, the instructor reserves the right to modify the schedule at any time.

<b>DATE</b>	<b>TOPIC and Activities</b>	<b>Assignment and due dates</b>
<b>Week of August 23rd</b>	<b>The Foundation of Education Students with Special Needs</b> Read chapter 1 in the textbook. Participate in the online discussion on the topic of the week by posting an original comment and a response to one student.	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b> <b>Introductory video due August 25<sup>th</sup> at midnight</b>
<b>Week of August 30th</b>	<b>Special Education procedures and Services</b> Read chapter 2 in the textbook. Participate in the online discussion on the topic of the week by posting an original comment and a response to one student.	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b>
<b>Week of September 6th</b>	<b>Building Partnerships Through Collaboration</b> Read chapter 3 in the textbook. Participate in the online discussion on the topic of the week by posting an original comment and a response to one student.	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b>
<b>Week of September 13th</b>	<b>Assessing Student Needs</b> Read chapter 4 in the textbook. Participate in the online discussion on the topic of	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b>

	the week by posting an original comment and a response to one student.	
<b>Week of September 20th</b>	<b>Planning Instruction by Analyzing Classroom and Student Needs</b> Read chapter 5 in the textbook. Participate in the online discussion on the topic of the week by posting an original comment and a response to one student.	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b>
<b>Week of September 27th</b>	<b>Students with Low-Incidence Disabilities</b> Read chapter 6 in the textbook. Participate in the online discussion on the topic of the week by posting an original comment and a response to one student.	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b>
<b>October 3rd</b>	<b>Midterm Reflection Paper and IRIS Module, Accessing the General Education Curriculum: Inclusion Considerations for SWD</b>	<b>Both assignments, the Reflection Paper and the IRIS module, are Due Sunday, October 3<sup>rd</sup> at midnight.</b>
<b>Week of October 4th</b>	<b>Students with High-Incidence Disabilities</b> Read chapter 7 in the textbook. Participate in the online discussion on the topic of the week by posting an original comment and a response to one student.	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b>
<b>Week of October 11th</b>	<b>Students with Special Needs Other than Disabilities</b> Read chapter 8 in the textbook. Participate in the online discussion on the topic of the week by posting an original comment and a response to one student.	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b>
<b>Week of October 18th</b>	<b>Adjusting Instruction</b> Read chapter 9 in the textbook. Participate in the online discussion on the topic of the week by posting an	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b>

	<b>original comment and a response to one student.</b>	
<b>Week of October 25th</b>	<b>Strategies for Independent Learning Read chapter 10 in the textbook. Participate in the online discussion on the topic of the week by posting an original comment and a response to one student.</b>	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b>
<b>Week of November 1st</b>	<b>Evaluating Student Learning Read chapter 11 in the textbook. Participate in the online discussion on the topic of the week by posting an original comment and a response to one student.</b>	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b>
<b>Week of November 8th</b>	<b>Responding to Student Behavior Read chapter 12 in the textbook. Participate in the online discussion on the topic of the week by posting an original comment and a response to one student.</b>	<b>Original posts are due by Wednesday at midnight and responses to one other student are due by Sunday at midnight.</b>
<b>Week of November 15th</b>	<b>IRIS Module, IEPs: Developing High Quality IEPs and High Leverage Practices Portfolio Items</b>	<b>Both assignments, the IRIS Module and the HLP items are due Sunday, November 22<sup>nd</sup> at midnight</b>
<b>Week of November 22nd</b>	<b>Thanksgiving Break</b>	
<b>Week of November 29th</b>		<b>Work on Unit Redesign Project and PowerPoint Presentation</b>
<b>Week of December 6th</b>		<b>Final PowerPoint Presentations and Unit Redesign projects are due Sunday, December 12th at midnight.</b>

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the Office of Disability Services (Doris Stusiak, Director of Disability Services, Student Center Room 240 – 2<sup>nd</sup> Floor, Phone 605-626-2371, Fax 605-626-3399, Email [Doris.Stusiak@northern.edu](mailto:Doris.Stusiak@northern.edu) ), which will work to resolve the issue as quickly as possible.

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## Student Expectations

It is vitally important that you play an active role in the learning process. As a result, your participation in class discussions threads is required.

The 4 P's of student involvement in class are:

1. Preparation (read the assigned material)
2. Presence (routinely log in to D2L class)
3. Promptness (post thoughts, ideas, comments, etc. regularly) and
4. Participation (get actively involved).

The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing assignments in a timely fashion. Students are expected to check their e-mails daily and the announcements at least every 48 hours.

## Appendix A: Reflection Paper Rubric

CATEGORY	4	3	2	1
Organization	Information is very well organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Amount of Information	All topics are addressed and all questions answered with at least 3 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

**Appendix B: Discussion Rubric**

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 piece of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes no pieces of evidence (facts, statistics, examples, real-life experiences).
Comprehensive response	All discussion prompts are answered and student responds to two other people.	Almost all of the discussion prompts are answered and student responds to at least one other person.	Most of the discussion prompts are answered, but the student does not respond to another person.	Discussion prompts and responses are not completed.
Effective instructional strategies	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.

Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.
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### Appendix C: PowerPoint Presentation Rubric

CATEGORY	4	3	2	1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples. Application of the content is clearly evident.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. The application of the content is implied.	Information clearly relates to the main topic. No details and/or examples are given. Application of the content is unclear.	Information has little or nothing to do with the main topic. There is no application of the content.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Organization including: Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.

Citations	All sources (information and graphics) are accurately documented in the desired format.	All sources are accurately documented, but a few are not in the desired format.	Some sources are not accurately documented and are not in the desired format.	Sources are not accurately documented.
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#### Appendix D: Unit Redesign Project

Criteria Points:	Exceeds Expectations 4	Meets Expectations 3	Below Expectations 2	Unsatisfactory 1
<b><u>Basic Information:</u></b> Title Content Area Grade Duration  5 points	All required elements are clearly identified; activities are appropriate for class period(s) of stated length; amount of time for each activity is specified.	All required elements are clearly identified; activities are appropriate for class period(s) of stated length.	All required elements are given, but not all are correct	Required elements are missing.
<b><u>Foundations of Instruction:</u></b> State Content Standards (SCS) Benchmarks  Objectives <i>Discipline Knowledge Proficiency</i>  10 points	All specific SCS and benchmarks for subject area content are given; tasks aligned with specific performance-based standards  All objectives stated in behavioral terms and align with and clearly support SCS and benchmarks.	All specific SCS and benchmarks for subject area content are given.  All objectives stated in behavioral terms and align with SCS and benchmarks.	Appropriate SCS and benchmarks for subject area content are given, but lack specificity to lessons in unit.  Some objectives stated incorrectly or in non-behavioral terms.	Appropriate SCS and benchmarks are missing or incomplete.  Objectives are unclear or stated incorrectly or in non-behavioral terms.
<b><u>Teaching the Lesson:</u></b> Pre-Assessment/ Activating Background Knowledge  10 Points	Pre-assessment is specifically related to unit objectives and post-assessment and effectively activates students' background knowledge.	Pre-assessment is related to unit objectives and post-assessment and activates students' background knowledge.	Pre-assessment is somewhat related to unit objectives and post-assessment and attempts to activate students' background knowledge.	Pre-assessment is missing or vaguely relates to unit objectives and post-assessment.
<b><u>Assessment:</u></b>  Post-Assessment	Post-Assessment formats are specifically described, directly relate to unit standards and objectives, are measurable; specific assessment tools are provided.	Post-Assessment formats are specifically described, directly relate to unit standards and objectives, and are measurable.	Post-Assessment formats are described and somewhat relevant to unit standards and objectives.	Post-Assessment formats may be unclear or not relevant to unit standards and objectives.

<b>10 points</b>				
<b>Accommodations: Differentiation/ UDL Considerations</b>	Specific differentiation is provided for each task as necessary, including description of learning barriers and thoughtful modifications. At least 12 or more different activities are included including the pre and post assessments. Information from the text is used to make the accommodations to the materials. Before and after accommodations information is provided.	Specific differentiation is provided, including description of learning barriers and appropriate modifications. At least 10 different activities are included. Most of the before and after accommodations are provided. Some information from the text is cited for making accommodations.	Incomplete differentiation is given. Description of learning barriers and accommodations may be unclear or missing. Six to nine different activities are included. Some of the before and after accommodations are provided. A few of the accommodations are based on information from the text.	Vague or no reference to differentiation/modifications is given. Five or less activities are included. Before and after accommodations are not provided. The text is not referred as a source for any of the accommodations.
<b>35 Points</b>				
<b>Resources: Materials</b>	All resources/materials listed in detail; all appropriate bibliographic info cited in APA format.	All resources and materials are listed in detail; all appropriate bibliographic info is given.	Some resources and materials lack specific details.	Resources and materials are incomplete.
<b>Technology Integration</b>	Technology integration clearly supports unit objectives in a creative and challenging way.	Technology integration clearly supports unit objectives and SCS.	Technology integration attempted but does not clearly support unit objectives.	No technology used.
<b>10 Points</b>				

<b>Summarize Evaluate/ Reflect</b>	Specific changes or strengths about the unit are given, in regards to classroom environment, transitions, and objectives and student needs being met.	General comments about the unit are given; some relevant changes suggested, in regards to classroom environment, transitions, and objectives and student needs being met.	General comments about the unit are given, in regards to classroom environment, transitions, or objectives and student needs being met.	Notes and reflections are provided, but are unclear.
<b>10 points</b>				
<b>Conventions Communication Proficiency</b>	Virtually free of mechanical errors (grammar, spelling, usage, punctuation).	Few mechanical errors are present; readability is not affected.	Many mechanical errors are present; readability is not affected.	Numerous errors cause lack of clarity or readability.
<b>10 Points</b>				

				<b>TOTAL SCORE: /100</b>
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## Appendix E: High Leverage Practices:

Advanced: Evidence of Exceeding the Standards	Standards for the Performance	Concerns: Areas that Need Work
	Explain and describe the appropriate HLP for the assignment. This part of the assignment should be created in a Word Document	
	Explain the relevance of this HLP for educators. This part of the assignment should be created in the same Word Document as the first rubric item.	
	Create either a document or a video to demonstrate proficiency of the HLP. The item created should demonstrate the application of the HLP to a classroom setting. For example, you could submit a set of classroom procedures to illustrate HLP#7 Consistent, Organized, and Respectful Learning Environment. Or, you could submit a video of you providing feedback to a student to illustrate HLP#8, Using Feedback to Improve Student Outcomes.	



	The assignment was written in an organized manner with no mechanical errors.	
	All citations were in APA format.	

## Appendix F: IRIS Modules

Advanced: Evidence of Exceeding Standards	Criteria: Standards for the Performance	Concerns: Areas that Need Work
	Respond to all of the questions on the Assessment page of the module	
	Explain the information in enough detail to demonstrate understanding of the content. Your answers must be detailed and descriptive.	
	Cite at least one piece of evidence from the readings in your responses.	
	Overall quality of content and mechanics of writing.	



**EDAD 735: School Law**  
**3 Credit Hours**  
**Spring, 2023**

**Course meeting time and location:** Online, January 9, 2023-May 6, 2023

**Instructor's name:** Jessica Vogel

**Office location:** Gerber 145

**Office hours:** Monday & Wednesday 10-11:00 A.M. and Tuesday & Thursday 10:00 A.M.-12:00 P.M.

**NSU Email Address:** [Jessica.j.vogel@northern.edu](mailto:Jessica.j.vogel@northern.edu)

**Email Response Time:** I will respond to your email within 24 hours Monday – Friday. If it has been 24 hours and you have not heard back from me, please do not hesitate to email me again! I will check my email on the weekends; however, I may not be able to respond within a 24-hour period.

**Scheduling Appointments:** If you need to meet with me outside of my office hours, please email me to set up a time to meet.

**NSU Phone Number:** 605-626-2939

**Catalog Course Description:** This course addresses the legal foundations of P-12 education in American society and assists candidates in applying legal principles to promote educational equity and provide safe, effective, and legal facilities. Also included are legal powers and case law situations involving civil liability, church-state relationships, labor law, liability, church-state relationships, labor law, employment, legal and policy making relationships and responsibilities involving school boards, administrators, teachers, parents, and students. Because of the unique legal demands and requirements of special education issues, emphasis is placed on the organizational structure and administrative procedures at the federal, state, and local governmental level in special education.

**Course Prerequisites:** Admittance to a NSU Graduate Program

**Required Textbooks and Supplementary Materials:** McCarthy, M.M., Eckes, S.E., & Decker, J.R. (2019). Legal rights of school leaders, teachers, and students (8th ed.).

**Attendance Policy:** As this is an online course, attendance will be fulfilled by logging onto D2L weekly to review the week's course material. Discussion or activity posts are due weekly, and individual assignments are sporadically due throughout the semester.

**Technology Skills Needed:** Basic computer operation skills.

**Description of Instructional Methods:** Course materials and assignments are organized by modules. Students are required to participate in weekly discussion board posts or activities. This course is designed to be applicable to current classrooms, refine special educator pedagogy, and support writing and research skills.

**Cheating and Plagiarism Policy:** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

<https://www.northern.edu/sites/default/files/studenthandbook20-21.pdf>

**Assignment or Exam Make-Up Policy:** Students are expected to submit all work on time. Late work is subject to one letter grade deduction after correction. However, a late submission is better than no submission.

**Course Learning Goal:** The goal of this course is to become acquainted with the various teaching methods, curriculum, and assistive technology specifically designed for students who are blind, visually impaired, or who have multiple disabilities.

**Measurable Student Learning Outcomes:**

Objective	Standards	Assessment
Students will make decisions based upon an understanding of ethical and legal principles.	NELP 2.1	Group Discussion Posts Legal Briefs
Students will demonstrate an understanding of local, state, and federal laws, policies, and regulation in leading, managing, and employment within schools.	NELP 5.3	Group Discussion Posts Legal Briefs Research Paper

Students will extract the principles of school law that the case sets forth in various court cases.	NELP 5.3	Group Discussion Posts Legal Briefs
Students will demonstrate effective, graduate level writing skills and their understanding of specific regulations within school law.	NELP 2.1 NELP 5.3	Group Discussion Posts

**Course Assessments:**

**Weekly Discussion Boards:** To encourage participation in our virtual classroom, we will be using online discussion boards. Some weeks I have provided thought provoking questions for you to form your response in a traditional discussion board manner. Other weeks I have asked you to create visual representations, classroom handouts, self reflective videos, and more. Despite the type of discussion board, your post should demonstrate reflective analytical thinking and be supported with evidence from your reading. Initial discussion board posts are due on Tuesdays at 8:00 p.m. One response to a peer’s discussion post is due on Fridays at 8:00 p.m. Each discussion post is worth 15 points. The following rubric will be strictly enforced in the assessment of traditional discussion posts.

Category	10 points	5 points	0 points
<b><i>Initial Student Post</i></b>	Discussion posting displays an excellent understanding of the required readings and underlying concepts. The response includes at least one reference in addition to 250 words or more.	Demonstrates recognition of an isolated concept presented in the reading. Presents a response that is vague, confusing or lacking detail. Response is less than 250 words.	No evidence of recognition of the concepts presented in the readings. Presents no response or shows no convincing evidence that resources have been used.

<b><i>Student Post Citation</i></b>		Original post integrates a minimum of one total citation in APA or MLA format.	No citation.
<b><i>Response to Peer's Post</i></b>	Shows definite insights into the relationship between concepts presented, and others' responses. Provides a response to one or more different threads. Response is 100 words or more.	Shows some insight into the relationship between concepts presented and others' responses.	No evidence of the relationship between concepts presented and other's responses.

**Legal Briefs:** Briefing is a way of acknowledging and preparing for potential litigation situations in schools. "Briefing" means isolating the significant elements of a judicial opinion and preparing a short written summary of that information. Preparing these written summaries serves several purposes. Briefing requires you to read cases actively and critically. To brief a case, you have to read the court's opinion very carefully and decide which information is important to the result and which is not. A case brief isolates those facts that the court considered to be influential or controlling in reaching its decision. Isolating the outcome-determinative facts will help you judge the reach of the decision for future cases. Students will brief three court cases throughout the semester.

**Research Paper:** After selecting a school law topic of choice, students will collect research based educational materials to analyze and construct a 10-page paper to address the specific areas in the rubric below. Our course materials and textbook will be great resources and starting points for constructing this paper. Depending on the topic, you may choose to give a comprehensive overview of an area with general guidelines for practice, or you may examine selected issues after an overview. Perhaps you want to break down a topic into a component part, if you find that is too broad for purposes of this assignment. Where appropriate, you may focus on state laws or local school division policies.

**Performance Standards/Grading Policy**

- A = 90-100 %
- B = 80-89 %

- C = 70-79%
- D = 60-69%
- F = Below 60%

### Course Outline/Schedule

Module	Readings and Supportive Materials	Assignment	Due Date
Week 1		Introduce yourself in the Week 1 discussion post.  Read Chapter 1 (Sacks & Zatta, 2016)	Post due 1/10/23 @ 8:00 p.m.
Week 2	Chapter 1	Week 2 Discussion	Initial post due 1/17/23 @ 8:00 p.m.  Response to peer post due 1/21/23 @ 8:00 p.m.
Week 3	Chapter 2	Week 3 Discussion	Initial post due 1/24/23 @ 8:00 p.m.  Response to peer post due 1/28/23 @ 8:00 p.m.
Week 4	Chapter 3	Week 4 Discussion	Initial post due 1/31/23 @ 8:00 p.m.  Response to peer due 2/4/23 @ 8:00 p.m.  Legal Brief #1 due 2/4/23 @ 8:00 p.m.
Week 5	Chapter 4	Week 5 Discussion	Initial post due 2/7/23 @ 8:00 p.m.  Response to peer due 2/11/23 @ 8:00 p.m.
Week 6	Chapter 5	Week 6 Discussion	Initial post due 2/14/23 @ 8:00 p.m.  Response to peer due

			2/18/23 @ 8:00 p.m.
Week 7	Chapter 6	Week 7 Discussion	Initial post due 2/21/23 @ 8:00 p.m. Response to peer due 2/25/23 @ 8:00 p.m. Legal Brief due 2/25/23 @ 8:00 p.m.
Week 8	Chapter 7	Week 8 Discussion	Initial post due 2/28/23 @ 8:00 p.m. Response to peer 3/4/23 @ 8:00 p.m.
Week 9	Chapter 8	Week 9 Discussion	Initial post due 3/7/23 @ 8:00 p.m. Response to peer due 3/11/23 @ 8:00 p.m. Research Paper outline due 3/11/23 @ 8:00 p.m.
Week 10	SPRING BREAK: ENJOY THE WEEK OFF OF CLASS!		
Week 11	Chapter 9	Week 11 Discussion	Initial post due 3/21/23 @ 8:00 p.m. Response to peer due 3/25/23 @ 8:00 p.m. Legal Brief #3 due 3/25/23 @ 8:00 p.m.
Week 12	Chapter 10	Week 12 Discussion	Initial post due 3/28/23 @ 8:00 p.m. Response to peer due 4/1/23 @ 8:00 p.m.
Week 13	Chapter 11	Week 13 Discussion	Initial post due 4/4/23 @ 8:00 p.m. Response to peer due 4/8/23 @ 8:00 p.m.

Week 14	Chapter 12	Week 14 Discussion	Initial post due 4/11/23 @ 8:00 p.m. Response to peer due 4/15/23 @ 8:00 p.m.
Week 15	Chapter 13	Week 15 Discussion	Initial post due 4/18/23 @ 8:00 p.m. Response to peer post due 4/22/23 @ 8:00 p.m.
Week 16	Chapter 14	Week 16 Discussion	Initial post due 4/25/23 @ 8:00 p.m. Response to peer post due 4/29/23 @ 8:00 p.m. Final Paper due 4/29/23 @ 8:00 p.m.

**Technical Support** NET Services is your contact for any technical support, including Desire2Learn, needed for your course. Phone: 1-605-626-2283, Email: [help@northern.edu](mailto:help@northern.edu)  
Location: Tech Center 148

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<https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>



**EDER 415/515 – NT1/NO1: Educational Assessment  
Spring 2023, 2 credits**

**Course meeting time and location:** Online

**Instructor's name:** Dr. Wendy Wakefield

**Instructor's contact information:**

**Office location:** Gerber 137

**Office hours:** M/W 11:30 a.m. - 1:00 p.m.; T/Th 9:00 - 10:30 a.m.; Online by appointment

**NSU Email Address:** [wendy.wakefield@northern.edu](mailto:wendy.wakefield@northern.edu)

**Email Response Time:** I will respond to all emails within 48 hours.

**Scheduling Appointments:** Please email me to schedule meetings.

**NSU Phone Number:** 605-626-2232 (Email is the best way to reach me.)

**Catalog Course Description:** A study of educational measurements covering both the elementary and secondary fields.

**Course Prerequisites:** None

**Required Textbooks and Supplementary Materials:**

The required textbook for this course is *Classroom Assessment for Student Learning: Doing It Right – Using It Well* (3<sup>rd</sup> Ed.) by Jan Chappuis and Rick Stiggins. All other supplementary materials will be provided on D2L.

**Attendance Policy:** Online participation is vital for this class. The points for this class will come from participation in online activities and discussion boards and completing assignments.

**Technology Skills Needed:** You will use the D2L learning management system to access course materials, participate in discussions, and submit assignments. You will also need internet connectivity, access to NSU's email, and a word processing program (i.e., Microsoft Word). You may also choose to use other programs to complete some assignments (e.g., for presentations/videos).

**Description of Instructional Methods:** The instructional methods used in this course include direct instruction, presentations, readings and other content material, and assignments. All course materials are posted to the Course Content section of D2L and arranged in weekly modules.

**Cheating and Plagiarism Policy:** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as

outlined in the [NSU Student Handbook](#) and in the [SDBOR policy](#) apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

**Assignment or Exam Make-Up Policy:** You may make-up late assignments or exams if you (1) notify and get approval from the instructor *in advance*, (2) do not impact other students by turning the assignment in late (e.g., group work), and (3) submit the assignment by the new due date decided on by you and the instructor.

**Course Goals:** The goal of this course is to help you understand and plan to use multiple methods of assessment as an integral part of engaging learners in their own growth, monitoring learner progress, and guiding their planning and instruction decisions (InTASC Standard #6: Assessment). Specifically, students will better understand and be able to apply five Teacher Assessment Competencies (TAC), as detailed in the next section.

**Measurable Student Learning Outcomes (SLOs):**

*TAC 1: Identify the assessment purpose.*

- 1) Identify various purposes for assessing students.
- 2) Explain how and when to use formative (*for learning*) and summative (*of learning*) assessment.

*TAC 2: Establish clear student learning objectives/outcomes (SLOs):*

- 3) Deconstruct complex content standards into lesson-level student learning objectives.
- 4) Demonstrate how to make learning objectives clear to students.
- 5) Plan instruction and assessment based on clear learning objectives.

*TAC 3: Develop quality assessments that yield accurate information.*

- 6) Identify when to use each type of assessment method.
- 7) Create or select formative and summative assessment items and scoring guides that adhere to standards of quality.
- 8) Explain how to control for factors, such as bias and distortion, that can render assessment information inaccurate.

*TAC 4: Use formative assessment practices effectively.*

- 9) Embed formative assessment practices into instructional plans.
- 10) Choose strategies for teacher and student feedback and reflection that promote continued learning.

*TAC 5: Communicate about student learning accurately.*

- 11) Develop or find resources for both the teacher and students to record and track students' progress.
- 12) Demonstrate how to record, combine, and summarize data to accurately reflect the current level of student learning.

**Performance Standards/Grading Policy:** Completed assignments will be submitted through the D2L Dropbox. All assignments are weighted equally and assigned a point value. Scores will be determined using checklists or rubrics. Final grades will be determined based on the following grading scale:

A	90-100%	C	70-79%	F	59% and below
B	80-89%	D	60-69%		

**Course Assessments:** Your learning in this course is assessed through assignments, assessments, discussions, and a final project.

<b>Graded Course Assignments - 415 and 515 Students</b>	<b>SLOs Assessed</b>	<b>Points</b>
Information Page	N/A	25
Introduction Discussion Post	N/A	25
Course Learning Self-Assessment (x3)	All	75 (25 each)
Discussion Posts & Responses (x4)	3, 4, 6-8	100 (25 each)
Quizzes (x3)	2; 6, 8; 11, 12	75 (25 each)
Final Project: Instruction and Assessment Plan		
• Part 1: Learning Objectives (50 points)	3-4	200
• Part 2: Summative Assessment (50 points)	6-8	
• Part 3: Instruction & Formative Assessment (50 points)	9-11	
• Part 4: Scoring Guides, Grades, & Tracking (50 points)	5	
Graduate Project <b>EDFN 515 Students ONLY</b>	All	100
<b>Total Points Possible</b>		<b>500 (EDFN 415) 600 (EDFN 515)</b>

**Graduate Option:** For those taking this class as a graduate option, EDFN 515, you are required to submit an additional assignment. For this assignment, you will critique a unit plan and related assessments. This can be a unit you or another teacher developed or one you find online. You will include the unit plan, along with a written critique of the assessment, to the D2L Dropbox: Graduate Option. In your written critique, you will address several prompts related to your learning in the course, such as “How well do the objectives of the unit align with the targeted content standards? If they do not align, explain how you would rewrite the objectives or change the unit.” All prompts can be found in the “Graduate Student” module in D2L.

#### **Student Information Page (25 points)**

In this assignment, you will respond to questions to help the instructor get to know more about you, your experiences, and your goals to tailor the course to your needs. The link to this form is in D2L.

#### **Introduction Discussion Post (25 points)**

You will create a brief post introducing yourself to the class.

#### **Course Learning Self-Assessments (25 points x 3 = 75 points)**

You will complete self-assessments of your learning and progress towards the course objectives at the beginning, middle, and end of the semester.

#### **Discussion Posts and Responses (25 points per discussion x 4 = 100 points)**

You will participate in several online discussions during this course. In some discussions, you will respond to questions and prompts about course content and then respond to at least two of your classmates’ responses. In others, you will practice what we have been learning and then discuss the work with your classmates. Examples and detailed instructions will be provided.

#### **Quizzes (25 points per quiz x 3 = 75 points)**

You will complete three online quizzes to demonstrate your understanding of class content related to formative and summative assessments, types of assessment, and communicating student learning.

**Final Project: Instruction and Assessment Plan (200 points)**

Your final project is to create or adapt an instructional unit plan for a topic/grade level of your choice. You will choose specific learning objectives, break down complex standards and write them in student-friendly language, and plan instruction that aligns with these objectives and standards. Throughout the instructional unit plan, you will include formative and summative assessments and select or develop a resource for you and students to use to give feedback and track learning. We will work on this throughout the semester. You will turn in the four sections of the project for feedback during the course. More details and examples will be provided in D2L.

**Course Outline/Schedule:** See the end of this document.

**Dispositions:** The Teacher Education Program has an obligation to ensure that all completers have achieved proficiency in three primary areas: content knowledge; pedagogy skills; and dispositions. The first two areas are assessed via formative and summative measures like classroom assignments, lesson plans, field evaluations, and Praxis tests. The third area, dispositions, while as important as pedagogy and content knowledge, is more difficult to assess as this area encompasses the many “soft skills” effective teachers possess.

The classroom dispositions process was developed by faculty and staff using the InTASC standards as a starting point and is facilitated by the SOE Assessment Coordinator. The individual indicators further describe the dispositional categories and the expectations for all candidates in the TEP. In the fall of 2018, the TEP began assessing students in selected education courses. Now, faculty for all education courses submit dispositional ratings for all students at the midpoint and again at the end of the term. A student self-assessment survey, which is sent to all declared education majors at the end of each term, is used to gauge the level of understanding students have regarding their own dispositional performance as well as what is expected of them. Please see the Teacher Education Handbook for the complete dispositions policy:

[https://www.northern.edu/sites/default/files/2.3.1\\_teacher\\_education\\_handbook.pdf](https://www.northern.edu/sites/default/files/2.3.1_teacher_education_handbook.pdf)

The dispositional categories and individual indicators are as follows below:

**I. Demonstrates Professionalism**

- Exhibits punctuality and attendance
- Meets deadlines
- Keeps appointments
- Comes to class prepared and with needed materials
- Addresses other appropriately
- Dresses professionally when indicated (e.g. presentations)

**II. Shows Initiative**

- Participates in discussions and activities
- Works independently
- Takes pride in his/her work
- Goes beyond minimum requirements
- Demonstrates perseverance
- Willing to try new things
- Seeks solutions to problems instead of complaining
- Demonstrates leadership qualities

**III. Demonstrates Effective Written Communication Skills**

- Adheres to assignment guidelines
- If required, formats papers in correct APA style
- Uses correct spelling and grammar
- Justifies perspective based on research and experience
- Composes correspondence in a professional manner

#### **IV. Demonstrates Effective Oral Communication Skills**

- Speaks appropriately (e.g. on topic, logical, correct language and grammar)
- Listens respectfully while others are speaking
- Respectfully disagrees by defending perspective with logic and calm

#### **V. Exhibits an Appreciation and Value for Diversity**

- Shows respect for others regardless of differences
- Does not use stereotypes or demean others
- Remains open to learning about differences
- Contributes positively to the development of a safe classroom environment

#### **VI. Collaborates Effectively with Faculty and Peers**

- Demonstrates respect for faculty and peers
- Does not exhibit a sense of entitlement
- Interacts with others in a friendly, professional manner
- Uses diplomacy in negotiations with others
- Accepts and implements constructive feedback

#### **VII. Is a Reflective Learner**

- Reflects accurately on performance and identifies areas for growth
- Solicits feedback from faculty and peers
- Seeks appropriate resources to improve skills & knowledge
- Accepts responsibility for own behaviors & performance

#### **VIII. Practices Professional Ethics**

- Understands the ethics of teaching, as defined in SDCL 13-43-45
- Is able to perceive an ethical dilemma and its potential consequences
- Reports any potential ethical issues to the appropriate supervisors
- Recognizes stakeholders and their views w/in context of ethical dilemma
- Can identify alternate courses of actions/solutions to an ethical dilemma

**ADA Statement:** Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible. Contact: Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2<sup>nd</sup> Floor, Phone 605-626-3007, Fax 605-626-3399, Email [Kelly.Weismantel@northern.edu](mailto:Kelly.Weismantel@northern.edu).

**Freedom in Learning:** Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

**Academic Freedom:** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one's professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Attendance Confirmation:** All students are required to complete the online Attendance Confirmation through Self-Service Banner at the start of the Fall and Spring semesters. **Note: There is no confirmation for summer terms.** No Financial Aid refunds will be processed until the Attendance Confirmation is completed, and registrations could be cancelled if not completed by **Thursday, January 19, 2023**. Tuition and fees must also be paid in full by Thursday, January 19, 2023. Please contact the Finance Office in the Krikac Administration Building, (605)626-2566, or email [nsstudentaccounts@northern.edu](mailto:nsstudentaccounts@northern.edu) if you have any questions.

**Academic Success Support:** As your instructor, I am personally committed to supporting your academic success in this course. If you demonstrate academic performance or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through the student success program, Navigate. If you receive feedback, please visit with me, or seek assistance and support from your professional advisor or other resource staff members. My goal is to make your learning experience as meaningful and successful as possible. If you have questions regarding Navigate, please contact the Student Success Center at 605.626.2633 or [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu).

**Diversity Statement:** Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

**Land Acknowledgement:** Northern State University acknowledges that we are on the traditional land of the “Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people,” and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

## EDER 415/515: Spring 2023 Tentative Course Outline/Schedule

Please note: The instructor reserves the right to adjust the schedule, assignments, and objectives to meet the course outcomes.

Dates	SLO	Content/Readings	Assignments Due
<p style="text-align: center;"><b>Week 1:</b> <b>Jan. 9-15</b></p>	1	TAC 1 – Assessment Purpose <ul style="list-style-type: none"> <li>• Course Introduction Video</li> <li>• Assessment Purpose Video</li> <li>• Textbook Chapter 1: Understanding Assessment’s Role in Learning (p. 1-21)</li> <li>• Balanced Assessment Systems Video (Teacher Module 2)</li> </ul>	Due <b>Monday, Jan. 16 at midnight:</b> <ul style="list-style-type: none"> <li>• Student Information Page</li> <li>• Introduction Discussion Post</li> <li>• Course Learning Self-Assessment and Goal Setting 1</li> </ul>
<p style="text-align: center;"><b>Week 2:</b> <b>Jan. 16-22</b></p> <p>Monday, Jan. 16: No Classes</p>	2	TAC 1 – Assessment Purpose <ul style="list-style-type: none"> <li>• Formative and Summative Assessment Video</li> <li>• Textbook Chapter 2: Establishing Purpose: Assessment <i>For</i> and <i>Of</i> Learning (p. 22-48)</li> <li>• Pre-Assessment: Promises and Cautions (Guskey &amp; McTighe, 2016)</li> <li>• Pre-Assessment Video (Teacher Module 6)</li> </ul>	Due <b>Monday, Jan. 23 at midnight:</b> <ul style="list-style-type: none"> <li>• Quiz 1: Formative &amp; Summative Assessments: Post and Two Responses</li> </ul>
<p style="text-align: center;"><b>Week 3:</b> <b>Jan. 23-29</b></p>	3-4	TAC 2 – Learning Objectives <ul style="list-style-type: none"> <li>• Student Learning Objectives and Deconstructing Standards videos</li> <li>• Textbook Chapter 3: Defining Intended Learning (p. 49-98)</li> <li>• Read Making Learning Targets Clear to Students (McDowell, 2020)</li> </ul>	Due <b>Monday, Jan. 30 at midnight:</b> <ul style="list-style-type: none"> <li>• Discussion 1 – Deconstructing Complex Standards: Post and Two Responses</li> </ul>
<p style="text-align: center;"><b>Week 4:</b> <b>Jan. 30-Feb. 5</b></p>	5	TAC 2 – Learning Objectives <ul style="list-style-type: none"> <li>• Backwards Design Video</li> <li>• Backward Design: The Basics (Gonzalez, 2020)</li> <li>• Introduction to Final Project video</li> <li>• Classroom Assessment System Video (Teacher Module 4)</li> </ul>	Due <b>Monday, Feb. 6 at midnight:</b> <ul style="list-style-type: none"> <li>• Final Project Part 1: Learning Objectives</li> </ul>
<p style="text-align: center;"><b>Week 5:</b> <b>Feb. 6-12</b></p>	6, 8	TAC 3 – Quality Assessments <ul style="list-style-type: none"> <li>• Types of Assessment and Assessment Development and Bias Videos</li> </ul>	Due <b>Monday, Feb. 13 at midnight:</b> <ul style="list-style-type: none"> <li>• Quiz 2: Assessments &amp; Bias</li> </ul>



Dates	SLO	Content/Readings	Assignments Due
		<ul style="list-style-type: none"> <li>• Chapter 4: Planning the Assessment: Sound Design (p. 99-130)</li> <li>• “Uncovering Implicit Bias in Assessment, Feedback, and Grading” by Anthony Reibel</li> <li>• High Quality Summative Assessments (Teacher Module 12)</li> </ul>	
<p><b>Week 6: Feb. 13-19</b></p>	6-8	<p>TAC 3 – Quality Assessments</p> <ul style="list-style-type: none"> <li>• Selected Response Video</li> <li>• Chapter 5: Designing and Using a Selected Response Assessment (p. 131-178)</li> </ul>	<p>Due <b>Monday, Feb. 20 at midnight:</b></p> <ul style="list-style-type: none"> <li>• Nothing Due this Week!</li> </ul>
<p><b>Week 7: Feb. 20-26</b></p> <p>Monday, Feb. 20: No Classes</p>	7	<p>TAC 3 – Quality Assessments</p> <ul style="list-style-type: none"> <li>• Rubrics and Other Scoring Guides Video</li> <li>• Rubrics for Assessment video</li> <li>• Rubrics for Performance Assessment video (Teacher Module 18)</li> </ul>	<p>Due <b>Monday, Feb. 27 at midnight:</b></p> <ul style="list-style-type: none"> <li>• Discussion 2 – Evaluating Selected Response Assessments &amp; Scoring Guides: Post &amp; Two Responses</li> </ul>
<p><b>Week 8: Feb. 27-Mar. 5</b></p>	6-8	<p>TAC 3 – Quality Assessments</p> <ul style="list-style-type: none"> <li>• Written Response Assessment Video</li> <li>• Chapter 6: Designing and Using a Written Response Assessment (p. 179-218)</li> </ul>	<p>Due <b>Monday, Mar. 6 at midnight:</b></p> <ul style="list-style-type: none"> <li>• Course Learning Self-Assessment and Goal Setting 2</li> <li>• Discussion 3 – Evaluating Written Response Assessments and Scoring Guide: Post &amp; Two Responses</li> </ul>
<p><b>Week 9: Mar. 6-12</b></p>	6-8	<p>TAC 3 – Quality Assessments</p> <ul style="list-style-type: none"> <li>• Performance Assessment Video</li> <li>• Chapter 7: Designing and Using a Performance Assessment (p. 219-271)</li> <li>• Why Use Performance Assessment? Video (Teacher Module 15)</li> <li>• Optional: Creating a Performance Assessment (Teacher Module 16)</li> </ul>	<p>Due <b>Monday, Mar. 13 at midnight:</b></p> <ul style="list-style-type: none"> <li>• Discussion 4 – Evaluating Performance Assessments and Scoring Guides: Post &amp; Two Responses</li> </ul>
<p><b>Mar. 13-19</b></p>	N/A	<p><b>Spring Break – No Classes</b></p>	<p>Due <b>Monday, Mar. 20 at midnight:</b></p> <ul style="list-style-type: none"> <li>• Nothing due this week!</li> </ul>

Dates	SLO	Content/Readings	Assignments Due
<p><b>Week 10:</b> <b>Mar. 20-26</b></p>	<p>6-8, 10</p>	<p>TAC 3 – Quality Assessments</p> <ul style="list-style-type: none"> <li>• Personal Communication Assessment Video</li> <li>• Chapter 8: Using Personal Communication as an Assessment Method (p. 272-300)</li> <li>• Adopting a ‘Pen Pal’ Mindset When Giving Feedback (Gonser, 2021)</li> </ul>	<p>Due <b>Monday, Mar. 27 at midnight:</b></p> <ul style="list-style-type: none"> <li>• Final Project Part 2: Summative Assessments</li> </ul>
<p><b>Week 11:</b> <b>Mar. 27-Apr. 2</b></p> <p>Tuesday, Mar. 28 – No Classes Assessment Day</p>	<p>5, 9</p>	<p>TAC 4 – Integrating Formative Assessment</p> <ul style="list-style-type: none"> <li>• Aligning Instruction Video</li> <li>• Read A Simple Tool for Aligning Instruction and Assessment (Valenzuela, 2022)</li> <li>• Read Selecting Instructional Strategies That Students Can Master (Lalor, 2021)</li> </ul>	<p>Due <b>Monday, Apr. 3 at midnight:</b></p> <ul style="list-style-type: none"> <li>• Nothing due this week!</li> </ul>
<p><b>Week 12:</b> <b>Apr. 3-9</b></p> <p>Friday, Apr. 7 – No Classes</p>	<p>5, 9</p>	<p>TAC 4 – Integrating Formative Assessment</p> <ul style="list-style-type: none"> <li>• Standardized Test Design Video (Teacher Module 9)</li> <li>• Work on Final Project</li> </ul>	<p>Due <b>Monday, Apr. 10 at midnight:</b></p> <ul style="list-style-type: none"> <li>• Final Project Part 3: Instructional Plan &amp; Formative Assessment</li> </ul>
<p><b>Week 13:</b> <b>Apr. 10-16</b></p>	<p>11-12</p>	<p>TAC 5 – Communicating Learning</p> <ul style="list-style-type: none"> <li>• Grading Guidelines and Recording Accurate Grades videos</li> <li>• Chapter 9: Deriving Accurate, Fair, and Defensible Summary Grades (p. 301-362)</li> <li>• Read How to Make Sure Grades Are Meaningful and Useful to Students (Rablin, 2020)</li> </ul>	<p>Due <b>Monday, Apr. 17 at midnight:</b></p> <ul style="list-style-type: none"> <li>• Quiz 3: Accurate Grading</li> </ul>
<p><b>Week 14:</b> <b>Apr. 17-23</b></p>	<p>10-11</p>	<p>TAC 5 – Communicating Learning</p> <ul style="list-style-type: none"> <li>• Reflection and Feedback Video</li> <li>• Chapter 10: Students Tracking and Reflecting on their Own Learning (p. 363-388)</li> <li>• Read Helping Students Track their Learning (Petty, 2019)</li> <li>• Watch Student/Peer Formative Assessment video (Teacher Module 8)</li> </ul>	<p>Due <b>Monday, Apr. 24 at midnight:</b></p> <ul style="list-style-type: none"> <li>• Final Project Part 4: Grades and Tracking</li> </ul>
<p><b>Week 15:</b></p>	<p>10-12</p>	<p>TAC 5 – Communicating Learning</p>	<p>Due <b>Monday, May 1 at midnight:</b></p>

Dates	SLO	Content/Readings	Assignments Due
<b>Apr. 24-30</b>		<ul style="list-style-type: none"> <li>• Conferencing Video</li> <li>• Read Chapter 11: Conferencing with and About Students (p. 389-404)</li> <li>• Read Student Led Conferences: Resources for Educators (Cronin, 2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Learning Self-Assessment and Goal 3</li> <li>• Graduate Project (515 Students ONLY)</li> <li>• ALL Late and Resubmitted Work!</li> </ul>
<b>Finals Week: May 1-5</b>			



EDER 761 NT1, Graduate Research & Design, 3 Credit Hours  
Spring 2023

**Course Meeting Time and Location**

None (100% online)

**Instructor's Contact Information**

<b>Name</b>	Dr. Monte Meyerink
<b>Office Location</b>	Gerber 141
<b>Office Hours</b>	Monday – Thursday from 10:00am-11:30am
<b>NSU Email Address</b>	monte.meyerink@northern.edu
<b>Email Response Time</b>	Within one business day
<b>Scheduling Appointments</b>	Please request a <a href="#">Zoom</a> appointment via email or attend office hours
<b>NSU Phone Number</b>	605-626-3102

**Catalog Course Description**

An introduction to the methods and skills important to the conduct and consumption of research.

**Course Prerequisites**

None

**Required Textbooks and Supplementary Materials**

**Required**

Mills, G. E., & Gay, L. R. (2018). *Educational research: Competencies for analysis and applications* (12th ed.). Pearson.  
ISBN-13: 9780134784229

**Recommended**

American Psychological Association. (2019). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). American Psychological Association.  
ISBN-13: 9781433832178

**Attendance Policy**

None (100% online). However, students are expected to check D2L and their NSU email accounts daily.

### **Technology Skills Needed**

To be successful in this course, students need the ability to both access and use the following:

- An internet connection
- An internet browser (e.g., Google Chrome, Microsoft Edge, Safari, Firefox)
- Desire2Learn (D2L)
- Academic search engines and/or databases (e.g., Google Scholar, NSU library databases)
- A word processing software (e.g., Microsoft Word, Google Docs)
- A presentation software (e.g., Microsoft PowerPoint, Google Slides)
- A screen-recording software (e.g., Panopto, OBS Studio, Screencast-O-Matic)
- \*Optionally: A citation management software (e.g., Zotero, Mendeley, EndNote)

### **Description of Instructional Methods**

Instructional methods utilized in this course include the following:

- Course readings
- Online discussions
- Student-led research
- Research proposal development
- Weekly formative assessments
- Summative assessments

### **Cheating and Plagiarism Policy**

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the [Northern State University Student Handbook](#) and the [SDBOR Policy on Student Academic Misconduct](#) apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

### **Assignment or Exam Make-Up Policy**

While late work for this course is accepted, course assessments submitted at any point after the due date do not receive full credit. The maximum score a student can earn on a late submission/post will decrease by 10% for each day after the due date. The 10% reduction goes into effect immediately after the due date and cumulates daily until five days after the due date, or a maximum of a 50% reduction (e.g., 6 hours late = 10% reduction, 1 day and 13 hours late = 20% reduction, 5 days or 8 days late = 50% reduction). The late submission policy may be waived if the student communicates with the instructor prior to the late submission and provides both a valid rationale (e.g., extreme illness, family emergency, academic conference attendance, job interview, etc.) and appropriate documentation. Determining the rationale for a late submission as either valid or invalid is up to the discretion of the instructor.

## **Course Goals**

The goals for this course include the following:

- Increase understanding of the research process.
- Develop competencies in conducting both quantitative and qualitative research.
- Foster thesis research for graduation.

## **Measurable Student Learning Outcomes**

The student learning outcomes for this course (aligned with the CACREP standards, NBPTS propositions, and NELP standards) include the following:

- Review and evaluate published research.
- Explore and implement ethical and legal considerations in research.
- Demonstrate knowledge of various aspects of both quantitative and qualitative research by completing formative and summative assessments.
- Write a research proposal containing introduction, literature review, and methodology sections.

### ***Council for the Accreditation of Counseling and Related Educational Programs (CACREP)***

Standard 2.F.8.a: the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

Standard 2.F.8.b: identification of evidence-based counseling practices

Standard 2.F.8.c: needs assessments

Standard 2.F.8.d: development of outcome measures for counseling programs

Standard 2.F.8.e: evaluation of counseling interventions and programs

Standard 2.F.8.f: qualitative, quantitative, and mixed research methods

Standard 2.F.8.g: designs used in research and program evaluation

Standard 2.F.8.h: statistical methods used in conducting research and program evaluation

Standard 2.F.8.i: analysis and use of data in counseling

Standard 2.F.8.j: ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

### ***National Board for Professional Teaching Standards (NBPTS)***

Proposition 4: Teachers think systematically about their practice and learn from experience

### ***National Educational Leadership Preparation (NELP)***

Standard 1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 3.1: Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Standard 4.4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

## **Course Assessments—1,000 points**

All course assessments must be submitted/posted to D2L.

### **Research Proposal—200 points**

This project provides the opportunity to apply research skills and methods associated with this course to the development of a research project that may be used for thesis research. Students will complete a research proposal, which can be submitted to the Institutional Review Board (IRB) at the end of the course if they wish to conduct the study. The research proposal must be 10-15 double-spaced pages (12-point font)—not including the title page, abstract, or references. Each research proposal must cite a minimum of 12 peer-reviewed journal articles published within the past 12 years. Textbooks and other sources are encouraged but will not count toward the requirement to cite at least 12 peer-reviewed journal articles. Students will submit preliminary drafts of sections of the research proposal to the instructor throughout the semester and are expected to integrate feedback into the final research proposal. The formatting of the research proposal must be aligned with the 7th edition of the publication manual of the American Psychological Association (APA). A template and grading rubric for the research proposal are provided on D2L, as well as several examples. The research proposal must include the following components:

- Title page and abstract (keywords optional)
- Introduction (approximately 2-3 pages)
  - Problem statement, purpose of the study, research question(s), significance of the study
- Literature review (approximately 5-7 pages)
  - What does prior research say about your topic? Why is your study necessary and important? What might your study contribute to the literature?
- Methodology (approximately 3-5 pages)
  - Research design; context, sample, and sampling procedures; instruments; data collection; data analysis
- References

Points possible and due dates for each section of the research proposal are shown in the table below. Each section must be submitted to the appropriate dropbox on D2L by the specified due date.

Section	Points Possible	Due Date
Preliminary Research Question	20	1/29 @ 11:59pm
Preliminary Introduction	20	2/19 @ 11:59pm
Preliminary Literature Review	30	4/2 @ 11:59pm
Preliminary Methodology	30	4/16 @ 11:59pm
Final Research Proposal	100	5/5 @ 11:59pm

### **Summative Assessments (SA)—240 points**

The course contains four summative assessments (SA) that will be administered on D2L. Each SA contains 30 multiple-choice questions that focus on applying concepts to scenarios. There is no time limit for SAs. While students are not permitted to collaborate with peers on SAs, they are encouraged to reference the course textbook and other materials when completing SAs. Each SA is graded after the first and only attempt. Topics, points possible, and due dates for each SA are shown in the table below.

Topic	Points Possible	Due Date
Unit 1: Foundational Concepts and Processes (Ch. 1 – 7)	60	2/5 @ 11:59pm
Unit 2: Quantitative Research Designs (Ch. 8 – 12)	60	3/5 @ 11:59pm
Unit 3: Qualitative Research Designs (Ch. 13 – 15)	60	3/26 @ 11:59pm
Unit 4: Quantitative and Qualitative Data (Ch. 18 – 21)	60	4/30 @ 11:59pm

***Formative Assessments (FA)—230 points***

The course contains 23 formative assessments (FA) aligned with each chapter of the course textbook that will be administered on D2L. Each FA contains 10 multiple-choice questions that focus on applying concepts to scenarios. There is no time limit for FAs and each FA is worth 10 points. While students are not permitted to collaborate with peers on FAs, they are encouraged to reference the course textbook and other materials when completing FAs. Each FA has unlimited attempts and students must achieve a grade of at least 80% before attempting the next FA. The course D2L page is designed to open the next FA as students complete the FA for each chapter. FAs are graded for mastery as it is important to understand the foundational elements of research in order to be competent and confident in future research endeavors. Achieving a grade of at least 80% on each FA is due by the end of Wednesday each week as outlined in the tentative course schedule.

***Discussion Posts (DP)—240 points***

Online discussion posts (DP) are a crucial component of this course, as this is the primary avenue for exchanging ideas and collaborating with peers. Each week, two discussion prompts are presented on D2L. Students will post an initial response in either a written (2-3 paragraphs), video (3-5 minutes), or visual (e.g., concept map, Venn diagram, etc.) format to one of the two prompts and comment in a written format (3-5 sentences) on at least one peer's initial post. Initial posts are due by the end of Thursday each week and comments are due by the end of Sunday each week as outlined in the tentative course schedule. The course contains 16 DPs and each DP is worth 15 points. Students must both post an initial response and comment on a peer's initial post to earn any credit. Instructions, prompts, and a grading rubric for each DP are provided on D2L.

***Article Critique—30 points***

Students will critique one peer-reviewed journal article and are encouraged to select an article that is referenced in their research proposal. Articles may utilize quantitative, qualitative, or mixed-methods research and must present original, empirical research. The purpose of the article critique is not to provide a summary or explanation of an article. Rather, the purpose is to actively participate in current research, engage in critical thinking, and apply the methods of evaluating research highlighted in this course. A template and grading rubric for the article critique are provided on D2L. The article critique must be submitted to the Article Critique dropbox on D2L by 2/12 at 11:59pm.

***CITI Program RCR Certificate—30 points***

Students will complete Responsible Conduct of Research (RCR) training through the Collaborative Institutional Training Initiative (CITI Program) as this is required prior to conducting research with human subjects. Students are encouraged to begin the RCR training early in the semester as the training will take 3-4 hours to complete. To complete the training, access <https://www.citiprogram.org/>, click the "Register" button, type "Northern State University" into the "Select Your Organization Affiliation" text box, and complete the rest of the registration process. Students are only required to complete the "RCR @ NSU" modules but may complete additional modules if desired. The CITI Program RCR Certificate must be submitted to the CITI Program RCR Certificate dropbox on D2L by 4/30 at 11:59pm.

***Letter of Informed Consent—30 points***

Students will construct a letter of informed consent aligned with the study outlined in the research proposal. A template and grading rubric for the letter of informed consent are provided on D2L. The letter of informed consent must be submitted to the Letter of Informed Consent dropbox on D2L by 4/30 at 11:59pm.



## Performance Standards/Grading Policy

Grade	Point Range	Percent Range
A	900 – 1,000	90% – 100%
B	800 – 899	80% – 89.9%
C	700 – 799	70% – 79.9%
D	600 – 699	60% – 69.9%
F	0 – 599	0% – 59.9%

## Spring 2023 NSU Academic Calendar

Date(s)	Day(s) of the Week	Occasion
January 9	Monday	Semester Begins
January 16	Monday	Martin Luther King Jr. Day (no classes, offices closed)
February 20	Monday	Presidents Day (no classes, offices closed)
March 13 – 17	Monday – Friday	Spring Break (no classes)
March 28	Tuesday	Assessment Day (no classes until 4:00pm)
April 7	Friday	Easter Break (no classes)
May 1 – 5	Monday – Friday	Final Exams
May 6	Saturday	Spring Commencement

## Tentative Course Schedule

Revisions to the following tentative course schedule are up to the discretion of the instructor. In the Tasks column in the table below, due dates for FAs are yellow, DPs are green, SAs are blue, research proposal sections are pink, and other assessments are red.

Week	Topic(s)	Tasks
Week 1 (1/9 – 1/13)	Welcome, Syllabus, & Introduction to Educational Research	Read Ch. 1 Complete Ch. 1 FA (1/11) Complete Week 1 DP (1/12 & 1/15) Begin searching for research topic
Week 2 (1/16 – 1/20)	Research Ethics & Research Problems	Read Ch. 2 & Ch. 3 Complete Ch. 2 FA & Ch. 3 FA (1/18) Complete Week 2 DP (1/19 & 1/22) Choose research topic Begin writing research question
Week 3 (1/23 – 1/27)	Literature Reviews & Research Plans	Read Ch. 4 & Ch. 5 Complete Ch. 4 FA & Ch. 5 FA (1/25) Complete Week 3 DP (1/26 & 1/29) Submit Preliminary Research Question (1/29) Begin searching for literature Begin writing introduction
Week 4 (1/30 – 2/3)	Samples & Instruments	Read Ch. 6 & Ch. 7 Complete Ch. 6 FA & Ch. 7 FA (2/1) Complete Week 4 DP (2/2 & 2/5) Complete Unit 1 SA (2/5) Select article to critique Continue searching for literature Continue writing introduction

Week	Topic(s)	Tasks
Week 5 (2/6 – 2/10)	Preparing/Evaluating Research Reports	Read Ch. 22 & Ch. 23 Complete Ch. 22 FA & Ch. 23 FA (2/8) Complete Week 5 DP (2/9 & 2/12) Submit Article Critique (2/12) Continue searching for literature Continue writing introduction
Week 6 (2/13 – 2/17)	Survey & Correlational Research	Read Ch. 8 & Ch. 9 Complete Ch. 8 FA & Ch. 9 FA (2/15) Complete Week 6 DP (2/16 & 2/19) Submit Preliminary Introduction (2/19) Continue searching for literature Begin writing literature review
Week 7 (2/20 – 2/24)	Causal-Comparative Research	Read Ch. 10 Complete Ch. 10 FA (2/22) Complete Week 7 DP (2/23 & 2/26) Continue searching for literature Continue writing literature review
Week 8 (2/27 – 3/3)	Experimental Research	Read Ch. 11 & Ch. 12 Complete Ch. 11 FA & Ch. 12 FA (3/1) Complete Week 8 DP (3/2 & 3/5) Complete Unit 2 SA (3/5) Continue searching for literature Continue writing literature review
Week 9 (3/6 – 3/10)	Narrative & Ethnographic Research	Read Ch. 13 & Ch. 14 Complete Ch. 13 FA & Ch. 14 FA (3/8) Complete Week 9 DP (3/9 – 3/12) Continue searching for literature Continue writing literature review
Week 10 (3/13 – 3/17)	Spring Break	None – Enjoy your break!
Week 11 (3/20 – 3/24)	Case Study Research	Read Ch. 15 Complete Ch. 15 FA (3/22) Complete Week 11 DP (3/23 & 3/26) Complete Unit 3 SA (3/26) Continue searching for literature Continue writing literature review
Week 12 (3/27 – 3/31)	Mixed Methods & Action Research	Read Ch. 16 & 17 Complete Ch. 16 FA & Ch. 17 FA (3/29) Complete Week 12 DP (3/30 & 4/2) Submit Preliminary Literature Review (4/2) Begin writing methodology
Week 13 (4/3 – 4/7)	Descriptive Statistics	Read Ch. 18 Complete Ch. 18 FA (4/5) Complete Week 13 DP (4/6 & 4/9) Continue writing methodology

Week	Topic(s)	Tasks
Week 14 (4/10 – 4/14)	Inferential Statistics	Read Ch. 19 Complete Ch. 19 FA (4/12) Complete Week 14 DP (4/13 & 4/16) Submit Preliminary Methodology (4/16)
Week 15 (4/17 – 4/21)	Qualitative Data Collection	Read Ch. 20 Complete Ch. 20 FA (4/19) Complete Week 15 DP (4/20 & 4/23) Incorporate feedback into research proposal Prepare research proposal presentation
Week 16 (4/24 – 4/28)	Qualitative Data Analysis & Interpretation	Read Ch. 21 Complete Ch. 21 FA (4/26) Complete Week 16 DP (4/27 & 4/30) Complete Unit 4 SA (4/30) Submit CITI Program RCR Certificate (4/30) Submit Letter of Informed Consent (4/30) Incorporate feedback into research proposal Prepare research proposal presentation
Finals Week (5/1 – 5/5)	Research Proposal Presentations	Complete Finals Week DP (5/2 & 5/5) Submit Final Research Proposal (5/5)

### ADA Statement

Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible. Contact: Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2<sup>nd</sup> Floor, Phone 605-626-3007, Fax 605-626-3399, Email [Kelly.Weismantel@northern.edu](mailto:Kelly.Weismantel@northern.edu).

### Freedom in Learning

Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

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**Attendance Confirmation**

All students are required to complete the online Attendance Confirmation through Self-Service Banner at the start of the Fall and Spring semesters. Note: There is no confirmation for summer terms. No Financial Aid refunds will be processed until the Attendance Confirmation is completed, and registrations could be cancelled if not completed by Friday, September 2, 2022. Tuition and fees must be paid in full by Friday, September 2, 2022. Please contact the Finance Office in the Krikac Administration Building, 605-626-2566, or email [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu) if you have any questions.

**Academic Success Support**

As your instructor, I am personally committed to supporting your academic success in this course. If you demonstrate academic performance or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through the student success program, Navigate. If you receive feedback, please visit with me or seek assistance and support from your professional advisor or other resource staff members. My goal is to make your learning experience as meaningful and successful as possible. If you have questions regarding Navigate, please contact the Student Success Center at 605-626-2633 or [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu).

**Diversity Statement**

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**EDFN 468/568 NT1**  
**Literacy in the Content Area for English Learners**  
**2 Credit Hours**  
**Summer 2022**

**Course meeting time and location**

This course is provided entirely online.  
May 31<sup>st</sup> – August 5<sup>th</sup>, 2022

**Instructor's Name & Contact Information**

Dr. Christina Cavallaro

**Office Location:** Gerber 135

**Office Hours:** Virtual and In-Person Hours by Appointment for Summer Terms

**NSU Email Address:** [christina.cavallaro@northern.edu](mailto:christina.cavallaro@northern.edu)

**Email Response Time:** Within 1 business day

**Scheduling Appointments:** Please e-mail me at [christina.cavallaro@northern.edu](mailto:christina.cavallaro@northern.edu) to schedule an appointment during office hours or to arrange a meeting outside of office hours.

**NSU Phone Number:** 605-626-3159

**Catalog Course Description** This course will explore multiple topics related to promoting literacy development in K-12 English learners. The primary focus will be on best practices in literacy instruction at each stage of development. The relationship between oral proficiency and content literacy will be discussed as well as the role of culturally responsive teaching in fostering reading and writing proficiency in English learners.

**Course Prerequisites** None

**Required Textbooks and Supplementary Materials**



Why TESOL? Theories and Issues in Teaching English to Speakers of Other Languages in K-12 Classrooms

Eileen Ariza, Maria Coady

5<sup>th</sup> Edition, 2018

9781524947897 – hardcopy

9781524965051 – e-book

**Attendance Policy** This class meets entirely online. Students are expected to post discussions and submit assignments by the due dates. Online course attendance is determined by the submission dates for assignments, assessments, discussion postings, etc. Logging into D2L is insufficient to verify/validate attendance for online courses.

### **Technology Skills Needed**

- Basic computer operation skills
- Internet connection
- Knowledge of and access to word processing software (e.g., Microsoft Word, Pages)
- Knowledge of and access to presentation software (e.g., PowerPoint, Keynote)
- Ability to download and view PDFs (e.g., Adobe, Preview)
- Ability to use *Desire2Learn (D2L)* which can be accessed <http://d2l.sdbor.edu/>. Please complete a D2L system check prior to beginning the course.

**Description of Instructional Methods** Plan to dedicate a minimum of two hours per week to view instructional material and complete weekly activities. The instructional methods used within this course include discussion, readings, responses to scholarly articles, response to videos, projects, and personal reflections. More time will be required in order to sufficiently prepare for and complete larger assignments such as projects and exams.

**Cheating and Plagiarism Policy** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments. See also the [SDBOR policy](#) and the [NSU Student Handbook](#).

**Assignment or Exam Make-Up Policy** Students are not allowed to submit late assignments or make-up quizzes/exams unless arranged and approved by the instructor prior to the due date. Unapproved late assignments will receive a grade of "0."

## Course Goals

### Measurable Student Learning Outcomes

Learning Outcome <i>By the end of this course students will:</i>	Standards	Learning Content	Assessment
apply knowledge of English language structures, use, and processes in support of English learners' (ELs) academic language acquisition and content area knowledge	TESOL #1, CAEP #1	Weekly Readings, Slide Decks, Discussions, Videos, External Resources	Discussion & Reflection Posts, Language Analyses, Final Exam
apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELs as supported by research & theories	TESOL #2, CAEP #1	Weekly Readings, Slide Decks, Discussions, Videos, External Resources	Discussion & Reflection Posts, Language Analyses, Final Exam
design and implement supportive environments for ELs using standards-based instruction and evidence-based, EL-centered, interactive approaches	TESOL #3, CAEP #1	Weekly Readings, Slide Decks, Discussions, Videos, External Resources	Discussion & Reflection Posts
apply assessment principles to analyze and interpret multiple and varied assessments for ELs	TESOL #4, CAEP #1	Weekly Readings, Slide Decks, Discussions, Videos, External Resources	Discussion & Reflection Posts, Weekly Activities, Final Exam
engage in higher-order thinking to develop graduate-level perspectives needed to identify, analyze, and solve problems related to teaching and learning English as a new language	TESOL #1-4, CAEP #1	Weekly Readings, Slide Decks, Discussions, Videos, External Resources	Discussion & Reflection Posts, Language Analyses, Final Exam

### Course Assessment Descriptions

Graded Assignment	Percentage
Language Analyses (2)	30
Discussion Posts	30
Weekly Activities	30
Final Exam	10
Total	100%

#### Language Analyses (30%)

Different language analysis assignments will be scheduled throughout the modules. You will be expected to demonstrate a) your knowledge of a specific subsystem of language and b) your ability to relate such knowledge to relevant theories of first and second language acquisition to the actual output of an English Learner. Oral and written student samples will be provided to analyze.

Oral Language Analysis (15%)

Written Language Analysis (15%)

#### Discussion Posts (30%)

Each week, activities will be assigned to help you review key points from readings and other materials, pose questions, and engage in discussions with other classmates.

### **Weekly Activities (30%)**

At times within modules, weekly activities will be assigned to support or accompany concepts presented in the readings and slides.

### **Final Exam (10%)**

The Final Exam will be posted on Monday, August 1st at 8 am, and must be completed and submitted by Wednesday, August 3<sup>rd</sup> at 11:59 pm. For the final, you will complete a language analysis.

### **Performance Standards/Grading Policy**

Assignments will be evaluated, and grades will be posted in D2L approximately within two weeks of their due date.

90-100%	A
80-89%	B
70-79%	C
60-68%	D
< 59%	F



## Course Outline/Schedule

EDFN 468/568 Literacy in the Content Area for English Learners Summer 2022, Online		
Module & Dates	Content	Assignments Due
Module 1: Getting Started (5/31-6/5)	<input type="radio"/> Review Syllabus <input type="radio"/> Get Textbook <input type="radio"/> View Course Intro Slides <input type="radio"/> Read Articles (links on D2L)	<input type="radio"/> Module 1 Discussion: Introduction (6/5) <input type="radio"/> Weekly Activity: Article Reaction (6/5)
Module 2: Phonology (6/6-6/19)	<input type="radio"/> Read Ch. 5: Human Language <input type="radio"/> Read Ch. 6: Phonology <input type="radio"/> View Slides	<input type="radio"/> Module 2 Discussion: Phonology (6/19) <input type="radio"/> Weekly Activity: Phonology Practice (6/19)
Module 3: Morphology (6/20-6/26)	<input type="radio"/> Read Ch. 7: Morphology <input type="radio"/> View Slides	<input type="radio"/> Oral Language Analysis (6/26)
Module 4: Syntax (6/27-7/3)	<input type="radio"/> Read Ch. 8: Syntax <input type="radio"/> View Slides	<input type="radio"/> Module 4 Discussion (7/3) <input type="radio"/> Weekly Activity: Morphology & Syntax Practice (7/3)
Module 5: Semantics & Pragmatics (7/5-7/10)	<input type="radio"/> Read Ch. 9: Semantics <input type="radio"/> Read Ch. 10: Pragmatics <input type="radio"/> View Slides	<input type="radio"/> Module 5 Discussion (7/10) <input type="radio"/> Weekly Activity: Semantics Practice (7/10)
Module 6: Dialectal Variations (7/11-7/17)	<input type="radio"/> Read Ch. 13: Dialectal Variations <input type="radio"/> Read Ch. 14: Development of English Language <input type="radio"/> View Slides	<input type="radio"/> Module 6 Discussion (7/17) <input type="radio"/> Written Language Analysis (7/17)
Module 7: Assessment across Content Areas (7/18-7/24)	<input type="radio"/> Read Ch. 23: Overview of Assessment for ELs <input type="radio"/> Read Ch. 24: Classroom Assessment & Standardized Tests for ELs	<input type="radio"/> Weekly Activity: Assessment Scenarios (7/24)
Module 8: Final Exam Week (7/25-8/3)	<b>Final Exam: Released on Sunday, July 31<sup>st</sup> at 8 am Completed by Wednesday, August 3<sup>rd</sup> at 11:59 pm</b>	

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**Land Acknowledgement** Northern State University acknowledges that we are on the traditional land of the “Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people,” and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>



# Christina J. Cavallaro, Ph.D.

Assistant Professor of Elementary Education | Northern State University  
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Aberdeen, South Dakota

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## EDUCATION

**Doctor of Philosophy in Curriculum and Instruction** **December 2020**

Florida Atlantic University, Boca Raton, FL

Focus: Culturally sustaining language and literacy practices

Dissertation Title: *Using culturally sustaining systemic functional linguistics-informed lessons to support emergent bilingual students' academic languaging*

Dissertation Chair: Sabrina F. Sembiente, Ph.D.

**Master of Education in Special Education** **December 2014**

*Unified Elementary/Special Education ProTeach Program*

TESOL Specialization, Reading Specialization

University of Florida, Gainesville, FL

**Bachelor of Arts in Elementary Education** **December 2013**

*Unified Elementary/Special Education ProTeach Program*

University of Florida, Gainesville, FL

## EMPLOYMENT

**Assistant Professor of Elementary Education** **August 2021 – Present**

Teacher Education Department, Millicent Atkins School of Education

Northern State University, Aberdeen, SD

Programs:

B.S.Ed. Elementary Education

M.S.Ed. Teaching & Learning

English as a New Language Graduate Certificate

**Adjunct Professor** **August 2019 – August 2021**

Department of English for Academic Purposes

Palm Beach State College, Lake Worth, FL

**Graduate Research Assistant** **August 2015 – August 2020**

Department of Curriculum, Culture & Educational Inquiry, College of Education

Florida Atlantic University, Boca Raton, FL

**Instructor** **Fall 2018**

The Mentoring Project

Florida Atlantic University, Boca Raton, FL

**Co-Instructor** **Fall 2018 – Spring 2019**

Department of Curriculum, Culture & Educational Inquiry, College of Education

Florida Atlantic University, Boca Raton, FL

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<b>Graduate Teaching Assistant</b> Department of Curriculum, Culture & Educational Inquiry, College of Education Florida Atlantic University, Boca Raton, FL Mentor: Dr. Sabrina F. Sembiante	<b>Spring 2018</b>
<b>Intensive Reading Teacher (volunteer)</b> Carver Middle School, Delray Beach, FL	<b>Fall 2018 – Spring 2020</b>
<b>Field Trip Coordinator &amp; Instructor</b> Pre-Collegiate Programs Office Florida Atlantic University, Boca Raton, FL	<b>December 2017 – July 2018</b>
<b>Academic Director (Adult ESL Program)</b> International Preparatory School, Deerfield Beach, FL	<b>May 2016 – January 2018</b>
<b>First Grade Teacher</b> Joseph Williams Elementary School, Gainesville, FL	<b>July 2014 – July 2015</b>
<b>Title I Reading Intervention Teacher, Grades K-5</b> Joseph Williams Elementary School, Gainesville, FL	<b>January 2014 – June 2014</b>

## RESEARCH INTERESTS

Using sociocultural approaches to examine the complexity of language use and development as a means for engaging students in equitable literacy and language learning opportunities

- Contributing to Culturally Sustaining Systemic Functional Linguistics (CSSFL), an emerging theory and approach
- Designing and implementing practices of explicit instruction in which students' cultural and linguistic repertoires are foundational in helping them access, analyze, and employ academic language
- Supporting teachers in applying language-focused literacy practices across richly diverse PK-12 contexts

## PUBLICATIONS IN PRINT

### Refereed Journal Articles (5)

1. Sembiante, S. F., **Cavallaro, C. J.**, & Troyan, F. J. (2021). Language teacher candidates' SFL development: A sociocultural perspective. *Language & Education*, 35(3), 479-499. <https://doi.org/10.1080/09500782.2020.1833909>
2. **Cavallaro, C. J.**, & Sembiante, S. F. (2021). Facilitating culturally sustaining, functional literacy practices in a middle school ESOL reading program: A design-based research

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study. *Language & Education*, 32(2), 160-179.

<https://doi.org/10.1080/09500782.2020.1775244>

3. Vaughan, M., **Cavallaro, C.**, Baker, J., Celesti, C., Clevenger, C., Darling, H., Kasten, R., Laing, M., Marbach, R., Timar, A., & Wilder, K. (2019). Positioning teachers as researchers: Lessons in empowerment, change, and growth. *Florida Educational Research Association Journal*, 57(2), 133-139.
4. **Cavallaro, C. J.**, Sembiente, S. F., Kervin, C., & Baxley, T. (2018). Combating racial inequity through local historical analysis: A community-informed social studies unit. *The Social Studies Journal*, 110(1), 17-32. <https://doi.org/10.1080/00377996.2018.1524361>
5. Sembiente, S. F., Baxley, T., & **Cavallaro, C. J.** (2018). What's in a name?: A critical literacy and functional linguistic analysis of immigrant acculturation in contemporary picture books. *Diaspora, Indigenous, and Minority Education*, 12(1), 28-41. <https://doi.org/10.1080/15595692.2017.1350640>

## Refereed Chapters (2)

1. Sembiente, S. F., & **Cavallaro, C. J.** (2021). Linguistic and grammatical knowledge development through text. In L. C. de Oliveira, A. M. Menda & C. Vicentini (Eds.), *Multiliteracies in English as an additional language Classrooms: Methods, approaches, and lessons* (pp. 73-92). Information Age Publishing.
2. **Cavallaro, C. J.**, Kervin, C., Sembiente, S. F., & Baxley, T. (2019). Relieving tension and empowering students: Addressing societal racism in U.S. classrooms through critical discourse analysis. In S. P. Jones & E. C. Sheffield (Eds.), *Making Sense of Race in Education: Practices for Change in Difficult Times*, (pp. 35-58). Myers Education Press.

## Refereed Essays (1)

1. **Cavallaro, C. J.** (2018). The battles of systemic functional linguistics: Learning from the past to respond to critiques of today. *A Newsletter of the North American Systemic Functional Linguistics Association (NASFLA)*, 1-10.

## Other Works (3)

1. **Cavallaro, C. J.** (2019, September). Doctoral Newsletter, Department of Curriculum, Culture & Educational Inquiry, Florida Atlantic University
2. **Cavallaro, C. J.** (2018, August). Curriculum Connections: CCEI Doctoral Newsletter, Florida Atlantic University
3. **Cavallaro, C. J.**, & Kervin, C. (2017, December) Curriculum Connections: CCEI Doctoral Newsletter, Florida Atlantic University

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## PUBLICATIONS UNDER REVIEW

### Refereed Journal Articles (1)

1. **Cavallaro, C. J.**, & Sembiante, S. F. (under review). Multilingual learners' personal narrative development through culturally sustaining systemic functional linguistics. *Critical Inquiry in Language Studies*, 1-30.

## PUBLICATIONS IN PREPARATION

### Refereed Journal Articles (3)

1. **Cavallaro, C. J.**, Wakefield, W., & Pierce, L. (in preparation). Illuminating pre-service teacher identity through photovoice and game-based learning.
2. Nightengale-Lee, B., **Cavallaro, C. J.**, & Lee, A. (in preparation). How is it possible to not worry about Ebonics?: Using a trans-university Twitter project to foster critical dialogue amongst pre-service teachers.

### Curriculum Packages (1)

1. Cavallaro, H. R., & **Cavallaro, C. J.** (in preparation). Empowered experts: Literacy learning for emergent readers.

## GRANTS

### Internal (Funded) (1)

1. Wakefield, W., Cavallaro, C. J., & Pierce, L. (2022, January). A "Breakout" Approach to Teaching Teachers through Game-Based Learning. \$1,000. CETL Pedagogy Grant, Northern State University

## CONFERENCE PRESENTATIONS

### International (10)

1. **Cavallaro, C. J.**, Wakefield, W., & Pierce, L. (submitted). A "breakthrough" approach to teaching teachers using game-based learning. Paper to be presented at International Society for Technology in Education (ISTE) Live 23, Philadelphia, PA.
2. **Cavallaro, C. J.** & Sembiante, S. F. (2021, April). *Translanguaging to propel culturally sustaining, functional literacy practices in intensive reading ESOL classrooms*. Paper submitted to the annual meeting of the American Educational Research Association, Orlando, FL.
3. **Cavallaro, C. J.** (2021, March). *Becoming reflective writers and developing metalinguistic awareness through Culturally Sustaining Systemic Functional Linguistics practices*. Paper presented at the annual American Association for Applied Linguistics (AAAL) conference, virtual meeting. \*resulted in publication

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4. **Cavallaro, C. J.** (2020, April). *Engaging students in equitable and explicit literacy instruction through Culturally Sustaining Systemic Functional Linguistics*. Paper presented at the annual American Educational Research Association (AERA) conference, virtual meeting.
5. **Cavallaro, C. J.** (2020, March). *Equitable literacy practices that embody Culturally Sustaining Systemic Functional Linguistics within intensive reading classrooms*. Paper presented at the annual American Association for Applied Linguistics (AAAL) conference, Denver, CO.
6. **Cavallaro, C.,** & Kervin, C. (2018, July). *Challenging societal norms?: A critical analysis exploring gender roles in picture books through Systemic Functional Linguistics*. Paper presented at the 45<sup>th</sup> International Systemic Functional Congress, Boston, MA.
7. Troyan, F., Sembiante, S. F., **Cavallaro, C.,** & Safriani, A. (2017, February). *Dialogue mediation of L2 teacher candidates' learning of Systemic Functional Linguistics*. Paper presented at the 10<sup>th</sup> International Conference on Language Teacher Education, Los Angeles, CA.
8. Sembiante, S. F., & **Cavallaro, C.** (2017, February). *Bilingual teacher candidates' development of the functions of critical academic reflection*. Paper presented at the 10<sup>th</sup> International Conference on Language Teacher Education, Los Angeles, CA.
9. **Cavallaro, C.** (2016, June). *Creating inclusive classrooms through students' linguistic varieties*. Research presented at the 3<sup>rd</sup> annual Trinity College Graduate Student Conference, Dublin, Ireland.
10. Sembiante, S. F., Troyan, F., & **Cavallaro, C.** (2016, April). *Engaging foreign language teachers in a functional linguistics approach to analyzing language*. Paper presented at the annual American Association for Applied Linguistics (AAAL) conference, Orlando, FL.  
\*resulted in publication

### National (7)

1. **Cavallaro, C. J.** (submitted). *Engaging multilingual learners in culturally sustaining, language-focused practices to access genre-based academic demands*. Paper submitted for presentation at the Literacy Research Association 73<sup>rd</sup> Annual Conference, Atlanta, GA.
2. Nightengale-Lee, B., Lee, A., & **Cavallaro, C.** (2020, February). *Twittering beyond the surface: A Trans-University Twitter project to foster critical dialogue between pre-service teachers*. Paper presented at American Association of Colleges for Teacher Education (AACTE) 72nd Annual Meeting, Atlanta, GA.



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3. **Cavallaro, C.**, & Sembiante, S. (2018, November). *Language diversity in picture books: Unpacking problematic portrayals through text-based instructional conversations*. Paper presented at annual National Association for Multicultural Education (NAME) conference, Memphis, TN.
4. Minor, I., & **Cavallaro, C.** (2018, November). *Re-imagining computer science as social justice oriented in a multicultural educational setting*. Paper presented at the annual National Association for Multicultural Education (NAME) conference, Memphis, TN.
5. **Cavallaro, C.**, & Kervin, C. (2017, October). *Defying the norm, yet still conforming: A critical analysis exploring gender roles in picture books*. Paper presented at the annual GRADNASFLA conference, Athens, GA.
6. Minor, I., **Cavallaro, C.**, Kervin, C., & Stell, J. (2017, October). *Ph.D. student wellness - manageable or a mirage?: Understanding wellness through students' lived experiences*. Paper presented at the 24<sup>th</sup> annual American Association for Teaching and Curriculum (AATC) conference, Denver, CO.
7. Sembiante, S. F., **Cavallaro, C.**, & Baxley, T. (2016, November). *Names as a cultural entry point: A critical analysis of immigrant acculturation in contemporary picture books*. Paper presented at the annual National Association for Multicultural Education (NAME) conference, Cleveland, OH. \*resulted in publication

### Regional (9)

1. **Cavallaro, C. J.** (2023, February). *We are all language teachers: Applying linguistic knowledge across subject areas*. Interactive session accepted for presentation at Educators Rising State Conference, Spearfish, SD.
2. **Cavallaro, C. J.** (2022, October). *Breakout EDU: Are you a lockstar?* Interactive session presented at Educators Rising South Dakota Learning Expo, Northern State University, Aberdeen, SD.
3. **Cavallaro, C. J.** (2020, April). *Engaging bilingual middle school students in practices of culturally sustaining systemic functional linguistics*. Paper presented remotely at Graduate Professional student Association Research Day, Florida Atlantic University, Boca Raton, FL.
4. **Cavallaro, C. J.** (2020, March). *Engaging emergent bilingual students in practices of culturally sustaining systemic functional linguistics through design-based research*. Paper presented at The Student Achievement Council's 19<sup>th</sup> Annual College of Education Research Symposium, Florida Atlantic University, Boca Raton, FL.
5. **Cavallaro, C.** (2018, March). *A literature review: Explicit academic language Instruction*

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*using students' linguistic repertoires*. Poster presented at The Student Achievement Council's 17<sup>th</sup> Annual College of Education Research Symposium, Florida Atlantic University, Boca Raton, FL.

6. Vaughan, M., **Cavallaro, C.**, Baker, J., Celesti, C., Clevenger, C., Darling, H., Kasten, R., Laing, M., Marbach, R., Timar, A., & Wilder, K. (2018, November). *Positioning teachers as researchers: Lessons in empowerment, change, and growth*. Paper presented at the Florida Educational Research Association (FERA) Annual Meeting, St. Petersburg, FL.  
\*resulted in publication
7. **Cavallaro, C.** (2015, November). *How the immigrant experience is portrayed in children's literature*. Research presented at The Student Achievement Council's 15<sup>th</sup> Annual College of Education Research Symposium, Florida Atlantic University, Boca Raton, FL.
8. **Cavallaro, C.** (2014, November). *The effects of Waterford on student reading achievement*. Research presented at The College of Education Teacher Inquiry and Research Showcase, University of Florida, Gainesville, FL.
9. **Cavallaro, C.** (2013, April). *Incorporating the iPad into the classroom as a means of access*. Research presented at The College of Education Teacher Inquiry and Research Showcase, University of Florida, Gainesville, FL.

### Scholarly Presentations (1)

1. **Cavallaro, C.** (2017, March). *Children's literature and the immigrant experience: A textual analysis*. Presented at the Fall 2016 Three Minute Thesis (3MT®) Championship, Florida Atlantic University, Boca Raton, FL.

### Invited Presentations & Professional Development (13) (\*paid)

1. **\*Cavallaro, C. J.**, & Henslee, J. (2022, December). *Faculty training for online teaching: Online teaching overview*. Instructional Technology Services, Northern State University, Aberdeen, SD.
2. **\*Cavallaro, C. J.**, & Henslee, J. (2022, December). *Faculty training for online teaching: Instructor presence & community*. Instructional Technology Services, Northern State University, Aberdeen, SD.
3. **\*Cavallaro, C. J.**, & Henslee, J. (2022, December). *Faculty training for online teaching: Using the LMS*. Instructional Technology Services, Northern State University, Aberdeen, SD.
4. **Cavallaro, C. J.**, Pierce, L., & Wakefield, W. (2022, November). *Enriching teacher identity using Breakout EDU and photovoice reflections*. CETL Pedagogy Grant Panel Presentations, Northern State University, Aberdeen, SD.

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5. Wanous, M., Bownfield, K., **Cavallaro, C.**, Harley, B., Huber, L., & Manhart, G. (2022, August). *HLC Quality Initiative: Experiential Learning*. Presenter, Northern State University, Aberdeen, SD.
6. **Cavallaro, C.** (2020, March). *Doctoral Student Workshop: Preparing for Qualifying Exams*. Panel Member, Department of Curriculum, Culture, and Educational Inquiry, College of Education, Florida Atlantic University, Boca Raton, FL.
7. Kervin, C. P., & **Cavallaro, C. J.** (2020, February). *COE Poster and Oral Presentation Workshop*. Organizer & Presenter, Florida Atlantic University, Boca Raton, FL.
8. Kervin, C. P., & **Cavallaro, C. J.** (2019, November). *COE Poster and Oral Presentation Workshop*. Organizer & Presenter, Florida Atlantic University, Boca Raton, FL.
9. Sembiante, S. F., & **Cavallaro, C.** (2018, February). *Applying Linguistic and Grammatical Knowledge in Teaching English*. Professional Development Program for Brazilian English Teachers, University of Miami, Coral Gables, FL.
10. **\*Cavallaro, C.** (2017, April). *Second Language Acquisition: Facts and myths*. Professional Development for Adult ESL teachers at International Preparatory School, Deerfield Beach, FL.
11. **\*Cavallaro, C.** (2017, March). *Inquiry-Based Student Research Projects in the Adult ESL Classroom*. Professional Development for Adult ESL teachers at International Preparatory School, Deerfield Beach, FL.
12. **\*Cavallaro, C.** (2016, December). *Writing Activities and the Use of Graphic Organizers to Develop English Writing Skills*. Professional Development for Adult ESL teachers at International Preparatory School, Deerfield Beach, FL.
13. **\*Cavallaro, C.** (2016, September). *Supplementary Materials to Foster Communicative English Language Teaching*. Professional Development for Adult ESL teachers at International Preparatory School, Deerfield Beach, FL.

### CERTIFICATIONS

#### Florida Educator Certification

Renewable Professional License #1241357

Elementary Education, Grades K-6

Exceptional Student Education, Grades K-12

Reading

English for Speakers of Other Languages

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## Exams Taken:

General Knowledge, June 2011  
Elementary Education K-6 Subject Area, September 2013  
Professional Education, October 2014  
Exceptional Student Education Subject Area, October 2014

## University of Florida Literacy Initiative (UFLI) Certified

Reading support program using a Science of Reading Orton-Gillingham model

## COURSES TAUGHT

### Northern State University (\*courses that I have revised/rewritten)

#### Undergraduate

ELED 440	K-8 Language Arts Methods (face-to-face at Mike Miller Elementary)
EDFN 455	Research-Based Literacy Instruction and Assessment (face-to-face)
ECE 328	Guidance with Young Children (face-to-face)
ECE 328L	Guidance with Young Children Placement
EDFN 475	Human Relations (face-to-face, online)
EDFN 102	Introduction to Education (face-to-face)
IDL 190	First Year Seminar: Social Media & Reality TV (online)

#### Graduate

EDFN 752	Research-Based Curriculum and Instruction (online)*
EDFN 545	Methods of Teaching English and Academic Content to English Learners (online, face-to-face at satellite campus)*
EDFN 546	Curriculum and Instruction for New Language Acquisition (online)
EDFN 568	Literacy in the Content Area for English Learners (online)*

### Palm Beach State College

EAP 0220	Reading Foundations B (remote)
EAP 0460	Intermediate English Grammar (face-to-face, remote)
EAP 0200	Speaking and Listening II (remote)
EAP 1684	Advanced English Writing (face-to-face)
EAP 0260	Grammar Foundations B (remote)

### Florida Atlantic University

SLS 1411	The Jump Start Experience: Fall Success (hybrid)
TSL 4080	Introduction to TESOL (online, graduate teaching assistant)
EDF 6918	Action Research in Schools and Communities (face-to-face, co-instructor)

## SUPERVISION OF STUDENTS

### Undergraduate Honors Thesis Committee Member

Allison Anderson, B.S.Ed. in Honoribus, Graduated December 2022  
Honors Thesis Title: *Teachers' knowledge about grade retention in the early grades*

### Undergraduate Honors Projects

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Honors Project Supervisor, Student in ELED 440, Spring 2022

Project Title: *Observing the effectiveness of integrated teaching in an elementary school classroom*

## University Supervisor of Undergraduate Teacher Candidates

Teacher Candidate 1, K-5 Placement, Preschool Placement, Spring 2022

Teacher Candidate 2, Preschool Placement, Spring 2022

Teacher Candidate 3, K-5 Placement, Preschool Placement, Fall 2022

Teacher Candidate 4, Preschool Placement, Fall 2022

Teacher Candidate 5, K-5 Placement, Preschool Placement, Spring 2023

Teacher Candidate 6, K-5 Placement, Spring 2023

Teacher Candidate 7, Preschool Placement, Spring 2023

## Graduate Advisor & Thesis Chair

4 students, M.S.Ed. in Teaching and Learning, Graduation expected May 2024

1 student, M.S.Ed. in Teaching and Learning (Online), Graduation expected May 2024

## Graduate Thesis Committee Member

3 students, M.S.Ed. in Teaching and Learning, Graduation expected May 2024

2 students, M.S.Ed. in Teaching and Learning (Online), Graduation expected May 2024

1 student, M.S.Ed. in E-Learning, Graduation expected May 2024

1 student, M.S.Ed. in E-Learning, Graduation expected May 2023

1 student, M.S.Ed. in Leadership and Administration, Graduation expected May 2024

## SERVICE AND PROFESSIONAL DEVELOPMENT

### Service to the University

#### *Northern State University*

Appointed SOE Representative, Higher Learning Commission Quality Initiative:  
Experiential Learning Taskforce (Spring 2022 – Present)

Member, NSU Library Committee (Spring 2022 – Present)

Participant, President's Campus Culture and Climate Taskforce Forum (January 2022)

#### *Florida Atlantic University*

Appointed COE Representative, Provost's Office Distinguished Teacher of the Year,  
(2019 – 2020)

Judge, FAU Distinguished Teacher of the Year Finalists' Presentation Day (March 2020)

### Service to the College/School

#### *Millicent Atkins School of Education (SOE), Northern State University*

New Program Proposal, M.S.Ed. Teaching English as a New Language, SOE Approval  
(October 2022)

Member, SOE Administrative Council (2022-2023)

Member, SOE Foundation Committee (2022-2023)

Faculty Advisor, Association for Education of Young Children (AEYC) at NSU (student

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organization), (Fall 2021 – Present)

Member, SOE Assessment Committee (2021-2022)

### ***College of Education (COE), Florida Atlantic University***

Elected Committee Chair, COE Distinguished Teacher of the Year (2019 – 2020)

Vice President, COE Student Achievement Council (2019-2020)

Treasurer, COE Student Achievement Council (2017 – 2019)

Member, 19th Annual COE Research Symposium and Reception, Renaissance of Education through Research, Organizing Committee (March 2020)

Member, 18<sup>th</sup> Annual COE Research Symposium, Expanding Our Horizons: Collaborative Research in Education, Organizing Committee (March 2019)

Treasurer, Kappa Delta Pi Education Honor Society, Rho Omega Chapter at FAU (2015 – 2019)

Founder, President, OWLS for ELLs at FAU (2016 – 2019)

### **Service to the Department**

#### ***Teacher Education Department, Northern State University***

Member, Elementary Education Webpage Redesign, Campus-wide Enrollment Management Initiative (August 2022)

Member, Elementary Education Assistant Professor Search Committee (Fall 2021)

Member, Teacher Education Department Assistant Professor Search Committee (Spring 2022)

#### ***Department of Curriculum, Culture & Educational Inquiry (CCEI), Florida Atlantic University***

Author, Editor, CCEI Doctoral Newsletter (2016 – 2019)

Organizer, CCEI Doctoral Student Write Nights (2019 – 2020)

Executive Member, Talons Club for FAU CCEI Graduate Students (2017 – 2018)

### **Service to the Discipline**

Manuscript Editor, Invited, SAGE (2022)

Manuscript Reviewer, SAGE (2021 – Present)

Manuscript Reviewer, Language and Education (2020 – Present)

Conference Proposal Reviewer, National Association for Multicultural Education (2017 – 2021)

Manuscript Reviewer, Diaspora, Indigenous, and Minority Education (2018 – Present)

Manuscript Reviewer, American Association for Teaching & Curriculum (2017 – Present)

### **Service to the Community**

Faculty Organizer, Read Across America Day, May Overby Elementary, Aberdeen, SD (March 2022)

Reading/ESL Support, Achievement Centers for Children and Families, Delray Beach, FL

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(Spring 2020)

Intensive Reading ESOL Support, Carver Middle School, Delray Beach, FL (Fall 2018 – Spring 2020)

## AWARDS

### Florida Atlantic University

Nominee, Dissertation of the Year Award (2020), Department of CCEI, College of Education, Florida Atlantic University

Recipient, Graduate Student Travel Grant (March 2020)

Recipient, The Provost's Certificate of Recognition for Publishing (Spring 2019)

Recipient, Graduate College Dissertation Grant (Spring 2019)

Recipient, Graduate Student Travel Grant (July 2018)

Recipient, College of Education Dean's Award (2018 – 2019)

Recipient, Outstanding Graduate Student Award (2018 – 2019)

Recipient, Graduate Academic Excellence Fellowship (2017 – 2018)

Recipient, Graduate Student Travel Grant Recipient (September 2017)

Recipient, Graduate Student Travel Grant Recipient (February 2017)

Recipient, Graduate Student Travel Grant Recipient (October 2016)

Recipient, Graduate Student Travel Grant Recipient (June 2016)

### University of Florida

Recipient, Dean's List, College of Education (2010 – 2014)

Recipient, Florida Medallion Scholars Award (2010 – 2014)

### Other

American Educational Studies Association (AESA) Critic's Choice Book Award (2021)

Recipient, Children of Associates Premiere Scholarship (CAPS), H&R Block (2010 – 2011)

Recipient, Diocese of St. Petersburg Scholarship (Fall 2010)

Recipient, Pasco County Fair Association Scholarship (Fall 2010)

Recipient, Math Educators of Pasco County Scholarship (Fall 2010)

## PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA)

North American Systemic Functional Linguistics Association (NASFLA)

American Association for Applied Linguistics (AAAL)

National Association for Multicultural Education (NAME) (2015-2022)

Graduate Student North American Systemic Functional Linguistics Association (GRADNASFLA) (2016-2018)

## OTHER AFFILIATIONS

Member, Kappa Delta Pi Education Honor Society, Upsilon Chapter at UF (2011 – 2014)

Member (2010 – 2014), Risk Management Committee (2012 – 2014), Internal Computer

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Chair (2011 – 2013), Events Design Chair (2010 – 2011), Pi Beta Phi Sorority, Florida Delta Chapter at UF

Alumni Member, Pi Beta Phi Sorority (2014 – Present)

Mentor, NaviGators International Student Program at UF (2012 – 2013)

Member, Delta Epsilon Iota Academic Honor Society (2011 – 2014)

Dancer Participant (2010 – 2011), Fundraiser Participant (2010 – 2013), Alumni Program Participant (2018 – 2019), Dance Marathon at UF

### SKILLS

Proficient in:

Corpus Tool (linguistic analysis software)

Collaborative Tools & Publishing Applications: Google Workspace, iWork, Microsoft 365

Learning Management Systems: Blackboard, Canvas, D2L/Brightspace

Data Analysis Programs: Atlas.ti, Corpus Tool (linguistic analysis), Nvivo, SPSS, Taguette,

VoiceBase Transcription, Qualtrics

Reference Management Tools: RefWorks, Zotero

Languages: English (native), Spanish (emergent)



**Pamela G. Monaghan-Geernaert, Ph.D.**  
**Curriculum Vitae**

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Aberdeen, SD 57401  
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email- pamela.geernaert@northern.edu

**Education**

- 2002 Ph. D. Sociology, (Medical Sociology & Gerontology)  
Case Western Reserve University, Cleveland, Ohio  
Dissertation: A Reservation Nursing Home-Cultural Continuity and Quality of Care in an Institutional Setting.
- 1998 Fellowship Ethnogeriatrics, School of Medicine, Stanford University,  
Palo Alto, California.
- 1993 M.A. Sociology, Idaho State University, Pocatello, Idaho  
Thesis: Determining Differences in Retirement Satisfaction
- 1989 B.A. Sociology, University of Calgary, Calgary, Alberta, Canada

**Teaching Experience**

**Northern State University, Aberdeen, SD (2019 – present) Assistant Professor**

Introduction to Sociology

Introductory course covering topics with a Macro focus (Social stratification, education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior).

Medical Sociology

Introduction to the field of health and illness behavior and health care institutions. Examines the sociocultural context of the practice of medicine and reviews some of the leading health care issues of current concern.

Race and Ethnic Studies

This course will introduce students to intergroup relations in general and to majority/minority relations in particular. The course explores these relations within the context of the lives of various racial, ethnic, and national groups in the U.S

Contemporary Issues in Indian Country

This course introduces students to contemporary issues of important to Native Americans and other indigenous peoples. Students will begin by examining briefly the concept of “tribal sovereignty”. Students will then broaden their understanding of indigeneity by exploring themes including: political activism, repatriation of sacred objects, land and water rights, economic development, education and health care.

South Dakota Indian Education

A basic knowledge of Indian history with emphasis on Lakota, Dakota, and Nakota speaking people. Current cultural issues are presented including values, family structures, traditional religion, fine arts, legends, economics, governmental policies, treaties, acts and related areas. Focuses on teaching methods, content and materials to equip students to teach bi-culturally

Human Sexuality

This course explores the topic of sexual behavior, sexual identity and social structures. The role social institutions play in understanding ourselves as sexual beings is explored.

Social Stratification

The study of the bases, varieties, changes and consequences of systems of stratification. Major attention is directed to social class patterns in American society.

Death and Dying

Sociology of Death and Dying is the study of the structure of the human response to death, dying, and bereavement in their socio-cultural, interpersonal, and individual context. Cultural and medical factors shaping a "good death", formation of death perceptions and grief over the life course, functions of the funeral, death-related ethical debates; and traumatic deaths are the topics to be discussed.

Social Problems

A systematic study of the institutional roots and social consequences of major social problems: poverty, the environment and crime. This course includes critical analysis of assumptions underlying popular and theoretical explanations of social problems as well as programs and policies aimed at alleviating them.

**Trinity Washington University, Washington, DC (2018 – 2019), Adjunct Instructor**

Race and Racism

This course will introduce students to intergroup relations in general and to majority/minority relations in particular. The course explores these relations within the context of the lives of various racial, ethnic, and national groups in the U.S

**Shippensburg University, Shippensburg, PA (2017 – 2019), Visiting Professor**

Introduction to Sociology

Introductory course covering topics with a Macro focus (Social stratification, education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior).

**Grand Canyon University, Phoenix, AZ (2018), Instructor**

Globalization

Monaghan-Geernaert, Pamela G.

This course examined globalization and its implications on societies. Specifically, the course examined the political, economic, social and cultural effects that globalization has on macro structural systems and on micro individual interactions.

**Hood College, Frederick , MD (2011- 2017), Adjunct and Visiting Professor**

**Sociological Research Methods**

Required for all Sociology majors and minors. This course is a general introduction to social research methods and covers quantitative and qualitative research design, informed consent, and research ethics.

**Evaluation Research**

This course introduces students to evaluation research. It provides them the skills in designing a program evaluation and teaches them the importance of evaluation research in program and policy development. This is a hands-on course in which students complete a program evaluation of an organization of their choosing.

**Social Gerontology**

Required for students with a major or minor in Gerontology and/or Thanatology. This course explores the social context older adults' experience, including living arrangements, employment, family supports and discrimination. This course also discusses the social policies and social problems affected older adults in the U.S.

**Social Problems**

A systematic study of the institutional roots and social consequences of major social problems: poverty, the environment and crime. This course includes critical analysis of assumptions underlying popular and theoretical explanations of social problems as well as programs and policies aimed at alleviating them.

**Introduction to Sociology**

Introductory course covering topics with a Macro focus (Social stratification, education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior).

**Sociology of Sex**

This course explores the topic of sexual behavior, sexual identity and social structures. The role social institutions play in understanding ourselves as sexual beings is explored.

**Sociology of Gender**

This course examines how profoundly gender shapes individuals and society. This course focuses on gender conforming and non-gender conforming individuals. Attention is given to the role social institutions have in maintaining gender normalized behavior.

**Frederick Community College, Frederick, MD (2015-2016) Adjunct**

**Social Problems**

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A systematic study of the institutional roots and social consequences of major social problems: poverty, the environment and crime. This course includes critical analysis of assumptions underlying popular and theoretical explanations of social problems as well as programs and policies aimed at alleviating them.

#### Marriage and Family

Core course for students in Sociology with a concentration in Life Course studies. Material covered included social and political constructs of marriage and families, changes in family structure over time, and alternative lifestyles.

### **University of Maryland – Baltimore County, Baltimore, MD (2013-2015) Visiting Professor**

#### Special Issues in Medical Sociology

Introduction to the field of health and illness behavior and health care institutions. Examines the sociocultural context of the practice of medicine and reviews some of the leading health care issues of current concern.

#### Health and Illness

Analysis of health needs and demands of the population. Examination of health and illness behavior, utilization patterns and takes into account socio-demographic variations and trends. Topics include mortality and morbidity, health attitudes and behaviors, social psychology of illness and doctor – patient relationships.

#### Sociological Research Methods

Required for all Sociology majors and minors. This course is a general introduction to social research methods and covers quantitative and qualitative research design, informed consent, and research ethics.

#### Social Gerontology

This course exams the social context older adults experience, such as their living arrangements, employment, family supports and discrimination; and discuss the social policies and social problems affected older adults in the U.S.

#### Social Problems

A systematic study of the institutional roots and social consequences of major social problems: poverty, the environment and crime. This course includes critical analysis of assumptions underlying popular and theoretical explanations of social problems as well as programs and policies aimed at alleviating them.

#### Introduction of Sociology

Introductory course covering topics with a Macro focus (Social stratification, education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior).

**Case Western Reserve University, Cleveland, Ohio (1993-1997) Graduate Student and Adjunct**

Classic and Contemporary Sociological Thought

Core theory course required by the department for all students majoring in Sociology. Material covered included Marx, Weber, Durkheim and modern theorists. (Co-Instructor, 1997)

Marriage and Family

Core course for students in Sociology with a concentration in Life Course studies. Material covered included social and political constructs of marriage and families, changes in family structure over time, and alternative lifestyles. (Co-Instructor, 1995)

Seminar and Practicum in Adolescence

A community based class in which students spend a portion of the allotted class time engaged in community service outreach mentoring with “at risk” inner city youth. Lectures focused on understanding the social and community issues pertinent to these youth. (Instructor, 1993-1995)

Introduction to Sociology

Introductory course covering topics with a Macro focus (Social stratification, education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior). (Teaching Assistant, 1993-1996)

**Cleveland State University, Cleveland, Ohio (1997) Adjunct**

Introduction to Quantitative Methods.

Core research methods course required by the department for all students majoring in Sociology. Material covered included descriptive and inferential statistics. (Instructor, 1997)

**Idaho State University, Pocatello, Idaho (1992-1993) Graduate Student**

Introduction to Sociology

Introductory course covering topics with a Macro focus (Social stratification, education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior). (Instructor 1992-1993)

## **Professional Work History**

- 8/19 – present **Northern State University** Assistant Professor Department of History and Social Sciences
- 4/15- 5/19 **Brave New World Consulting, Principle Partner.** Provide consulting to clients in various industries. Expertise in conducting focus groups, interviewing and survey construction. Provide data driven analysis to clients for best business practices.
- 8/17 – 5/19 **Shippensburg University** Visiting Professor. Department of Sociology and Anthropology
- 8/18 – 5/19 **Trinity Washington University** Adjunct Professor. Department of Sociology
- 5/18-7/18 **Grand Canyon University** Adjunct Professor. Department of Sociology
- 8/16 – 5/17 **Hood College** Visiting Professor. Department of Sociology and Social Work
- 1/11-5/13, 8/15- 5/16 **Hood College,** Adjunct Professor. Department of Sociology and Social Work
- 8/15- 5/16 **Frederick Community College,** Adjunct Professor. Department of Social and Behavioral Sciences.
- 8/13-6/15 **University of Maryland-Baltimore County,** Visiting Lecturer. Department of Sociology and Anthropology.
- 11/09 – 5/12 **Research Scientist,** Prevention Research Center, Department of Pediatrics, School of Medicine, University of New Mexico, Albuquerque, New Mexico. Provide evaluation to Center projects, including qualitative and quantitative review of data. Ensures data integrity, provides preliminary analyses and interpretations of data. Prepares statistical and narrative reports: coauthors manuscripts and presentations. Assists in grant preparation, progress reports and grant management.
- 11/05 – 8/09 **Librarian,** Vista Grande Public Library. Provided grant writing and administrative coordination to a rural non-profit public library. Assisted in program and literature acquisitions.
- 2/00 – 5/04 **Research Project Coordinator,** Empirical Ethics Group, Dept. of Psychiatry, School of Medicine, University of New Mexico, Albuquerque, New Mexico. Plans coordinates and conducts interviews, focus group and survey research in a 5-year study of barriers to care for stigmatizing illnesses in rural New Mexico and Alaska. Ensures data integrity, provides preliminary analyses and interpretations of data. Prepares statistical and narrative reports: coauthors manuscripts and presentations. Assists in grant preparation, progress reports and grant management. Oversees research assistants assigned to the project.
- 06/99 – 02/00 **Case Management Aide,** Senior Management LLC., Albuquerque, New Mexico. Provided private geriatric case management to elders and family members. Coordinated health care

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and social services with various local agencies. Provided liaison for families and long term care institutions. Conducted assessments on elders for long term care insurance.

- 01/99 – 06/99 **Interviewer, Albuquerque Veterans Administration Medical Center (AVAMC)**  
Responsible for recruiting and interviewing Hispanic and Native American minority veterans regarding their perceptions of access to health care. Responsible for ensuring integrity of computer based survey data and proper data management.
- 10/98 – 05/99 **Research Scientist, Center for Alcohol Substance Abuse and Addictions (CASAA) University of New Mexico, Albuquerque, New Mexico.** Coordinated incoming data, ensures data quality and integrity on a study of Navajo behavioral interventions. Prepared analysis and reports of qualitative data using innovative software package.
- 06/98 – 06/99 **Fellow, National Indian Council on Aging, Albuquerque, New Mexico.** Created a database for state medical services to be incorporated into a GIS (Geographical Information Systems) database, ensure integrity of the data. Prepared report for Health Care Financing Agency (HCFA) of Medicare outreach facilities for remote and vulnerable Indian Elders. Assisted in registration and organization of biennial “Elders Speak” conference.
- 02/96 – 06/98 **Research Project Director, Department of Nursing, Case Western Reserve University, Cleveland, Ohio.** Supervised data collectors and monitor incoming data on a study of nursing practice models. Conducted weekly presentation to hospital administration and staff. Produced preliminary data analysis and reports. Prepared manuscripts and funding agency progress reports. Oversaw grant management.
- 09/94 – 05/97 **Research Project Director, Department of Sociology, Case Western Reserve University, Cleveland, Ohio** Conducted statistical analysis and prepared reports on a study determining differences among survivors and controls in a sample of US and Israel Jewish Holocaust survivors and immigrants. Managed data and translation from Israeli sample. Developed coding scheme for qualitative data. Oversaw qualitative data coders.
- 12/93 – 05/96 **Consultant, Matz and Associates, Cleveland, Ohio.** Provided statistical analysis for a study determining behavior factors and patterns in communication between couples. Provided assistance with survey instrument development.

### **Funded Research and Awards**

Northern State University ( 20201)– Faculty Development Award High school guidance counselors preparation of Native American students towards higher education

Northern State University (2020)– Sanford Medical Program Evaluation Cangleska Waste Native Students program

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Hood College - Summer Institute Grant Curriculum Enhancement: Using technology to “flip” your class so you can apply more active learning strategies with today’s college students.

University of New Mexico - Research Scientist III – Prevention Research Center, Department of Pediatrics.

Program Evaluator - Village Interventions and Venues for Activity (VIVA)  
(CDC)

Program Evaluator - Acoma-Canoncito/To’Hajiilee-Laguna Native American Reservation Teen Center  
(SAMHSA)

University of New Mexico – Research Assistant Professor. School of Medicine, Institute for Ethics

Project Coordinator – Stigma & Rurality: HIV/STD, Drug Abuse & Mental Illness  
(NIH/NIDA)

Qualitative Analyst – Evaluation Support to the Navajo Nation’s Dine Center for Substance  
Abuse Treatment Project  
(NIH/CSAT)

Case Western Reserve University – Project Coordinator. School of Nursing

Project Coordinator - Variations in Nursing Practice Models  
(NIH/NINR)

## **Publications**

**Monaghan-Geernaert, P.G.** (accepted with revisions 2023) Creating a Culturally Responsive College Experience. *Journal of American Indian Education*.

Wold, C., Neville, A., **Monaghan-Geernaert, P. G.**, (2023) The Numbers don’t lie – or do they? Small sample size hides lived reality of representation of Native American students’ in special education in a Midwest state. *Journal of the American Academy of Special Education professionals*.

Waid, C., **Monaghan-Geernaert, P.G.**, Brownfield, K., Near, C. (2022) The effects of the COVID-19 pandemic on victim service provision in a Midwestern state: A Research Note. *The Annual Review of Interdisciplinary Justice Research*. Vol. 11 [https://www.cijs.ca/files/ugd/3ac972\\_8e83cf9544084971818148d06e471c5c.pdf](https://www.cijs.ca/files/ugd/3ac972_8e83cf9544084971818148d06e471c5c.pdf)

Villegas, S., **Monaghan-Geernaert, P.G.** (2022) Boise Coffee Company: Entrepreneur activism and/or ethical dissent. *The Case Journal*

**Monaghan-Geernaert, P.G.** (2021) “Home health caregivers- Paid family or something else?” Advances in Gender Research. M. Seigal and V. Demos eds. Emerald Series and Books

**Monaghan-Geernaert, P.G.** (2019) Flipping the Classroom to Teach the Evaluation of Research Articles and the Development of Scientific Literacy. *Journal of Instructional Research* Vol 8 (1) 62-70. 2019

**Monaghan- Geernaert, P.G.** (2019) Teaching in Times of Crisis. Newsletter Article: *in Teaching and Learning Sociology, American Sociological Association*. Spring, 2019

Warner, T.D., Roberts, L.W., & **Monaghan-Geernaert, P.G.** (2005) Rural Health Care. *Encyclopedia of Aging* 2005



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Warner, T.D., **Monaghan-Geernaert, P.**, Battaglia, J., Brems, C., Johnson, S.E., Roberts, L.W. (2005) Ethical considerations in rural health care: a pilot study of clinicians in Alaska and New Mexico. *Community Mental Health Journal*, 2005, 41(1);21-33.

Roberts, L.W., **Monaghan-Geernaert, P.G.**, Battaglia, J., & Warner, T.D. (2005) Personal health care attitudes of rural clinicians: Findings of a preliminary study of 136 multidisciplinary caregivers in Alaska and New Mexico. *Journal of Community Mental Health*.

**Monaghan-Geernaert, P.G.** Warner, T.D. & Roberts, L.W. (2003) Rural Women's Health Care. *Encyclopedia of Women's Health*, 2003

Gossage, J.P., Alexius, R., **Monaghan, P.G.**, Leonard, C., & May, P. (2003) Peacemaking ceremonies for substance abuse treatment. In E. Nebelkopf & M Phillips (Eds.) Speaking in Red: Substance Abuse and Mental Health in Native American Communities, Oakland, Ca

Roberts, L.W., Warner, T.D., Brody, J., **Monaghan, P.G.**, Smrcka, J., Nguyen, K.P. Kaminsky, A., Battaglia, J., Brems, C., Johnson, M., & Speier, T. (2001) Stigma, Ethics, and the Frontier: Challenges In Caring for People With Serious Illnesses in Alaska and New Mexico. *Arctic Research in the United States*. 15, Spring.

Kahana, B., Kahana, E., Harel, Z., Kelly, K., **Monaghan, P.**, & Holland, L. (1997) A paradigm for understanding the Chronic Stressors of Trauma: Perspectives of Holocaust Survivors. In M. Gotlieb (ed.) Chronic Stress of Trauma, New York, N.Y., Plenum Press.

Kahana, B., Kahana, E., King, C., Brown, J., DeCrane, P., Mackey, D., **Monaghan, P.**, Raff, L., Wu, T., Kercher, K., & Stange, K. (1994) Environmental Modifications and Disabled Elders". In J.C. Rey and C. Tilquin (Eds.) Systed 94 Proceedings for the 5th International Conference on Systems Sciences in Health-Social Services for the Elderly and the Disabled. Geneva: Switzerland.

## **Presentations**

**Monaghan-Geernaert, P.G.** (2022, November) The Effects of COVID-19 on the Migration of Home Healthcare Workers: In special symposium: Rural System-Based Coping Strategies for Advancing Research and Healthcare While Transitioning to the New Normal. Gerontological Society of America Meetings. Indianapolis, Indiana.

**Monaghan-Geernaert, P.G.** (2022, October) Reducing Vaccine Hesitancy for Women in Reservation and Rural Communities. Office of Women's Health. Office of the Assistant Secretary for Health . (virtual webinar)

**Monaghan-Geernaert, P. G.** (2022, April) The Greying Economy: Push-Pull factors affecting caregivers. Midwest Sociology Society. Chicago, IL

**Monaghan-Geernaert, P.G.** (2022, April) The Global Economy of Women Home Health Caregivers. Pacific Sociology Society. Sacramento, CA.

**Monaghan-Geernaert, P.G.** (2022, April) Home Health Caregivers. American Society on Aging. New Orleans, LA

**Monaghan-Geernaert, P.G.** & Henderson, A., (2022, March) The Erasure of Native Americans in Higher Education. Native American Critical Issues Conference. Michigan Indian Education Conference.

**Monaghan-Geernaert, P.G.** (2022, April) Home Health Caregivers – Paid Family or Something Else? American Society of Aging, New Orleans, LA.

**Monaghan-Geernaert, P.G.** (2021, November) Racial Disparities during the COVID-19 pandemic. Great Plains Sociological Association. (Virtual)

**Monaghan-Geernaert, P.G.** (2021, November) Cultural Continuity in a Reservation Nursing Home. In special symposium: Community-Engaged Research with Indigenous Communities to Improve Elder Health and Well-Being. Gerontological Society of America Meetings. Phoenix, AZ.

Villegas, S. & **Monaghan-Geernaert, P. G.** (2021, June) Boise Coffee Company: Entrepreneur Activism and/or Ethical Dissent . Presented at the Western Case Writers Conference . Virtual June 16, 2021

Waid-Lindel, C., Brownfield, K., Near, C., **Monaghan-Geernaert, P.G.** (2021, May) The Effects of the Covid-19 Pandemic on Service Provision in a Midwestern State. Presented at the Mobilizing Justice Conference in Winnipeg, CA (virtual) May 6, 2021.

**Monaghan-Geernaert, P.G.** Henderson, A., (2021, May) Decolonizing the IPED and the Erasure of Native American College Students. Presented at Towards Decolonized Futures: An interdisciplinary conference challenging the politics of knowing and being'. London , England.

Nelson, L., **Monaghan-Geernaert, P.G.** Henderson, A., Brownfield, K., (2021, April) Native American pedagogy: Decolonizing data and curriculum in higher education. Presented at Center for Excellence in Teaching and Learning , Northern State University.

**Monaghan- Geernaert, P.G.** (2021, March) Getting the Vaccine to the Communities that need it the most. Justice in Aging Webinar. Diversity Elder Coalition.

**Monaghan-Geernaert, P.G.** (2021, Feb) Cultural Continuity in a Reservation Nursing Home Presented for MEDLIFE (Medical Education and Development for Low Income Families Everywhere. Dalhousie University, Halifax, Nova Scotia, Canada (presented virtually)

**Monaghan-Geernaert, P.G.** (2020, May) Teaching in Small Classes Presented at the Lily Conference for Evidence-Based Teaching and Learning (Virtual)

**Monaghan-Geernaert, P.G.** (2019, November) Dealing with Crisis: Prepare for the Worst- Hope for the Best Presented at the Great Plains Sociological Society, Sioux Falls, SD

**Monaghan-Geernaert, P.G.** (2019, January) Modernizing the Classroom Presented at the Lily Conference for Evidence-Based Teaching and Learning. Austin, TX

**Monaghan-Geernaert, P.G.** (2017, January). Flipping the Classroom to Teach the Evaluation of Research Articles and the Development of Scientific Literacy Presented at the Lily Conference for Evidence-Based Teaching and Learning. Austin, TX

**Monaghan-Geernaert, P.G.** (2016, January). Awkward Silence, Probing Questions and Current Events: Engaging Students in Critical Thinking . Presented at the AFACCT Meeting. La Plata, MD

**Monaghan-Geernaert, P.G.** (2015, October). Creating Teachable Moments in Times of Crisis. Presented at the Lily Conference for Evidence-Based Teaching and Learning. Traverse City, MI

**Monaghan-Geernaert, P.G.** (2015, January). Using Multi-Media Assignments to Engage Students in Critical Thinking. Presented at the Lily Conference for Evidence-Based Teaching and Learning. Austin, TX

**Monaghan-Geernaert, P.G.** (2002, December). Promoting Positive Mental Health Through Cultural Continuity. Presented at the Department of Psychiatry Grand Rounds Series. University of New Mexico, Albuquerque, New Mexico

**Monaghan- Geernaert, P.G.** (2002, August). Maintaining Good Mental Health Through Cultural Continuity: A Case Study of a Reservation Nursing Home. Presented at the National Association for Rural Mental Health. Albuquerque, New Mexico.

**Schmrka, J., Monaghan-Geernaert, P.G.** (2002, August). Insider or Outsider: Rural Clinician's Self Definition. Presented at the National Association for Rural Mental Health. Albuquerque, NM

**Monaghan, P.G.** (2002, April). Nursing Care on an Indian Reservation: Culture and Quality. Presented at the American Society on Aging meetings, Denver, Colorado .

**Monaghan, P.G.** (2002, February). A Reservation Nursing Home: Cultural Continuity in Care. Presented at the Society for Cross-Cultural Research meetings, Santa Fe, New Mexico.

**Monaghan, P.G.** (2001, August). Integrating Anglo Technology on a Reservation. Presented at the Annual Meeting of the American Sociological Association, Anaheim, California.

**Monaghan, P.G.** (1999, November). A Qualitative Analysis of the Meaning of a Reservation Nursing Home: A Case Study presented at the Annual Meeting of the Gerontological Society of America in San Francisco, California, in November

**Monaghan, P.G.** (1999, April). Understanding the Need for Reservation Nursing Homes. Presented at the Indian Health Services (I H S) Research meeting, Albuquerque, New Mexico.

**Monaghan, P.G.** (1998, November). Constructing and Deconstructing a Reservation Nursing Home: A Community Study of the Laguna Pueblo Indians. Presented at the Annual Meeting of the Gerontological Society of America, Philadelphia, Pennsylvania.

**Monaghan, P.G.** (1997, November). Models of PE fit for Native American Nursing Home Care. Presented at the Annual Meeting of the Gerontological Society of America, Cincinnati, Ohio.

Kahana, B., Kahana, K., Harel, Z., **Monaghan, P.G.**, Holland, L., (1997, June). Adaptation to Aging in the Aftermath of Trauma Presented at the Fifth European Conference on Traumatic Stress, Netherlands.

Kahana, B., Kahana, K., Harel, Z., **Monaghan, P.G.**, Holland, L., (1997, June). Social Achievements in the Shadow of Psychological Distress Among Survivors of the Nazi Holocaust Living in the US and Israel Presented at the Fifth European Conference on Traumatic Stress, Netherlands.

**Monaghan, P.G.** (1996, November). The Importance of Cultural Sensitivity for American Indian Elderly in Nursing Homes. Presented at the Annual Meeting of the Gerontological Society of America, Washington, D.C.

**Monaghan, P.G.** (1995, November). Understanding American Indian Health Care Use: Application of the Andersen Health Beliefs Model Presented at the Annual Meeting of the Gerontological Society of America, Los Angeles, California.

Kahana, B., Kahana, E., **Monaghan, P.G.** (1995, September). Cultural Context and Coping with Trauma-Induced Stressors Presented at the congress of the International Institute of Sociology, Trieste, Italy.

**Monaghan, P.G.,** (1995, April). Do early Childhood events influence Personality and late life happiness? Presented at the Annual Professional and Scientific conference of ONECA (Ohio Network of Educational Consultants in the Field of Aging), Akron, Ohio.

**Monaghan, P.G.** Brown, J. (1994, November). The Effects of Personality and Life Events on Subjective Well-Being in the Old-Old . Presented at the Annual Meeting of the Gerontological Society of America, Atlanta, Georgia.

**Monaghan, P.G.** (1994, September). Employment Opportunities for Retired Canadians. Presented at the twenty-fifth Anniversary of the American Association of Retired Persons (AARP) Senior Employment Program (SEP). Cleveland, Ohio.

**Monaghan, P. G.** (1994, October). Mentorship: A Time to Grow- The Graduate Student Professional Socialization Experience Presented at Association for Gerontology in Higher Education (AGHE). Cleveland, Ohio.

**Monaghan, P.G.** (1992, August). Sociological Theories of Gender Inequality in the Labor Market Presented at the Honors Student presentations at American Sociology Association (ASA). Pittsburgh, Pennsylvania.

### **Professional Membership and Positions**

Reviewer: CyberPsychology, Networking and Social Behavior 2019

Journal of Instructional Research, 2019

Reviewer: Journal of Cross Cultural Aging 2022

Vice president: Behavioral and Social Sciences section  
Gerontological Society of America

American Sociological Association  
Medical Sociology  
Aging  
SOTL

# Monte Meyerink

Assistant Professor of Elementary Education · Northern State University

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🆔 [ORCID iD](#) · 📄 [Google Scholar](#)

## Education

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### MONTANA STATE UNIVERSITY

Bozeman, MT

PH.D. EDUCATION – CURRICULUM & INSTRUCTION (MATHEMATICS EDUCATION)

2018-2022

*Advisor* Dr. Fenjien Luo

*Dissertation* K-8 Preservice Teachers' Preparedness for Technology Integration in Mathematics: Examining Perspectives, Anticipated Practices, and Abilities  
<https://scholarworks.montana.edu/xmlui/handle/1/16939>

### NORTHERN STATE UNIVERSITY

Aberdeen, SD

M.S.ED. EDUCATIONAL STUDIES

2016-2018

*Advisor* Dr. Andria Moon

*Thesis* An Examination of the Relationship Between Math Lab Engagement and Math Lecture Achievement in Post-Secondary Algebra Students

### NORTHERN STATE UNIVERSITY

Aberdeen, SD

B.S.ED. SECONDARY MATHEMATICS EDUCATION – IN HONORIBUS

2012-2016

*Certification* 5-12 Mathematics, South Dakota

*Honor's Thesis* The Effect of Concrete and Virtual Manipulatives on Student Growth and Knowledge Retention for Secondary Math Students

## Awards, Fellowships, & Grants

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<sup>1</sup> Education, Health and Human Development

<sup>2</sup> Montana State University

2022	<b>Outstanding Graduate Student in Curriculum &amp; Instruction</b> , College of EHHD <sup>1</sup> , MSU <sup>2</sup>	
2018-2022	<b>Graduate Teaching Assistantship</b> , Department of Education, MSU <sup>2</sup>	Tuition & \$16,000
2020	<b>Student Travel Scholarship</b> , Science Math Resource Center, MSU <sup>2</sup>	\$400
2019	<b>Student Travel Scholarship</b> , Department of Education, MSU <sup>2</sup>	\$400
2019	<b>Student Travel Scholarship</b> , College of EHHD <sup>1</sup> , MSU <sup>2</sup>	\$500
2019	<b>Dolciani Mathematics Enrichment Grant</b> , Mathematical Association of America	\$5,000
2019	<b>Graduate Research Assistantship</b> , Gianforte School of Computing, MSU <sup>2</sup>	Tuition & \$4,000

## Research Experience

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### MONTANA TECHNOLOGICAL UNIVERSITY – CLARK FORK WATERSHED EDUCATION PROGRAM

Butte, MT

SUPERVISOR: RAYELYNN BRANDL

2021-2022

*Project* Expanding Environmental Literacy and Stewardship

*Funding* United States Environmental Protection Agency – Environmental Education Grant

*Role* Internal Evaluator

*Contribution* Data collection, statistical analysis, and dissemination of findings

### MONTANA STATE UNIVERSITY – SCIENCE MATH RESOURCE CENTER

Bozeman, MT

SUPERVISOR: SUZI TAYLOR

2021

*Project* An Analysis of Exemplary Practices for Diversity, Equity, and Inclusion in MSU Youth STEM Outreach

*Funding* Montana State University College of Education, Health and Human Development

*Role* Graduate Research Assistant (Internal Evaluator)

*Contribution* Data collection, statistical analysis, and dissemination of findings

## MONTANA STATE UNIVERSITY – SCIENCE MATH RESOURCE CENTER

Bozeman, MT

SUPERVISOR: SUZI TAYLOR

2020-2021

- Project* Montana NSF EPSCoR
- Funding* National Science Foundation – Office of Integrative Activities #1757351
- Role* Graduate Research Assistant (Internal Evaluator)
- Contribution* Statistical analysis and dissemination of findings

## MONTANA STATE UNIVERSITY – DEPARTMENT OF EDUCATION

Bozeman, MT

SUPERVISOR: DR. FENQJEN LUO

2019

- Project* Montana Math Circle
- Funding* Mathematical Association of America Dolciani Mathematics Enrichment Grant
- Role* Co-Project Director and Head Math Coach
- Contribution* Math camp design and implementation

## MONTANA STATE UNIVERSITY – GIANFORTE SCHOOL OF COMPUTING

Bozeman, MT

SUPERVISOR: DR. BRITTANY FASY

2018-2019

- Project* Improving the Pipeline for Rural and American Indian Students Entering Computer Science via Storytelling
- Funding* National Science Foundation – Division of Research on Learning #1657553
- Role* Graduate Research Assistant
- Contribution* Lesson plan design and statistical analysis

## Teaching Experience

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### NORTHERN STATE UNIVERSITY

Aberdeen, SD

- 2022-Pres. **Assistant Professor**, Graduate Research & Design, K-8 Math Methods, Classroom Management, Introduction to Education

### MONTANA STATE UNIVERSITY

Bozeman, MT

- 2021-2022 **Instructor**, K-8 Math Methods
- 2018-2020 **Graduate Teaching Assistant**, K-8 Math Methods, Early Field Experience

### SELF-EMPLOYED

Bozeman, MT

- 2019-2021 **Private Tutor**, Algebra I, Algebra II, Geometry, Trigonometry

### MONTANA MATH CIRCLE

Bozeman, MT

- 2019 **Math Camp Coach**, American Mathematics Competitions 8, 10, and 12

### NORTHERN STATE UNIVERSITY

Aberdeen, SD

- 2017-2018 **Math Lab Coordinator**, College Algebra Lab, Intermediate Algebra Lab

### CENTRAL HIGH SCHOOL

Aberdeen, SD

- 2016 **Student Teacher**, Geometry

## Publications

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### PEER-REVIEWED JOURNAL ARTICLES

- Luo, F., Yu, Y., **Meyerink, M.**, & Bursal, C. (2022). Fifth grade Chinese and U.S. students' division problem posing: A small-scale study. *Hiroshima Journal of Mathematics Education*, 15, 85-97. [https://www.iasme.jp/hjme/download/2022/Vol15\\_Issue1\\_07.pdf](https://www.iasme.jp/hjme/download/2022/Vol15_Issue1_07.pdf)
- Tran, Q., **Meyerink, M.**, Aylward, A., & Luo, F. (2021). College enrollment and STEM major choice in a rural state: A statewide examination of recent high school cohorts. *Theory & Practice in Rural Education*, 11(1), 40-59. <https://doi.org/10.3776/tpre.2021.v11n1p40-59>

### PEER-REVIEWED CONFERENCE PROCEEDINGS

- Meyerink, M.**, Luo, F., & Bursal, C. (2020). Preservice teachers' perspectives on technology integration in kindergarten through eighth grade mathematics. In A. I. Sácristan, J. C. Cortés-Zavala, & P. M. Ruiz-Arias (Eds.), *Mathematics education across cultures: Proceedings of the forty-second annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 2222-2227). PME-NA. <https://doi.org/10.51272/pmena.42.2020-378>

**Meyerink, M., & Luo, F.** (2019). Examining preservice teachers' mathematical content knowledge through problem solving. In S. Otten, A. G. Candela, Z. de Araujo, C. Haines, & C. Munter (Eds.), *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 776.01-776.05). University of Missouri. <https://files.eric.ed.gov/fulltext/ED606556.pdf>

## REPORTS

**Meyerink, M., Taylor, S., & Luo, F.** (2022). *Diversity, equity, and inclusion in MSU youth STEM outreach*. Montana State University Science Math Resource Center. <https://scholarworks.montana.edu/xmlui/handle/1/16808>

**Meyerink, M., & Taylor, S.** (2021). *Montana K-12 educator needs assessment report 2020*. Montana State University Science Math Resource Center. <https://scholarworks.montana.edu/xmlui/handle/1/16458>

## IN REVIEW

**Meyerink, M., & Luo, F.** (2023). *K-8 preservice teachers' technology integration in mathematics: Perspectives and anticipated practices* [Manuscript submitted for publication]. Teacher Education Department, Northern State University.

**Meyerink, M.** (2023). *K-8 preservice teachers' evaluation of geometry activities that utilize a technological resource* [Manuscript submitted for publication]. Teacher Education Department, Northern State University.

**Meyerink, M.** (2023). *K-8 preservice teachers' creation of geometry activities that utilize a technological resource* [Manuscript submitted for publication]. Teacher Education Department, Northern State University.

## IN PREPARATION

**Meyerink, M., & Houge, T. T.** (2023). *Development of a K-8 math clinic* [Manuscript in preparation]. Teacher Education Department, Northern State University.

## Presentations

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\* *presenting author*

## INTERNATIONAL CONFERENCES

Luo, F.\*, Yu, Y., **Meyerink, M.**, & Bursal, C. (2021, July 11-18). *Division problem posing of fifth graders: A cross-national study in China and the United States* [Paper presentation]. Fourteenth International Congress on Mathematical Education, Shanghai, China.

**Meyerink, M.\***, Luo, F., & Bursal, C. (2021, June 2-6). *Preservice teachers' perspectives on technology integration in kindergarten through eighth grade mathematics* [Paper presentation]. Forty-second Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mazatlán, Sinaloa, México.

**Meyerink, M.\***, & Luo, F. (2019, November 14-17). *Examining preservice teachers' mathematical content knowledge through problem solving* [Paper presentation]. Forty-first Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, St. Louis, MO, United States.

## NATIONAL CONFERENCES

Brandl, R., Pavlovich, C.\*, & **Meyerink, M.\*** (2022, October 27-29). *Expanding environmental literacy and stewardship* [Conference session]. School Science and Mathematics Association Convention, Missoula, MT, United States.

**Meyerink, M.\***, Luo, F., & Bursal, C. (2020, January 15-18). *Montana Math Circle* [Conference session]. Joint Mathematics Meetings, Denver, CO, United States.

Bursal, C.\*, **Meyerink, M.**, & Luo, F. (2020, January 15-18). *An outlet for creativity in mathematics* [Paper presentation]. Joint Mathematics Meetings, Denver, CO, United States.

## STATE/INSTITUTIONAL CONFERENCES

Luo, F.\*, & **Meyerink, M.\*** (2019, September 16-17). *The achievement gaps and trends: Findings from the longitudinal data of Montana students* [Conference session]. Montana Data Use Culture Conference, Helena, MT, United States.

do Amaral, B.\*, & **Meyerink, M.\*** (2019, March 27). *Using storytelling to teach CS in middle school* [Symposium]. Second Annual Diversity Symposium, Bozeman, MT, United States.

## Service, Development, & Affiliations

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<sup>1</sup> North American Chapter of the International Group for the Psychology of Mathematics Education

<sup>2</sup> International Congress on Mathematical Education

### SERVICE

2022-Pres.	<b>Member</b> , School of Education Assessment Committee	<i>Aberdeen, SD</i>
2022-Pres.	<b>Member</b> , Center for Excellence in Teaching and Learning Advisory Committee	<i>Aberdeen, SD</i>
2019-2022	<b>Head Coach</b> , American Mathematics Competition (AMC) 8 Workshop	<i>Bozeman, MT</i>
2018-2022	<b>Score Room Supervisor</b> , Montana Science Olympiad	<i>Bozeman, MT</i>
2021	<b>Session Co-Chair</b> , 42 <sup>nd</sup> meeting of PME-NA <sup>1</sup>	<i>Mazatlán, México</i>
2020	<b>Reviewer</b> , 14 <sup>th</sup> meeting of ICME <sup>2</sup>	<i>Shanghai, China</i>
2020	<b>Session Co-Chair</b> , Joint Mathematics Meetings (JMM)	<i>Denver, CO</i>
2019	<b>Reviewer</b> , 41 <sup>st</sup> meeting of PME-NA <sup>1</sup>	<i>St. Louis, MO</i>
2018-2019	<b>Proctor</b> , AMC 8, 10, & 12	<i>Bozeman, MT</i>

### PROFESSIONAL DEVELOPMENT

**Montana State University R Workshops.** (2020). A series of four workshops (*Introduction to R, Data Visualization in R, Intermediate R, and Data Wrangling in R*) that presented methods for analyzing and representing data in R. These workshops have improved my ability to both conduct and disseminate research as well as collaborate with other researchers.

### PROFESSIONAL AFFILIATIONS

2018-Pres.	<b>Member</b> , National Council of Teachers of Mathematics (NCTM)
2018-2022	<b>Member</b> , American Mathematical Society (AMS)



Lauren Elizabeth Pierce, PhD  
Curriculum Vitae

Assistant Professor of Educational Psychology  
Graduate Coordinator, Interdisciplinary Studies in Education  
Director, Motivation and Learning Lab

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**CONTACT**

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Office	Address	Northern State University Gerber 139 1200 S. Jay Street Aberdeen, SD 57401
	Email	lauren.pierce@northern.edu
	Phone	520-474-0652

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**EDUCATION**

**AREAS of EXPERTISE and INTEREST**

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Co-Regulation; Development; Identity; Motivation; Positive Psychology; Cognition; Social Emotional Learning; Attribution; Emotional Regulation; Coping; Efficacy Beliefs; Group Processes; Canonical Correlation; Expectancy Value; Factor Analysis; Critical Discourse Analysis; Self-Regulation; Structural Equation Modeling; In-Group/Out-Group; Belongingness; Agency; Survey Research; Experimental Design

**DEGREES**

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Fall 2016-Fall 2020

*Doctor of Philosophy*, Educational Psychology, University of Arizona

*Committee*: Dr. Mary Mccaslin, Dr. Heidi Burross, Dr. Tom Good, Dr. Monica Erbacher

Dissertation: What Happened? A Causal-Thinking Intervention Through Reflective Journaling

Fall 2014- Summer 2016

*Master of Arts*, Educational Psychology, University of Arizona, Tucson, AZ

*Committee*: Dr. Mary Mccaslin, Dr. Heidi Burross, Dr. Elizabeth Pope

Thesis: Predicting Performance Through Athlete Behavior: An Attribution Analysis

Fall 2010- Spring 2014

*Bachelor of Arts in Education, Magna Cum Laude, University of Arizona, Tucson, AZ (Major: Elementary Education)*  
*Honors Thesis Advisor: Dr. Toni Griego-Jones*  
Thesis: Public Technology Accessibly in Relation to Socio-Economic Status

## **CERTIFICATIONS**

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Educational Research Methodologies (Graduate Certificate)

Substitute Teaching Certificate (State of Arizona)

Secondary English Teaching Certificate (State of Arizona)

English as a Second Language Teaching Endorsement (State of Arizona)

## **TEACHING EXPERIENCE**

### **UNIVERSITY COURSES**

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*Assistant Professor, Northern State University, Aberdeen SD, 8/21-Current*  
EPSY 302: Educational Psychology

*Assistant Professor, Northern State University, Aberdeen SD, 8/21-Current*  
EPSY 428/528: Child & Adolescent Development

*Assistant Professor, Northern State University, Aberdeen SD, 8/21-Current*  
EPSY 742: Psychology of Learning

*Assistant Professor, Northern State University, Aberdeen SD, 8/23-Current*  
MLED 480: Middle Level Methods

*Assistant Professor, Northern State University, Aberdeen SD, 8/22-Current*  
IDL 190: Motivation and Identity Development

*Teaching Associate, University of Arizona, Tucson, AZ 8/19 to 12/19*  
EDP 402: Motivation and Identity Development

*Teaching Associate, University of Arizona, Tucson, AZ 1/19 to 5/19*  
EDP 358: Assessment

*Teaching Associate, University of Arizona, Tucson, AZ 1/19 to 5/19*  
EDP 405: Public Education in America

*Teaching Associate, University of Arizona, Tucson, AZ 8/17-5/17*  
EDP 410i: Decision Making Across the Lifespan

*Teaching Associate*, University of Arizona, Tucson, AZ, 8/16-05/17  
EDP/PSY/FSHD 200: Evolution and Human Development

*Teaching Assistant*, University of Arizona, Tucson, AZ, 8/15-5/16  
EDP/PSY/FSHD 200: Evolution and Human Development

*Teaching Assistant*, University of Arizona, Tucson, AZ 8/14-12/14  
PSY 150A1: Structure of Mind and Behavior

## K-12 TEACHING EXPERIENCE

*Long Term Substitute Teacher*, Amphitheater School District, Tucson, 01/2018 to 05/2021

*Virtual Elementary Teaching Assistant*, Independent Consultant, Tucson, AZ 08/2020 to Current

*Teaching Assistant, 1<sup>st</sup> Grade*, Walker Elementary School, Tucson, AZ 1/2013 to 5/2013

*Teaching Assistant, 4<sup>th</sup> Grade*, Walker Elementary School, Tucson, AZ 8/2013 to 12/2013

*Student Teacher, 8<sup>th</sup> Grade ELA and Sports Conditioning*, Wilson K-8 School, Oro Valley, AZ,  
1/2014 to 5/2014

*Substitute Teacher*, Flowing Wells School District, Tucson, AZ, 8/2013-01/2017

*Medical Student BRIDGE Co-Facilitator*, University of Arizona College of Medicine, Tucson,  
AZ, 6/2017 to 8/2017

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## **PUBLICATIONS**

### PEER REVIEWED

Pope, Erbacher, & Pierce (2022) "Narcissistic or Overwhelmed with Emotions?" *Journal of Social and Behavioral Sciences*

**Pierce, L.** (2021) "Applying the Self-Regulation Model to Teams: Transitions from Reflection to Forethought." *The International Journal of Sport and Society*

**Pierce, L.** (2020) "Why Teams "Give Up" On Each Other: A Case Study of Efficacy Beliefs during Chronic Failure." *The International Journal of Sport and Society* 11 (4): 77-88.  
doi:10.18848/2152-7857/CGP/v11i04/77-88.

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### UNDER REVIEW

**Pierce, L.** (Under Review) Social Signal Value in Adolescence: Trends in Behaviors and Interpretations.

**Pierce, L.** (Under Review) Impacts of COVID-19 Isolation on Mental Health in Adolescent Sport Teams

## IN PREPARATION

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**Pierce, L.** (Book in preparation) Identified Youth Athlete Tensions in Sport: A Co-Regulatory Approach to Identity Development, Lexington Books, Rowman & Littlefield

**Pierce, L.** (Article in preparation) Parents as Reflective Interpreters: Applying Co-Regulation to Understand Parent Talk in Youth Sports Games.

## OTHER PUBLICATIONS

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**Pierce, L.** (2019) How To Stay Motivated Between Races. *MudRunGuide*, <https://www.mudrunguide.com/2019/08/oped-how-to-stay-motivated-between-races/>

**Pierce, L.** (July 2020) Manage Stress and Avoid Athlete Burnout in Times of Uncertainty. Junior Volleyball Association, <https://jvavolleyball.org/how-to-manage-stress-and-avoid-athlete-burnout-in-times-of-uncertainty/>

**Pierce, L.** (July 2020) Helpful Activities to Recover and Motivate Your Athletes, Junior Volleyball Association, [https://jvavolleyball.org/education\\_resources/helpful-activities-to-recover-and-motivate-your-athletes/](https://jvavolleyball.org/education_resources/helpful-activities-to-recover-and-motivate-your-athletes/)

**Pierce, L.** (August 2020) Mental Health Guidance and Resources for Coaches, Athletes, and Parents, Junior Volleyball Association, <https://jvavolleyball.org/mental-health-guidance-and-resources-for-coaches-athletes-and-parents/>

**Pierce, L.** (October 2020) How We Can Help Players Learn to Take Ownership of Their Mind and Motivation, Junior Volleyball Association, <https://jvavolleyball.org/from-the-jva-office-how-we-can-help-players-learn-to-take-ownership-of-their-mind-and-motivation/>

**Pierce, L.** (December 2020). Helping Athletes Set, Monitor, and Adapt Goals, Junior Volleyball Association, <https://jvavolleyball.org/helping-athletes-set-monitor-and-adapt-goals/>

**Pierce, L.** (January, 2021). Mental Performance Series: Identifying Shared Values, Junior Volleyball Association, [https://jvavolleyball.org/education\\_resources/mental-performance-series-part-one-identifying-shared-values/](https://jvavolleyball.org/education_resources/mental-performance-series-part-one-identifying-shared-values/)

**Pierce, L.** (January, 2021). Mental Performance Series: Self-Efficacy and Goal Setting, Junior Volleyball Association, [https://jvavolleyball.org/education\\_resources/mental-performance-series-part-two-self-efficacy-and-goal-setting/](https://jvavolleyball.org/education_resources/mental-performance-series-part-two-self-efficacy-and-goal-setting/)

**Pierce, L.** (January, 2021). Mental Performance Series: Emotion Regulation, Junior Volleyball Association, [https://jvavolleyball.org/education\\_resources/mental-performance-series-part-three-emotion-regulation/](https://jvavolleyball.org/education_resources/mental-performance-series-part-three-emotion-regulation/)

**Pierce, L.** (February, 2021). Mental Performance Series: Understanding Personality, Junior Volleyball Association,

**Shortt, C. & Pierce, L.** (August 2021). Best Practices for Rest and Recovery in Junior Volleyball, Junior Volleyball Association. <https://jvavolleyball.org/best-practices-for-rest-and-recovery-in-junior-volleyball/>

## AD HOC REVIEWER

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Society for Research on Adolescence

International Journal of Sport and Society

Common Ground Research Network

American Psychological Association Annual Convention

American Educational Research Association Annual Meeting

## PRESENTATIONS

### CONFERENCE PRESENTATIONS

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**Pierce, L., Roberts, K., Shortt, C., Mathews, S., & Novotney, S.** (Accepted). Pathways to Adaptive Coping and Regulatory Responses Through Mental Health Literacy, Commission on Sport Management Accreditation, Paper Session

**Pierce, L.** (Accepted). Development of Identity in Youth Sports: The Critical Importance of Conflict and Tension in Emergent Belonging, American Educational Research Association, Roundtable Discussion

Shaw, A. & **Pierce, L.** (2022). Co-Regulation as a Framework for Understanding Mental Health Stigma in Rural Settings, North American Society for the Sociology of Sport, Paper Session

**Pierce, L.** (2022) The Role of Individual Autonomy in the Co-Construction of Team Identity. Sport & Society International Conference.

**Pierce, L.** (2022) Identified Youth Athlete Tensions in Sport: A Co-Regulatory Approach to Identity and Development. American Psychological Association.

**Pierce, L.** (2021) The Role of the Coach in Co-Regulated Youth Sport Learning, American Educational Research Association, Paper Session

**Pierce, L.** (2020) Parent Responses to In-Game Events: An Analysis of Parent Talk During Youth Sports Play, American Psychological Association

Pope, E., Erbacher, M., & **Pierce, L.** (2020) Narcissistic or Overwhelmed by Emotions? Divergent Pathways to Academic Entitlement, Center for Academic Research in Education

**Pierce, L.** (2019) Emergent Educator Identity in the #RedForEd Movement: Applying Co-Regulation to Social Action

**Pierce, L.** (2019) Fluidity of Self and Collective Efficacy, American Psychological Association

**Pierce, L.** (2018) The Development of Social Signal Value in Teams: A Study in Emotional Expression and Shared History, American Psychological Association

**Pierce, L.** (2017) A Focus on the Uncontrollable: How Unsuccessful Teams Transition from Post-Game to Pre-Game, Sport and Society Research Network

**Pierce, L.** (2017) From Post-Game to Pre-Game: An Analysis of Evaluative Tendencies on Self-Motivation Beliefs, American Psychological Association

Olson, A. M., Freiberg, E. J., Wood, M., Orduño, J., & **Pierce, L.** (2011, November). What is a fraction? Children's examples and understanding. Arizona Educational Research Organization, Paper Session

## WORKSHOPS

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**Pierce, L.** (2014, March). *Setting Effective Performance Goals and Check In's*. Workshop presented to a track and field team, Ironwood Ridge High School, Tucson, AZ

**Pierce, L.** (2014, May). *Dealing with Pressure and Visualizing Success for State Championships*. Workshop presented to a track and field team, Ironwood Ridge High School, Tucson, AZ

**Pierce, L.** (2016, August). *Creating a Team Identity Through Belongingness and Shared Goals*. Workshop presented for a volleyball team, Pima Community College, Tucson, AZ

Vriesema, C., **Pierce, L.**, & Scherr, J. (2016, October). *Mock Interviews and CV's: Preparing Materials for the Job Market*. Educational Psychology Brown Bag Session presented to other graduate students, University of Arizona, Tucson, AZ

Vriesema, C., **Pierce, L.**, & Scherr, J. (2016, October). *Imposter Syndrome: Experiences and Coping*. Educational Psychology Brown Bag Session presented to other graduate students, University of Arizona, Tucson, AZ

Vriesema, C., **Pierce, L.**, & Scherr, J. (2017, February). *Productive Academic Writing*. Educational Psychology Brown Bag Session presented to other graduate students, University of Arizona, Tucson, AZ

Vriesema, C., **Pierce, L.**, & Scherr, J. (2017, February). *Fake It Until You Make It: Tackling Public Speaking*. Educational Psychology Brown Bag Session presented to other graduate students, University of Arizona, Tucson, AZ

Vriesema, C., **Pierce, L.**, & Scherr, J. (2017, February). *National Teach In on the Presidential Order Banning Muslims, Immigrants, and Refugees: A Viewing and Discussion of Implications*. Educational Psychology Brown Bag Session presented to other graduate students, University of Arizona, Tucson, AZ

**Pierce, L.** (2017, December). *Mitigating Test Anxiety through Adaptive Goal Setting*. College of Medicine Learning Specialist Session presented to Medical Students, University of Arizona, Tucson, AZ.

**Pierce, L.** (2018, February). *Designing Effective Study Through Self-Regulated Frameworks*. College of Medicine Learning Specialist Session presented to Medical Students, University of Arizona, Tucson, AZ.

**Pierce, L.** (2018, July). *How To Study Together: Effective Group Work Strategies*. College of Medicine Learning Specialist Session presented to Medical Students, University of Arizona, Tucson, AZ.

**Pierce, L.** & Rowe, A. (2018, November). *Managing Well-Being During Times of Stress*. College of Medicine Learning Specialist Session presented to Medical Students, University of Arizona, Tucson, AZ.

**Pierce, L.** & Merendo, E. (2019, February). *Getting to Know YOU: Who are you as a team player?* Workshop presented to a softball team, Ironwood Ridge High School, Tucson, AZ.

**Pierce, L.** (2019, August). *Understanding, Interpreting, and Sharing Social Signals. What do your actions say to your teammates?* Workshop presented for a volleyball team, Ironwood Ridge High School, Tucson, AZ

**Pierce, L.** (2019, December). *Learning from Failure in Obstacle Course Racing: Reframing Experiences for Training and Success*. Workshop presented live online through OCR news outlet.

**Pierce, L.** & Merendo, E. (2020, January). *Leadership for Returning Junior Varsity Athletes: What Are Leadership Roles and What Does Leadership Sound Like?* Workshop presented to a Junior Varsity Team

**Pierce, L.** (2020, January). *Shared Values and Expectations: Setting the Team Standard of Excellence.* Workshop presented to a club volleyball program.

**Pierce, L.** (2020, February). *Emotional Intelligence: The Role of Perceiving Emotions in Sport.* Workshop presented to a club volleyball team.

**Pierce, L.** (2020, March). *Midseason Reflections on Team Identity: Who We Were, Who We Are.* Workshop presented to a club volleyball team.

#### MENTORED PRESENTATIONS

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Jenson, K. (October 2022). Expected, Yet Undertaught: Creativity's Role in Preparing Students for Successful Careers and Lives, National Collegiate Honors Conference

Tschetter, T. (October 2022). The Effects of Outside Factors on Academic Motivation, National Collegiate Honors Conference

Glover, E. (December 2022). Finding the Upside Down Man: Egoistic Identity Fragmentation and Relative Deprivation in Identity Creation, Master's Thesis

#### GRANT PROPOSALS, AFFILIATIONS, AND AWARDS

##### GRANT PROPOSALS

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*Changing Outcomes through Positive Empowerment (COPE): A Mental Health Initiative for Student Athletes* (Funded, \$20,000)  
NCAA Research & Innovation Grant  
August 2022, Co-PI: Kelsie Roberts, Lauren **Pierce**, Chelsee Shortt, & Shalini Mathews

*A BREAKOUT Approach to Learning* (Funded, \$1500)  
Center for Excellence in Teaching and Learning  
Spring 2022, Co-PI: Wendy Wakefield, Christina Cavallaro, & Lauren **Pierce**

*Mogi Missions: A Robotics Curriculum for Problem-Based Algebraic Learning Through Teamwork* (not funded)  
National Science Foundation SBIR  
Spring 2015, PI: Lauren Pierce, Engineer I: Sean Whitsett  
Collaboration with MOGI, LLC, Girl Scouts of the USA (GSUSA), National Girls Collaborative (NGC), Girls Who Code (GWC), University of Arizona STEM Learning Center (SLC), Women in Science and Engineering (WISE)

*Beyond the Master's Degree: Master's to Doctorate Scholars Program* (not funded)



National Science Foundation

Fall 2017, Research Assistant, PI: Dr. Athena Ganchorree

Collaboration with the University of Arizona College of Medicine to aid in the transition from Master's students to Doctoral level research students.

#### AFFILIATIONS (Past & Current)

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Contributing Researcher, Smithsonian Institution National Museum of Natural History, "The People in Nature Experience", 2022 to Current

Director, *Motivation and Learning Lab*, Northern State University

Graduate Student Member, *Attitudes and Behaviors in Learning and Education (ABLE) Lab*, University of Arizona, 2017-2020

Graduate Student Member, *Cognition and Memory in Education and Learning (CAMEL) Lab*, University of Arizona, 2015-2016

Undergraduate Student Member, *Tweety Language Development Lab*, University of Arizona, 2013-2014

Undergraduate Student Member, *Center for Research on Classrooms*, University of Arizona, 2012-2014

American Psychological Association, American Educational Research Association, Association for Applied Sport Psychology, Sport & Society Research Network, Kappa Delta Pi Honors Society (University of Arizona), Psi Chi Honors Society (University of Arizona)

#### AWARDS AND OPPORTUNITIES

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*Champion for Inclusion*

Spring 2022, Awarded by Nomination from Students at Northern State University

*Outstanding Graduate Student Award and Commencement Speaker*

Spring 2020, Awarded by the College of Education at the University of Arizona

*Graduate Student Completion Fellowship*

Spring 2020, Awarded by Department of Educational Psychology and the College of Education (U of A)

*Educational Psychology Fellowship*

Fall 2016-Spring 2019, Awarded by Department of Educational Psychology (U of A)

*Mary F. & Maude D. Miller Scholarship*

Fall 2018-Spring 2019, Awarded by College of Education (U of A)

*Drs. Darrell L. and Donna L. Sabers Graduate Scholarship in Educational Psychology*  
Fall 2016-Spring 2017, Awarded by College of Education (U of A)

*Claire Weinstein Doctoral Student*  
Summer 2019, Selected by Division 15 American Psychological Association

*Erasmus Circle Scholarship*  
Spring 2014, Awarded by Department of Educational Psychology

*Ora Bretall Scholarship*  
Fall 2019-Spring 2020, Awarded by College of Education (U of A)

*Paul Lindsey Internship in Education*  
Fall 2016-Spring 2017, Selected by College of Education (U of A)

## **SERVICE**

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Committee on Inclusion and Belonging, Co-Chair, 2022 to Current

Interdisciplinary Studies in Education Graduate Coordinator, Northern State University, August 2021 to Present

University Supervisor, School of Education, Northern State University, January 2021 to Present

Campus Culture and Climate Committee, Northern State University, 2022 to Current

Statistical Consulting, Northern State University, 2021 to Current

Assessment Committee, Northern State University, 2022 to Current

Research Reviewer, Common Ground Research Network, 2017 to Current

Conference Research Reviewer, American Educational Research Association, 2019 to Current

Honors Thesis Committee Member, Northern State University, 2021 to Current

SONA Systems Research Administration Committee, Northern State University, 2022 to Current

Recruitment & Retention Committee, School of Education, Northern State University 2021 to Current

Student Representative, Hiring Committee, Department of Educational Psychology, University of Arizona 2020

Graduate Student Ambassador, Division 15, American Psychological Association, 2017-2019

Co-Facilitator of EDP Grad Student Brown Bag Series, Department of Educational Psychology, University of Arizona, 2016-2017

Interim Secretary, Sierra Club Rincon Group Chapter, Tucson, AZ, 2016- February 2017

Graduate Student Ambassador, American Psychological Association of Graduate Students, American Psychological Association, 2016 Annual Convention

Student Representative, Hiring Committee, Department of Educational Psychology, University of Arizona 2015-2016

## EMPLOYMENT

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*Positive Mindset Coach and Contributing Writer*, Junior Volleyball Association, Online

*Learning Specialist*, University of Arizona College of Medicine, Tucson, AZ  
Jan 2018- Jan 2019

*Ironwood Ridge Softball Assistant Coach*, Oro Valley, AZ  
Junior Varsity Softball, 2019 to 2021

*Ironwood Ridge Track Head Coach*, Oro Valley, AZ  
Men's and Women's Distance (800, 1600, 3200), 2014 to 2018

*Substitute Teacher*, Flowing Wells School District, Tucson, AZ  
Jan 2013-Jan 2018

*Inspiring Connections Outdoors*, Tucson, AZ  
Graduate Student Paul Lindsey Intern, 2016-2017

*Mogi Missions, LLC*, Tucson, AZ  
Education Specialist and Lead Instructional Designer, 2014-2016

## CHRISTIAN D. PIRLET

13426 Ringneck Lane • Aberdeen, SD 57401 • cpirlet@gmail.com • (605) 290-3266

### SUMMARY OF QUALIFICATIONS

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A doctor of curriculum and instruction focused on diverse research interests and teaching experiences including instructional technology, digital game-based learning, social studies education, and global education.

Research and instructional interests include preservice teacher perceptions of global and human rights education and technology-based pedagogy.

### EDUCATION

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#### University of South Dakota

Ed.D. in Curriculum & Instruction

Vermillion, SD

August, 2021

Emphasis: Social Studies Education, Educational Technology

Dissertation: Game-based learning to motivate the study of economics and raise global awareness: Minecraft in a rural secondary social studies classroom

#### University of South Dakota

M.A. History

Vermillion, SD

May, 2013

Emphasis: The American West, Constitutionalism

Thesis: The Black Hills gold rush: A lack of policy and an insatiable demand for land

Graduate Assistantship: History Department

#### Northern State University

B.S.Ed. History

Aberdeen, SD

December, 2007

### PROFESSIONAL EXPERIENCE

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#### Collegiate

##### Northern State University

Aberdeen, SD

Courses Taught:

Instructional Design in E-Learning Courses:

Digital Learning and Communication, ELRN 410/510\*

Principles of Instructional Design, ELRN 435/535\*

Multimedia Design & Development, ELRN 440/540\*

Digital Learning Tools and Resources, ELRN 450/550\*

Classroom Technology, ELRN 485/585

Teaching and Learning with Digital Technology, ELRN 750\*

Applications of Learning Theory, ELRN 772\*

Methods Courses:

Elementary Social Studies Methods, ELED 360

Secondary Methods in Teaching, SEED 400/500

American Foundations: The Founding, HIST/POLS 592\*

General Education Courses:

Human Relations, EDFN 475/575

Secondary Education Internship: Student Teaching, SEED 494

School Culture and Change, EDFN 737

Secondary Education Internship: Student Teaching, SEED 794

*\*New Courses Developed*

Program Coordinator:

Minor in Instructional Design in E-Learning

Masters of Science in Education: Educational Studies in Secondary Education

Masters of Science in Education: Instructional Design in E-Learning

**University of South Dakota**

Vermillion, SD

Elementary Social Studies Methods, Graduate Assistant (ELED 360 Online)

Western Civilization I & II, Graduate Assistant (HIST 121/HIST 122)

**Northern State University**

Aberdeen, SD

US History I & II (HIST 151/HIST 152)

**K-12**

**Aberdeen Public School District**

Aberdeen, SD

Social Studies Teacher

2007 – 2021

Technology Integration Coach

2020 – 2021

**PUBLICATIONS**

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**Journal Articles**

Williams, J. A., & Pirlet, C. D. (2021). Developing global citizens through human rights education: Teaching the Nanjing atrocities. *The Oregon Journal of the Social Studies*.

**Peer Reviewed**

Pirlet, C. D. (2023) Global awareness in a rural secondary classroom: Minecraft and macroeconomics. In L. Yoho & J. D. Moore (Eds.), *Expanding the Vision of Rurality in the US Educational System*. IGI Global. [Accepted, Anticipated Summer, 2023]

Williams, J. A., Pirlet, C. D., & Johnson, M. (2022) The Nanjing safety zone: A global rescue effort on the Asian theatre during World War II. In L. Harris, M. Sheppard, & S. Levy (Eds.), *Teaching difficult histories: Pictures of practice*. Teachers College Press.

**Book Reviews**

Pirlet, C. D. (2020). Book review: Inquiry-based global learning in the K-12 social studies classroom. *Journal of International Social Studies*, 10(2), 161-164. <https://www.iajiss.org/index.php/iajiss/article/view/521/401>

**PRESENTATIONS**

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**International**

Pirlet, C. D. (November, 2021). *Game-Based Learning to Enhance Global Awareness*. Paper presented at the International Assembly of the National Council for the Social Studies 2021 Annual Conference, Virtual.

Williams, J. A., & Pirlet, C. D. (December, 2020). *The Nanjing Atrocities: Developing Global Citizens through Human Rights Education*. Paper presented at the International Assembly of the National Council for the Social Studies 2020 Annual Conference, Virtual.

Pirlet, C. D. (December, 2019). *What's Trade Got To Do With It?: Teaching International Development to Rural Secondary Students*. Paper presented at the International Assembly of the National Council for the Social Studies 2019 Annual Conference, Austin, TX.

### **National**

Pirlet, C. D. (December, 2022). *Creating 'Chaord' Through Digital Game-Based Learning to Teach Global Economics*. Paper presented at the National Council for the Social Studies 2022 Annual Conference, Philadelphia, PA.

Sheppard, M., Williams, J. A., Johnson, M., Pirlet, C. D.,.... (December, 2022). *Teaching Difficult Histories in Difficult Times*. Paper presented at the National Council for the Social Studies 2022 Annual Conference, Philadelphia, PA.

Pirlet, C. D., Williams, J. A., & Johnson, M. (December, 2020). *Teaching Difficult Histories: The Nanjing Atrocities*. Paper presented at the National Council for the Social Studies 2020 Annual Conference, Virtual.

Pirlet, C. D. (December, 2019). *Agency Through Allegories: Gilded Age Populism According to Oz*. Poster presented at the National Council for the Social Studies 2019 Annual Conference, Austin, TX.

Pirlet, C. D. (December, 2018). *Lakota Winter Counts: Yesterday, Today, and Tomorrow*. Workshop at the National Council for the Social Studies 2018 Annual Conference, Chicago, IL.

### **Local/Regional**

Pirlet, C. D. (March, 2022). *Chaord Through Game-Based Learning*. Presented at the Technology & Innovation in Education (TIE) Annual Conference, Sioux Falls, SD.

Pirlet, C. D. (February, 2022). *Minecraft, AR, and Clips, Oh My!* Presented at Educators Rising State Conference at South Dakota State University, Brookings, SD.

Pirlet, C. D. (December, 2021). *Minecraft, AR, and Clips, Oh My!* Presented at Educators Rising Learning Expo at Northern State University, Aberdeen, SD.

Pirlet, C. D. & Geary, M. (June, 2021). *Minecraft in Schools*. Presented at Dakota State University Teach Camp, Virtual.

Pirlet, C. D. (April, 2021). *Implementing Minecraft: Education Edition Across the Curriculum*. Presented at the Technology & Innovation in Education (TIE) Annual Conference, Virtual.

Pirlet, C. D. (August, 2020). *Using Annotate.net in the Classroom*. Presented at Aberdeen Central High School Professional Development, Aberdeen, SD.

Pirlet, C. D. (January, 2020). *A Guide to Implementing Google Forms as Quizzes*. Presented at Aberdeen Central High School Professional Development, Aberdeen, SD.

### **AWARDS AND HONORS**

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#### **National**

Larry Metcalf Exemplary Dissertation Award (Nomination) 2022

John Morton Excellence in the Teaching of Economics (Nomination) 2020

James Madison Memorial Fellowship Foundation	2011
<b>State/Local</b>	
University of South Dakota School of Education Outstanding Leadership	2020
South Dakota History Teacher of the Year (Nomination)	2018, 2019

## GRANTS

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<i>Center for Teaching and Learning Pedagogy Grant</i> , Northern State University “Coding and Robotics Materials for Elementary Preservice Teachers” Role: Principal Investigator Amount: \$1000.00 (Funded)	2021
<i>James D. Moran Memorial Dissertation Award</i> , University of South Dakota Role: Principal Investigator Amount: \$ 750.00 (Funded)	2021
<i>Graduate Research and Creative Scholarship Grant</i> , University of South Dakota Role: Principal Investigator Amount: \$ 175.00 (Not Funded)	2020
<i>The Mount Rushmore Presidential and Congressional Academy for American History and Civics</i> , U.S. Department of Education Role: Associate Investigator Amount: \$1,779,000 (Not Funded)	2015

## CERTIFICATIONS & LICENSURE

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HyFlex Teaching Certificate <i>Northern State University, Center for Excellence in Teaching &amp; Learning</i>	2023
Teaching Certificate <i>South Dakota Department of Education</i>	2006 – Present

## PROFESSIONAL MEMBERSHIPS

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International Society for Technology in Education	2021 – Present
College and University Faculty Assembly, National Council for the Social Studies	2018 – Present
International Assembly, National Council for the Social Studies	2017 – Present
Association for Supervision and Curriculum Development	2017 – 2022
National Council for the Social Studies	2014 – Present
National Education Association/South Dakota Education Association	2007 – Present

## PROFESSIONAL SERVICE

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<b>International/National</b>	
The International Assembly, National Council for the Social Studies House of Delegates Representative	2022 – Present

Secretary	2020 – 2022
Webmaster	2019 – 2022

**State**

South Dakota Department of Education	
Social Studies Standards Unpacking Committee Lead	2020
Social Studies Standards Lead Editor	2020
Government and Public Administration Standards Unpacking Committee	2018
Oceti Sakowin Essential Understandings Standards Revision Committee	2016

**Local**

Strategic Enrollment Management (SEM) New Student Recruitment Working Group Faculty Representative	2022 – Present
Instructional Technology Advisory Committee Co-Chair	2021 – Present
Center for Public History and Civic Engagement Advisory Board	2021 – Present
University of South Dakota Chapter of Kappa Delta P Treasurer	2020 – 2022
Aberdeen Central High School Responsibility School Improvement Committee Chair	2012 – 2018



# Jessica J. Vogel, Ed.D.

1231 N. Kline · Aberdeen, SD · (605) 252-2090 · jessica.j.vogel@northern.edu

## EDUCATION

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<b>Ed.D., Special Education Administration</b> <i>University of South Dakota, Vermillion, SD</i>	<b>December 2021</b>
<b>Early Childhood Special Education Endorsement</b> <i>Black Hills State University, Spearfish, SD</i>	<b>August 2013</b>
<b>M.Ed., Emotional and Behavioral Disorders</b> <i>Southwest Minnesota State University, Marshall, MN</i>	<b>May 2009</b>
<b>B.S., Special Education</b> <i>Northern State University, Aberdeen, SD</i>	<b>December 2006</b>

## PROFESSIONAL EXPERIENCE

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<b>Teaching and Learning Master's Program</b> <i>Graduate Program Coordinator</i>	<b>September 2021- Present</b>
<b>Instructor /Assistant of Special Education</b> <b>Present</b> <i>Northern State University, Aberdeen, SD</i>	<b>August 2016 –</b>
<b>University Supervisor</b> <i>Northern State University, Aberdeen, SD</i>	<b>August 2016 - Present</b>
<b>Early Childhood Special Education Teacher</b> <i>Aberdeen Public School District, Aberdeen, SD</i>	<b>August 2016 - May 2016</b>
<b>Special Education Teacher</b> <i>Aberdeen Public School District, Aberdeen, SD</i>	<b>August 2012 - May 2015</b>
<b>Autism Facilitator</b> <i>Aberdeen Public School District, Aberdeen, SD</i>	<b>August 2009 - May 2012</b>
<b>Special Education Teacher</b> <i>Southeastern Behavioral Healthcare, Sioux Falls, SD</i>	<b>April 2007 – July 2009</b>

## CURRENT CERTIFICATIONS

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**South Dakota Teaching License** 2006 – Present  
*Early Childhood Special Education, K-12 Special Education*

## PROFESSIONAL MEMBERSHIPS AND OFFICES

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**Association for Education and Rehabilitation of  
the Blind and Visually Impaired** January 2023- Present  
*Member*

**South Dakota Learning Disability Association** April 2021- Present  
*Association President*

**South Dakota Council for Exceptional Children** August 2020- Present  
*Chapter Secretary*

**South Dakota Council for Exceptional Children  
National Representative Assembly, Indianapolis, IN** February 2019  
*South Dakota Delegate*

**South Dakota Council for Exceptional Children** August 2017 – August 2020  
*Membership Chair*

## HONORS AND AWARDS

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**Dr. Shawn P. Withers Scholarship Recipient** August 2020  
*University of South Dakota, Vermillion, SD*

**Golden Key International Honour Society** December 2019  
*University of South Dakota, Vermillion, SD*

**Frederick Peterson Scholarship Recipient** August 2019  
*University of South Dakota, Vermillion, SD*

**Beadle Club Administrative Scholarship Recipient** August 2018  
*University of South Dakota, Vermillion, SD*

## STUDENT ADVISOR ORGANIZATION AWARDS

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**NSU Community Service Project of the Year: Sensory Santa** 2020

*Co-Advisor, Council for Exceptional Children*

**South Dakota Board of Regents Student Organization  
Community Service Award** 2017

*Co-Advisor, Council for Exceptional Children*

## PUBLICATIONS

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### PEER REVIEWED

**Vogel, J.**, Lehmann, E., Curtin, S., & Retterath, C. (2022). Rural leaders' experiences implementing FAPE for students with intellectual disabilities. *International Council of Professors of Educational Leadership: ELRDR*,10, (Fall 2022). 31-47. <https://www.icpel.org/elrdr.html>

Wold, C. & **Vogel, J.** (2021). Inclusive university experiences for students with disabilities. *NASET Special Educator e-journal*, December 2021. 56-74.

### DISSERTATION

**Vogel, J.** (2021). Rural leaders' experiences implementing FAPE for students with intellectual disabilities. *Dissertations and Theses*. 8. <https://red.library.usd.edu/diss-thesis/8>

## PRESENTATIONS

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### ORAL PRESENTATIONS

**Vogel, J.** (2021, June 3). *Professional Special Education Resources in Special Education*. South Dakota Virtual Mentor Academy.

**Vogel, J.** & Wold, C. (2020, June 2). *Professional Development for Special Education*. South Dakota Virtual Mentor Academy.

**Vogel, J. & Bau, K.** (2019, March 20) *Using Evidence Based Practices to Improve Teacher and Family Partnerships*. South Dakota Special Education Conference, Deadwood, SD.

**Wold, C. & Vogel, J.** (2018, March 13). *Using Evidence-Based Practices to Improve Student Outcomes*. Presented at the 2018 Special Education Conference in Sioux Falls, SD.

## **POSTER PRESENTATIONS**

**Vogel, J.** (2022, January 18). Rural Leaders Experiences Implementing FAPE for Students with Intellectual Disabilities. Poster session presented at the Council for Exceptional Children Conference, Orlando, FL.

**Wold, C. & Vogel, J.** (2020, February 7). Exploring the Roles of Students and Faculty in Integrating Students with Disabilities on College Campuses. Poster session presented at the Council for Exceptional Children Conference, Portland, OR.

## **INVITED PRESENTATIONS**

**Vogel, J.** (2023, January 4). Differentiation and Student Rights. Presented at Professional Development, Faulkton School District.

**Vogel, J.** (2021, October 12). Universal Design for Learning. Presented at CETL, Northern State University.

**Decker, D., Vogel, J., & Walters, H.** (2020, August 18). High Impact Teaching. Presented at Professional Development, Northern State University.

**Burkett, J. & Vogel, J.** (2020, November 11). The Special Needs Team Process. Presented at the New Teacher Mentoring Program, Aberdeen Public School District, Aberdeen, SD.

**Vogel, J. & Olson, N.** (2018, August 14). Accessibility for All. Presented at Professional Development, Northern State University.

## **SERVICE TO THE NSU COMMUNITY**

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**NSU Student Affairs Committee**  
*Faculty Representative*

**November 2022- Present**

<b>NSU Honor's Thesis Advisor</b> <i>Thesis: Teacher's knowledge about grade retention in early grades</i> <i>Advisor</i>	<b>October 2021- Present</b>
<b>NSU SOE Retention &amp; Recruitment Committee</b> <i>Committee Chair</i>	<b>August 2021- Present</b>
<b>School of Education Curriculum Committee</b> <i>Committee Member</i>	<b>August 2021- Present</b>
<b>Northern State University Graduate Council</b> <i>Council Member</i>	<b>August 2021- Present</b>
<b>Assistant Professor of Education Search</b> <i>Search Chair</i>	<b>August 2021- March 2022</b>
<b>Trio Coordinator Hiring Committee</b> <i>Committee Member</i>	<b>September- October 2021</b>
<b>First Generation Student Program, Trio SSS</b> <i>Panelist</i>	<b>November 2021</b>
<b>Assistant Professor of Psychology Search</b> <i>Committee Member</i>	<b>September 2020-March 2021</b>
<b>NSU SOE Scholarship Committee</b> <i>Committee Member</i>	<b>April 2020- Present</b>
<b>NSU Common Read Committee</b> <i>Committee Member</i>	<b>August 2019- Present</b>
<b>First Year Seminar Advisory Committee</b> <i>Committee Member</i>	<b>December 2019- Present</b>
<b>NSU Teacher Education Council</b> <i>Council Member</i>	<b>August 2018- Present</b>
<b>NSU Honor's Thesis Advisor</b> <i>Thesis: Perfectionism and Depression in Friedreich's Ataxia</i> <i>Advisor</i>	<b>January 2018-December 2019</b>

<b>TRIO SSS Orientation</b> <i>Panel Speaker</i>	<b>August 2017-2021</b>
<b>Council for Exceptional Children (NSU)</b> <i>Co-Advisor</i>	<b>August 2016- Present</b>
<b>SERVICE TO THE COMMUNITY</b> <hr/>	
<b>Rethink K-12 Education Models Grant</b> <i>Competency Based Education Contributor</i>	<b>November 2022- Present</b>
<b>South Dakota Parent Connection</b> <i>Independent Contractor</i>	<b>April 2022- Present</b>
<b>Multi-State Alternate Assessment Review</b> <i>Reviewer</i>	<b>October 2021</b>
<b>Council for Exceptional Children Summer Institute</b> <i>Aberdeen, SD, Co-organizer</i>	<b>June 2019-Present</b>
<b>Sensory Santa Community Event</b> <i>Student Leader Organizer</i>	<b>December 2019</b>
<b>South Dakota School for the Blind and Visually Impaired Behavior Intervention Committee</b> <i>Contributor</i>	<b>Fall 2019</b>
<b>National Disability Employment Awareness Committee</b> <i>Committee Member, Presenter, Aberdeen, SD</i>	<b>August 2018 – November 2020</b>
<b>Master Thesis</b> <i>Thesis: Effects of Circuit Training on Children with Autism Ages 12-18, NSU Alumni Southwest Minnesota State University, Marshall, MN, 2<sup>nd</sup> Chair</i>	<b>August 2018 – May 2019</b>
<b>SibShops Support Group</b> <i>Activity Organizer, Aberdeen, SD</i>	<b>Yearly 2017 – 2022</b>
<b>Autism Awareness Community Walk</b> <i>Student Leader Organizer</i>	<b>2017 - 2019</b>

# Wendy Wakefield

Northern State University  
Millicent Atkins School of Education  
wendy.wakefield@northern.edu

## EDUCATION

- Spring 2021      Ph.D., Learning, Literacies, & Technologies  
Specialization: STEM Teacher Education  
Arizona State University, Tempe, AZ
- Dissertation: *RESET-ting professional development: Fostering mid-career K-8 teachers' identities and actions as culturally responsive science and engineering educators*  
Committee: Michelle Jordan (Co-Chair), Andrea Weinberg (Co-Chair), Mildred Boveda
- Spring 2010      M.Ed., Curriculum & Instruction  
Specialization: English as a Second Language  
Utah Valley University, Orem, UT
- Spring 2001      B.S., Elementary Education  
Brigham Young University, Provo, UT

## ACADEMIC APPOINTMENTS

- 2021-Present      Assistant Professor of Elementary Education (Tenure Track)  
Millicent Atkins School of Education, Northern State University
- 2017-2021      Graduate Research Assistant  
ASU School of Education - Various Projects  
ASU QESST Engineering Research Center - Research Experiences for  
Teachers, Undergraduates, and 7-12 Students  
ASU and University of Arizona - School Garden Almanac Project  
ASU CAREER & QESST Navajo Nation Engineering Curriculum Design

## K-12 TEACHING EXPERIENCE & CREDENTIALS

- 2015-2017      Utah Valley University Partnership Facilitator & Instructional Coach  
Eagle Valley Elementary, Eagle Mountain, UT
- 2007-2015      4<sup>th</sup> Grade Teacher  
Greenwood Elementary, American Fork, UT
- 2000-2007      3<sup>rd</sup> Grade Teacher  
Grovecrest Elementary, Pleasant Grove, UT  
Saratoga Shores Elementary, Saratoga Springs, UT

2001-Present	Professional Educator License for the State of Utah (Level 2) Elementary Education
2010-Present	English as a Second Language Endorsement

## PUBLICATIONS

### Refereed Journal Articles: Published

**Wakefield, W.**, Amrein-Beardsley, A., Collins, C., Parra-Gaete, I., Glassmeyer, K., Palandjian, G., do Lago e Pretti, E., Roberts, T., & Terada, T. (2022). Examining an alternative teacher education undergraduate program: Possibilities for teaching and extending what it means to be an educator outside of the classroom. *Journal of Teacher Education and Educators*, 11(2), 187-210.

<https://dergipark.org.tr/en/pub/jtee/issue/72413/1074960>

**Wakefield, W.** (2022). Designing a Research Experience for Teachers: Applying features of effective professional development to a hybrid setting. *Teacher Development*, 26(4), 514-530. <https://doi.org/10.1080/13664530.2022.2095007>

**Wakefield, W.**, Weinberg, A. E., Pretti, E., Merritt, E. G., & Trott, C. (2022). "When I act consciously, I can see a brighter world around me": Preservice teacher readiness to support transformative sustainability learning. *Environmental Education Research*, 28(11), 1672-1690. <https://doi.org/10.1080/13504622.2022.2085246>

Jordan, M. E., Zuiker, S., **Wakefield, W.**, & DeLaRosa, M. (2021). Real work with real consequences: Enlisting community energy engineering as an approach to envisioning engineering in context. *Journal of Pre-College Engineering Education Research (J-PEER)*, 11(1), Article 13. <https://doi.org/10.7771/2157-9288.1294>

Kelly, L.B., **Wakefield, W.**, Caires Hurley, J., Watanabe Kganetso, L., Moses, L., & Baca, E. (2021). A review of P-5 culturally-informed literacy research. *Journal of Literacy Research*, 53(1). <https://doi.org/10.1177/1086296X20986602>

Weinberg, A. E., Trott, C. D., **Wakefield, W.**, Merritt, E. G., & Archambault, L. (2020). Looking inward, outward, and forward: Exploring the process of transformative learning in teacher education for a sustainable future. *Sustainability Science*. <https://doi.org/10.1007/s11625-020-00831-9>

Weinberg, A. E., Sebald, A., Stevenson, C. A., & **Wakefield, W.** (2019). Coteaching in teacher education: A scoping review. *The Teacher Educator*, 55(2), 190-213. <https://doi.org/10.1080/08878730.2019.1657214>

### Peer-Reviewed Book Chapters



Warr, M., & **Wakefield, W.** (2022, In press). Supporting teachers in designing for intersectionality. In Hokanson, B., Exter, M., Schmidt, M., & Tawfik, A. (Eds.), *Toward Inclusive Learning Design: Social Justice, Equity, and Community*. Springer-Verlag.

### Non-Refereed Publications

Jordan, M., & **Wakefield, W.**, & DeLaRosa, M., & Miller, C., & Altamirano-Allende, C. (2019). Building youths' socio-technical engineering knowledge through engagement in a Community Solar Energy Project (Evaluation). In *2019 ASEE Annual Conference & Exposition Proceedings*, Tampa, Florida. <https://doi.org/10.18260/1-2--32490>

**Wakefield, W.**, Jordan, M. E., & DeLaRosa, M. (2018). "We were on the same level": Young engineering researchers taking up agentic positions in a diverse learning community. In Kay, J. and Luckin, R. (Eds.) *Rethinking Learning in the Digital Age: Making the Learning Sciences Count*, 13th International Conference of the Learning Sciences (ICLS) 2018, Volume 2. London, UK: International Society of the Learning Sciences. <https://doi.org/10.22318/cscl2018.887>

**Wakefield, W.** (2021). *RESET-ting professional development: Fostering mid-career K-8 teachers' identities and actions as culturally responsive science and engineering educators* (Publication No. 2532624147) [Doctoral dissertation, Arizona State University]. ProQuest Dissertations & Theses Global.

**Wakefield, W.**, Colbert, J., Marston, S. A., Merritt, E., Zuiker, S., Fisher-Maltese, C., & Morrison, S. (2020). *An ecoregional approach to garden-based science teaching* [White paper]. <https://www.schoolgardenalmanac.org/ecoregion-tools/papers>

**Wakefield, W.** (contributor). *Quantum Energy and Sustainable Solar Technologies (QESST) Year 5-7 Annual Reports (2017-2019)*. Prepared for the National Science Foundation.

## PRESENTATIONS

### Refereed Conference Presentations

Pretti, E. D, Weinberg, A. E., Merritt, E. M., **Wakefield, W.** (2022, April 18-22). Future teachers' misunderstandings about sustainability science: From common sense to factual misconceptions [Conference session]. Annual Conference of the Comparative and International Education Society (CIES), Minneapolis, MN, United States.

**Wakefield, W.** (2021, April 9-12) Shaping responsive professional development: Discovering elementary school teachers' agentic orientations toward engineering instruction [Paper presentation]. American Educational Research Association (AERA) Virtual Annual Meeting.

**Wakefield, W.** (2021, February 14-17) Fostering teachers' cultural responsiveness: Centering teacher and student voices in professional development [Paper presentation]. Association of Teacher Educators (ATE) Online Annual Meeting.

**Wakefield, W.**, Merritt, E., & Weinberg, A. (2020, October 13-16). Embracing complexity when teaching about pollution in marine ecosystems [Poster presentation]. NAAEE 2020 Annual Conference, Tucson, AZ, United States.

Zuiker, S., Riske, A., Marston, S., Jordan, M., **Wakefield, W.**, Weinberg, A., Thompson, M., & Merritt, E. (2020, October 13-16). Gardening by design: Understanding & enhancing garden-based teaching in schools [Poster presentation]. NAAEE 2020 Annual Conference, Tucson, AZ, United States.

Sebald, A., Weinberg, A., Stevenson, C., & **Wakefield, W.** (2020, October 22-23). Toward conceptual clarity: A summary of the co-teaching literature [Paper presentation]. NACT 2020 National Conference on Co-teaching. Minneapolis, MN.

**Wakefield, W.**, Roberts, T., Parra-Gaete, I., Glassmeyer, K., Amrein-Beardsley, A., Collins, C., do Lago e Pretti, E., Palandjian, G., & Terada, T. (2020, April 17-21). Students and stakeholders collaborating for the public good: Evaluating a large-scale, alternative teacher education program [Paper presentation]. AERA 2020 Annual Meeting, San Francisco, CA. (Conference canceled)

Weinberg, A., Trott, C. D., Merritt, E. G., & **Wakefield, W.** (2020, April 17-21). "It challenges my beliefs and my comfortability": Transformative learning in a sustainability science course for preservice elementary teachers [Roundtable presentation]. AERA 2020 Annual Meeting, San Francisco, CA. (Conference canceled)

Sebald, A., Stevenson, C., Weinberg, A., & **Wakefield, W.** (2020, April 5-7). Coteaching during student teaching: The role of university coaches and mentor teachers [Paper presentation]. National Field Experience Conference, Greeley, CO (Conference canceled).

Kelly, L. B., Watanabe Kganetso, L., Moses, L., Djonko-Moore, C., **Wakefield, W.**, Hernandez, J., & Baca, E. (2019, December 4-7) What is culturally responsive literacy instruction? A review of research in P-5 contexts [Paper presentation]. Literacy Research Association (LRA) Conference, Tampa, FL

**Wakefield, W.**, Warr, M. & Jordan, M. (2019, October 3-4). Exploring models of responsive professional development: How might we help in-service teachers negotiate identity and expand agency? [Experiential session presentation]. 2019 Southwest Consortium for Innovative Psychology in Education (SCIPIE) Conference, Savannah, GA.

**Wakefield, W.** & DeLaRosa, M., (2019, October 3-4). Critical inquiry professional development model for experienced teachers: Expanding agency for responsive teaching [Poster presentation]. 2019 SCIPIE Conference, Savannah, GA.

**Wakefield, W.** & Jordan, M. E. (2019, March 31-April 3). Failing productively in learning and teaching engineering design [Paper presentation]. National Association for Research in Science Teaching (NARST) Annual Conference, Baltimore, Maryland.

**Wakefield, W.** (2019, February 16-20). Effective professional development beyond 'for teachers' and 'with teachers' [Paper presentation]. Association of Teacher Educators (ATE) Annual Meeting, Atlanta, Georgia.

**Wakefield, W.** & Jordan, M. (2019, February 1). Navigating uncertainty and failing productively in learning and teaching engineering design [Paper presentation]. ASU Teachers College Doctoral Council Annual Research Conference, Tempe, AZ.

Bruchok, C., Bowers, N., Jordan, M., **Wakefield, W.**, & Ricca, B. P. (2018, June 23-27). Relating social network structure to uncertainty and social interaction in an engineering design challenge [Poster presentation]. International Conference of the Learning Sciences (ICLS), London, England.

**Wakefield, W.**, Bowers, N., Bruchok, C., Jordan, M., & Bowden, S. (2018, April 12-17). How an engineering research experience for teachers promotes integration of joint activity systems in curricular design [Paper presentation]. 2018 AERA Annual Meeting, New York City, NY.

Bruchok, C., **Wakefield, W.**, Bowers, N., & Jordan, M. (2018, April 12-17). Positioned in the middle: Exploring affordances for underrepresented engineering students in a cross-age engineering research experience team [Paper presentation]. 2018 AERA Annual Meeting, New York City, NY.

**Wakefield, W.**, Bowers, N., Bruchok, C., & Jordan, M. (2018, January 26). "Sometimes you gotta be wrong to figure out what's right": Curriculum design in an engineering research experience for teachers [Paper presentation]. ASU Teachers College Doctoral Council Annual Research Conference, Tempe, AZ.

**Wakefield, W.** (2017, December 8). A research experience for teachers: Beyond "for teachers" and "with teachers" [Paper presentation]. Arizona Educational Research Organization (AERO) Conference, Tempe, AZ.

**Wakefield, W.**, Bowers, N., Bruchok, C., & Jordan, M. (2017, October 18-20). A joint system model for understanding teacher learning in a research experience for teachers [Poster presentation]. 2017 SCIPIE Conference, Las Vegas, NV.

**Wakefield, W.** (2010, March). The Effects of mixed-ability grouping for ELLs in elementary school [Conference presentation]. Utah Chapter of the National Association for Multicultural Education (NAME) Conference, Salt Lake City, UT.

## Invited Presentations - University Course Guest Speaker

*DCI 691 (graduate): Design-Based Research on Learning, Teaching and Training.* "Using Conjecture Mapping in Design-Based Research." Invited by Dr. Michelle Jordan, Arizona State University, Tempe, AZ, February 9, 2023.

*LSE 542 (graduate): Research Methods in the Learning Sciences.* "What I've Learned about Learning Sciences Research." Invited by Dr. Michelle Jordan, Arizona State University, Tempe, AZ, April 7, 2021.

*DCI 691 (graduate): Design-Based Research on Learning, Teaching and Training.* "Using Design-Based Research." Invited by Dr. Steven Zuiker, Arizona State University, Tempe, AZ, February 11, 2021.

*EDUC 6140 (graduate): Instructional Leadership & Data-Based Decision Making.* "Professional Learning Communities." Invited by Dr. Dale Cox, Utah Valley University, Orem, UT, October 15, 2019.

*EDEL 4230 (undergraduate): Classroom Management.* "Creating a Positive Classroom Environment." Invited by Dr. Mike Patch, Utah Valley University, Orem, UT, June 21, 2016.

*EDEL 4980 (undergraduate): Elementary Education Capstone Seminar.* "Effective Strategies for Teaching ELLs." Invited by Dr. Axel Ramirez, Utah Valley University, Orem, UT, February, 2011.

## **FUNDED GRANTS**

January 2022 - Present. A "Breakout" Approach to Teaching Teachers through Game-Based Learning. PI: W. Wakefield, CoPIs: C. Cavallaro & L. E. Pierce. NSU Center for Excellence in Teaching and Learning Pedagogy Grant. \$1000 awarded.

- "Faculty members awarded CETL grants for innovative classroom projects" (2022, January 24) at <https://www.northern.edu/news/faculty-members-awarded-cetl-grants-innovative-classroom-projects>

## **AWARDS & RECOGNITION**

2020 Outstanding Research Award. Awarded by graduate student peer reviewers and leaders of the ASU Graduate and Professional Student Association for my dissertation research project.

2020 Teaching Excellence Award. Awarded by graduate student peer reviewers and leaders of the ASU Graduate and Professional Student Association for excellence as an instructor of the SCN 400: Sustainability Science for Teachers course.

2019 University Graduate Fellowship. Awarded by ASU's Mary Lou Fulton Teachers College for academic achievement.

2019 Emerging Scholar. Selected for the competitive research mentoring program at the Association of Teacher Educators' Annual Meeting (less than 40% acceptance rate).

2018-2019 Robert B. Rutherford Jr. Memorial Fellowship. Awarded by ASU's Teacher Educators for Children with Behavioral Disorders (TECBD) for K-12 teaching achievement.

2017 SCIPIE Conference Graduate Student Poster Award. Selected by the Southwest Consortium for Innovative Psychology in Education (SCIPIE) Board Members.

2011-2012 Elementary School Teacher of the Year. Selected by the Board of Education for Alpine School District.

2010-2011 Greenwood Elementary Teacher of the Year. Selected by faculty, staff, and administrators for excellent teaching and overall contribution to the school.

2010 Utah Valley University Convocation Speaker. Selected by graduate faculty as the speaker for the School of Education's Spring Convocation in recognition of excellent achievement in the Master of Education program.

## UNIVERSITY TEACHING & ADVISING

### University Teaching

	<b>Course Title</b>	<b>Format</b> (face-to-face, online, hybrid)	<b>Credit Hours</b>	<b># Semesters Taught</b> (to Spring 2023)
<b>Graduate Courses</b>				
NSU	EDFN 737: School Culture and Change	o	3	1
NSU	EDER 765: Data-Driven Decision Making	o, f-t-f	3	2
<b>Graduate and Undergraduate Courses</b>				
NSU	EDER 415/515: Educational Assessment	o, f-t-f	2	5
NSU	EDER 442/542: Meeting the Diverse Needs of Students and Families	o	2	3
<b>Undergraduate Courses</b>				
NSU	EDFN 102: Introduction to Education	f-t-f	3	1
NSU	ELED 303: Earth and Physical Science for Elementary Teachers	f-t-f	3	4
NSU	ELED 320: K-8 Science Methods	f-t-f	3	4
ASU	EDP 311: Educational Psychology for Future Teachers	o	2	1
ASU	SCN 400: Sustainability Science for Teachers	h	3	1 1*
ASU	EED 411: Science Methods for Elementary Teachers	o	3	1*

\* Graduate Teaching Assistant for the course

## Student Advising and Committees

### University or Clinical Supervisor

- 2022-2023    3 NSU Teacher Candidates' 12-week elementary school placements  
                  1 NSU Teacher Candidate's 4-week early childhood placement
- 2016-2017    1 Western Governor's University Teacher Candidate's High School Special  
                  Education Placement and Elementary School Placement

### NSU School of Education Master's Chair

2 Students (Anticipated Spring 2023). M.S.Ed. of Leadership and Administration

### NSU School of Education Master's Committee Member

- 1 Student (Anticipated Spring 2023). Thesis Title: *"Finding the Upside Down Man": Egoistic identity fragmentation and relative deprivation in identity creation; A case study of William Flanagan*
- 1 Student (Anticipated Spring 2023). M.S.Ed of Teaching and Learning
- 2 Students (Anticipated Spring 2023). M.S.Ed. of Leadership and Administration
- 1 Student (Graduated Spring 2022). School Administration.
- 1 Student (Graduated Spring 2022). M.S.Ed. of Leadership and Administration
- 1 Student (Graduated Spring 2022). M.S.Ed. of Teaching and Learning

### NSU Honors Thesis Advisor

1 Student (Fall 2022). Thesis Title: *The Connection Between Basic Arithmetic Skills and Further Mathematics Ability*

### NSU Honors Thesis Second Reader

1 Student (Spring 2022). Thesis Title: *Effectiveness of STEM Outreach Programs in Changing Attitudes Towards Science, Technology, Engineering, and Mathematics*

### NSU Honors Contracted Course Advisor

- Spring 2023    1 Student. K-8 Science Methods. Earth Science and Language Arts  
                  Integration Lesson.  
                  1 Student. K-8 Science Methods. Life Science and Oceti Sakowin Integration  
                  Lesson.
- Fall 2022        1 Student. Educational Assessment. Evaluation of a Social Studies Assessment.  
                  1 Student. Earth & Physical Science for Elementary Teachers. Climate Change  
                  Lesson.
- Spring 2022    1 Student. Meeting the Diverse Needs of Students and their Families.  
                  Rightful Presence in Science Education Literature Group.  
                  1 Student. Earth and Physical Science for Elementary Teachers. Aurora  
                  Borealis Presentation.

## SERVICE

### Professional Journals

2022	<i>SAGE Open</i> Article Editor
2022-present	<i>Journal of Teacher Education and Educators</i> Manuscript Reviewer
2021-present	<i>School Science and Mathematics</i> Manuscript Reviewer
2020-2021	<i>The Teacher Educator</i> Manuscript Reviewer

### Research Conference Proposal Reviewer

2022	American Educational Research Association (AERA)
2018-2021	American Society for Engineering Education (ASEE)
2019	National Association for Research in Science Teaching (NARST)
2018-2020	ASU Graduate and Professional Student Association (GPSA) Awards

### College-Level Service

2022-present	<i>Co-developing a new Master of Science in Education - Teaching English as a New Language Program</i>
2022-present	<i>NSU School of Education Curriculum Committee Member</i>
2021-present	<i>NSU Assessment Committee Member - School of Education Representative</i>
2021-present	<i>NSU Instructional Technology Advisory Committee Member - School of Education Representative</i>
2021-present	<i>NSU Teacher Education Council Member - School of Education Representative</i>
2021-present	<i>NSU School of Education Assessment Committee Member</i>
2018-2019	Educational Studies Program Evaluation, Mary Lou Fulton Teachers College Arizona State University, Tempe, AZ
2017	ASU Arizona Teacher Academy Design Team

### Professional Development for Educators

February 2020	School Garden Almanac Conference, Graduate Research Assistant, Desert Botanical Gardens, Tempe, AZ
2017-2019	Research Experience for Teachers, Instructor, QESST Engineering Research Center and ASU Macro-technology Works Solar Lab, Tempe, AZ
2007-2012	<i>Elementary School Professional Development Instructor</i> , Alpine School District, American Fork, UT

**Cheryl Wold, Ph.D.**  
**Associate Professor of Special Education**  
**Cheryl.Wold@northern.edu**

Millicent Atkins School of Education  
Northern State University  
Aberdeen, SD 57401

**Education:**

Doctor of Philosophy, Teaching and Learning, University of North Dakota, Grand Forks, ND,  
August 2009

Master of Science, Special Education, Northern Illinois University, DeKalb, IL, August 1984

Bachelor of Science, Elementary Education and Bachelor of Science, Special Education,  
Northern State University, Aberdeen, SD, December 1980

**Professional Experiences:**

Associate Professor of Special Education, Northern State University, 2019-present

Graduate Coordinator for Master's Degree in Special Education January 2021-present

Graduate Coordinator for Master's Degree in Leadership and Administration September,  
2022-present

Assistant Professor of Special Education, Northern State University 2013-2019

Director of Special Education, East Central Special Education Unit in New Rockford, ND, 2005-  
2013

K-7 Title I Teacher/After School Program Coordinator and AdvancED Co-Chair, Carrington  
Public School in Carrington, ND, 1998-2005

K-12 Special Education Teacher, Dickey LaMoure Special Education Unit in ND, 1981-1998

**Professional Awards:**

Sanford Faculty Development Award 2018

OLC Advanced Online Teaching Certificate Program December 2015

Student Organization Advisor of the Year (CEC) 2014-15 Academic Year

**Student Organization Awards:**

NSU Community Service Project, Sensory Santa, 2019-2020 Academic Year (Co-Advisor)

NSU CEC South Dakota Board of Regents 2017 Student Organization Award for Community  
Service (Co-Advisor)

Student Organization of the Year (CEC) 2014-15 Academic Year (Advisor)



## **Current Certifications:**

**Licensed in South Dakota** as a K-12 Special Education Teacher, K-8 Reading Specialist, K-8 Elementary Teacher, and Birth-21 Director of Special Education.

Endorsements in: Middle Level Language Arts and Middle Level Social Science

**Licensed in North Dakota** as K-12 Special Education Teacher, K-8 Elementary Teacher and Director of Special Education, Middle School Math and English

## **Current Professional Association Memberships and Offices Held:**

### **Council of Exceptional Children (CEC)**

Currently South Dakota CEC Membership Chair

CEC South Dakota President 2017-2019, Past President 2019-2021

CEC National Representative Assembly Committee 2019-2023

CEC South Dakota Delegate to the National Representative Assembly 2018, 2019, 2020, 2021, and 2022

### **Council of Administrators of Special Education (CASE)**

#### **CEC Division of Learning Disabilities (DLD)**

#### **CEC Teacher Education Division (TEC)**

#### **National Education Association (NEA)**

#### **National Association of Special Education Teachers**

#### **Learning Disabilities Association of America**

Current local treasurer for state group

### **Council of Higher Education (COHE)**

Current local treasurer for Northern COHE

### **American Association of University Women (AAUW)**

## **Teaching:**

### **University Teaching Experience:**

#### **Recent Significant Achievements in Teaching**

- Completed the paperwork for the Intent to Plan for a New Graduate Program- Approved March 2019

- Completed the paperwork for the Master's Degree in Special Education with a Visual Impairment Specialization-Approved Fall 2020
- Developed the Information for the External Review for the Master's Degree in Special Education-Review June 26, 2020
- Special Education Majors 100% Pass Rate on first attempt of Praxis Exams

### **Northern State University, Current Courses**

- **Teach face-to-face classes on campus courses**
  - SPED 4/510 Behavior Management for Exceptional Children
  - SPED 4/517 Vocational-Transitional Programming
  - SPED 4/520 K-12 Curriculum and Instructional Strategies
  - SPED 432 Methods and Materials for LD K-12
  - SPED 4/585 Special Education Law
  - SPED 441 Inclusive Methods for Diverse Learners
  - EDFN 4/592 Topics: Back to School Workshops
- Teach online courses:
  - SPED 704 Inclusive Education
  - EDAD 720 Special Education Law for School Administrators
  - SPED 731 Educating Students with Learning Disability
  - SPED 441 Inclusive Methods for Diverse Learners
  - EDFN 737 School Culture and Change
- Northern State University, Previous Courses
  - SPED 100 Introduction to Persons with Exceptionalities (face-to-face and online)
  - SPED 210 Teaching Students with Exceptionalities
  - SPED 4/570 Educational Programming
  - SPED 592 Special Education for General Educators
  - EDFN 102 Introduction to Education

- EDFN 455-555 Literacy Assessment & Instruction
- EPSY 742 Psychology of Learning
- EDFN 794 Internship
- SPED 4/592 Topics: CEC Institute
- Additional Teaching Duties:
  - Student Teacher Supervision
  - Pre-Student Teacher Supervision
  - Advisement Undergraduate students
  - Advisement Graduate students
  - Chair and Committee Member for Graduate Student Committees
  - Advise, Evaluate and Score graduate students' written and oral exams
  - Chair and Reader for Undergraduate Honors Theses
  - Recruitment of prospective students
  - Development of new courses
  - Contribution to Special Education reports for state reports and CAEP
  - Advisor for the South Dakota Education Association, NSU chapter
  - Co-Advisor for the Council for Exceptional Children, NSU chapter

## **Research:**

### **Publications:**

Wold, C.M., Neville, A.L., & Monaghan-Geernaret, P. (2023). The Numbers Don't Lie- Or Do They? Small Sample Size Hides Lived Reality of Representation of Native American Students in Special Education. *Journal of the American Academy of Special Education Professionals*. Winter, 2023.

Wold, C.M. & Vogel, J.J. (2021). Inclusive University Experiences for Students with Disabilities, *National Association of Special Education Teachers Special Educator e-Journal*. December 6, 2021.

Schwan, A., Wold, C.M., Moon, A.L., Neville, A.L., and Outka, J. (2020). Mentoring and new teacher self-perceptions regarding the effectiveness of a statewide mentoring program. *Critical Questions in Education*, 11(3):190.

Moon, A., Francom, G., and Wold, C. (2020). Learning from versus learning with technology: Supporting constructionist reading comprehension learning with iPad applications. *TechTrends*, August, 2020.

Moon, A. L., Wold, C. M. & Francom, G. M. (2016). Enhancing Reading Comprehension with Student-Centered iPad Applications. *TechTrends*, 61(2).

Wold, C.M. (2009). Response To Intervention: A study of the Implementation of Response To Intervention in North Dakota Schools, University of North Dakota.

### **Selected Presentations:**

Wold, C.M. & Vogel, J.J. (March 2023). *High Leverage Practices: Preparedness, Importance, and Use of the Practices*. Presented at the Council for Exceptional Children (CEC) Convention and Expo in Louisville, KY.

Wold, C.M. (2022, January 17). *Matching New Teachers and Mentors: Retaining Special Education Teachers Using Effective Mentoring Programs*. Presented at the Council for Exceptional Children (CEC) 2022 Convention and Expo in Orlando, FL.

Wold, C.M. (2021, March 11). Learning From Versus Learning With Technology: Using iPad Reading Comprehension Apps. Presented at the Council for Exceptional Children (CEC) 2021 Virtual Conference.

Francom, G. M., Moon, A. L. & Wold, C. M. (2020). Learning with versus learning from technology: Supporting constructionist reading comprehension learning with iPad applications. Featured presentation: AECT International Convention, online.

Wold, C. & Vogel, J. (2020, February 7). *Exploring the roles of students and faculty in integrating students with disabilities on college campuses*. Presented at the Council for Exceptional Children (CEC) 2020 Convention and Expo in Portland, OR.

Vogel, J. & Wold, C. (2020, June 2). Professional Development in Special Education. Presented at the Virtual South Dakota New Teacher Mentorship Summer Academy.

Schwan, A., Wold C., & Moon, A. (2019, November 11). *Supporting all teachers with a state mentoring program*. Presented at the Critical Questions in Education Conference in Chicago, IL.

Moon, A.L & Wold, C.M. (2019, March 4). *Enhancing Reading Comprehension with Student-centered iPad Applications*. Presented at the Critical Questions in Education Conference in Savannah, GA.

Wold, C. & Vogel, J. (2018, March 13). *Using Evidence-Based Practices to Improve Student Outcomes*. Presented at the 2018 Special Education Conference in Sioux Falls, SD.

Wold, C., Neville, A.L. & Moon, A. (2018, February 10). *Making All*

*Teachers Better Teachers for Students with Disabilities.* Presented at the Council for Exceptional Children (CEC) 2017 Convention and Expo in Tampa, FL.

Wold, C., Moon, A., Bortnem, G. & Neville, A.L. (2017, April 22). *Pre-Service and In-Service Teachers' Perceptions and Actual Knowledge of Phonics.* Presented at the Council for Exceptional Children (CEC) 2017 Convention and Expo in Boston, MA.

Wold, C.M. (2016, March 23). *Making All Teachers Better Teachers.* South Dakota Special Education Conference in Pierre, SD.

Wold, C.M. (2015, April 10). *Response To Intervention; 10 years later: What has changed since 2004?* Presented at the National CEC Convention and Expo in San Diego, CA.

Wold, C.M. (2014, February 7). *Tips for the Successfully Implementing Response To Intervention (RTI).* Presented at the North Dakota Council for Exceptional Children (CEC) State Conference in Mandan, ND.

### **Invited Presentations:**

Presented a poster session on the SD CEEDAR Project at the CEEDAR Project at the CEEDAR-IRIS Cross State Convening on June 27, 2017 in Chicago.

Wold, C.M. (2017, June 28). *Cross-Institutional Collaboration for Sustainability: South Dakota Example.* Presented at the CEEDAR Cross-State Convening, Chicago, IL.

Wold, C.M., Moon, A. & Francom, G. (2016, January 4). *Differentiated Instruction.* Presented at Aberdeen Catholic Schools Inservice, Aberdeen, SD.

### **Grants:**

2022 Awarded grant stipend for completion of the OLC Advanced Online Teaching Certificate Program.

2022 Awarded grant stipend for completion of the HyFlex Training at Northern.

2018 Sanford Faculty Development Award: I wrote a grant proposal to develop a Master's Degree in Special Education at Northern State University.

2015 Awarded grant stipend for completion of the OLC Online Foundation Teaching Certificate Program.

#### Travel Awards:

2023 Awarded faculty travel funds to present at the CEC Convention and Expo in Louisville, KY

2022 Awarded faculty travel funds to present at the CEC Convention and Expo in Orlando, FL

2020 Awarded faculty travel funds to present at the CEC Convention and Expo in Portland, OR

2019 Awarded faculty travel funds to present at the Critical Questions in Education Conference in Chicago, IL.

2019 Awarded faculty travel funds to present at the Critical Questions in Education Conference in Savannah, GA.

2018 Awarded faculty travel funds to present at the CEC Teacher Convention and Expo in Tampa, FL.

2017 Awarded faculty travel funds to present at the CEC Teacher Education Conference, Savannah, GA.

2017 Awarded faculty travel funds to present at the CEC Conference, Boston, MA.

2015 Awarded faculty travel funds to present at the CEC Conference, San Diego, CA.

#### Grants:

2015-16 Awarded a federal Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) grant from the United States Department of Education, Office of Special Education and the University of Florida. I helped write the grant for Northern State University to integrate more special education content in general education curriculum as well as the curriculum for school administrators.

I wrote the supplemental grant to develop a new teacher mentoring program at Northern State University, \$20,000.

#### **Research Interests:**

Research Interests: High Leverage Practices, Teacher Mentoring, Early Childhood Outcomes, Specific Learning Disabilities, Response to Intervention, Literacy Instruction, iPad Initiatives, and Transitions to Postsecondary.

Public Policy Issue Interests: Teacher Training, Teacher Qualifications, Director of Special Education Qualifications, and Teacher Shortages in Special Education.

## **Service:**

### **Service to Northern State University:**

#### **Service on the following committees/councils at NSU:**

Faculty Senate 2018-2019; 2019-2020; 2020-2021, 2021-22, 2022-23

2020-2021 Faculty Senate President

2019-2020 Academic Year Faculty Senate President-Elect

Academic Leadership Team – 2020-2021, 2021-22

Extended Cabinet – 2019-2020; 2020-2021, 2021-22

Dean's Council 2021-22

Promotion & Tenure Committee – 2020-2021, 2021-22, 2022-23

Higher Learning Commission Criterion 5 Committee 2020-2021; 2020-2021

Academic Affairs Committee 2017-2018; 2018-2019; 2019-2020

Graduate Council 2018-2019; 2019-2020, 2020-21, 2021-22, 2022-23

Office of Instructional Support Advisory Committee 2015-2016; 2016-2017; 2017-2018; 2018-2019

Teacher Education Council 2013-2014; 2014-2015; 2015-2016; 2016-17; 2017-2018; 2018-2019; 2019-2020; 2020-2021, 2021-22, 2022-23

ADA Accommodation Advisory Committee – 2015-2016; 2016-2017; 2017-2018

Student Conduct Board – 2013-2014; 2014-2015; 2015-2016

Faculty Activities Committee – ongoing

School of Education Search Committees – ongoing

School of Education Curriculum Committee – 2021-22, 2022-23

School of Education Assessment Committee – 2021-22

School of Education Recruitment and Retention Committee – 2022-23

CEEDAR (Collaboration for Effective Educator Development, Accountability and Reform) Committee 2015-2016; 2016-2017

Assist with Northern Bound Days

Assist with Incoming Freshman Visits

Assist with CAEP accreditation process

Assist with Special Education Program evaluation process

**Student Organizations:**

Co-Advisor for NSU Council for Exceptional Children 2013-present

Advisor for NSU South Dakota Education Association 2017-present

**Service to Discipline: Special Education:**

Current Member of the CEC National Representative Assembly Committee

SD CEC Membership Chair

Past President of the South Dakota Council for Exceptional Children (CEC)

SD CEC President 2017-2019

Delegate to the national CEC Convention and Expo Representative Assembly

2022 Orlando

2021 Virtual

2020 Portland, OR

2019 Indianapolis, IN

2018 Tampa, FL

Reviewer for the Teacher Education Division (TED) of the Council for Exceptional Children Conference

Reviewer for the CEC Convention and Expo

**Service to the Community:**

Member of American Association of University Women (AAUW).

Member of the Board of Education for a local Preschool

Established a foundation with the mission of providing scholarships to NSU and funding other projects which benefit persons with disabilities.

Annual Scholarships awarded September 2019-present.



