FRESNO PACIFIC
U N I V E R S I T Y

EDUC 923 – Achievement Gap: Teacher's Role

Independent Study Online Course Syllabus

Instructor: Sharon Owyang, M.S.	**Number of Graduate Semester Units:** 3 units
Phone Number: (559) 281-8507	**Target Audience:** K - 12th grade teachers
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Course Description

Achievement Gap – Teacher's Role is written for teachers from all disciplines from grades K12, to better understand achievement gaps and a teacher's role in the solution to close the achievement gap. This course will examine data, high-yield instructional strategies, and sample lessons that will focus on specific adjustments for the classroom teacher or collaborating teacher to close the achievement gap, one classroom at a time. The assignments are created to use available teaching tools and high-yield instructional strategies with alignment to the Common Core State Standards particularly in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The required textbook is purchased separately.

The outcome of this course impacts how a teacher uses teaching tools to mind the achievement gap and increase student engagement, inclusive of English Language Learners, and Special Education learners. This course aligns with the Common Core State Standards (CCSS) in English Language Arts, and the National Board for Professional Teaching Standards (NBPTS).

Teachers minister in the classroom everyday. But also for this very reason, giving all diligence, add to your faith virtue, to virtue knowledge. II Peter 1:5 NKJV

Note: Required textbook must be acquired separately.

Required Texts and Course Materials

Textbook: Pollock, J. E., Ford, S. M., & Black, M. M. (2012). *Minding the Achievement Gap One Classroom at a Time*. Alexandra, VA: Association for Supervision and Curriculum Development (ASCD). ISBN: 978-1-4166-1384-8. https://www.amazon.com/Minding-Achievement-Gap-Classroom-Time-ebook/dp/B0084H1WL2

Optional Textbook: Marzano, R. J. & Pickering, D. J. (2001). *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement.* Alexandra, VA: Association for Supervision and Curriculum Development (ASCD). ISBN-13: 978-0871205049. https://www.amazon.com/Classroom-Instruction-That-Works-Research-Based/dp/0871205041

Optional Textbook: Jane D. Hill and Kirsten B. Miller. (2013). Classroom Instruction that Works with English Language Learners. (2013). Alexandra, VA: Association for Supervision and Curriculum Development (ASCD). ISBN: 978-1-4166-1630-6.

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): http://books.nettop20.com

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
https://moodle.org // https://moodle.org/demo // https://docs.moodle.org

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)
(http://www.nbpts.org/standards-five-core-propositions/)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.
- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

College and Career Readiness Anchor Standards define what students should understand and be able to do by the end of each grade span.

Common Core Language Arts Standards addressed in this course include:
- Reading for Literature (RL): K-8, 9-10, and 11-12
- Reading for Information (RI): K-8, 9-10, and 11-12
- Writing (W): K-8, 9-10, and 11-12
- Speaking and Listening (SL): K-8, 9-10, and 11-12
- English Language Arts Standards (L): K-8, 9-10, and 11-12

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. The student will be able to identify and communicate in written format an understanding of the key research information that defines the learning gaps. This information will include situational and generational poverty, those not proficient in English and students receiving special education services and the teacher effect on increasing student achievement.	NBPTS 1,2,3,4,5	CE-1, CE-2
2. The student will be able to demonstrate through written summaries and reflections an understanding of closing the achievement gap by minding the gap with actions taken during instruction to support and keep	NBPTS 1,2,3	CE-1, CE-2, CE-4, CE-5

students from falling into a pattern of low achievement or disengagement.		
3. The student will be able to research and formulate how effective teaching with on-going adjustments for student learning throughout the year, allows teachers to continue moving forward with academically at-risk students.	NBPTS 1,2,3	CE-1, CE-2 CE-4, CE-5, CE-6
4. The student will be able to identify standards to be presented as clear learning targets in student friendly language with specific and measurable criteria to closing the gap.	NBPTS 4	CE-1, CE-2
5. The student will examine solutions that include positive deviance methodology, general observation of high performing students, somersault questions, and a focus on specific classroom actions.	NBPTS 2	CE-1, CE-2, CE-4
6. The student will be able to design the lesson plan book with the format of the learning goal, access to prior knowledge, new information, application stage, and goal review.	NBPTS 3,4	CE-1, CE-2, CE-3, CE-4, CE-5, CE-6
7. The student will be able to expand the grade book to include a live scoring process for standards-based grading and feedback which shifts the teaching focus to creating master learners	NBPTS 3,4	CE-1, CE-2, CE-3, CE-4, CE-5, CE-6

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	• Introduction video • Course Syllabus • Introduce Yourself Forum • Moodle Online Tutorial	5 pts

Module 1 – Introduction, Textbook, and Common Core State Standards Resources	• Assignment 1.1 Introduction, Textbook, and Common Core State Standards, Pages 1 through 6, an overview of the text.
	• Assignment 1.2: Reviewing the Common Core State Standards
	  ○ 1.2a Intro to the Common Core Standards Framework, 6:32 minutes.
	  ○ 1.2b Common Core 360 State and District Implementation, 7:54 minutes.
	  ○ 1.2c Walk through the Common Core Website
		15 pts
		
		15 pts

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Module 2 – Chapter 1: Minding the Achievement Gap	• Goals and Objectives Chapter 1, pages 7 through 23 • Assignment 2.1 Minding the Achievement Gap Significance • Assignment 2.2 Educator Voice Response • Assignment 2.3 Edivate Video, Teacher Comments o Edivate Video 170: 2.3a The Achievement Gap, Dr. Ruth Johnson. 6:22 minutes. • Discussion Forum 2.4a Post and 2.4b Reply	15 pts 15 pts 15 pts 15 pts
Module 3 – Chapter 2: Solutions that are Invisible and in Plain Site	• Goals and Objectives, Chapter 2, pages 24 through 53 • Assignment 3.1 Positive Deviance • Assignment 3.2 Teachers have Tools • Assignment 3.3 GANAG Steps, 9 high-yield strategies, and goal related feedback • Discussion Forum 3.4a Post and 3.4b Reply	15 pts 15 pts 15 pts 15 pts

Module 4 –
Chapter 3: Students at Risk: Increasing Engagement through Intentional Teaching
	• Goals and Objectives, Chapter 3, pages 54 through 87
	• Assignment 4.1 Connecting Students to the Interactive Notebook
	• Assignment 4.2 GANAG Goal Setting/Objective Score Sheet
	• Assignment 4.3 GANAG Application Question
	• Assignment 4.4 GANAG New Information
	• Assignment 4.5 GANAG Application
	• Assignment 4.6 Goal Review
	• Assignment 4.7 Edivate Videos
	   o Edivate Video 44: 4.7a Closing the Achievement Gap in the Classroom, 20:26 minutes
	   o Edivate Video 5259: 4.7b Closing the Racial Achievement Gap, 4:35 minutes
		15 pts
		
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		15 pts
		15 pts
		15 pts
		15 pts
		15 pts

Module 5 –
Chapter 4: English Language Learners: Incorporating Language Standards as Goals
	• Goals and Objectives, Chapter 4, pages 88 - 115
	• Assignment 5.1 English Language Learners
	   o Edivate Video 8518: 5.1a English Language Learners and Special Education Instruction
	• Assignment 5.2 Design a Goal Tracking Sheet
	   o Edivate Video: 970: 5.2a The Stages and Levels of Second Language Acquisition/elementary. 10:03 minutes
		15 pts
		
		15 pts

Module 6 – Chapter 5: Increasing Achievement in Special Education	• Goals and Objectives – Chp 5, pages 116 through 139 • Assignment 6.1 Chapter 5: Increasing Achievement in Special education • Assignment 6.2 Edivate Video: 8472: 6.2a Co-teaching, Kelly Glassett, 14:48 minutes. o Edivate Video: 9284: 6.2b Co-teaching STEAM, 9 to 12th grade, 8:06 minutes. • Assignment 6.3 Factors leading to success in Co-Teaching Special Education	15 pts 15 pts 15 pts

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Module 7 – Final Project: Minding the Gap Lesson	• Assignment 7.1 – Final Project is to design a future lesson for your classroom to include the teaching tools to mind the achievement gap: 1. Curriculum document with content standards 2. Lesson Plan with goals and objectives, apply the GANAG 5 steps to the lesson 3. One or more high-yield strategies 4. Interactive notebook 5. Objective score sheet 6. English Language Learners include a coordinated goal and language goals 7. Include a selected co-teaching model that can be applied in an inclusion classroom	100 pts
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	**435 points**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies and Rubrics
• Assignments will be graded per criteria presented in the course rubrics.
• A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
• Students must earn a minimum of 80% to received credit for the assignment.
• The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
• Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
• All assignments must be completed to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Writing Requirements
• **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
• **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
• **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements
- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Discussion Forum Requirements
- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework

offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/students/academic-support/services-students-disabilities.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - https://www.fresno.edu/students/registrars-office/academic-catalogs

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Moodle: This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. Moodle is easy to learn and has a friendly user interface. To learn more about Moodle, go to https://docs.moodle.org/33/en/Student_FAQ. There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - https://col.fresno.edu/student.

Moodle Site Login and Passwords: Students will need to have internet access to log onto https://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email them at prof.dev@fresno.edu.

Getting Help with Moodle: If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a "Request Services" form at https://col.fresno.edu/contact/request-services. Please identify that you are with the "School = Continuing Education".

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/students/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.