

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
College of Education, Health and Human Services  
School of Education

**Spring 2012 EDMS 512: Elementary Teaching and Learning II**  
Fully On-line CRN# 21570, San Marcos Elementary School Cohort  
Friday 9:00 - 15:15 PM PST (Day and time for purposes of synchronous/due dates)

Professor: Robin D. Marion, Ph.D.  
E-Mail: rmarion@csusm.edu  
Virtual Office Hours: Tuesday 8:45 - 15:00 PST and by appointment

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### **School of Education Mission Statement**

The mission of the School of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

### **Course Description**

This course requires participation in public schools and other education-related contexts, and is designed to:

- extend teacher candidates' understandings about long range planning, advanced assessment, advanced teaching/learning strategies, and key concepts of teaching students with special learning needs;
- apply advanced understanding to classroom and school practice;
- encourage infusion of technology into elementary classrooms.

### **Course Prerequisites**

In order to enroll in this course a teacher candidate must be admitted to the Multiple Subject/CLAD teacher Credential Program, and have successfully completed EDMS 511: Elementary Teaching and Learning I or the equivalent.

### **Course Objectives**

The purposes of this course are to:

- employ long range planning strategies to develop year long, month long and week long plans;
- develop and teach mini-lessons for peers on advanced teaching strategies/differentiation and accommodation for students with special learning needs;
- engage in a substantive service learning project(s);
- develop and implement a simple teacher research project
- and fully engage with class peers and the course instructor throughout the course.

### **Required Texts**

- Lemov, D., (2010) *Teach Like a Champion*, Jossey Boss Teacher Publication, San Francisco, California.
- Turnbull, A., Turnbull, R. & Wehmeyer, M. (2010). *Exceptional Lives: Special Education in Today's Schools*<sup>1</sup>, Sixth Edition, Merrill: Upper Saddle River, NJ.

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

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## **STUDENT LEARNING OUTCOMES**

Detailed student learning outcomes are included on individual assignments. General competencies are as follows.

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district to implement effective programs for all students. The successful candidate will be able to apply theory to practice in order to implement a comprehensive and extensive educational program for all students. Teacher candidates will be required to formally address the following TPEs in this course:

TPE 6d – Engaging and supporting all learners (Student Study Team/IEP/Exceptional Lives Chapters/Teacher Research/Service Learning Assignments)

TPE 9 – Creating & managing effective instructional time (Long Range Planning for year, month and week/Peer Teaching Mini-lesson Assignments)

### **California Teacher Performance Assessment (CalTPA)**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

In order to assist in the successful completion of the TPA by Teacher Candidates, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance of TPA seminars will greatly contribute to your success on the assessment. Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website provided: <http://www.csusm.edu/education/CalTPA/CalTPA.html>

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. **Individual instructors may adopt more stringent attendance requirements.** Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, Dec. 1997.*)

Due to the online nature of this course, any missed “class sessions” will be made up through negotiation with the course instructor and will not be skipped. **Notification of delays completing coursework is not sufficient. It is the responsibility of the student to negotiate timelines with the instructor to make up course activities or assignments.**

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should contact their instructor at the earliest possible time.

### **Grading Standards**

All students must prepare fully for class, since class activities build upon preparatory material. Lack of preparation will impact your learning AND that of your classmates. Readings and homework assignments are listed on the dates on which they are due. All assignments/activities are expected to be on time. One grade level may be deducted for each class meeting for which it is late (e.g., an “A” assignment that is submitted one class session late will be marked down to a “B”). **Unless prior instructor approval is secured, assignments will not**

**be accepted more than one class session after they are due.** Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Any citations, where appropriate, must use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5<sup>th</sup> edition, for citation guidance.

Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- Active participation in all class sessions;
- Full completion of readings/link exploration
- Excellent preparation for and quality of discussions/presentations/assignments;
- Respectful participation in all settings/with all individuals;
- Punctual submission of assignments.

### **All University Writing Requirement**

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

### **Professional Behavior**

You have entered a professional program, and **your interview for a future position in a school begins now!** All interactions you have with classmates, colleagues in schools, and CSUSM faculty and staff will determine the sort of recommendation you receive in the future! Your tone and demeanor should be professional, patient, caring towards others, respectful, curious, engaged and your level of effort should be maximal! Complete each assignment as if it were determining your future as a teaching professional. The professional habits you learn here will be equally important as the course content to your success as a teacher. Think before you act!

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work/oral presentation/assignments must be original work, including exams. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit and be punctuated with quotes.

**This policy extends to group work as it is expected that each student will contribute equally to group projects and processes. Plagiarism, taking credit for work by others is unacceptable under any circumstances.** If you are in doubt about whether your work is inappropriately paraphrased or plagiarized see the Plagiarism Prevention for Students website: <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

There will be no tolerance for academic honesty infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, multimedia/online presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some may also be submitted in hard copy with further details provided by the instructor as needed.

This course will be conducted entirely online. Tutorials are available under the “Student Resources” section of the Cougar Courses login page for each feature of the Moodle shell, and the Student Help Desk is available for any challenges with technology. For students without compatible software or hardware capabilities, course sessions may be completed in CSUSM campus computer labs. Each student will be required to teach a lesson in the online environment, and there are numerous options and formats for the lesson that will be supported by the IT staff on campus.

### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. All received e-mails will be responded to in a timely manner, typically between the hours of 8AM and 5PM PST.

Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and netiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, may communicate more than the sender originally intended. Please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Guillaume (2010) offers some specific tips (paraphrased):

- **Be nice.** The immediacy and the lack of face-to-face contact of cyberspace may engender a lack of civility, especially when emotions are running high.
- **Be polite.** Remember our culture affords respect to people of higher status as a result of factors such as professional position and age. Use proper greetings and closings.
- **Be patient and reasonable.** All the time access to Moodle does not entitle a student to immediate response. Refrain from treating others as online databases or help lines. Reserve your electronic requests for information you cannot locate yourself. A good general policy is to first check for the answer yourself, then ask three classmates, then ask the instructor, aka “Ask three before me.” Use the course commons to communicate general questions and anyone is welcome to respond.
- **Be quiet.** It may be best to “lurk” in a discussion forum to gain a sense of the culture before leaping in with your own contributions. Take the time to read what others have said. Make a point of linking your comments to prior contributors’ thereby creating a dialogue rather than a series of comments speaking past one another.
- **Respect privacy.** Do not forward emails/addresses/comments that one person sent to you on to others without the permission of the sender.
- **Be careful.** Use standard grammar, punctuation, and capitalization, including upper and lower case letters, and spellcheck your e-communications. This is particularly true for assignments, forums, and postings, but applies to all course communications.

Things to consider before hitting “send:”

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this broad electronic message to avoid a conversation with an individual?
- If a concern with an electronic message sent to you arises? Please talk with the author to avoid confusion.

### **Course Assignments Summary**

Participation (timely, respectful engagement in all course activities)	20 points
Long range planning (management of year/month/week timeframes)	20 points
Peer Teaching Mini-lesson planning/implementation/reflection	20 points
Service Learning planning/collaboration/implementation/reflection	20 points
SST/IEP Assignments (5 points each)	10 points
Teacher Research mini-study	<u>10 points</u>
<b>Total</b>	<b>100 points</b>

## **Overview of Assignments**

### **Participation - Individual**

**20 points**

Your full engagement in the online environment is a critically important component of this course. Full engagement entails completing all session activities on time, completing all readings and preparatory activities prior to responding in course sessions, respectful communication with course instructor, school personnel and classmates using a problem solving demeanor, utilizing all course tools to maximize understanding of course material, asking and answering questions to be sure you understand all course material, and maintaining a professional stance at all times.

### **Long Range Planning - Team of 2 or 3**

**20 points**

Last term we learned to make a single lesson plan for one part of a day. For this assignment you will learn to do a year long plan, then scope in for a closer look at a month long plan, and finally a week long plan. The emphasis for this three-part assignment is on managing instructional time over these timeframes. The yearlong part will be broken down into month long chunks, the month long plan will be broken down by week long chunks, and the week long plan will be broken down by day long chunks. For this assignment you will need a district calendar for the district in which you are placed for CP II, and access to content standards for 10 subject matter areas and NETS Technology standards.

### **Peer Teaching Mini-lesson planning/implementation/response/reflection - Individual**

**20 points**

You will each individually sign up to teach a mini-lesson on an advanced teaching strategy on one of twenty eight topics, that may include a chapter of assigned reading from *Teach Like a Champion* or *Exceptional Lives*, or a pertinent topic as listed by the instructor. You may ask to address a topic of your choosing that deals with another advanced strategy by submitting a request to the instructor. You will prepare a 5-15 minute total time learning activity about the reading or topic. It is harder than it may seem to distill a lesson into so little time. Activities should engage the class and help us examine/apply key concepts in a meaningful way. Be creative and concise.

### **Service Learning – Group or Individual Choice**

**20 points**

Last term we brainstormed possible service learning activities. During this term we will implement some of those ideas. Service learning involves engagement with a community activity that offers mutual learning benefit to the agency/school/individuals receiving the service AND person(s) offering the service. It engages community members in ways that help them learn skills. Either as an individual, as a small group, or as a whole group you will take on an 8-10 hour commitment to service this term, identify community needs, craft a plan to address them, implement the plan, obtain verification of hours served, reflect on the service learning, and share your experience and learning with this class. Some class time will be set aside to both plan and implement the service, as well as complete other assignments.

### **SST/IEP Assignments - Group**

**10 points**

Last term we learned about Response to Intervention (RtI). This semester we will learn about the steps needed when a general classroom teacher's efforts to accommodate do not result in adequate academic progress for some students. These are the 1-3 children in your class at the top of the RtI pyramid. A Student Study Team (SST) is convened to determine student needs and whether an Individual Educational Plan (IEP) is required. Your group will describe the roles of the various members of an SST, and role play an SST in one of two ways. Either create your own video of an SST with debrief, or locate a video of an SST and analyze it for quality worth 5 points. The other 5 points involves your seeking out multiple perspectives on best practices for implementing an IEP, documenting student progress, and communicating with stakeholders including parents and students.

### **Teacher Research mini-study – Individual**

**10 points**

One part of becoming an accomplished teacher is learning to be a reflective practitioner. As part of exploring advanced assessment strategies you will conduct a small teacher research study involving assessment of a class set of papers from your Clinical Placement II students. We often think of assignments as a way to measure student progress, and they certainly do accomplish that for us. This mini-study will help us explore student assignments to assess our own practice as we learn a cyclical process to teach-assess-analyze-revise teaching-assess-reflect to become more effective practitioners.

## **Electronic Submission of Assignments**

All activities/assignments/forums are to be completed in the Moodle shell (a.k.a. Cougar Course) on time. Points will be deducted for late submissions. Make sure to turn in assignments in Word, 12 font, in Times New Roman in .doc format. On the due date, **a submission must be posted by 23:55 on the due date** to be considered on time, as that is the last time available in Moodle for a day.

## **Work Time**

Work time has been embedded throughout, but in particular in Sessions 5/6, 9/10 and 13/14.

## Tentative Course Schedule – Subject to Change as Required

Please browse all links and complete all activities,  
Engage fully with all peers and the instructor, and  
Respond to all peer teaching activities appropriately.

Session # Session Release Date Session Due Date	Topic	Readings & Assignments Due Session Highlights Check session agenda in Moodle for detailed instructions
<p>1/2 01/27 02/03</p>	<p><b>Course overview</b> Intro quick read/explore strategy</p> <p><b>Advanced (Instructional) Strategies</b> Intro Peer Teaching (PT) Intro Service Learning (SL)</p> <p><b>Advanced Assessment</b> Types of questions Scoring strategies Intro Teacher Research (TR) Mini-Study</p>	<p><b>Before beginning session:</b> <b>Review</b> syllabus, note due dates, ask questions <b>Quick read</b> <b>Quick explore</b></p> <p><b>Highlights of session week:</b> <b>Sign up</b> for PT topic/week <b>Begin</b> thinking about PT lesson plan Plan due Thursday, Friday upload, next Friday due date for peers <b>Work</b> on SL plan – Due 3/4 <b>Work</b> on TR mini-study plan – Due 3/4 <b>Submit</b> session reflection</p>
<p>3/4 02/03 02/10</p>	<p><b>Advanced Planning</b> Intro Long Range (LR) Plan Part I – Year – Due 7/8</p> <p><b>Advanced Differentiation</b> Intro to SST/IEP Peer Teaching: <i>Student Study Teams</i></p> <p><b>Advanced Strategies</b> Peer Teaching: <i>Service Learning</i> <i>TLC Ch 8</i> <i>TLC Ch 9</i></p>	<p><b>Before beginning session:</b> <b>Quick read</b> TLC 8 – Improving Your Pacing TLC 9 - Challenging students to think critically EL p. 13-15 – Nondiscriminatory evaluation SST article - Thousand &amp; Hood</p> <p><b>Quick explore</b> Student Study Team links Service Learning links</p> <p><b>Highlights of session week:</b> <b>Sign up before end of session</b> LR Plan Team SST/IEP Group</p> <p><b>Work on</b> LR Plan – Year – Due 7/8 SST assignment – Due 7/8 PT Plan/Implement/Reflect</p> <p><b>Complete</b> Peer Teaching activities <b>Collect</b> student papers in CPII for TR (Thursday)</p> <p><b>Finish and Submit</b> Service Learning plan Teacher research mini-study plan</p> <p><b>Submit</b> session reflection</p>

<p>5/6 02/10 02/17</p>	<p><b>~Work Time~</b> Advanced Planning Advanced Differentiation Advanced Instructional Strategies Advanced Assessment</p> <p>Peer Teaching: <b>Advanced Differentiation</b> <i>EL Ch 4 – Families</i> <i>EL Ch 6 – Communication Disorders</i> <b>Advanced Assessment</b> <i>Performance Assessment</i> <b>Advanced Strategies</b> <i>Integrated Curriculum</i></p>	<p><b>Before beginning session:</b> <b>Quick read</b> EL 4 – Families Wiggins Performance assessment chapter <b>Quick explore</b> Integrated curriculum Learning stations</p> <p><b>Highlights of session week:</b> <b>Work</b> on course assignments LR plan Year - Due 7/8 SST assignment - Due 7/8 SL Project –Update 9/10 PT Plan/Implement/Reflect <b>Analyze</b> TR student papers <b>Plan to revise</b> practice in light of TR findings <b>Complete</b> Peer Teaching activities <b>Submit</b> session reflection</p>
<p>7/8 02/17 02/24</p>	<p><b>Advanced Planning</b> Intro LR Plan – Part II – Month Due 11/12</p> <p><b>Advanced Assessment</b> Continue TR</p> <p><b>Advanced Strategies</b> Integrating PE/Health Peer Teaching: <i>Learning through Arts</i> <i>TLC 10 – All reading teachers</i></p> <p><b>Advanced Differentiation</b> Peer Teaching <i>Individual Education Plan (IEP)</i> <i>EL 1 – laws focus/Mandatory Reporting</i></p>	<p><b>Before beginning session</b> <b>Quick read</b> TLC Ch 10 –All are reading teachers EL Ch 1 Overview Sp Ed – focus on laws Mandatory reporting law <b>Quick explore</b> Learning through the Arts Merryl Goldberg Imagine to Learn Individual Educational Plan (IEP) links</p> <p><b>Highlights of session week:</b> <b>Work</b> on LR Plan – Month – Due 11/12 PT Plan/Implement/Reflect IEP assignment – Due 13/14 <b>Revise</b> CP practice in light of TR analysis <b>Collect</b> new TR student samples in CPII (Thursday) <b>Complete</b> Peer Teaching activities</p> <p><b>Finish and Submit</b> LR plan - Part I - Year <b>Finish and Submit</b> SST assignment <b>Submit</b> session reflection.</p>

<p>9/10 02/24 03/02</p>	<p><b>~Work Time~</b> Advanced Planning Advanced Assessment Advanced Instructional Strategies Advanced Differentiation</p> <p><b>Advanced Strategies</b> Peer Teaching: <i>Learning Stations</i> <i>Learning Workshops</i></p> <p><b>Advanced Differentiation</b> Peer Teaching <i>EL 5 – Vision Disorders</i> <i>EL 14 – Hearing Disorders</i></p>	<p><b>Before beginning session</b> <b>Quick read</b> EL 6 – Communication Disorders EL 14 – Hearing Disorders</p> <p><b>Quick explore</b> Learning station model Learning workshop model</p> <p><b>Highlights of session week:</b> <b>Work</b> on course assignments LR Plan Month - Due 11/12 IEP Assignment - Due 13/14 PT Plan/Implement/Reflect <b>Analyze</b> new student TR samples <b>Compare</b> to initial samples <b>What</b> did you learn?</p> <p><b>Complete and Submit</b> TR Study Update <b>Complete and Submit</b> SL project Update <b>Complete</b> Peer Teaching activities <b>Submit</b> session reflection.</p>
<p>11/12 03/02 03/09</p>	<p><b>Advanced Planning</b> Intro LR Plan – Week Due 15/16</p> <p><b>Advanced Assessment</b> Reflective Practice Teacher research Action Research Classroom Action Research Practitioner Led Inquiry Self Study</p> <p><b>Advanced Strategies</b> Peer Teaching: <i>TLC Ch 7 – Building Character</i> <i>Character Initiatives in Schools</i> <i>Mentoring / Collaboration</i></p> <p><b>Advanced Differentiation</b> Peer Teaching <i>Coteaching / Team Teaching</i></p>	<p><b>Before beginning session:</b> <b>Quick read</b> TLC Ch 7 – Building Character and Trust</p> <p><b>Quick explore</b> Character initiatives in schools Coteaching/Team Teaching Mentoring/Collaboration Strategies Reflective practice</p> <p><b>Highlights of session week:</b> <b>Reflect</b> on TR findings/prepare to share 13/14 <b>Work on</b> IEP Best Practices - Due 13/14 PT Plan/Implement/Reflect <b>Begin</b> LR Plan Part III – Week – Due 15/16 <b>Complete</b> Peer Teaching activities</p> <p><b>Finish and Submit</b> LR Plan Part II - Month <b>Submit</b> session reflection.</p>
<p>13/14 03/09 03/16</p>	<p><b>~Work Time~</b> Advanced Assessment Advanced Differentiation Advanced Planning – Week</p> <p><b>Advanced Strategies</b> Teacher Research Findings</p> <p><b>Advanced Differentiation</b> Peer Teaching <i>EL Ch 10 Multiple Disorders</i></p> <p><b>Teaching as a career</b> Peer Teaching <i>Alternative teaching structures</i> <i>Alternative teaching assignments</i> <i>Staying current (RSS feeds/Archives)</i></p>	<p><b>Before beginning session:</b> <b>Quick read</b> EL Ch 5 – Vision Disorders EL Ch 10 – Multiple Disorders</p> <p><b>Quick explore</b> Alternative teaching structures (multiage/ looping/ multigrade/combination grades) Alternative teaching assignments (specialist reading, science or tech; Native American reservation, American Schools abroad, home school coordinator, charter school, private school, IB school)</p> <p><b>Highlights of session week:</b> <b>Work</b> on course assignments LR Plan – Week – Due 15/16 PT Plan/Implement/Reflect <b>Share</b> TR study findings <b>Complete</b> Peer Teaching activities</p> <p><b>Finish and Submit</b> IEP Best Practices <b>Submit</b> session reflection.</p>



<p>15/16</p> <p>03/16</p> <p>03/23</p>	<p><b>Advanced Strategies</b> Service Learning Celebration</p> <p><b>Teaching as a career</b> Finding a position Resume/Interview What to bring Peer teaching <i>Additional certifications</i> <i>Advanced degrees</i></p> <p><b>Advanced Differentiation</b> Peer Teaching <i>EL Ch 9</i> <i>EL Ch 13</i></p> <p><b>Participation Reflection</b></p>	<p><b>Before beginning session:</b> <b>Quick read</b> EL Ch 9 – Intellectual Disability EL Ch 13 – Traumatic Brain Injury</p> <p><b>Quick explore</b> Resume and Interview Tips Additional certifications (IB, NBPTS, Career/Technical Ed, Special Ed, GATE, BCLAD, Specialist) Advanced degrees (Master of Education, Ed.D., Ph.D.)</p> <p><b>Create</b> half page resume to share</p> <p><b>Highlights of session week:</b> <b>Give</b> partner feedback on half page resume <b>Share</b> Service Learning experience/reflection <b>Complete and Submit</b> LR Plan Pt. III - Week <b>Submit</b> Participation Grade <b>Work on</b> PT Plan/Implement/Reflect <b>Complete</b> Peer Teaching activities <b>Submit</b> session reflection.</p>
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