



NEW JERSEY CENTER
FOR TEACHING & LEARNING

MET6101: Preparing to Teach P-3 Core Content Subjects

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Office Hours: The date/time of your instructor's weekly office are posted at the top of the course page. If your schedule does not allow you to meet at that time, please contact your instructor to make alternate arrangements.

Course Credit: 3.0 NJCTL credits

Dates & Times:

This is a 3-credit, self-paced course, covering 11 modules of content. The exact number of hours that you can expect to spend on each module will vary based upon the module coursework, as well as your study style and preferences. You should plan to spend approximately 15 hours per credit working online, and up to 30 hours per credit working offline.

COURSE DESCRIPTION:

In this 50 hour course, candidates will prepare for teaching P-3 core content subjects (including English, mathematics, social studies/history, and/or science) by learning about curriculum and assessment, including an overview of the New Jersey core content standards for P-3 and the New Jersey Preschool Teaching and Learning Standards, ways to teach the standards in a developmentally appropriate manner, and how to use assessments that are multidimensional, ongoing and performance based. Candidates will also learn to engage families and community resources to create opportunities for partnership to support students in core content areas.

Additional topics include social constructivism, formative and summative assessment, reflexive teaching, how to check for understanding, data-driven decision making, growth mindset, universal design for learning, classroom environment, and the New Jersey Professional Standards for Teacher.

Prerequisite: None

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Students will develop a basic understanding of child development from birth through age 9.
2. Students will understand how the family, school and larger community impact a child's development.
3. Students will develop lessons to demonstrate their understanding of developmentally appropriate instructional practices in P-3 classrooms.
4. Students will understand the different types of assessment and the purpose for each.
5. Students will be able to use assessment data to make instructional decisions and to share students' progress with their parents and other stakeholders.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text(s):

When viewing each module's PowerPoint slideshow, you should review all external links in white boxes *unless* they are denoted as optional. Other links within the slideshow and inserted into the "notes" section are for reference or further information only.

GRADE DISTRIBUTION AND SCALE:

In order to receive a Passing grade, the participant must complete the following course requirements: all short answer assignments, critical thinking assignments, and the final reflection outlined in the *Assignments* section of the Class Schedule (below).

Grade Distribution:

Proctored Assessments	70%
Critical Thinking Assignments	10%
Short Answer Assignments	10%
Proctored Final Assignment	10%

Grade Scale:

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 86

B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60.0 – 69.9
F	59.9 or below

GRADING RUBRICS:

The following rubric is used to score:

- Short Answer Assignment – 10% of grade
- Critical Thinking Assignments – 10% of grade

The minimum possible score for this rubric is 4 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 25 points will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade. If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

Critical Thinking Rubric:

	Meets Expectations	Approaches Expectations	Below Expectations	Limited Evidence
	13-15 Points	10-12 Points	7-9 Points	4-6 Points
Requirements	Includes all of the required components, as specified in the assignment.	Includes most of the required components, as specified in the assignment.	Includes some of the required components, as specified in the assignment.	Includes few of the required components, as specified in the assignment.
	13-15 Points	10-12 Points	7-9 Points	4-6 Points
Content	Demonstrates strong or adequate knowledge of the materials; correctly represents knowledge from the readings and sources.	Some significant but not major errors or omissions in demonstration of knowledge.	Major errors or omissions in demonstration of knowledge.	Fails to demonstrate knowledge of the materials.
	17-20 Points	13-16 Points	9-12 Points	5-8 Points
Critical Thinking and Analysis	Demonstrates strong or adequate critical thinking and analysis of concepts and applications.	Some significant but not major errors or omissions in critical thinking and analysis.	Major errors or omissions in critical thinking and analysis.	Fails to demonstrate critical thinking and analysis.

Mechanics and Writing				
	9-10 Points	7-8 Points	5-6 Points	3-4 Points
Demonstrates college-level proficiency in organization, grammar, and style	Project is clearly organized, well written, and in proper format (including APA as applicable) as outlined in the assignment. Strong sentence and paragraph structure; few errors in grammar and spelling. Proper APA formatting when applicable.	Project is fairly well organized and written, and is in proper format (including APA as applicable) as outlined in the assignment. Reasonably good sentence and paragraph structure; significant number of errors in grammar and spelling.	Project is poorly organized; does not follow proper paper format (including APA as applicable). Inconsistent to inadequate sentence and paragraph development; numerous errors in grammar and spelling.	Project is not organized or well written, and is not in proper paper format (including APA as applicable). Poor quality work; unacceptable in terms of grammar and spelling.

Short Answer Rubric:

	Meets Expectations	Approaches Expectations	Below Expectations	Limited Evidence
	7 Points	5 Points	3 Points	1 Point
Content	Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic.	Demonstrates fair knowledge of concepts, skills, and theories.	Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories.	Demonstrates little or no knowledge of concepts, skills, and theories.
Depth of Reflection	Content is well supported and addresses all required components of the assignment.	Content is partially supported; addresses most of the required components of the assignment.	Content contains major deficiencies; addresses some of the required components of the assignment.	Content is not supported and/or includes few of the required components of the assignment.
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows some evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are detailed, but the response is brief.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
	4 Points	3 Points	2 Points	1 Point
Writing Quality	Writing is well-organized, clear,	Some minor errors or omissions in writing	Some significant errors or omissions in	Numerous errors in writing organization,

	concise, and focused; no errors.	organization, focus, and clarity.	writing organization, focus, and clarity.	focus, and/or clarity.
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ACADEMIC STANDING:

NJCTL has established standards for academic good standing within a student’s academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

ACADEMIC INTEGRITY:

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

Please refer to the school’s Policy on the Use of Generative AI posted in the Graduate Student Handbook for allowable uses of AI.

CITING SOURCES WITH APA STYLE:

All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. Resources for doing so can be found [here](#).

DISABILITY SERVICES STATEMENT:

We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Dean of Students, Melissa Axelsson, for additional information to coordinate reasonable accommodations for students with documented disabilities (melissa@njctl.org).

NETIQUETTE:

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

READING SCHEDULE:

Required readings are available within each module by clicking the links within each presentation

Module	Graded Assignments
1 - The P-3 Child	<ul style="list-style-type: none">● Short Answer Assignment● Proctored Assessment, includes Multiple Choice and Written Response
2 - The Family	<ul style="list-style-type: none">● Short Answer Assignment● Proctored Assessment, only Written Response
3 - The School, The Community and Their Supports	<ul style="list-style-type: none">● Proctored Assessment, includes Multiple Choice and Written Response
4 - The Classroom & P-3 Instructional Strategies	<ul style="list-style-type: none">● Short Answer Assignment● Proctored Assessment, includes Multiple Choice and Written Response
5 - Direct Instruction	<ul style="list-style-type: none">● Proctored Assessment, includes Multiple Choice and Written Response
6 - Social Constructivism	<ul style="list-style-type: none">● Proctored Assessment, includes Multiple Choice and Written Response
7 - Introduction to Standards	<ul style="list-style-type: none">● Critical Thinking Assignment● Proctored Assessment, only Written Response
8 - Introduction to Assessment	<ul style="list-style-type: none">● Short Answer Assignment● Proctored Assessment, only Written Response
9 - Formative Assessment & Polling	<ul style="list-style-type: none">● Proctored Assessment, includes Multiple Choice and Written Response
10 - Data Driven Decision Making	<ul style="list-style-type: none">● Critical Thinking Assignment
11 - Communicating Student Progress	<ul style="list-style-type: none">● Short Answer Assignment● Proctored Assessment, only Written Response
12 - Final Reflection	<ul style="list-style-type: none">● Proctored Critical Thinking Assignment