LEE 100 - Developmental Theory: Context, Culture & Learning in PK-3

Summer 2025

Instructor Information

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Student Support Hours: Before and after course time or by appointment via zoom

Course Information

Course Modality: On Campus, In-Person
Course ID:
Units: 3 units
Class Meeting Location & Time: Tuesday 5:30 PM
The seminar will take place 3 hours per week for 11 weeks. Date and time TBD.

Clinical Practice will be M-Th 8-12 for 11 weeks, which will be 176 hours in total, shared by LEE100 & LEE101 (88 hours each).

Canvas: fresnostate.instructure.com

Prerequisites: Students must be admitted to the PK-3 Specialist Credential Program to enroll in this course.

Course description: Exploration of the development and cultural identities of the young child in context of their cognitive, social, emotional, and cultural lives. Careful examination of the practices that support PK-3 learners through developmentally appropriate practical strategies, focusing on all domains of development through an anti-bias educational framework.
It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to spend an average of 6 hours outside of class each week reviewing course material, completing reading homework, completing small tasks, and working on major assignments.

Required Course Materials

The following texts are required for the course. Additional readings will be provided as supplemental learning material.

- Derman-Sparks, L., Edwards, J.O., & Goins, C. (2020). Anti-bias education for young children and ourselves (2nd ed). NAEYC. Chapters 1 & 2 (TPE 1.2; 1.5; 2.2; 4.3 6.1; 6.2)
- Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition (Fully Revised and Updated) 4th Edition by NAEYC (Author), Susan Friedman (Editor), Brian L Wright (Editor), Marie L. Masterson (Editor), & 2 more ISBN 978-1938113956 (TPE 1.2; 1.5; 2.2; 4.3)

Articles Provided in Course:

- Saracho, O.N. Theories of child development and their impact on early childhood education and care. *Early Childhood Education Journal,* 51, 15–30 (2023). https://doi-org.hmlproxy.lib.csufresno.edu/10.1007/s10643-021-01271-5 (TPE 1.1, 1.4, 1.6)
- Mills, G. E. (2014). *Action research: A guide for the teacher researcher* (5th ed., pp. 8-22). NY: Pearson (TPE 4.2, 5.1, 5.2, 5.3)
- Daniels, D. & Shumow, L. 2002. Child development and classroom teaching: A review of the literature and implications for educating teachers. *Applied Developmental Psychology, 23*, 495-526. (TPE 1.1. 1.4, 1.6)
- Nezhad, A.S. & Vahedi, M. (2011). The role of educational psychology in teacher education programs. *Procedia - Social and Behavioral Science, 30*, 327-330 (TPE 1.1, 1.4, 1.6)
- Audley-Piotrowski, S., Hsueh, Y., & Cohen, R. (2008). Respect in the classroom: A developmental approach. *Academic Exchange Quarterly (*TPE 1.1, 1.3, 1.4, 1.5, 2.2, 2.4)
- Green & Rayner (2022). School ground pedagogies for enriching children's outdoor learning, *Education 3-13, 50*:2, 238-251, DOI: 10.1080/03004279.2020.1846578
- Hamilton, E. R., Staal, J., & Vander Ark, J. (2021). "We Can Do This at Our School!" Place-based Education, Literacy, & Learning. *Michigan Reading Journal*, *53*(2), 10.
- Seo, S., & Yuh, J. (2022). Mindfulness and resilience as mediators in the relationship between job-related stress and teacher–child interaction among early childhood educators. *Early Childhood Education Journal*, *50*(7), 1209–1219. https://doi-org.hmlproxy.lib.csufresno.edu/10.1007/s10643-021-01250-w (TPE 6.1, 6.5)
- Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children, Copyright © 2020 (TPE 1.1, 1.4, 1.6)

Course Specifics

Course Goals:

- Examine and identify major developmental theory as it relates to PK-3 development.
- Know and understand the developing child in context of their identity, culture, and learning environments.
- Apply a theoretical lens to clinical observations and analysis.
- Engage in teaching as inquiry to promote reflective practice and research-informed strategy and pedagogy.

Student Learning Outcomes:

The learning outcomes are aligned with the 2023 PK-3 Early Childhood Specialist Instruction Credential Teaching Performance Expectations (TPE), and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

- Teacher candidates will engage in an observational study of major **developmental theory** in the clinical classroom setting. Students will learn to properly identify such theories through careful **observation and analysis** of children's classroom and learning opportunities. (TPE **1.1 (I, P, A), 2.4 (I, P, A), 2.5 (I, P, A),** 2.1 (I), 2.2 (I), 2.6 (I), 2.7 (I), 3.6 (I), 4.7 (I) (NAEYC Standards 1a, 1b, 1c, 1d, 5b)
- Teacher candidates will develop a classroom newsletter designed to **establish a relationship with children and families.** Students will emphasize **developmental theory and developmentally appropriate and culturally sustaining practices** in order to share knowledge with families (TPE **1.5 (I, P, A), 4.3 (I, P, A),** 1.2 (I), 1.3 (I), 2.3 (I), 2.6 (I), 4.8 (I), 5.7 (I) (NAEYC Standards 2a, 2b, 2c, 2a, 4b, 4c, 5b)
- Teacher candidates will study and engage in the teacher inquiry process. This process will engage students in **puzzles of practice, research, data collection, and analysis in order to inform professional teaching practices and culturally responsive pedagogy**. (TPE **1.4 (I, P, A), 3.3 (I,P,A), 3.4 (I,P, A), 4.2 (I,P,A),** 1.7 (I, P), 4.3 (I), 5.2 (I), 5.3 (I), 6.1 (I), 6.2 (I), 6.5 (I, P) (NAEYC Standards 3a, 3b, 3c, 3d, 6d)
- Teacher candidates will learn about and utilize multiple forms of digital tools to create a website that showcases their work in the course, including the Theory to Research Catalogue, The Teacher Inquiry Project, and the Parent Newsletter. (TPE All of the above + **TPE 3.7(I, P, A), 4.6 (I, P, A) (**NAEYC Standards 5c, 6c, 6d)
- Students will engage in **critical reflection** of all learning experiences (NAEYC Standard 6a, 6b, 6c, 6d, 6e)

Course Requirements/Assignments:

In-Class Weekly Activities

Application Activities (10 points each week) - Teacher candidates will engage in weekly in-class activities that highlight and demonstrate major theoretical concepts learned. Activities will align with major course themes each week and will engage teacher candidates in practical application of new knowledge.

Weekly Clinical Observations (10 points each week) - Teacher candidates will engage in weekly clinical observations based on the content covered each week. Students will use observation techniques as highlighted in class. ***Observations will be documented in the Theory to Practice Catalogue.***

Weekly Reflections (10 points each week) - Teacher candidates will engage in weekly written or video reflections demonstrating depth of knowledge and synthesis of reading assignments, key activities, and clinical observations. Students will critically analyze and reflect upon content and its application in the PK-3 context. Each rubric should be at least 300 words.

Participation: Teacher candidates are expected to participate in individual and group learning experiences to optimize their development as a professional educator. Teacher candidates must attend, participate, and engage in all in-class activities. Teacher candidates should refrain from working on other courses while in class and should not be logged on to social media or websites that do not pertain to class activities. Teacher candidates should exemplify participation that:

- Honors the work and voice of others
- Demonstrates an interest and engagement in course learning activities
- Works to collaborate with peers and the instructor
- Demonstrates an individual's preferred way of participating, engaging, and communicating

Theory to Practice Catalog: (100 points)
Students will engage in an observational study of major developmental theory in the clinical classroom setting. Through the use of observational techniques provided in coursework, students will examine the classroom and children's experiences and developmental domains through a major developmental theory lens. This catalog will be a running record of observations made during the course session and will provide a guideline for identification throughout the program. This activity may be extended into other courses and should be kept

current. Instructions for this major assignment will be provided in class. Data to be included in the Theory to Practice Catalog will include a description of the major developmental theory observed, resources associated with the theory, the context of the observations, implications for classroom instruction, and observation evidence found. The chart below will serve as a guide for the Theory to Practice Catalog. A rubric will be provided to guide understanding of expectations and mastery of observational skills and major developmental theory.

Sample Theory to Practice Catalogue Format

Theory	**Resources**	**Context**	**Implications for Classrooms**	**Observation Evidence (including link to assessment tool)**

*This major activity aligns with the following Teaching Performance Expectations: TPE **1.1, 2.4, 2.5***

Parent Newsletter (50 points)
Teacher candidates will develop a classroom newsletter designed to establish a relationship with children and families. Students will emphasize developmental theory and developmentally appropriate practices in order to share knowledge with families. The newsletter should include the following key entries:

- Teacher introduction
- Description of developmental domains
- Description of developmentally appropriate practices
- Classroom and community expectations

This assignment will be extended into LEE 111 and will require students to add their conceptual knowledge of Culturally and Linguistically Sustaining Pedagogy in PK-3. This newsletter will be added to the PK-3 Portfolio Website.

*This major activity aligns with the following Teaching Performance Expectations: TPE **1.5, 4.3***

Teacher Inquiry Project (100 points)
Teacher candidates will study and engage in the teacher inquiry process. This process will engage students in puzzles of practice, research, data collection, and analysis in order to inform professional teaching practices and culturally responsive pedagogy. This work will include six significant steps, including an annotated bibliography that will guide teacher candidate inquiries. Findings will

be included in the Teacher Portfolio/Website as a means of dissemination. An assignment rubric will be provided to guide mastery of the work.

- Puzzle of Practice
- Annotated Bibliography
- Data Collection
- Action Plan
- Findings
- Dissemination

This major assignment aligns with the following Teaching Performance Expectations: TPE: ***1.4, 3.3, 3.4, 4.2***

PK-3 Teacher Portfolio/Website (100 points)
The PK-3 Teacher Portfolio Website Project will support Teacher Candidate's knowledge about technology resources and instructional tools for young children. Additionally, the Website will provide a space for teacher candidates to share their work during the PK-3 Credential Program. Teacher Candidates will explore options for sharing their work in different technological platforms. Work that should be included in the PK-3 Teacher Portfolio Website include the following:

- Video introduction
- Teaching Philosophy
- Parent Newsletter
- Inquiry Project Highlights

The details for the above-mentioned items will be provided in class but will serve as a foundation for Teacher Candidate Portfolios. This portfolio will also be accessed and used in other program courses.

This major assignment aligns with the previously mentioned Teaching Performance Expectations, but will highlight TPE ***3.7, 4.6.***

Instructions for significant assignments[1]:

Assignment #1 In-Class Weekly Activities

Application Activities (10 points each week) - Teacher candidates will engage in weekly in-class activities that highlight and demonstrate major theoretical concepts learned. Activities will align with major course themes each week and will engage teacher candidates in practical application of new knowledge.

[1] Any instructor should not remove Significant Assignments for the accreditation purpose.

Weekly Clinical Observations (10 points each week) - Teacher candidates will engage in weekly clinical observations based on the content covered each week. Students will use observation techniques as highlighted in class. ***Observations will be documented in the Theory to Practice Catalogue.***

Weekly Reflections (10 points each week) - Teacher candidates will engage in weekly written or video reflections demonstrating depth of knowledge and synthesis of reading assignments, key activities, and clinical observations. Students will critically analyze and reflect upon content and its application in the PK-3 context. Each rubric should be at least 300 words.

Scoring Rubric for Weekly In-Class Activities aligned to the Teaching Performance Expectations (TPEs).

TPEs	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 points)	Meets Expectations (2 points)
6.1. Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.			
Teacher Candidates critically analyze and reflect upon content and its application in the PK-3 context demonstrating depth of knowledge and synthesis of reading assignments, key activities, and clinical observations.	The Teacher Candidate fails to effectively reflect on their own practice. They lack the ability to make connections between course readings and their own observations.	The Teacher Candidate demonstrates some reflection on their own practice, but there may be some missed opportunities for using this information to improve teaching and learning. Connections to course readings and their own observations are limited.	The Teacher Candidate demonstrates a deep reflection on their own practice and effectively uses this information to improve teaching and learning in the early childhood education context. They make intentional connections between course readings and their own observations.

Assignment #2 Theory to Practice Catalog (100 points)

Purpose:
The purpose of this assignment is to support conceptual and theoretical understanding of major developmental theory and how that is visible in the clinical context. Teacher candidates will learn about major developmental theory, domains of development, as well as cultural, social, and emotional milestones in the PK-3 learner. Teacher candidates will be provided with observational tools needed to observe, document, and accurately identify theoretical concepts in context of the clinical classroom.

Instructions:
Teacher candidates will be guided through the following learning experiences and will document observations in the clinical classroom:

- Each student will create a Theory to Practice Catalogue that will organize their observations in the clinical classroom.
- Each week, teacher candidates will learn about prevailing developmental theories and frameworks.
- Teacher candidates will be introduced to an observation tool to be used in the clinical classroom
- Each week, teacher candidates will document their observations with the introduced observation tool and will use this tool to document the weekly theoretical concepts as observed in the clinical classrooms.
- Students will submit their observations each week but will continue to add to their catalogue with each subsequent observation.
- Documentation of observations and associated reflections in the Theory to Practice Catalogue should include the following:
    - Major theoretical concepts or framework identified in class each week
    - Identification of major developmental concepts or theory and an explicit explanation of the connection to the developmental progression observed in young learners in the clinical classroom.
    - Description of the clinical context including number of children, ages, demographics and other identifying features of the young learner community.
    - Documentation of resources used to support academic and clinical concepts
    - Documentation of key observations with links to appropriate observation records.
    - Reflection on the major implications of theoretical frameworks with an explicit connection to young learner's outcomes in the clinical setting.
    - The final Theory to Practice Catalog should have a **minimum of ten observation entries**, with each week being worth 10 points for a total of 100 points.

Theory to Practice Catalog Assignment Rubric

Competency	***Does Not Meet Expectations***	***Progressing Toward***	***Meets***

	(0 points)	***Expectations (1 point)***	***Expectations (2 points)***
TPE 1.1. Demonstrate knowledge of the range and characteristics of typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social, emotional, linguistic, and physical) and use that knowledge to engage and support all children in learning.			
Identification of major developmental theory *and its explicit connection to the developmental progression and identification of developmental domains of children observed in clinical classrooms.*	Teacher candidate does not demonstrate an accurate understanding of developmental theory and does not provide explicit connections to observations made of such theory in the clinical setting.	Teacher candidate demonstrates a foundational understanding of developmental theory and makes some connection to the developmental progression of children observed in the clinical setting. Candidate may have limited evidence of observations that connect to theory.	Teacher candidate demonstrates a nuanced understanding of developmental theory and explicitly describes the connection to the developmental progression of children observed in the clinical setting. Candidate provides 2-3 examples of such connections.
Documentation of resources supporting the identification of major developmental theory *and the explicit connection to developmental progression of children observed in clinical classrooms.*	Teacher candidate does not provide examples of resources connected to developmental theory that may guide knowledge during clinical observations.	Teacher candidate provides 1 or 2 resources somewhat connected to the developmental theory covered. Content loosely connects to either the theories covered	Teacher candidate provides at least 3-4 resources that guide their understanding and developing knowledge of theoretical concepts. Teacher candidate uses

		or observations made in the clinical setting.	such resources or refers to them in their reflection on classroom implications.
TPE 2.4. Promote positive relationships and effective learning for all children by creating culturally and linguistically responsive, flexible learning environments and establishing classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians			
Appropriate documentation of the context *of the clinical classroom and the explicit connection to the developmental progression of children observed in clinical classrooms.*	Teacher candidate does not describe the clinical context in a way that demonstrates an understanding of children's opportunities and classroom expectations.	Teacher candidate minimally or superficially describes the clinical context with some description of the children's opportunities and classroom expectations.	Teacher candidate documents the full context of the clinical experience, noting children's cultural and linguistic experiences, noting the classroom context, including concepts around UDL, norms, routines, procedures, and expectations for children.
Appropriate documentation of observations made in the clinical classroom setting as it explicitly connects to developmental theory *and the ways in which it promotes children's learning, cultural and linguistic experiences, environmental experiences, procedures,*	Teacher candidate does not provide appropriate documentation of observations made in the clinical setting and/or does not connect	Teacher candidate provides some documentation of observations or does not use observation tool correctly. Some connections are made to	Teacher candidate successfully demonstrates use of an observation tool and fully documents children's experiences in

norms and expectations.	observations to developmental theory and the ways that children's learning and environmental experience promote effective learning opportunities.	developmental theory through observation of children's learning, classroom norms, procedures and expectations.	the classroom. Teacher candidate makes explicit connections to developmental theory and how relationships and effective learning are promoted in the clinical setting by noting cultural and linguistic experiences, the classroom environment, and all norms and procedures used to promote optimal learning experiences.
TPE 2.5. Nurture children's positive and developmentally appropriate social behavior, self-regulation, and social emotional development, including emotional literacy, by modeling and using respectful language to communicate and encourage positive student-to-student and student-to-teacher interactions.			
Reflection upon the clinical implications *of developmental theory and strategies observed and the explicit connection to the ways in which children's positive and developmentally appropriate experiences are nurtured.*	Teacher candidate does not provide a reflection on the clinical implications of developmental theory or strategies observed in the classroom. An explicit connection is not made to the	Teacher candidate provides some reflection or notes on clinical implications of the experiences they observed. Teacher candidates may note some developmental theory or strategies that	Teacher candidate engages in a thoughtful reflection on the implications of experiences they observed in the clinical classroom. Teacher candidate explicitly connects

	ways in which children's positive and developmentally appropriate experiences are nurtured.	contribute to children's experiences and how those experiences might be nurtured.	developmental theory and strategies observed and the ways in which those observations ensure experiences for children that promote optimal development and learning.

Weekly Holistic Score	
7-10 points	**Meets Expectations**
4-6 Points	**Progressing Toward Expectations**
0-3 Points	**Expectations Not Met**

Assignment #3 Parent Newsletter (50 points)

Purpose: The purpose of the parent newsletter is to connect to families in a way that is inviting, informative, and inclusive. Intentionally initiating relationship building with families can promote optimal classroom experiences, not just for children, but for their entire family, resulting in positive developmental and learning outcomes. Additionally, providing opportunities for families to share their wealth of experiences and cultural capital contributes to rich learning communities and opportunities for young children. This project will also be extended in additional courses in the program so should be flexible in design and concept.

Instructions:

- Teacher candidates will explore different family communication strategies (newsletters, websites, social media, etc). and determine a modality that they will want to use for multiple semesters.
- Teacher candidates will design a newsletter (or other platform) for connecting with families and to provide a foundation for the classroom culture.
- The newsletter should include the following items:
    - **A teacher biography**, including photographs, educational background, educational philosophy, and other hobbies or interests.

- A description of the **developmental domains** that can be observed in the classroom. Domains should include social, emotional, physical, and cognitive descriptions. Information should be provided in a manner that is organized, accessible, and informative for families.
- **A description of developmentally appropriate practices, universal design for learning, and culturally responsive practices**. Information should be provided in a manner that is organized, accessible, and informative for families.
- **A description of classroom and community expectations** that are developmentally appropriate and those that promote a culturally responsive experience for children. Details should promote a healthy, nurturing classroom culture.
- **A description of the ways in which families will be welcomed into the classroom** community through the sharing of cultural and community knowledge. Details should **include ways in which the teacher candidate will facilitate communication, classroom opportunities, and participation in children's learning experiences.**

TPEs: ***1.5, 4.3***

Parent Newsletter Rubric

Competency	***Does not meet expectations (0 points)***	***Progressing Toward expectations (1 point)***	***Meets Expectations (2 points)***
TPE 1.5. Engage and collaborate in partnership with families/guardians to support children's development and learning in a culturally responsive, respectful, and interactive manner.			
Teacher candidates will create a welcoming partnership with families by sharing who they are in the parent newsletter. This interaction should be warm and inviting in order to develop reciprocal authentic relationships with families.	Teacher candidate <u>does not provide a biography</u> that demonstrates who they are, OR, that biography may be <u>limited, superficial, or without depth</u> about the teacher candidate,	Teacher candidate provides a <u>brief biography</u> introducing themselves but may not fully share details about educational background, interests or skills. Biography may	Teacher candidate <u>provides a biography</u> highlighting who they are, including <u>education background, philosophy, interests, and skills</u>. Teacher candidate provides

	limiting family opportunities to know who they are in the classroom setting.	have limited images, graphics or warm language.	images, graphics, and warm language that promotes a caring community welcome.
Teacher candidates will create a newsletter section that highlights the developmental domains of the children they are serving. The information provided on each of the following domains should be included: social, emotional, cognitive, and physical. Information should be organized, informative, interesting, and written in a way that is accessible to families.	Teacher candidates do not provide information on developmental domains or provide information that is inaccurate or incomplete.	Teacher candidate provides some information on developmental domains. Descriptions may be brief or superficial, lacking examples, or descriptions may be underdeveloped or too technical for the lay person.	Teacher candidate provides descriptions of developmental domains that is accurate, organized, and accessible to families. Examples of each domain are included in context of the age group highlighted.
TPE 4.3. Provide learning experiences, including those that may be informed by parents/guardians, that incorporate and help validate children's backgrounds (e.g., cultural, linguistic, ethnic, economic, gender), as well as their diverse learning preferences, skills, and levels of social development to meet children's individual needs.			
Teacher candidate should provide a description of developmentally appropriate practices, universal design for learning, and culturally responsive practices. Information should be provided in a manner that is organized, accessible, and informative for families.	Teacher candidate does not provide information on developmentally appropriate practices, UDL, or culturally responsive practices.	Teacher candidate provides some information on DAP, UDL, or culturally responsive practices, but content is brief or not fully developed.	Teacher candidate provides detailed information about DAP, UDL, and culturally responsive practices that will be use in

			the classroom. Content is well organized and informative.
Teacher candidates should provide a description of classroom and community expectations that are developmentally appropriate for the children served. Details should promote a healthy, nurturing classroom culture.	Teacher candidate does not include or inadequately addresses age-appropriate expectations for students in the classroom and community OR expectations are deficit-based, punitive, or inappropriate for the children served.	Teacher candidate includes some age-appropriate expectations for students in the classroom and community, but may lack clarity or fail to address all aspects of development.	Teacher candidate clearly articulates age-appropriate expectations for students in the classroom and community, taking into consideration their cognitive, social, and emotional development.
Teacher candidate should provide a description of classroom and community expectations that promote a culturally responsive experience for children. Details should promote a healthy, nurturing classroom culture.	Teacher candidate does not demonstrate an understanding of or fails to address culturally responsive expectations for students and their families.	Teacher candidate includes some culturally responsive expectations, but may lack depth or fail to address the needs of all students and their families.	Teacher candidate demonstrates a deep understanding and appreciation for diverse cultures, promoting inclusivity and respect for all students and their families.
Teacher candidate should provide a description of the ways in which families will be welcomed into the classroom	Teacher candidate does not include ways families	Teacher candidate somewhat communicates	Teacher candidate clearly communicates

community through the sharing of cultural and community knowledge. Details should include ways in which the teacher candidate will facilitate communication, classroom opportunities, and participation in children's learning experiences.	will be welcomed into the classroom community through sharing cultural and community knowledge. Does not provide descriptions of classroom opportunities for families to participate or does not outline plans for facilitating parents' participation..	ways families will be welcomed into the classroom community through sharing cultural and community knowledge. Some details may be lacking or unclear. Details about opportunities for family engagement may be limited.	ways families will be welcomed into the classroom community through sharing cultural and community knowledge. Outlines clear strategies for facilitating parents' active participation in their children's learning experiences, considering diverse learning preferences, skills, and social development.

Holistic Score	
45-50 points	**Meets Expectations**
35-44 points	**Progressing Toward Expectations**
0-34 points	**Expectations Not Met**

Assignment #4 Teacher Inquiry Project (100 points)

Purpose: The purpose of teacher inquiry is to facilitate research into a meaningful puzzle of practice that will inform teacher candidates of best practices to promote continuous improvement in the profession.. Teacher inquiry requires that teacher candidates identify an area of the teaching profession that connects to development, learning, and best strategies for young learners. Teacher candidates will review the

literature, engage in data collection, implement an action plan, and analyze their findings. The final project will be documented in the Teacher Portfolio.

Instructions:

- Teacher candidates will identify a **puzzle of practice** that is connected to the development and learning of young students in their clinical placement. Teacher candidates will learn about ways in which they can identify a puzzle of practice that will best serve their own teacher development and will contribute to their continuous improvement in the profession.
- Teacher candidates will engage in **research of peer-reviewed articles** that connect to their puzzles of practice. Teacher candidates will select at least four peer-reviewed articles that are current, relevant and informative.
- Teacher candidates will prepare an **annotated bibliography**, using APA formatting throughout. Teacher candidates will summarize at least **four articles** and provide descriptions of how those articles inform their inquiry project.
- Teacher candidates will engage in baseline data collection techniques in the clinical setting to provide a foundational understanding of data in the classroom as it relates to their puzzle of practice. The baseline data should be described, organized in an efficient manner, and submitted.
- Based on the understanding of the topic and the baseline data collected, teacher candidates will create an **action plan** for implementing strategies in the clinical classroom. The action plan should include a description of the strategies, a timeline, and anticipated outcomes.
- The **action plan will be fully implemented in the clinical setting**. Teacher candidates will engage in **additional data collection** based on the strategies implemented in the clinical setting. The data should be documented, organized and submitted.
- Teacher candidates will engage in **data analysis** to determine the outcomes of their interventions in the clinical setting.
- Teacher candidates will **describe the results** of their inquiry and prepare a final dissemination to share their research with others.
- The final inquiry project details will be **shared on the Teacher Portfolio Website**.

TPEs: ***1.4, 3.3, 3.4, 4.2 , 4.8***

Teacher Inquiry Project Rubric

Competency	***Does not meet expectations (0 points)***	***Progressing Toward expectations (1 point)***	***Meets Expectations (2 points)***
TPE 1.4. Connect learning to meaningful and relevant contexts in the lives of children and facilitate both child and teacher- initiated active learning experiences which engage			

children's interests to deepen and extend their learning.			
Teacher candidates will engage in **background research** on a meaningful puzzle of practice in order to better understand practices that support both child and teacher initiated active learning experiences. This work will be demonstrated in an annotated bibliography with at least four peer-reviewed articles.	Teacher candidate <u>does not fully prepare an annotated bibliography.</u> Articles chosen may not fully connect to the puzzle of practice. 2 articles or less are used that <u>do not connect to the active learning experiences of children.</u> Work is unorganized and does not demonstrate appropriate writing skills.	Teacher candidate prepares an <u>annotated bibliography</u> that demonstrates <u>some</u> understanding of the chosen puzzle of practice.The work provides <u>some description of practices that connect to active learning experiences</u>. Less than four articles are described. The work may be lacking some organization, writing skills or APA formatting.	Teacher candidate prepares an <u>annotated bibliography</u> that demonstrates a deep understanding of the chosen puzzle of practice.The work provides a <u>comprehensive exploration of practices that connect to active learning experiences</u>. Four peer reviewed articles are relevant and current. The work is well-organized, with clear and concise summaries of each article, demonstrating excellent academic writing skills and adherence to APA citation style.
TPE 3.3. Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core			

curriculum.			
Teacher candidates will engage in multiple rounds of **data collection associated** with their puzzles of practice. Teacher Candidates should consult and collaborate with educators, researchers, and other experts to guide their understanding of those data that will inform their knowledge about children's learning experiences and their access to curriculum. Data collection is illustrated in a clear and organized manner.	Teacher Candidates do not consult, collaborate, or co-teach with other educators, researchers, and experts to collect data, lacking understanding of children's learning experiences and their access to curriculum.Teacher Candidates engage in few or no rounds of data collection, lacking a systematic approach to gathering data.	Teacher Candidates minimally consult or collaborate with other educators, researchers, and experts to collect data, showing some understanding of children's learning experiences.Teacher Candidates engage in some rounds of data collection, showing a somewhat systematic approach to gathering data.	Teacher Candidates consult, collaborate, and co-teach with other educators, researchers, and experts to collect data effectively.Teacher Candidates engage in multiple rounds of data collection, demonstrating a thorough and systematic approach to gathering data associated with their puzzles of practice.
TPE 3.4. Set individualized goals and objectives for content learning and make appropriate instructional adaptations to promote access to the core curriculum for all children.			
Teacher candidates develop an **action plan** to implement in the clinical setting. This action plan should demonstrate appropriate adaptations to promote access to the curriculum for all children. The plan includes a detailed and realistic schedule for implementation.	Teacher candidates do not clearly identify an action plan that can be implemented in the classroom OR does not provide	Teacher candidates create an action plan that includes some goals and objectives that promote access ot the core curriculum in	The action plan clearly identifies individualized goals and objectives.The plan promotes access to the core curriculum for all children. The adaptations

	experiences that promote access to learning experiences for all children. A timeline is not created or realistic.	the clinical setting. The strategies implemented may include a limited schedule for implementation.	are appropriate and include a comprehensive and realistic schedule for the implementation.
TPE 4.2. Ensure opportunities for both teacher- and child-initiated experiences that are engaging for young children and that contribute to children's content knowledge, language development, and social, emotional growth.			
Teacher candidates **implement classroom strategie**s that ensure opportunities for learning experiences that engage young children and contribute to their growth in language, social, and emotional growth.	Teacher candidate does not implement an action plan in the clinical classroom that provides rich opportunities for teachers and students that are engaging and contribute to children's learning and growth in multiple domains. Teacher candidate does not document student experiences.	Teacher candidate implements some parts of an action plan in the clinical setting. Implementation minimally provides opportunities for children or teachers that somewhat contribute to learning in multiple domains. Teacher candidate documents some evidence of learning experiences.	Teacher candidate implements an action plan in the clinical classroom that provides rich opportunities for teachers and students that are engaging and contribute to children's learning and growth in multiple domains. Teacher candidate documents student experiences in rich detail and provide artifacts that illustrate change.

TPE 4.8. Apply information based on observation as well as information that may be provided by parents/guardians about children's current levels of development, language proficiency, cultural background, content-specific learning goals and needs, and assessment data to plan and implement daily learning activities.			
Teacher candidate **shares findings** of an action plan and fully describes their interpretation of those findings and how they connect to children's learning, development, language proficiency, cultural background or content-specific learning. Teacher candidate uses their findings to plan future instruction.	Teacher candidate does not fully describe or interpret their research findings and/or does not describe how their findings will help plan future instruction.	Teacher candidate provides some description of their findings and/or some description of how their findings will help them plan for future instruction.	Teacher candidate shares, in rich detail, how their research project findings contribute to the learning, development, language proficiency, cultural background, goals and needs of young learners. Teacher candidate also fully describes how their findings will shape their future learning activities, citing multiple examples of pedagogy and strategies,.

Holistic Score	
90-100 points	**Meets Expectations**
70-80 points	**Progressing Toward Expectations**

0-69 points	Expectations Not Met

Assignment #5 Teacher Portfolio Website (100 points)

Purpose: The Teacher Portfolio Website will be designed to store teacher candidate artifacts created during this and other courses. The Portfolio will capture the teacher candidates biographical information, documentation of the Theory to Practice Catalogue, and the Teacher Inquiry Project. The project purpose is to ensure and prepare teacher candidates for the many digital tools that can be used in the classroom to document, highlight, and showcase student learning experiences. Teacher Portfolios are extremely useful tools that document learning over time and can also be used in interviews, presentations, and dissemination projects.

Instructions:

- Teacher candidates will explore multiple digital tools and decide upon a platform for their Teacher Portfolio.
- Teacher candidates will use multiple tools to demonstrate their learning experiences, including video, documentation, graphics, charts, storage, etc.
- The Teacher Portfolio Website should include the following content:
    - Teacher Candidate Biography in video format
    - Parent Newsletter
    - Teacher Inquiry Project Documentation, including:
        - Puzzle of Practice
        - Baseline Data Collection
        - Action Plan
        - Implementation Activities
        - Data collection
        - Findings
        - Interpretation of findings
        - Recommendations for future practice

The Teacher Portfolio may be used in other courses as a means to capture projects associated with other areas of the program experience.

TPEs: ***3.7, 4.6***

Teacher Portfolio Website Rubric

Competency	***Does not meet expectations (0 points)***	***Progressing Toward expectations (1 point)***	***Meets Expectations (2 points)***
3.7. Model and promote critical digital literacy and digital citizenship where developmentally			

appropriate by applying the principles of the internationally recognized International Society of Technology in Education (ISTE) standards to engage children and support multiple ways to demonstrate their learning.			
Teacher candidates will demonstrate their exploration and use of digital tools to support multiple ways of demonstrating their learning.	The teacher candidate does not demonstrate a range of digital tools to organize their teacher portfolio. The portfolio may not effectively promote digital citizenship nor help the teacher candidate establish an online presence.	Teacher candidate uses some digital tools to organize the teacher portfolio. The portfolio might promote digital citizenship but may not fully address the ethical, legal, and responsible use of technology. The portfolio somewhat fosters an online presence.	Teacher candidate uses a wide range of digital tools to effectively organize the teacher portfolio. The portfolio effectively promotes critical digital literacy. The teacher portfolio effectively promotes digital citizenship by addressing ethical, legal, and responsible use of technology, and fostering a positive online presence.
TPE 4.6. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich activities/lessons to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning.			
Use digital tools and learning technologies across	Teacher candidate	Teacher candidate	Teacher candidate

assignments as appropriate to create new content and personalized and integrated technology-rich artifacts in the Teacher Portfolio. Teacher candidate includes artifacts and examples of learning to highlight critical learning opportunities for the young learner. Documentation includes teacher biography, the Theory to Practice Project, and the Teacher Inquiry Project.	demonstrates an inability to effectively use digital tools and learning technologies. There are no technology-rich samples of project work in the Teacher Portfolio. Teacher candidate does not provide varied means to demonstrate their digital learning, including artifacts and examples of student learning. The Teacher biography, Parent Newsletter, Theory to Practice Project, and Teacher Inquiry Project are missing or incomplete.	demonstrates basic use of digital tools and learning technologies. Teacher candidate minimally provides technology-rich samples of project work in the Teacher Portfolio. Teacher candidate provides few means to demonstrate their digital learning, including some artifacts and examples of student learning. The Teacher biography, Parent Newsletter, Theory to Practice Project, and Teacher Inquiry Project are included but may be underdeveloped..	demonstrates proficient use of digital tools and learning technologies to create new content and provide personalized and integrated technology-rich samples of project work in the Teacher Portfolio. Teacher candidate provides varied means to demonstrate their digital learning, including relevant and compelling artifacts and examples of student learning. The Teacher biography, Parent Newsletter, Theory to Practice Project, and Teacher Inquiry Project are well-developed and organized in the Portfolio.

Holistic Score	
90 - 100 points	**Meets Expectations**
70 - 89 points	**Progressing Toward Expectations**
Below 69 points	**Expectations Not Met**

Attendance: Attendance in the course is expected. Because knowledge is co-constructed and in collaboration with peers and instructors (Thank you, Vygotsky!), attending sessions is critical to the development of the teacher candidate. Learning activities will be scaffolded over time so attendance will help teacher candidates build knowledge. ***It may not be feasible for in-class activities to be recreated***. Some activities and homework assignments (including reflections) may be made-up with communication with the instructor. If students encounter a serious and compelling reason for missing class, they should contact the instructor as soon as they are able to provide documentation. Teacher candidates should not miss more than four class sessions. Missed classes beyond four days may jeopardize the teacher candidate's course grade and may impact their status in the program.

Grading policy:

A grade of C or better is required to pass this class.

Table 1 Assignment and Point Distribution

Assignment	**Points/Percent**
Weekly Reflections	10x10 = 100 points/18.2%
Weekly In-class Activities	10x10 = 100 points/18.2%
Developmental Theory Catalogue 10 points per weekly observation, documentation, and analysis	10x10 = 100 points/18.2%
Parent Newsletter	50 points/9%
Teacher Inquiry ● Puzzle of Practice ● Annotated Bibliography ● Data Collection	20 x 5 = 100 points/18.2%

Assignment	Points/Percent
• Action Plan • Findings	
PK-3 Teacher Portfolio • Teacher Video Biography • Parent Newsletter • Teacher Inquiry Project • Theory to Practice Catalogue • Overall digital literacy	100 points/ 18.2%

Table 2 Distribution of Letter Grade to Percent and Points

Letter Grade	Percent	Points
A	90-100%	495 - 550
B	80-89%	440 - 494
C	70-79%	385 - 439
D	60-69%	330 - 384
F	Below 59%	0 - 329

Course Policies & Safety Issues

Anti-bias Statement: It is the stance of the University, Department, and this course instructor that all classroom learning experiences and curriculum will be influenced and situated within an anti-bias framework. This means that we will work together to create a community of inclusivity and respect. This course will give voice to and empower those of all races, cultures, age, religion, sexual orientations, socioeconomic backgrounds, identities, and lived experiences. We will commit ourselves to inclusiveness that encourages a diverse range of opinions, beliefs, and experiences in order to share in and reflect upon the individual and group experiences of children, their families and communities. We will commit ourselves to intellectual enrichment and evolving world views to better understand the communities in which we live. This perspective and commitment should be evident in all interactions, conversations, and activities in order to promote an equitable, safe, and proactive learning environment.

Professional Conduct: As this is a professional development program, Teacher Candidates are expected to engage in professional conduct at all times to support their

development as professional educators. Professional conduct includes attendance, punctuality, and accountability. Teacher candidates are expected to engage with peers, professors, and administrators in a way that is respectful, courteous, and responsive. Teacher candidates should engage in coursework, discussions, and work in a way that is timely and intentional to ensure optimal development as professional educators. Finally, Teacher Candidates should be aware of the University Policy on Disruptive Classroom Behavior that indicates the following "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. All members of the academic community should demonstrate respect for the classroom environment. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Faculty have a responsibility in the classroom to respect student diversity and diversity of viewpoint, but they also have the primary responsibility to maintain the orderliness and integrity of the learning environment. Students have the right to express ideas unpopular with the class or contrary to those of the instructor. However, students also have a responsibility to respect the learning environment and the integrity of others in the classroom setting. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Visitors: In most cases it will not be appropriate to invite guests to class due to the sensitive nature of some topics. Additionally, building a classroom environment that promotes trust, the sharing of ideas and personal experiences, a safe environment is critical. As such, it would not be appropriate to invite guests to class.

Audio/Video Recording: Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Homework: Homework may include reading assignments, journals, or other activities. Due dates will be provided for each activity. It is recommended that students utilize workshop time to finish assignments to minimize time needed outside of class to complete work. Homework that is not submitted on time may impact the scaffolded learning experiences and collaborative group work so it is highly recommended that students manage their workload and time well. Group activities may depend on others for completion so accountability and commitment to peers will be an important part of the course. Late work will be considered for those students who have ***serious and compelling reasons***. Students who are struggling with workload and time management must meet with the instructor to discuss options for completion ***where it is feasible*.** Work that is simply not attended to without communication with the instructor will not be eligible for consideration. Repeated instances of late work, without communication, may require intervention to avoid jeopardizing course or program completion. Late work due to an absence is subject to the policies listed by APM 232. Please refer to APM 232 for "Make-Up Work Policy".

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information

Vaccination: The California State University system's COVID-19 vaccination requirement remains unchanged and is in effect for fall 2023. All students, faculty and staff are required to have a COVID-19 vaccination and booster when eligible on file in order to access campus facilities and programs and participate in any campus-sponsored in-person activities on or off-campus. As previously announced, the CSU's COVID-19 vaccination policy allows students and employees to seek exemptions on medical and religious grounds. As a reminder, you are eligible for a booster five (5) months after receiving a final dose of the Pfizer or Moderna vaccine; or two (2) months after receiving a Johnson & Johnson vaccine.

Face Coverings:
Based on updated guidance from public health experts, Fresno State highly recommends that all students, faculty and staff, regardless of vaccination status, wear a surgical grade or KN95 mask indoors. Free surgical grade masks are available at the Student Health and Counseling Center, Atrium, University Warehouse, Student Recreation Center, Library and the University Student Union (USU). ***Faculty will continue to have the discretion to require face coverings for their in-person classes as they evaluate the health and safety needs of their individual classroom environments***.

Testing:
Our COVID-19 Testing Center will continue to be open and available this Fall at no cost for our entire campus community. The Testing Center will be located on the main level

of the USU and will have saliva PCR tests available to retrieve from a vending machine Monday through Friday. Testing is available for all students and employees.
Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports WILLbe available for your viewing.

Dispute Resolution: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

DEPARTMENT CONTACT
Chair's Name: Dr. Imelda Basurto
Department Name: Literacy, Early Childhood, Bilingual, and Special Education (LEBSE)
Chair's Email: ibasurto@mail.fresnostate.edu
Department Phone Number: (559) 278-0285

Intellectual Property: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in

the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at Fresno State Student Ratings for Instruction (SRI)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:

- Adding and Dropping Classes
- Cheating and Plagiarism
- Computers
- Copyright Policy
- Disruptive Classroom Behavior
- Honor Code
- Title IX

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.
Students can report incidents of alleged sexual misconduct to either or both of the following resources:
Title IX and Clery Compliance Office | fresnostate.edu/titleix | 559.278.5003

Fresno State Police Department | fresnostate.edu/police | 559.278.8400
Students can access confidential support from two separate resources on campus:
Survivor Advocates | fresnostate.edu/survivoradvocate | 559.278.6796
Counseling Services | studentaffairs.fresnostate.edu/health/counseling | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

University Services

The following University services can be found on the web at:

- Associated Students, Inc.
- Students with Disabilities
- Dream Success Center
- Library
- Learning Center Information
- Student Health and Counseling Center
- SupportNet
- Survivor Advocacy
- Writing Center

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

Course Calendar & Tentative Course Schedule

Week	Theme	Reading Assignments	Major In-Class Activities	Items Due	TPEs Introduced Each Week (*including Standard 4: Equity, Diversity & Inclusion)
Week 1	***Course Introduction Introduction to Clinical Placement Hours and Expectations*** ● *A History of Education (Social, Cultural, Historical Foundations)* ● *What is Developmental Theory?* ● *What is Educational Psychology?* ● *What is Teacher Inquiry?* ● *What is a reflective practitioner?*	Saracho, O.N. (2023). Mills, G. E. (2014)	*Introductions* *Introduction to Major Assignments* ***In-Class Activity:*** *Who Am I? Sharing Identities*	***Clinical Observation #1:*** *The Clinical Classroom & The Classroom Teachers* ***Reflection #1:*** ***What is your educational history?*** ***What is developmental theory?***	1.1, 6.5 *Standard 4f
Week 2	***The Developing Child PK-3 Learners***	Developmentally Appropriate	***In-Class Activity:*** *Group Developmental Domains*	***Clinical Observation***	1.1, 1.2, 1.4, 1.6, 2.5, 2.6, 6.5

	• *Developmental Domains*
	  ○ *Social - Emotional Learning*
	  ○ *Physical*
	  ○ *Cognitive*
	• *Developmentally Appropriate Practices*
	
	Teacher Inquiry Project Introduction: *Puzzle of Practice and Annotated Bibliographies*
		Practice: A Position Statement of the National Association for the Education of Young Children, Copyright © 2020	*Developing a Puzzle of Practice*
			
			Identifying a Focal Student
			
			Peer-reviewed research
			• *Annotated Bibliography*
				Assignment #2*: Observation of Developmental Domains and Developmentally Appropriate Practices*
				
				Reflection #2: *Developing a Puzzle of Practice*
					*Standard 4f

Week 3	***The Developing Child*** • *Atypical Development* • *Introduction to Differentiated Instruction (Multilingual learners, dyslexia, SDAIE, ADHD)* • *The brain and trauma* • *Trauma Informed Practices (Dr. Meeker will cover practices)*	Nezhad, A.S. & Vahedi, M. (2011) Macias (2019).	*Video: The Myth of Average* Resource Exploration Activity*: Classroom Strategies & Resources (Macias, 2019).* ***In-Class Activity:*** *The Brain and Trauma* *Baseline Data Collection Techniques*	***Clinical Observation Assignment # 3:*** *Baseline Data Collection* ***Reflection #3:*** *How does the classroom promote and demonstrate differentiated instruction (evidence of multilingualism,*	2.7, 6.5 *Standard 4g

	• *Risk and Resilience* ***Teacher Inquiry***: *Baseline Data Collection; Observation Tools*			*multiculturalism, and diverse learners?)* ***Annotated Bibliography Due***	
Week 4	***Major Developmental Theory*** • *Psychosocial Theory* • *Behaviorism* ***Teacher Inquiry:*** *Implementation of Strategies; Data Collection*	Seo, S., & Yuh, J. (2022)	*Running Records*	***In-Class Activity***: *Beyond the Clip Chart Activity* **Clinical Observation #4:** *Classroom Management* ***Reflection #4:*** *What do we know about classroom management?*	2.1, 3.1, 6.5
Week 5	***Major Developmental Theory*** • *Cognitive Development Theory* • *Information Processing Theory* ***Teacher Inquiry***:		*Developing Action Plans*	***In Class Activities: Memory and Learning*** ***Clinical Observation Assignment #5:*** *Evidence of Cognitive*	1.1, 1.6, 1.7, 3.5, 6.5 *Standard 4b

	Developing an Action Plan; Data Collection Round 2			*Development* ***Reflection #5***: *How is action connected to development in the classroom?*	
Week 6	***Major Developmental Theory*** ● *Piaget* ● *Vygotsky* ***Teacher inquiry:*** *Data Analysis*	Audley-Piotrowski, S., Hsueh, Y., & Cohen, R. (2008)	*Data Analysis Techniques*	***Reflection #6: Vygotsky*** ***Clinical Observation Assignment #6:*** *Piagetian Framework*	1.1, 1.3, 1.4, 1.7, 2.2, 3.5, 6.5
Week 7	***Major Developmental Theory*** ● *Social Learning Theory (Bandura et al.)* ***Teacher Inquiry***: *Findings*		*Bronfenbrenner Systems*	***Reflection #7*** ***Clinical Observation Assignment # 7:*** *Modeled Behavior*	1.1, 1.5, 2.2, 2.6, 4.7
Week 8	***PK-3: Social Cultural Context*** ● *Home Language* ● *Relationships* ● *Culture & Development*	*Chapter 1: What is Anti-Bias Education?* *Class Examination of Whose Culture Has Capital (Yosso, 2005)*	*Introduction to Family Newsletter plus workshop* *Video: Bias Isn't Just a Police Problem*	***Clinical Observation Assignment #8:*** *Cultural Wealth & Families* ***Reflection #8:***	1.1, 1.5, 2.2, 2.6, 4.7, 7.7 *Standard 4a, 4c, 4d

	○ *Cultural Wealth* ● *Families & Communities* ● *Anti-bias education* ● *Asset vs. Deficit Pedagogies* ***Teacher Inquiry**: Dissemination*		*In-Class Activity: Examining Biases* *In-Class Activity: Cultural Wealth Poster Activity*	*Commitment to Family, Culture, and Anti-bias Education*	
Week 9	***History of the Classroom*** ● *Montessori* ● *Reggio* ● *Kinder* ● *Universal Design for Learning* ***Teacher Inquiry**: Dissemination, PK-3 Teaching Portfolio*		*Classroom Design Activity*	***Clinical Observation #9: Clinical Environment*** ***Parent Newsletter Due*** ***Reflection #9: T**eaching Philosophy*	1.1, 1.7, 2.1, 2.4, 2.6 *Standard 4d, 4e
Week 10	*Indoor & Outdoor Learning Environments* *Introduction to Digital Learning Spaces* Creating learning environments that promote	*Green & Rayner (2020).* *Hamilton, E. R., Staal, J., & Vander Ark, J. (2021*	*Read Alouds and Outdoor Learning* *Video: Outdoor Learning Environments* *Outdoor classroom walk-about*	***Clinical Observation #10:** Outdoor Learning Spaces* ***Reflection #10: The Role of the Environment for***	1.1, 1.7, 2.1, 2.4, 2.6

	language development and communication. Creating inclusive and accessible learning environments.			***diverse learners.***	
Week 11	***Consolidation of Knowledge*** ***Research Dissemination***		*Workshop*	***Teaching Inquiry Final Website / Teacher Portfolio***	*Standard 4f