

## LEE 104: Developmentally Appropriate Learning Environment, Curriculum & Assessment PK-3 Summer 2024

### Instructor Information

Instructor Name:  
Department: Literacy, Early, Bilingual, Special Education  
Email / Telephone:  
Office:  
Student Support Hours: (days/times)

### Course Information

Course Modality: Face-to-face  
Course ID: #####  
Units: 3  
Class Meeting Location & 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](https://fresnostate.instructure.com)  
Prerequisites: Students must be admitted to the PK-3 Specialist Credential Program to enroll in this course.  
Course description: This course focuses on the theories, principles, and practices of developmentally appropriate and equitable classroom design and environment, curriculum, and assessment in PK-3 settings with an intentional lens toward trauma-informed and anti-bias instruction, child led learning, and development within a socio-cultural context. Within this course, teacher candidates will learn, practice, and apply; seeking to deeply understand evidence-based practices within integrated learning experiences. Teacher candidates will also engage in reflective practice as they apply the California Standards for the Teaching Profession (TPEs), California Curriculum Frameworks, as well as the National Association for Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators.  
Note: This is a 3 credit hour course, including seminar and lab. It is expected that successful students spend approximately 2 hours of work per week, study, and planning time outside of class for every one hour in class. Given that this is a 3 credit hour course, 6 hours of work, study, and planning time would be expected.

However, all students learn differently and not all weeks carry the same caseload. Reviewing course assignments and assessments, then strategizing your personal, professional, and school calendars will assist in your ability to complete coursework effectively.

## Required Course Materials

- National Association for the Education of Young Children. *Developmentally Appropriate Practice in Early Childhood Programs*. Fourth Edition. National Association for the Education of Young Children, 2022.
- [California Preschool Curriculum Frameworks](#)
- [California English/Language Arts Curriculum Frameworks](#)
- [DEC Recommended Practice Tools](#)
- [Poll Strategies - Language Learning Project](#)
- Note: You will need a device for this course that allows you to access and read documents online, as well as create within the Google Suite. Please be advised that this course also includes observational hours and you will be required for your own transportation to your observation site.

## Course Specifics

**Course goals:** Throughout this course, teacher candidates will engage in reading and explore multimedia resources to develop a deep understanding of Developmentally Appropriate Practices and how those apply across all dynamics of the PK-Grade 3 Continuum. They will also explore universal design, as well as anti-bias and trauma-informed teaching practices to ensure that all children have opportunities for rich learning opportunities that fully meet the guidance as described by the California Preschool - Grade 3 Learning Frameworks, as well as NAEYC DAP guidance. After completing this course, all teacher candidates will have a well-developed understanding of Developmentally Appropriate Practices and be able to apply their knowledge in a PK-Grade 3 setting with support and nurturing from qualified professionals in the field.

Teacher candidates will participate in a correlating field experience during this course, alongside LEE 100, for a total of 176 hours (88 for each course). The practical application assignments in this course are expected to be conducted in the correlating field experience.

### Student Learning Outcomes:

- Demonstrate their Knowledge and understanding of the developmental domains (physical/social/emotional/cognitive/language/aesthetic), the interrelationships among them, and the factors that contribute to variations in development across the PK-Grade 3 continuum. (TPE 1.1 (I); 1.2 (I); 1.4(P))

NAEYC 1a: Knowing and understanding young children's characteristics and needs, from birth to age 8

NAEYC 1b: Knowing and understanding the multiple influences on early development and learning

- Apply developmentally appropriate and evidenced-based practices when creating a learning environment, creating and selecting curriculum, teaching and facilitating learning, and assessing children across the PK-Grade 3 continuum. (TPE 1.4 (A); 1.2 (P); 1.6(P); 1.7 (A); 3.1 (P); 2.1(A); 3.6(P); 4.1 (A); 4.2 (A); 4.7 (P); 6.3(A); 7.1 (P))

NAEYC 1a: Knowing and understanding young children's characteristics and needs, from birth to age 8

NAEYC 1b: Knowing and understanding the multiple influences on early development and learning

NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

- Understand the importance of early literacy, including reading foundational skills and oral language, and be able to apply that knowledge in alignment with the expectations of the California Learning Frameworks. (TPE 3.1 (A); 3.2 (P); 4.5 (I); 7.1 (A); 7.2 (P))

NAEYC 5a: 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

NAEYC 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

NAEYC 5c: 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

- Understand the importance of language identity within the context of overall child development, as well as the milestones of multilingual development across various learning environments and ESL/Bilingual curriculum PK-3rd grade. (TPE2.3 (P); 7.3 (I); 7.5 (P))

NAEYC 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

NAEYC 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

Understand the importance of observing and assessing children's development and learning and identify and use various types of culturally and developmentally appropriate assessment and evaluation tools and be able to use assessment and progress monitoring techniques to assess the effectiveness of instruction for each student, including the use of technology in documentation, assessment and data collection (TPE 1.6 (P); 3.4 (P); 3.5 (A); 5.2 (P); 5.3 (A); 5.6(P) NAEYC 4b: Knowing and

understanding effective strategies and tools for early education, including appropriate uses of technology  
NAEYC 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

- Explain the role and responsibilities of personnel in an early childhood setting in ensuring the diverse development and learning needs of all children and families are met, based on developmentally appropriate assessment data and in accordance with state and federal mandates. (TPE 6.1 (P) 6e)

NAEYC 6a: Identifying and involving oneself with the early childhood field

NAEYC 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

NAEYC 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

NAEYC 6d: Integrating knowledgeable, reflective, and critical perspectives on early education

NAEYC 6e: Engaging in informed advocacy for young children and the early childhood profession

- Demonstrate an understanding of the importance of collaborating with children, families and other professionals involved in the assessment of each student and in the use of data to design and implement effective school interventions that benefit all students (TPE 5.2 (I) (NAEYC 6d)

NAEYC 6d: Integrating knowledgeable, reflective, and critical perspectives on early education

### Course Requirements/Assignments:

**The Power of Play Advocacy Assignment (45 points)-** Create a visual presentation tool of your choice accompanied by a voice over option or podcast that describes developmentally appropriate practice, why it's important, including why purposeful play is an essential component of a child's learning in grades PK-Grade 3, as well as how literacy and language development can be enriched through playful experiences for Dual Language Learners and children with identified language disabilities using the SEAL Framework, Language Learning Project, and DEC Recommended Practices as resources.

**Classroom Layout Environment and Narrative (45 points)-** Create a detailed and labeled, visual map of a classroom with a key/icons to help the reader zone in on important spaces and materials that elevate all children through universal design. You will need to create a correlating 2-3 page narrative that explains the key items in each highlighted space and why they are essential, as well as how the learning environment design will help promote routines, procedures, and positive relationships. Your classroom design must be aligned to the Pyramid Implementation Checklist "High-quality, Supportive Classrooms" section, ECRS-3 guidelines, and must promote inclusion and equitable access for all children,

including Dual Language Learners and Children with disabilities. Please cite all sources using APA formatting.

**Intentional Teaching for Reading Foundational Skills (45 points)**- Define each foundational literacy term provided in the table in Canvas in your own words and briefly explain a mini lesson idea for children ages 3-5 that correlates, as well as identify UDL and Poll strategies that will foster inclusive accessibility for Dual Language Learners and children with disabilities. Then, choose one of the foundational skills areas found in the table that you will teach to young children in your classroom setting. Identify a minimum of one of the intentional teaching tools on pp. 183-184 of your NAEYC text that will help ensure the learning experience is accessible to all learners. Implement one of your mini lessons described above in your observational setting, using the intentional teaching tool chosen. All mini lessons must be aligned to the Preschool Learning Foundations or the California ELA/ELD frameworks depending on the age/grade level being addressed. Take anecdotal notes based on your observations of the lesson. Finally, complete the correlating reflective questions. Additional guidance and the rubric is provided in Canvas. Make sure to use APA formatting to cite sources.

**Developmentally Appropriate Writing Task and Reflection (45 points)**- Create a content-based writing provocation for learning centers and introduce it to children. Keep the provocation in place over the course of one week. Model a minimum of 3 ways that the children could respond through drawing/writing to the provocation, including modeling how to use phonemic awareness skills to begin to show sound-letter correspondence in writing/labeling. Gather work samples /take pictures of student work that happens in response to the writing provocation. Be sure to take time to talk to the children about their writing and note what they have to say. Then, create a digital portfolio including work samples of a minimum of 5 children. For each work sample, write a short commentary that includes information about the child's writing stage and what that particular piece of writing tells you about the child's thinking, as well as their foundational literacy skills development. Include a reflection at the end of the portfolio that details what you noticed over the course of this experience, as well as what you learned about how writing develops in young children. For multilingual learners, please note any emergence of biliteracy in this process and how you encouraged that through your modeling and instruction. Additional guidance and the rubric is provided in Canvas.

**Assessment Presentation (30 points)**- Choose one type of informal assessments that you learned about in this module (checklist, portfolio, or anecdotal records) and create a presentation about that assessment type that

could be used with families at a beginning of the year event. Your presentation must be 5-7 slides in length and include the following components: description of the assessment type and examples of when it could be used, pictures or illustrations that depict the assessment type that you chose to use, the benefits of the chosen type of assessment, potential downfalls or problems that can occur with the chosen type of assessment, how **educator** bias could impact this assessment type the contexts in which the assessment type is most applicable (home, outside, small group in classroom, large group in classroom, center time in classroom, one-to-one) and why, **You must also address the considerations for children with a listening and/or reading disability, as well as considerations on how this assessment could contribute to the identification of a multilingual learner, as well as how the data could help educators design an appropriate language development plan for a multilingual learner.** Your presentation must use a family-accessible and professional tone and all sources must be cited using APA. If you would prefer, you can make a video instead of a slide deck, but you must still provide visuals. Additional guidance and the rubric is provided in Canvas.

**Practical Application Assignment Portfolio (225 points)-** This assignment consists of nine (9) practical application tasks that ask you to make theory to practice connections within your clinical placement. Complete each task and add them to a digital portfolio. Additional guidance and related rubrics are provided in Canvas.

### **Participation (45 points)**

**Final (45 points)- Part A Instructions:** First, make a thought web to brainstorm an interdisciplinary play-based literacy block using a Science or Social Studies picture book as the anchor text. Using the FAST lesson plan template, plan the lesson for delivery. Your lesson must include intentional peer to peer oracy practice, a whole-group text experience utilizing the anchor text, **a small group component utilizing a connected and decodable text**, and a writing component, all of which must be developmentally appropriate. You are planning for a TK classroom with 2 children identified with a disability (ADHD and Down Syndrome) and 3 Dual Language Learners (2 Spanish; 1 Hmong). **Part B instructions:** In 500 words or less, write a short narrative explaining how you would adapt this lesson for a preschool classroom of 3-4 year olds, as well as for a 1st grade classroom. **Part C instructions:** Please provide examples of how Universal Design for Learning will be used to ensure equitable access to all parents of the lesson by Dual Language Learners, children identified with a behavior or executive functioning disorder, and those identified with an academic-impact disability, including those showing early signs of a reading disability. **Part D instructions:**

Teach the lesson to a small or large group. Then, reflect using the start-stop-continue reflection form. Your reflection must include data from the assessment conducted and how that impacted your Start-Stop-Continue decisions. Additional guidance and the rubric is provided in Canvas.

**Total Points: 525**

### **Instructions for significant assignments<sup>1</sup>:**

#### **Assignment #1 The Power of Play Advocacy Presentation and Product (45 points)**

**Context:** Imagine you are a new teacher in a Pre-K through Grade 3 Classroom (you get to choose the desired grade level within that span) and you must convince your grade level team members as well as families that playful learning is a powerful teaching tool that will elevate inquiry, engagement, and growth for all children, including growth in language and literacy. You will also need to highlight how play-based learning works from an asset based perspective. While this seems natural to you, the current curriculum does not reflect an understanding of developmentally appropriate practices, including purposeful play.

**Assignment:** You must create a visual presentation tool accompanied by one pager or other kind of thought support tool that describes developmentally appropriate practice and why it's important, as well as why play is an essential component of a child's learning in grades PK-Grade 3. You must also provide specific examples of how purposeful play could be used to address a standard from the California English Language Arts Learning Frameworks or the California Preschool Curriculum Frameworks depending on the grade level (Prek-Grade 3) that you picked so that your audience can gain an understanding of how playful learning can elevate academic standards, as well as how language development and each of the following reading foundational skills can be fostered through playful experiences (engage young children actively and deliberately with games, books, poetry, oral storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters) and UDL: phonological awareness, phonics (encoding and decoding), academic vocabulary development, and emergent writing . You must choose a visual presentation tool and provide voice description/explanation. Examples of your choices could include a podcast with a visual mindmap for the listener, a slide deck with voice over, an

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<sup>1</sup> Any instructor should not remove Significant Assignments for the accreditation purpose.

infographic with voice over, a newsletter with voice over, or a video. You must ensure that this presents in the research but also a practical side of the issue. Please cite all sources using APA formatting.

### The Power of Play Advocacy Presentation and Product Rubric

	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.	The presentation and thought support tool do not include sufficient information about contextualized, child-led learning.	The presentation provides some discussion about children's interests and how that impacts learning.	The presentation provides clear and specific examples of how developmentally appropriate practices can stem from children's interests and they also discuss how both teacher initiated and child initiated learning experiences are essential.
TPE 2.3. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning.	The presentation will not provide clear communication to others.	The presentation is accurate, thought-provoking, and visually appealing	The presentation is accurate, thought-provoking, visually appealing, and provides opportunities for higher level thinking of the part of the audience so that the message regarding Developmentally Appropriate Practices carries the ability to gain momentum.
TPE 3.1: Demonstrate knowledge of current state adopted standards and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross	This presentation does not make clear how Developmentally Appropriate Practices, including play aligns to the California Learning	The presentation makes some connection to how Developmentally Appropriate Practices, including play, aligns to the California Learning	The presentation clearly shows how the use of Developmentally Appropriate Practices, including play, aligns to the California Learning Foundations and Curriculum Frameworks for Preschool - 3rd grade, and it

disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.	Foundations and Frameworks for children Preschool through 3rd Grade.	Foundations and Curriculum Frameworks for Preschool through 3rd grade	provides specific, realistic examples of the "how".
TPE 3.5: Promote core curriculum knowledge in all children, including monolingual and multilingual children, children with disabilities and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development.	This presentation does not adequately describe how playful learning can foster language development for children who are identified as Dual Language Learners, as well as those who are identified with a disability.	This presentation describes how playful learning can foster language development, including native language development, for children who are identified as multilingual learners, as well as those who are identified with a disability.	This presentation describes explicitly how playful learning can foster language development, including native language development, for children who are identified as multilingual learners, as well as those who are identified with a disability. The description uses examples from the POLL Strategies, as well as the DEC Recommended Practices. (Pei-Ying Wu) ...this is a newly added TPE to more formally address Children with Disabilities and those identified as Dual Language Learners.
7.5: Develop children's foundational skills according to standards and expectations specified for children's age and grade.	This presentation does not adequately describe how playful learning addresses reading foundational skills.	This presentation describes how playful learning addresses reading foundational skills but it is not specific to each of the foundational skills identified in this assignment (phonological awareness, phonics (encoding and decoding), academic	This presentation adequately describes how playful learning can foster the foundational skills including phonological awareness, phonics (encoding and decoding), academic vocabulary development, and emergent writing for all learners in alignment with reading research, including multilingual learners and those identified with a disability.

		vocabulary development, and emergent writing) or the information presented is not based in sound reading research.	
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**Total Points:**

**Feedback**

### **Assignment #2 Learning Environment Design and Narrative (45 points)**

**Context:** You just got a preschool teaching position in a Pre-K classroom. The building is a repurposed space. You walk into an empty room...completely empty. The outdoor play and learning area still needs to be designed for work over the summer. The good news is, you do have a budget to work with so that you can turn this blank canvas of tile and drywall into a developmentally appropriate and inviting learning space for all children. They will also want recommendations from the Pre-K team for the outdoor play area. Keep in mind that you will likely be serving multilingual learners, as well as children with disabilities. It is time to get to work creating the teaching and learning space of your dreams!

**Assignment Directions:** You must create a detailed and labeled, visual map, diorama, or flannel board, or interactive anchor chart of a classroom with a key/icons to help the reader zone in on important spaces and materials that elevate all children through universal design. You will need to create a correlating 2-3 page narrative that explains the key items in each highlighted space and why they are essential, as well as how the learning environment design will help promote routines, procedures, and relationships. You may use digital design tools, hand-drawn, or multimedia. You will also create a recommendations list for the outdoor setting with justification for your recommendations. Please be sure to indicate the early childhood philosophy/pedagogical approach you used to guide your work on this within your narrative and why it aligns to your design (ex: Reggio Emilia or Montessori). You are not limited to the two examples listed. Please cite all sources using APA formatting. Your classroom design must be aligned to the Pyramid Implementation Checklist

“High-quality, Supportive Classrooms” section, ECRS-3 guidelines, and must promote inclusion and equitable access for all children, including Dual Language Learners and Children with disabilities.

You will include your narrative on this planning document as well as complete all sections of the provided table for the outdoor recommendations. You will also upload a photo or pdf of your indoor design portion of your project or include a link to a digitally designed option.

[Click here for the planning document for Assignment #2](#)

**Indoor and Outdoor Learning Environments Design and Narrative Rubric**

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 2.1: Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children’s development	The classroom design does not promote a culturally and linguistically responsive or child-led learning experience.	The classroom design indicates an understanding of child-led learning and promotes exploration.	The classroom design created is visibly designed using UDL perspective. It is clear that the design promotes exploration and child-led learning.
TPE 2.4. Promote positive relationships and effective learning for all children by creating culturally and linguistically responsive, flexible learning environments and establishing	The classroom design and narrative lack evidence of culturally and linguistically responsive environmental	There is evidence of clear routines and ways to help children engage with the routines.	The classroom design and narrative have specific examples of culturally and linguistically responsive components. There is evidence of clear routines and ways to help children

classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians.	supports, as well as routines and how those are supported.		engage with the routines.
TPE 6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.	There is not sufficient evidence provided that health, safety, and child learning outcomes were a priority in the classroom design, <b>outdoor play space recommendations</b> , and/or the coordinating narrative.	The classroom design, <b>outdoor play space recommendations</b> , and coordinating narrative provide specific evidence that health and safety were considered and addressed with the environment.	The classroom design, <b>outdoor play space recommendations</b> , and coordinating narrative provide specific evidence that health and safety were considered and addressed with the environment, and there are specific examples of how the classroom is designed to promote positive learning outcomes for all students.

**Total Points:**

**Feedback**

### **Assignment #3 Intentional Teaching for Reading Foundational Skills (45 points)**

**Part A Directions:** Please define each reading foundational skill area in your own words using evidence-based sources for reference and briefly explain a mini lesson **aligned to the California Preschool Learning Frameworks or California ELA/ELD Learning Frameworks depending on the target age**. The lesson ideas should be targeted at teaching skills in that area through developmentally appropriate and multisensory ways, **as well as appropriate considerations for Universal Design for Learning, and specific Poll strategies for Dual Language Learners that would be beneficial in that context**. Cite sources.

Foundational Skills	Definition and Components	Mini Lesson Idea ages 3-5	Teaching Format (small group/whole group/interest areas)
Print Concepts			
UDL:			
Standard:			
Poll Strategies:			
Phonological Awareness			
Scaffolds/Supports:			
Phonemic Awareness			
UDL:			
POLL Strategies:			
Standard:			
Listening Comprehension			
UDL:			
Poll Strategies:			
Standard:			

Oracy			
UDL:			
Poll Strategies:			
Standard:			
Writing			
UDL:			
Poll Strategies:			
Standard:			

**Part B Directions:** For each Foundational Skills listed above (print concepts, phonological awareness, phonemic awareness, listening comprehension, oracy, and writing), choose a Mini Lesson that you are going to teach in your classroom setting and identify a minimum of one of the intentional teaching tools on pp. 183-184 of your NAEYC text that will help ensure the learning experience is accessible to all learners. Make sure you engage young children actively and deliberately with games, books, poetry, oral storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Implement one of your mini lessons described above in your observational setting, using the intentional teaching tool chosen. Take anecdotal notes based on your observations of the lesson using the notice/wonder chart. Then, complete the correlating reflective questions.

Q1: Reflect on the overall mini-lesson experience. What do you feel went as expected and what do you feel did not go as expected? How did you adjust?

A1:

Q2: If you were to implement this lesson again, what would you change and why?

A2:

Q3: What did you notice about student engagement? How did you accommodate the Dual Language Learners and children with disabilities through UDL and Poll Strategies? If you did not accommodate, what would you adjust in the future?

A3:

Q4: What standard(s) were you seeking to address from the California Preschool Curriculum Frameworks? How would you know if students were successful on this task? What were the success criteria?

A4:

**Anecdotal Notes:**

Notice	Wonder

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### Intentional Teaching for Reading Foundational Skills Rubric

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 1.7. Promote children's thinking through developmentally appropriate activities, including play-based learning activities, that provide opportunities for children to engage in effective expression, inquiry, problem solving, and reflection on their learning.	The mini-lessons lack evidence of developmentally appropriate practices.	The mini-lessons described are play-based and developmentally appropriate.	The mini-lessons described are play-based, multisensory, and developmentally appropriate. They also provide opportunities for children to make choices in their own learning experiences.
<i>TPE 3.5 Promote core curriculum knowledge in all children, including monolingual and multi-lingual children, children with disabilities and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language</i>	The mini-lessons described to not indicate thoughtful alignment to Universal Design for Learning (UDL) or Poll Strategies.	The mini-lessons described indicate thoughtful alignment to evidence-based Universal Design for Learning (UDL) or Poll Strategies.	The mini-lessons described are aligned to evidence-based Universal Design for Learning (UDL) and Poll Strategies.

<i>development.</i>			
TPE 4.1. Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.	There is not sufficient evidence provided that all children will be able to access the learning.	The mini-lessons described provide evidence of a small group, whole-group, and individual options	The mini-lessons described provide evidence of a small group, whole-group, and individual options. They also provide evidence of accommodations that can be made for diverse learners.
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.	There is not sufficient evidence provided that the activities can be used across whole-small-independ learning and the factors that impact engagement are not present or insufficient.	There is a variety of teacher and child initiated experiences amongst the mini lesson activities.	There is a variety of teacher and child initiated experiences amongst the mini lesson activities. The activities are designed to be highly engaging for 3-5 year olds.
7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier	The lesson ideas provided for each reading foundational skill do not exhibit sufficient evidence that they are aligned with the Science of Reading research and how it should be applied with young learners.	The lesson ideas provided for each reading foundational skill area are in alignment with the Science of Reading research and how it should be applied with young learners, including Dual Language Learners. The lesson ideas are developmentally appropriate but lack multi-modal/multi-sensory options.	The lesson ideas provided for each reading foundational skill area are in alignment with the Science of Reading research and how it should be applied with young learners, including Dual Language Learners. they are developmentally appropriate, and they include multisensory options.

3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy.			
<p><b>TPE 7.5</b></p> <ul style="list-style-type: none"> <li>a. print concepts, including letters of the alphabet</li> <li>b. phonological awareness, including phonemic awareness</li> <li>c. engage young children actively and deliberately with games, books, poetry, oral storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters.</li> </ul>	<p>Lesson ideas fail to incorporate print concepts and phonological awareness. Lesson ideas do not utilize engaging strategies.</p>	<p>Lesson ideas include some objectives for teaching print concepts and phonological awareness but lack depth or specificity. Lesson ideas attempt to use engaging strategies (e.g. games, books, poetry, oral storytelling and songs) but may not effectively relate to print, sound manipulation, and alphabet letters.</p>	<p>Lesson ideas have well-defined objectives that effectively incorporate both print concepts and phonological awareness, with a clear focus on the alphabet and phonemic awareness. Lesson ideas skillfully employ a variety of engaging strategies (e.g. games, books, poetry, oral storytelling and songs) that actively draw children's attention to print concepts, sound manipulation, and alphabet letters.</p>

**Total Points:**

**Feedback**

#### **Assignment #4 Developmentally Appropriate Writing (45 points)**

**Instructions:** Please create a provocation for learning centers and introduce it to children. This provocation should be related to their play and/or content area of study. Keep the provocation in place over the course of one week. Model some ways that they could respond through drawing/writing to the provocation. Gather work samples/take pictures of student work that happens in response to the writing provocation. Notice and document the ways that foundational skills, language and cognitive skills support

**them as they read and write.** Be sure to take time to talk to the children about their writing and note what they have to say. Then, create a digital portfolio including a minimum of 5 child work samples. For each work sample, write a short commentary that includes information about the child's writing stage and what that particular piece of writing tells you about the child's thinking, as well as their literacy development. Include a reflection at the end of the portfolio that details what you noticed over the course of this experience, as well as what you learned about how writing develops in young children. Please also complete the planning sheet below.

Writing Provocation:

How does the provocation connect authentically to play or to a specific content topic the children are studying?

What materials will you provide for this writing experience?

What scaffolds or supports do you need to put in place to ensure that the writing activity is accessible to all children, including multilingual learners? What about children that may not have fully developed fine motor skills...what accommodations will be provided?

How does your writing activity align to developmentally appropriate practice?

**How does your writing activity advance the children's progress in the elements of foundational skills, language and cognitive skills that support them as they read and write increasingly complex texts with comprehension and effective expression?**

Reflection:

### Developmentally Appropriate Writing Rubric

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 4.7. Plan and adapt developmentally, linguistically, and culturally responsive learning activities / lessons, instructional materials, and resources for all children including mono- and multilingual learners to provide access to the core curriculum.	The writing activity is not appropriate for the children in the experience.	The writing activity planned has an authentic purpose, and is developmentally appropriate for the age group.	The writing activity planned has authentic purpose, is developmentally appropriate for the age group, and provides scaffolds and support to ensure equitable access and engagement for multilingual learners.
TPE 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.	The observational data and summary do not provide sufficient data about a child's language and literacy development.	The observational data and summary provide some specific examples related to a child's language and literacy development.	The observational data and summary provides a holistic picture of a child's language and literacy assets and needs with specific examples. The anecdotal notes are sufficient to inform a small group literacy lesson.
TPE 5.3. Analyze and interpret formative and summative assessment data to determine children's progress toward meeting learning goals.	The reflection does not include sufficient data/examples from the child work samples.	The reflection includes thoughtful responses based specifically on the data gathered from the child work samples with a minimum of 2 specific examples.	The reflection includes thoughtful responses based specifically on the data gathered from the child work samples with a minimum of 3 specific examples.
TPE 7.5 Advance children's progress in the elements of foundational skills, language, and	No strategies are included to build on these foundational skills, or the strategies	There is an attempt to connect the writing activities to foundational skills, but the connections	Strategies such as interactive writing, phonemic games, or letter manipulatives are well

cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	presented are not appropriate for the developmental levels of the children. There is little or no integration of tasks that promote critical thinking or language use in context.	are weak or the activities are not sufficiently challenging. Occasional use of vocabulary discussions but does not fully exploit the potential for deeper language or cognitive development.	integrated into the activity, are developmentally appropriate, and are likely to enhance skills necessary for reading and writing. Activities such as storytelling, sequencing, categorization, and rich discussions on vocabulary and grammar are well planned and effectively encourage children to think critically and use language in diverse contexts.
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**Total Points:**

**Feedback**

### **Assignment #5 Assessment Presentation (30 points)**

**Instructions:** Choose one of the types of informal assessments that you learned about in this module (checklist, portfolio, or anecdotal records) and create a presentation about that assessment type that could be used with families at a beginning of the year event. Your presentation must be 5-7 slides and include the following components: description of the assessment type and examples of when it could be used, pictures or illustrations that depict the assessment type that you chose to use, the benefits of the chosen type of assessment, potential downfalls or problems that can occur with the chosen type of assessment, how bias could impact this assessment type, and the contexts in which the assessment type is most applicable (home, outside, small group in classroom, large group in classroom, center time in classroom, one-to-one) as well as the key aspects of the assessment that you should share with families and related services. You must also address the considerations for children with a listening and/or reading disability, as well as considerations on how this assessment could contribute to the identification of a multilingual learner, as well as how the data could help educators design an appropriate language development plan for a multilingual learner.

Your presentation must use a family-accessible and professional tone and all sources must be cited using APA. If you would prefer, you can make a video instead of a slide deck, but you must still provide visuals.

### Assessment Presentation Rubric

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time.	The presentation does not provide accurate information about the assessment.	The information provided in the presentation gives an accurate depiction of the assessment type.	The information provided in the presentation gives an accurate depiction of the assessment type and provides information on the cultural and linguistic responsiveness of the assessment, as well as how the assessment type is used authentically in the classroom.
5.5. Collaborate with specialists to interpret assessment results from formative and summative assessments to appropriately identify monolingual-and multilingual children, as well as children with language or other disabilities.	This presentation does not indicate that the teacher candidate has knowledge of the various ways assessments can be used.	The presentation indicates that the teacher candidate is able to understand that assessments have different purposes, but does not seem to have specific evidence that they understand how	The presentation provides evidence that the teacher candidate is able to understand how an assessment could provide insight into the identification of or creation of a language development plan for a Dual Language Learner, as well as how the

		those assessments can be used in the identification and serving of Dual Language Learners or children with disabilities.	assessment can contribute to conversations about supports and services for children with language disabilities.
TPE 5.7. Communicate assessment information in an appropriate and timely manner to assist families/guardians in understanding children's progress in meeting social, emotional, content- specific, and language development goals.	This presentation is not accessible to families/caregivers.	The information in the presentation is accurate and there are visual supports that enhance the information provided.	The information in the presentation is accurate and there are visual supports that enhance the information provided. The language in the presentation is accessible for all families/caregivers.

**Total Points:**

**Feedback**

### **Assignment #6 Practical Application Assignment Portfolio (225 points)**

**Instructions:** The practical application assignments will be submitted over the semester as part of an electronic portfolio. The points are depicted below:

#### **Practical Application Task #1 DAP Observation: 15 points**

**Instructions:** Take some time to observe in your clinical classroom. What do you notice about how developmentally appropriate practices are employed, and what kind of wonderings do you have? You will use this template to take anecdotal notes and jot down what you wonder about as it comes up. You must have a minimum of 10 noticings and five wonderings. You should read Chapters 1 and 2 in your NAEYC DAP text prior to completing this assignment. Please write a fully developed summary paragraph below highlighting your observational experience and your overall reaction to the developmentally appropriate practices present, as well as specific examples you could share with your colleague to offer 2 celebrations and 1 area of improvement that

you noticed (you do not actually need to share that information with your mentor teacher unless you feel it's appropriate).

**Practical Application Task #1 Rubric: Developmentally Appropriate Practices  
Observation**

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 6.5. Co-plan, co-teach, and communicate effectively with colleagues, mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one's own effectiveness in meeting children's learning needs.	The evidence provided from the observational experience is insufficient and would not assist in collaborative planning discussions.	The notice/wander document includes specific, detailed information that would assist in co-planning.	The notice/wander document includes specific, detailed information that would assist in co-planning and the summary includes evidence-based potential feedback.

**Practical Application Task #2 Literacy Center Photography: 30 points**

**Part A Instructions:** While observing in the classroom, please take a minimum of 4 photos of play-based literacy center options and provide a caption for each photograph.

**Part B Instructions:** Write a 2 paragraph reflection of your observations. Paragraph #1 will provide a detailed account of your observations with specific examples that highlight your thoughts. Paragraph #2 will provide a detailed description of how you plan to use centers in your own learning environment and how your plan is similar and how it might be different from what you observed.

**Practical Application Task #2 Rubric: Literacy Center Photography with Captions**

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)

TPE 1.6. Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children.	There is not sufficient evidence or information about the child engagement during the observations.	The observation data and narrative includes information about the level of child engagement.	The observation data and narrative includes information about the level of child engagement in the centers and provides information on how to increase engagement, citing specific evidence-based practices for 3-5 year olds.
TPE 4.1. Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.	The narrative does not provide adequate ideas for how the literacy activities/centers could be improved.	The narrative includes a minimum of 2 evidence-based ideas on how the literacy activities/centers could be improved to more adequately accommodate children's needs/preferences/ learning styles.	The narrative includes a minimum of 3 evidence-based ideas on how the literacy activities/centers could be improved to more adequately accommodate children's needs/preferences/ learning styles.

### Practical Application Task #3 Diverse Text Think Sheets: 30 points

**Directions:** Explore the classroom library in your observational setting. Find 3 picture books that explore the topics of diversity, equity, inclusion, or justice. Review them below. Choose one of the texts to read aloud to a whole or small group of children, then have a short discussion with them. Record any questions that the children ask and write a one-paragraph summary of the experience. This could feel like a formal read-aloud or a more informal reading experience during centers in the library interest area.

**Questions from Children:**

**Summary:**

### Practical Application Task # 3 Rubric: Diverse Texts Think Sheet

	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.	There is not sufficient evidence that the teacher candidate facilitated opportunities for children to connect to the text and/or ask questions meaningful to them, and there may not be a variety of child and teacher initiated learning activities	There is evidence in the reflection that the teacher candidate facilitated opportunities for children to connect to the text and ask questions that were meaningful to them.	. There is evidence in the reflection that the teacher candidate facilitated opportunities for children to connect to the text and ask questions that were meaningful to them. The mini lessons described included both child and teacher initiated learning activities.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework and their integration; and the Preschool Curriculum	There is not sufficient evidence that the mini lessons are aligned to the California Preschool Learning Foundations and they lack evidence of opportunities for children to interact with and connect to the text.	The mini lessons described are clearly aligned to the California Preschool Learning Foundations and they are developmentally appropriate for 3-5 year olds.	The mini lessons described are clearly aligned to the California Preschool Learning Foundations and they are developmentally appropriate for 3-5 year olds. The activities provide opportunities for children to make connections and interact with the text through play and collaboration.

Framework.			
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**Practical Application Task #4 Class Portrait: 45 points**

**Part A Instructions:** Take a moment to observe your classroom from a lens of equity and inclusion. Please complete the class portrait template below. You may need to ask questions and have some conversation with the mentor teacher(s) you are observing as well. Collaboration will always be a key component of Universal Design for Learning. Write a brief observation and/or collected data in each box provided.

**Part B Instructions:** Discuss with your mentor teacher to choose one child in particular to focus on that has been identified as a Dual Language Learner or Child with a Disability. If there is not a child that fulfills either of those subgroups, decide together on a child to observe that may display neuro atypical behaviors/processes. Observe carefully and take anecdotal notes. During your pre-observation discussion with your mentor teacher be sure to ask if there is a specific skill/routine/characteristic that they would like you to pay close attention to. Please complete the notice/wonder chart and write a narrative describing the child’s assets and how they could be leveraged to nurture areas that may be less developed, as well as scaffolds or supports that could assist that particular child in accessing the activities available to them. Be sure not to use the child’s real name.

**Part C Instructions:** Take a moment to consider your own biases as you conducted your observations in the classroom, as well as of the individual student. Be sure to identify any biases you uncovered, including cultural and racial biases, as well as how you will work to eliminate the impact of those biases on your teaching and family relationship processes.

**Practical Application Task #4 Rubric: Class Portrait**

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 1.1. Demonstrate knowledge of the range and characteristics of typical and atypical child development	The anecdotal notes and narrative do not provide sufficient	The anecdotal notes and narrative provide specific examples of how	The anecdotal notes and narrative provide specific examples of how the observed child compares

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.	information on the child's developmental assets and needs.	the observed child compares to typical child development of a 3-5 year old.	to typical child development of a 3-5 year old. That knowledge is applied in the ideas section with specific examples of how the ideas for improvement relate to the child's developmental needs and assets.
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.	There was not sufficient evidence that meaningful collaboration took place with the mentor teacher.	The narrative explains the collaboration with the mentor teacher and how that information helped support the observation process.	The narrative explains the collaboration with the mentor teacher and how that information helped support the observation process. Applicable scaffolds and supports were developed as a result of collaborative conversations with the mentor teacher.
TPE 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.	The anecdotal notes and narrative are not detailed and do not provide enough information or a negative tone is used in regards to the child being observed.	The anecdotal notes and narrative are detailed, including specific points about the child related to the developmental continuum of a 3-5 year old, and make specific notation to atypical and typical development.	The anecdotal notes and narrative are detailed, including specific points about the child related to the developmental continuum of a 3-5 year old, and make specific notation to atypical and typical development. The language used in the anecdotal notes and summary is asset-based and bias free.

**Practical Application Task #5 Engagement Protocol Think Sheet: 30 points**

**Part A Instructions:** You will choose a fiction anchor text that aligns to a social studies or science standard in preschool the preschool framework. You will also choose the literacy standard from the preschool framework that you would like to also integrate into your mini lesson. Plan the basics of a read aloud below, as well as a correlating STEM activity. Please be sure to be descriptive and explicit.

**Part B instructions:** Try the mini lesson described with a small or large group of students and write a reflection on child engagement. Were most of them engaged and how do you know? What could you have done differently to increase active engagement?

Reflection (450-500 words):

**Practical Application Task #5 Rubric: Engagement Protocol Think Sheet**

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 1.6. Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children.	There is not sufficient evidence or information about the child engagement during the observations.	The reflection provides specific examples of times that children were engaged or disengaged.	The reflection provides specific examples of times that children were engaged or disengaged, and also included how they would improve engagement if teaching the lesson again.
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	The mini lessons are not aligned to the Preschool Learning foundations.	The mini lessons created are fully aligned to the Preschool Learning Foundations	The mini lessons created are fully aligned to the Preschool Learning Foundations and the experiences are cross j-curricular.

**Practical Application Task #6 Language and Literacy Observation: 15 points**

**Instructions:** Please take time to observe your clinical classroom. What do you notice about how children's language and literacy is developing? What differences or similarities do you notice amongst the children? Are there Dual Language learners? How does their exhibited language skills compare to what you read in this week's resources? What do you wonder about as you watch, listen, and observe. Please use the Notice/Wonder chart to make anecdotal notes and document your questions and wonderings. Once you complete your anecdotal notes, go back after your experience and summarize your findings.

**Summary:**

**Practical Application Task #6 Rubric: Language and Literacy Observation**

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.	The observational data and summary do not provide sufficient data about a child's language and literacy development.	The observational data and summary provide some specific examples related to a child's language and literacy development.	The observational data and summary provides a holistic picture of a child's language and literacy assets and needs with specific examples. The anecdotal notes are sufficient in helping a teacher to plan a small group literacy lesson.

**Practical Application Task #7 Assessment Interview: 15 points**

**Instructions:** Interview a Preschool - Grade 3 teacher using the questions below. Be sure to collect rich, detailed information. You can document your answers directly on this page.

Teacher Interviewed:

Date:

Program/School:

Teacher email:

1. What top 3 assessments do you use in your classroom that you feel are most impactful to your instruction and can you describe the primary purpose of each one?
2. When you are assessing the students in your classroom, how do you ensure equitable assessment for all students, including children with disabilities and those that are Dual Language Learners? What kinds of Universal Design strategies do you put in place that still allow for you to get an accurate picture of each child?
3. What do you find most difficult about assessing young children?
4. Please share your position on play-based assessment.
5. As an early childhood educator, what would you say to your local legislator about assessment if you had a one-on-one conversation?

Summary:

#### Practical Application Task #7 Rubric: Assessment Interview

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 2.3. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning.			The answers from this interview protocol indicate a well-developed conversation in which specific information was gained. The summary reflects specific data

			from the interview as well as thoughtful reflection.
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### Practical Application Task #8 Phonemic Awareness Assessment: 30 points

**Directions:** Assessing children in play can allow you to see some of their most authentic learning at their highest zone of proximal development. For this assignment, you will develop an informal way to assess a phonemic awareness skill. You will be in centers with them to accomplish this. You may prompt them and provide the materials, but it should be natural to the center that they are in. You may consider a checklist to assist in your record keeping. Please turn in this sheet along with any checklist or note-taking document that you develop. You only need to assess one child. Please write a full developed two paragraph summary of the experience, including your reflection of the teacher experience, as well as the child outcomes.

### Practical Application Task #8 Phonemic Awareness Assessment Rubric

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 5.3. Analyze and interpret formative and summative assessment data to determine children's progress toward meeting learning goals.	The analysis of the child's data does not align with the data provided and/or the next steps do not follow best practices for the development of phonemic awareness.	The next steps described indicate a thoughtful and appropriate analysis of the child's data.	The next steps described indicate a thoughtful and appropriate analysis of the child's data and the next steps chosen are developmentally appropriate and make sense in the progression of phonemic awareness.
TPE 5.6. Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with	The question is not appropriate for a child self-assessment	The question that was created to prompt self-assessment is developmentally appropriate but is	The question that was created to prompt self-assessment is developmentally appropriate and provides opportunities for the

opportunities to revise or reframe their work based on assessment feedback.		more teacher-directed than open-ended.	child to express themselves.
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### Practical Application Task #9 Child Agency and Reflection: 15 points

**Directions:** Using the lesson plan that you developed, implement that lesson plan or parts of that lesson plan in a small or whole group. Then, talk with children about their experience, what they learned, what they enjoyed, etc. Write a well developed reflection of your conversation with them. Also reflect on your experiences teaching the lesson and how your thoughts compare with the thoughts of the children.

Reflection:

### Practical Application Task Rubric #9 Child Agency and Reflection

	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 5.6. Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback.	The reflection does not provide a sufficient amount of evidence from the child conversations to support the reflection.	The reflection indicates a developmentally appropriate reflective conversation that allows children to self-reflect and provides a minimum of 2 specific quotes/examples from children during the conversation.	The reflection indicates a developmentally appropriate reflective conversation that allows children to self-reflect and provides a minimum of 3 specific quotes/examples from children during the conversation.

**Portfolio Total: 225 Points**

## Assignment #7 Final Project (45 points)

**Part A Instructions:** First, make a thought web to brainstorm a play-based literacy lesson using a Science or Social Studies picture book as the anchor text. Using the FAST lesson plan template, plan the lesson for delivery. Your lesson must include a text experience and a writing component, both of which must be developmentally appropriate. You are planning for a 4-year old preschool classroom.

**Part B instructions:** Please write a short narrative explaining how you would adapt this lesson for a classroom of mostly 3-year olds:

**Part C instructions:** Teach the lesson to a small or large group. Then, reflect using the start-stop-continue reflection form. Your reflection must include data from the assessment conducted and how that impacted your Start-Stop-Continue decisions.

Start = what would you add next time to improve the lesson

Stop = what would you take out of the lesson or change

Continue= what went well that you do if you taught the lesson again

**LEE 101 Final Project Rubric**

	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.	There is not sufficient evidence that the teacher candidate facilitated opportunities for children to connect to the text and/or ask questions meaningful to them, and there may not be a variety of child and teacher initiated learning activities.	There is evidence in the reflection that the teacher candidate facilitated opportunities for children to connect to the text and ask questions that were meaningful to them.	There is evidence in the reflection that the teacher candidate facilitated opportunities for children to connect to the text and ask questions that were meaningful to them. The mini lessons described included both child and teacher initiated learning activities.

TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development that is grounded in an understanding of California's Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework and their integration; and the Preschool Curriculum Framework.	There is not sufficient evidence that the mini lessons are aligned to the California Preschool Learning Foundations and they lack evidence of opportunities for child-led learning.	The mini lessons described are clearly aligned to the California Preschool Learning Foundations and they are developmentally appropriate for 3-5 year olds.	The lesson described is clearly aligned to the California Preschool Learning Foundations and they are developmentally appropriate for 3-5 year olds. The lesson is play-based and provides opportunities for child-led learning/inquiry.
TPE 5.3. Analyze and interpret formative and summative assessment data to determine children's progress toward meeting learning goals.	There are not sufficient connections made to data in the Start-Stop-Continue process.	There are some connections made to assessment data in the Start-Stop-Continue process.	It is clear from the summary that the data from the assessment was used to make Start-Stop-Continue decisions and specific examples were provided.

**Attendance:** Attendance is required in class, as well as at your clinical classroom/observational site. We are all human and unknown circumstances may arise. If you must be absent from either attendance site (class or observation), you must contact myself and your mentor teacher, if applicable. You will be required to meet with Dr. Meeker to review what has been missed for up to the amount of class time, depending on the situation and class period missed. If you miss more than 3 class periods, including observation sessions, you will lose 25% of the attendance points for class unless there is a serious and compelling reason for specifically noted unplanned absences, in which a mutually agreed upon plan will be developed to complete the course expectations, while also accommodating the needs presented. Please note that documentation may be requested for absences beyond a week of instructional time.

**Grading policy:** There are a total of 5 major assignments that value 210 points, a final project worth 45 points, and a Practical Application Portfolio worth 25 points. The Practical Application Portfolio is composed of activities with reflective pieces that are implemented within the clinical classrooms where observations are completed. If you

and your mentor teacher have a change you would like to request so that it is more closely connected with your setting, please schedule a meeting with the instructor to request a slight change. This change cannot change the outcomes, TPEs, or point value for the assignment. The instructor reserves the right to deny this change request. Classroom participation, including discussion and activities will be valued at 45 points (details will be available in class). It is expected that all assignments are completed on time. Assignments will be accepted within one week of the due date with a loss of 10% of the potential points available. All students will have an opportunity to redo assignments within 1 week of receiving their grade as long as the assignment is turned in by the assigned due date.

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

*Table 1 Assignment and Point Distribution*

<b>Assignment</b>	<b>Points</b>
Play-Based Learning Advocacy Assignment	45 points
Classroom Layout Environment and Narrative	45 points
Intentional Teaching for Reading Foundational Skills	45 points
Developmentally Appropriate Writing Task and Reflection	45 points
Assessment Presentation	30 points
Practical Application Assignment Portfolio	225 points
Participation	45 points
Final	45 points
Total Points	525

*Table 2 Distribution of Letter Grade to Percent and Points*

<b>Letter Grade</b>	<b>Percent</b>	<b>Points</b>
A	90-100%	473-525
B	80-89%	420-472
C	70-79%	368 - 419
D	60-69%	315-367
F	59% and below	314 and below

## Course Policies & Safety Issues

As teacher candidates, it is essential that you value a collaborative, engaged teaching and learning experience. You are expected to be engaged and committed to your own learning in this course, as well as to being quality learning partners for your peers. You must participate thoughtfully in all discussions and activities. You are encouraged to take care of personal needs that help you learn (using the restroom, hydrating, and eating as needed) in a non-disruptive way that allows you to participate fully, as long as all University rules are respected. Please be on time for class and if there is an expectation of being late, please contact the instructor prior to the start of class. If you are participating in an online format, please make an effort to have your camera on when possible and comfortable to do so. Please also make sure that you fully participate in discussion and activities, just as you would do in-person.

As an instructor, I can only improve and grow when you provide feedback and collaborate with me in your own learning experience. If at any time you feel that the course is not meeting your needs as a learner, please schedule time for a discussion so that I can be fully present for your thoughts.

I will respect your privacy as a learner, just as I expect you to respect the privacy of your peers and myself. Recording of the course in any format is not allowed without the consent of myself and your peers. If recording is permitted for specific purposes, it may not be shared with others through any method.

One of the most effective qualities of a teacher is resourcefulness and the ability to adapt. Artificial intelligence (AI) language models, such as ChatGPT, may be used for portions of assignments with appropriate citation, consideration, and applicability, except for reflective based assignments in response to your own teaching and learning experiences in the field. You are responsible for meeting all course assignment expectations regardless of the content/format generated by an AI source. You are responsible for fact checking statements composed by AI language models. It should be noted that if your assignment is the same as another student's in the course, the instructor may ask for a meeting to discuss and resolve the issue, which is applicable to the use of AI as well. I will be learning more and interacting more with AI tools alongside you, and I appreciate the opportunity to learn together. The following resource may be of assistance if you are citing AI resources: [Click here for APA Style blog](#). This policy, along with the syllabus itself, is subject to change, including in the case of a more broadly implemented policy for the Kremens School of Education or Fresno State University as a whole.

The [University Policy on Disruptive Classroom Behavior](#) is required to be followed at all times on campus, in virtual learning environments and within the clinical/observational setting.

It is expected that during all observational periods, teacher candidates will engage with professionalism and care for every child. It is expected that they will respond thoughtfully and respectfully to requests from their mentor teachers, coaches, and other school personnel. You must communicate effectively with your mentor teacher, including absences and any needs for clarification. You are expected to be on time, dressed within the school dress code, and prepared to work with children at all times. If for any reason you feel like your situation is unsupportive, please contact your instructor immediately. It is important to remember that this is a learning opportunity.

**Make-Up Policy:** Late work will be viewed differently for documented, unplanned absences. For work missed due to unplanned and documented absences, all work shall be completed by a date agreed upon by both the faculty member and the student. The faculty member will work to ensure that a viable make-up plan is developed with the student, however, if more than a full week of classes is missed, this may be difficult. The instructor will work with students to the fullest extent possible. If a student feels they need to drop the course, it is highly advisable that they meet with their academic advisor before making that kind of decision, which can impact important components of a student's trajectory.

***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 WILL/WILL NOT\* be available for your viewing. **\*FACULTY: Please choose for your course WILL or WILL NOT be 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.

Chair's name: Dr. Imelda Basurto  
Department name: Literacy, Early Education, Bilingual & Special Education  
Chair's email: [ibasurto@mail.fresnostate.edu](mailto: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](https://fresnostate.edu/titleix) | 559.278.5003

Fresno State Police Department | [fresnostate.edu/police](https://fresnostate.edu/police) | 559.278.8400

Students can access confidential support from two separate resources on campus:

Survivor Advocates | [fresnostate.edu/survivoradvocate](https://fresnostate.edu/survivoradvocate) | 559.278.6796

Counseling Services | [studentaffairs.fresnostate.edu/health/counseling](https://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

THE SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE BASED ON INSTRUCTOR NOTICINGS IN THE COURSE, ETC. AND THIS MAY OCCUR WITHOUT PRIOR NOTICE. IT IS NOT SUGGESTED THAT YOU WORK AHEAD.

## Course Calendar & Tentative Course Schedule

Week	Topic	Reading and Media Assignments	Assessments	TPEs
Week #1	<p>Developmentally Appropriate Practice in Context: Intentional Teaching with a lens on child development and authentic and engaging learning experiences for all children PK-Grade 3.</p> <p><b>Face-to-Face Focus:</b> DAP Write the Wall; Play-Based Literacy Simulation and Article Share-Out</p> <p><b>Essential Discussion Question:</b> How would you describe the complexities that impact decision making in a classroom when early educators are confronted with priorities that may impede developmentally appropriate practices?</p>	<p>NAEYC Developmentally Appropriate Practice in Early Childhood Programs (Chapters 1 and 2, and 5) - Socratic Circles to Discuss Key Chapter Highlights (reading - independent and activity in-class)</p> <p><a href="#">California Preschool Curriculum Framework</a> - Scavenger hunt and discussion (in-class)</p> <p><a href="#">SEAL: A P-3 Framework: Centering English Learners</a> - Comparative Discussion in Tandem with the California Preschool Curriculum Framework (in-class)</p> <p><a href="#">ECTA Center: DEC Recommended Practices</a> - Introduce parts here and parts in Week 2</p> <p><a href="#">Teach-Plus-IL Kindergarten-play-Doc3.pdf (teachplus.org)</a> - independent reading</p> <p><a href="#">STAR NET Regions I and III Podcast Session with Susan Friedman from NAEYC</a> - independent listening</p> <p><a href="#">Play Based Literacy Examples in Kindergarten</a> - independent exploration</p>	<p><a href="#">Play-based Learning Advocacy Product</a> (Major Assignment #1)</p> <p><a href="#">Practical Application Assignment #1: DAP in Context</a></p>	<p>1.1 (I);1.4(A), 1.2 (I,P); 1.4(P);1.7(I); 2.3 (A);3.1(A); ; 3.6 (I); 6.5(A)</p> <p><b>7.5 (I)</b></p>

Week	Topic	Reading and Media Assignments	Assessments	TPEs
		<a href="#">Everyday Steps to Reading and Writing</a> by NAEYC  <a href="#">Play Article Choices by NAEYC</a> (choose a minimum of one article to read and take notes in a style that works for you...be prepared to share)  <a href="#">Reggio Inspired Literacy Provocations Examples</a> - independent exploration		
Week #2	Designing Effective and Developmentally Appropriate Classrooms across the Early Care and Education Landscape  <b>Essential Discussion Question:</b> As you explored the ECRS-3 sample score sheet and reviewed the Head Start Concept for Universal Design for Learning, what are three non-negotiables that you want to ensure you research more to	<a href="#">NAEYC - What Does a High Quality Preschool Classroom Look Like?</a> (Article)  <a href="#">NAEYC - What Does a High Quality Primary Classroom Look Like?</a> (article)  <a href="#">A Look at High Quality Kindergarten Environments</a> (20 minute video)  <a href="#">Creating a Playful, Literacy-Rich Preschool Environment   NAEYC</a> (article specifically addresses environments to support emergent writing and literacy across the learning environment)  <a href="#">Environmental Rating Scale Review</a> (please click on each	<a href="#">Classroom Environment Layout and Narrative</a> (Major Assignment #2)  <a href="#">Click here for the note taking guide for "A Look At High Quality Kindergarten Classrooms"</a>  <a href="#">Practical Application Assignment #2 Literacy Center Photography with Captions</a> (specific requirements to	1.6(A); 2.1(A);2.4 (A); 2.5 (P); 4.1 (A); 6.3(A)

Week	Topic	Reading and Media Assignments	Assessments	TPEs
	<p>be able to implement them effectively and what do you think they should look like when implemented successfully in a preschool or 1st grade classroom (you choose which grade level to discuss)?</p> <p><b>Face-to-Face Focus:</b> Setting up Interest Areas Simulation including Literacy across centers; Video Discussion, and Gallery Walk for Learning Environment Designs; Exploring the DEC Recommended Practices; <b>Socratic Circle on Outdoor Environments</b></p>	<p><a href="#">purple plus signs to expand the subscales)</a></p> <p><a href="#">ECRS -3 Sample Score Sheet</a> (just review)</p> <p><a href="#">Head Start Concept for Universal Design for Learning</a></p> <p><a href="#">How to Design your TK Classroom to Support Dual Language Learners (webinar - approximately 60 minutes)</a></p> <p><a href="#">ECTA Center: DEC Recommended Practices (Focus specifically on environments)</a></p> <p><a href="#">The importance of outdoor play for young children's healthy...: Porto Biomedical Journal (lww.com)</a></p>	<p>identify phonological awareness, vocabulary building, print concepts, and emergent writing).</p>	
Week #3	<p>Trauma informed instruction and Helping all Children Feel Seen</p> <p><b>Essential Discussion Question:</b> What does a</p>	<p>NAEYC Developmentally Appropriate Practice in Early Childhood Programs (pp. 28 (tan box (In Context) and 115 - 121, as well as review the charts on pp. 131 - 144)</p> <p><a href="#">NAEYC Webinar on Childhood Trauma</a></p>	<p><a href="#">Practical Application Assignment #3</a></p> <p><a href="#">Diverse Texts Think Sheet</a></p>	<p>TPE 1.3 (I); TPE1.4 (A) TPE 2.2 (I); TPE 2.4 (I;P)</p> <p><b>TPE 7.1 (P)</b></p>

Week	Topic	Reading and Media Assignments	Assessments	TPEs
	<p>trauma-informed approach to teaching mean? Please provide specific examples that one might observe in a Preschool or Kindergarten classroom.</p> <p><b>Face to Face:</b> How Early Educators can Help Children foster resilience in the face of trauma, including racial trauma Collaborative Discussion and Gallery Walk; Modeling of Using Diverse Texts to Promote Equity and Comprehension for all young readers</p>	<p><a href="#">Strengthening Trauma Informed Program Practices</a> (guidance document - read and explore the links)</p> <p><a href="#">When Schools Cause Trauma   Learning for Justice</a></p> <p><a href="#">A Crash Course on Trauma Informed Teaching</a> (Podcast - 28 minutes)</p> <p><a href="#">Early Risers: How Children's Books Can Be Tools for Resistance: A Conversation with Dr. Ibram X Kendi</a> (Podcast - 25 minutes)</p> <p><a href="#">What Makes a High Quality Diverse Text and How to Get These Texts Into Your Classroom</a> (article)</p> <p><a href="#">Teachers' Literal and Inferential Talk in Early Childhood and Special Education Classrooms</a></p>		
Week #4	Teaching in Inclusive, Equitable, and, Standards-Based classroom to propel Child-led learning, evidenced-based practices, and early childhood outcomes - Understanding	<p>NAEYC Developmentally Appropriate Practice in Early Childhood Programs (Chapter 9)- Carefully Review p. 197-207</p> <p><b>Choose One Article from Below:</b></p> <p><a href="#">Both/And: Early Childhood Education Needs Both Play and Equity   NAEYC</a></p> <p><a href="#">Five Anti-Bias Education Strategies for Early Childhood</a></p>	<p><a href="#">Intentional Teaching for Reading Foundational Skills</a> (major assignment #3)</p> <p><a href="#">Developmentally Appropriate Writing Task and Reflection</a></p>	<p>TPE 1.4 (P); TPE 1.6 (P); TPE 1.7 (A); TPE 2.4 (P); TPE 3.1 (I); TPE 3.2(P); TPE 3.4 (P); TPE 3.5 (P); TPE 4.1 (A); 4.2 (A); 4.7(A); 5.2(A); TPE</p>

Week	Topic	Reading and Media Assignments	Assessments	TPEs
	<p>Preschool Curriculum</p> <p><b>Essential Discussion Question:</b> What teaching strategies do you already have in your toolbox for creating meaningful, accessible, and relevant opportunities for joyful learning and how could they be adapted for the following: preschool, 1st grade, and 3rd grade settings?</p> <p><b>Face to Face:</b> Gallery Walk on Equity Considerations and Experience and break-down an integrated, play-based lesson that highlights reading foundational skills.</p>	<p><a href="#">Classrooms   Early Childhood   PBS SoCal</a></p> <p><a href="#">Evidence Based Reading Instructional and Educational Equity</a></p> <p><a href="#">In early childhood, assessment matter of equity - EducationNC (ednc.org)</a></p> <p>(Note: In-class readings will be used for a Read-Pair-Share with Gallery Walk)</p> <p><a href="#">California Preschool Curriculum Frameworks</a></p> <p><a href="#">California ELA/ELD Frameworks Ch. 3 (Content and Pedagogy TK - Grade 1)</a></p> <p><a href="#">California ELA/ELD Frameworks Ch. 4 (Content and Pedagogy Grades 2 and 3)</a></p> <p><a href="#">SBE-Adopted ELA/ELD Framework - ELA/ELD Framework (CA Dept of Education)</a></p> <p><a href="#">EAB Science of Reading Toolkit (focus on pp. 36-37)</a></p> <p><a href="#">Developing Foundational Reading Skills in the Early Grades (wested.org)</a></p> <p><a href="#">Seven Stages of Children's Writing Development (video)</a></p>	(Major Assignment #4)	5.3 (A);TPE 7.1 (I;P)

Week	Topic	Reading and Media Assignments	Assessments	TPEs
Week #5	<p>Planning and Implementing and Engaging Curriculum to Achieve Meaningful Goals: Understanding the Children in Front of You</p> <p><b>Essential Discussion Question:</b> In what ways does curriculum planning help educators create more engaging, hand-on, playful learning experiences that are relevant and significant to the children as a group and for each specific child, including those that may be multilingual or be identified as a</p>	<p>NAEYC Developmentally Appropriate Practice in Early Childhood Programs Ch. 10</p> <p><a href="#">English Language Development Standards - Resources (CA Dept of Education)</a></p> <p><a href="#">Personalized Oral Language Learning (POLL) Strategies – Videos and resources to help early childhood educators support dual-language learners (pollstrategies.org)</a></p> <p><a href="#">ECTA Center: DEC Recommended Practices</a> (Focus specifically on instruction and interactions)</p> <p><a href="#">Reading Development and Skills by Age (understood.org)</a></p> <p><a href="#">Individuality and Inclusion</a> (Podcast 26 minutes) - This podcast centers around the core considerations in the DAP position statement.</p> <p><b>Choice of one of the following:</b></p>	<p><a href="#">Practical Application Assignment #4 Class Portrait and Collaboration</a></p>	<p>TPE 1.1 (A); TPE 1.2(P); TPE 1.6 (I); TPE 1.7 (I); TPE 2.3 (P) TPE 2.6 (P); TPE 3.1 (P) TPE 3.2; TPE 3.3 (A) (P); TPE 3.4 (P); TPE 3.5 (P); TPE 3.6 (I); 5.2(A)</p>

Week	Topic	Reading and Media Assignments	Assessments	TPEs
	<p>child with a disability?</p> <p><b>Face to Face:</b> Experience an Inquiry Based Lesson Fish-Bowl Modeling and Discussion of Scaffolds and Supports designed for diverse learners.</p>	<p>a) <a href="#">Making Space for Teachers on Race   Minnesota Public Radio (mpr.org)</a> - Podcast on exploring and working with our own biases in teacher groups</p> <p>b) <a href="#">Disrupting the bias within us   Minnesota Public Radio (mpr.org)</a> - Podcast on understanding our own biases and confronting them</p> <p><a href="#">Advancing Equity in Early Childhood Education Position Statement   NAEYC</a> - Read together and dissect what it means in relationship to the way we scaffold, support, and nurture child in our classroom.</p>		
Week #6	<p>Planning for Interdisciplinary Teaching</p> <p><b>Essential Discussion Question:</b> In what ways can interdisciplinary teaching assist children in the process to negotiate meaning?</p> <p><b>Face to Face Focus:</b> Experience a Creative</p>	<p>NAEYC Developmentally Appropriate Practice in Early Childhood Programs pp. 231-251 - Take time to review the examples to consider and those to avoid for Preschool - Primary Grades</p> <p><a href="#">Approaching Interdisciplinary Teaching: Using Informational Texts During Social Studies   NAEYC</a></p>	<p><a href="#">Practical Application Assignment #5 Engagement Protocol Think Sheet</a></p>	<p>TPE 1.6 (A); TPE 1.7 (P); TPE 2.4 (P); TPE 3.1 (P); TPE 3.2 (A); TPE 3.4 (P); TPE 3.5 (P)</p>

Week	Topic	Reading and Media Assignments	Assessments	TPEs
	Curriculum Lesson; Gallery Walk Interdisciplinary Teaching Ideas	<a href="#">Let's Talk: Linking Science and Language Learning in the Preschool Classroom   NAEYC</a>  <a href="#">The Preschool Podcast: How purposeful conversations with children build connections and promote learning on Apple Podcasts</a>		
Week #7	Stages of Development in Language and Literacy  <b>Essential Discussion Question:</b> Take a moment to consider the implementation of the Science of Reading in Preschool. Consider the stages of Language and Literacy development, including language acquisition for Dual Language Learners. What stands out to you as important considerations for your own classroom?	<a href="#">The Science of Reading in Preschool   Illinois Early Learning Project</a>  <a href="#">Reading Development and Skills by Age (understood.org)</a>  <a href="#">Language Acquisition: An Overview   Colorín Colorado (colorincolorado.org)</a>  <a href="#">CA Preschool Curriculum Framework Chapter 4 Language and Literacy</a>	<a href="#">Practical Application Assignment #6 Language and Literacy Observation</a>	TPE 1.1 (P); TPE 1.6 (P); TPE 2.1 (P); 5.2 (A); TPE 7.5 (I)

Week	Topic	Reading and Media Assignments	Assessments	TPEs
	<b>Face to Face Focus:</b> Living Language and Literacy Continuum; Video observations with Collaborative Discussion			
Week #8	<p>Observing, Documenting, and Assessing Children's Development and Learning</p> <p><b>Essential Discussion Question:</b> How do educators know what children are learning and use that information to make meaningful and informed decisions about their teaching? How can families be engaged in the process?</p> <p><b>Face to Face Focus:</b> Assessment stations -</p>	<p>NAEYC Developmentally Appropriate Practice in Early Childhood Programs Chapter 8 (Carefully review the example tables on pp. 172-180 after reading the chapter)</p> <p><a href="#">Quick and Easy Notes: Practical Strategies for Busy Teachers   NAEYC</a> (While this definitely applies to language and literacy assessment, anecdotal notes based on observation are used prevalently across skill areas in early childhood education to document authentic learning)</p> <p><a href="#">Culturally and Linguistically Responsive Assessment</a></p> <p><a href="#">DRDP assessment</a> (focus on LLD)</p> <p><a href="#">Teaching Strategies Gold (Focus on Literacy and English Language Acquisition)</a></p>	<p><a href="#">Assessment Presentation</a> (Major Assignment #5)</p> <p>Practical Application Assignment Week #8: Practice giving two sections of the DRDP (LLD areas), then come prepared to class ready to discuss the experience - No Rubric</p>	<p>TPE 3.4 (I); TPE 4.8 (P); TPE 5.1 (A); TPE 5.2 (P); TPE 5.3 (P); 5.2 (P); 5.3(P); 5.7 (A)</p>

Week	Topic	Reading and Media Assignments	Assessments	TPEs
	Experience and Practice			
Week #9	<p>Observing, Documenting, and Assessing Children's Development and Learning</p> <p><b>Essential Discussion Question:</b> There are a variety of types of assessments in early childhood. What DEC Recommended Practices seem most effective and manageable when seeking to ensure equitable access for all children to show their learning? What are specific examples that align to those practices?</p> <p><b>Face to Face Focus:</b></p> <p>Practicing Reading Assessments with</p>	<p><a href="#">Assessment of Young Dual Language Learners   ECLKC (hhs.gov)</a></p> <p><a href="#">Challenges in Assessing California's Diverse Dual Language Learners (californiadllstudy.org)</a></p> <p><a href="#">ECTA Center: Practice Improvement Tools: Assessment</a></p> <p><a href="#">Understanding and Choosing Assessments for Children Ages 3-5</a> (Carefully review pages 5-12 AND the materials related to 3 different assessments within the guide</p> <p><a href="#">Early Reading Assessment: A Guiding Tool for Instruction   Reading Rockets</a></p> <p><a href="#">Evidence-Based Assessment in the Science of Reading - LD@school (ldatschool.ca)</a></p> <p><a href="#">Achievethecore.org :: Foundational Skills Mini-Course: Module 2 - Phonological Awareness</a> (The guidance document may be helpful as well)</p>	<p><a href="#">Practical Application Assignment #7: Assessment Interview</a></p>	<p>TPE 2.3 (A); TPE 3.5; (P); TPE 3.3 (P); TPE 5.2 (P); TPE 5.3 (P)</p>

Week	Topic	Reading and Media Assignments	Assessments	TPEs
	a Focus for Prek - Grade 3: DAP options for centers based reading and writing assessment			
Week #10	<p>Fostering Child Led Learning through Inquiry, Process, and Play</p> <p><b>Essential Discussion Question:</b> As early educators, how can we shift our learning environments and approaches to teaching to foster a culture of process over product and questioning over answering?</p> <p><b>Face to Face Focus:</b> Process Art and Loose Parts Experiences; Discussion on Engaging Families in Inquiry</p>	<p>NAEYC Developmentally Appropriate Practice in Early Childhood Programs pp. 218-219 (you may already have read this but please go back and reread with a focus on child agency)</p> <p><a href="#">Inspired by Reggio Emilia: Emergent Curriculum in Relationship-Driven Learning Environments   NAEYC</a></p> <p><a href="#">A Complete Guide To Process Art For Kids - TinkerLab</a></p> <p><a href="#">A Complete Guide To Process Art For Kids - TinkerLab</a></p> <p><a href="#">Reflection &amp; Reflective Practice in Young Children - Early Childhood Professional</a></p> <p><a href="#">Using Inquiry-Based Learning to Create a Culturally Responsive Classroom   Edutopia</a></p> <p><a href="#">Podcasts – Trevor MacKenzie (please listen to “Creating a Culture of Inquiry”</a></p>	<p><a href="#">Practical Application Assignment #8: Phonemic Awareness Assessment</a></p>	<p>TPE 4.1 (P); TPE 4.2 (P)); TPE 4.3 (I); TPE 4.7 (P); 5.3 (A); 5.6 (A)</p>

Week	Topic	Reading and Media Assignments	Assessments	TPEs
Week #11	<p>Putting it All Together</p> <p><b>Essential Discussion Question:</b> How can educators reflect on the big picture of the learning experiences in their classroom then step back to isolate the highest impact places for change?</p> <p><b>Face to Face Focus:</b> Understanding quality experiences through QRIS; Guided understanding of the FAST lesson plan template</p> <p><b>Final:</b> A full content area lesson plan that integrates play, child led learning, literacy</p>	<p><a href="#">Observing, Planning, Guiding: How an Intentional Teacher Meets Standards through Play   NAEYC</a></p> <p><a href="#">Principles of Child Development and Learning and Implications That Inform Practice   NAEYC</a></p> <p><a href="#">QRIS Compendium 2016 Fact Sheet: Indicators of Quality Ratings (hhs.gov)</a></p>	<p><a href="#">Practical Application Assignment #9 Reflecting on Teaching and Learning with Children</a></p> <p><a href="#">LEE 101 Final Project</a></p>	<p>TPE 1.4 (A);p TPE 4.1 (P); TPE 4.2 (P); ; TPE 4.7 (P); TPE 5.2 (P); TPE 5.3(A); TPE 5.6(A); 7.1(A)</p>

## Appendix A: Major Assignments

### Major Assignment #1

**Title of Project:** The Power of Play Advocacy Presentation and Product

**Context:** Imagine you are a new teacher in a Pre-K through Grade 3 Classroom (you get to choose the desired grade level within that span) and you must convince your grade level team members as well as families that playful learning is a powerful teaching tool that will elevate inquiry, engagement, and growth for all children. You will also need to highlight how play-based learning works from an asset based perspective. While this seems natural to you, the current curriculum does not reflect an understanding of developmentally appropriate practices, including purposeful play.

**Assignment:** You must create a visual presentation tool accompanied by one pager or other kind of thought support tool that describes developmentally appropriate practice and why it's important, as well as why play is an essential component of a child's learning in grades PK-Grade 3. You must also provide specific examples of how purposeful play could be used to address a standard from the California English Language Arts Learning Frameworks for the grade level that you picked so that your audience can gain an understanding of how playful learning can elevate academic standards. You can choose from a video, google slide deck with voice over, or an infographic w/a correlating podcast. You must ensure that this presents in the research but also a practical side of the issue. Please cite all sources using APA formatting.

### Major Assignment #1 Rubric: The Power of Play Advocacy Presentation and Product (45 Points)

	Meets Expectations	Progressing Toward	Does Not Meet
	2	1	0

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.	The presentation provides clear and specific examples of how developmentally appropriate practices can stem from children's interests and they also discuss how both teacher initiated and child initiated learning experiences are essential.	The presentation provides some discussion about children's interests and how that impacts learning.	The presentation and thought support tool do not include sufficient information about contextualized, child-led learning.
TPE 2.3. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning.	The presentation is accurate, thought-provoking, visually appealing, and provides opportunities for higher level thinking of the part of the audience so that the message regarding Developmentally Appropriate Practices carries the ability to gain momentum.	The presentation is accurate, thought-provoking, and visually appealing	The presentation will not provide clear communication to others.
TPE 3.1: D demonstrate knowledge of current state adopted standards and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.	The presentation clearly shows how the use of Developmentally Appropriate Practices, including play, aligns to the California Learning Foundations and Curriculum Frameworks for Preschool - 3rd grade, and it provides specific, realistic examples of the "how".	The presentation makes some connection to how Developmentally Appropriate Practices, including play, aligns to the California Learning Foundations and Curriculum Frameworks for Preschool through 3rd grade	This presentation does not make clear how Developmentally Appropriate Practices, including play aligns to the California Learning Foundations and Frameworks for children Preschool through 3rd Grade.

Total Points:

Feedback

Major Assignment #2

Title of Project: Learning Environment Design and Narrative

**Context:** You are a new teacher in a preschool classroom. You walk into an empty room...completely empty. The good news is, you do have a budget to work with so that you can turn this blank canvas of tile and drywall into a developmentally appropriate and inviting learning space for all children. Keep in mind that you will likely be serving dual language learners, as well as children with disabilities. It is time to get to work creating the teaching and learning space of your dreams!

**Assignment:** You must create a detailed and labeled, visual map of a classroom with a key/icons to help the reader zone in on important spaces and materials that elevate all children through universal design. You will need to create a correlating 2-3 page narrative that explains the key items in each highlighted space and why they are essential, as well as how the learning environment design will help promote routines, procedures, and relationships. You may create this using a hand-drawn option and upload a picture or you may use a digital design tool. If you use a specific model of teaching to help you with your design, such as the Reggio Emilia or Montessori approach, please indicate that in your correlating narrative. Please cite all sources using APA formatting. Your classroom design must be aligned to the Pyramid Implementation Checklist "High-quality, Supportive Classrooms" section, ECRS-3 guidelines, and must promote inclusion and equitable access for all children, including Dual Language Learners and Children with disabilities.

**Major Assignment #2 Rubric:** Learning Environment Design and Narrative

	Meets Expectations	Progressing Toward	Does Not Meet
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	2	1	0
TPE 2.1: Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children's development	The classroom design created is visibly designed using UDL perspective. It is clear that the design promotes exploration and child-led learning.	The classroom design indicates an understanding of child-led learning and promotes exploration.	The classroom design does not promote a culturally and linguistically responsive or child-led learning experience.
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.	The classroom design and narrative have specific examples of culturally and linguistically responsive components. There is evidence of clear routines and ways to help children engage with the routines.	There is evidence of clear routines and ways to help children engage with the routines.	The classroom design and narrative lack evidence of culturally and linguistically responsive environmental supports, as well as routines and how those are supported.
TPE 6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.	The classroom design and narrative provide specific evidence that health and safety were considered and addressed with the environment, and there are specific examples of how the classroom is designed to promote positive learning outcomes for all students.	The classroom design and narrative provide specific evidence that health and safety were considered and addressed with the environment.	There is not sufficient evidence provided that health, safety, and child learning outcomes were a priority in the classroom design and/or narrative.

Total Points:

Feedback:

Major Assignment #3 (45 Points)

Title: Intentional Teaching for Reading Foundational Skills

Part A Directions: Please define each term in your own words and briefly explain a mini lesson idea for children ages 3-5 that correlates. Cite sources.

Foundational Skills	Definition and Components	Mini Lesson Idea ages 3-5	Teaching Format (small group/whole group/interest areas)
Print Concepts			
Scaffolds/Supports:			
Phonological Awareness			
Scaffolds/Supports:			
Phonemic Awareness			
Scaffolds/Supports:			
Listening Comprehension			
Scaffolds/Supports:			
Oracy			
Scaffolds/Supports:			
Writing			
Scaffolds/Supports:			

Part B Directions: Choose one of the Foundational Skills areas above that you will teach to young children in your classroom setting. Identify a minimum of one of the intentional teaching tools on pp. 183-184 of your NAEYC text that will help

ensure the learning experience is accessible to all learners. Implement one of your mini lessons described above in your observational setting, using the intentional teaching tool chosen. Take anecdotal notes based on your observations of the lesson. . Then, complete the correlating reflective questions.

Q1: Reflect on the overall mini-lesson experience. What do you feel went as expected and what do you feel did not go as expected? How did you adjust?

A1:

Q2: If you were to implement this lesson again, what would you change and why?

A2:

Q3: What did you notice about student engagement? How did you accommodate the multilingual learners or children with disabilities? If you did not accommodate, what would you adjust in the future?

A3:

Q4: What learning framework standard were you seeking to address? How would you know if students were successful on this task? What were the success criteria?

A4:

### Major Assignment #3 Rubric: Intentional Teaching for Reading Foundational Skills

	Meets Expectations  2	Progressing Toward  1	Does Not Meet  0
TPE 1.7. Promote children's thinking through developmentally appropriate activities, including play-based learning activities, that provide opportunities for children to engage in effective expression, inquiry, problem solving, and reflection on their learning.	The mini-lessons described are play-based and developmentally appropriate. They also provide opportunities for children to express themselves.	The mini-lessons described are play-based and developmentally appropriate.	The mini-lessons lack evidence of developmentally appropriate practices.
TPE 4.1. Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.	The mini-lessons described provide evidence of a small group, whole-group, and individual options. They also provide evidence of accommodations that can be made for diverse learners.	The mini-lessons described provide evidence of a small group, whole-group, and individual options	There is not sufficient evidence provided that all children will be able to access the learning.
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.	There is a variety of teacher and child initiated experiences amongst the mini lesson activities. The activities are designed to be highly engaging for 3-5 year olds.	There is a variety of teacher and child initiated experiences amongst the mini lesson activities.	There is not sufficient evidence provided that the activities can be used across whole-small-independent learning and the factors that impact engagement are not present or insufficient.

Total Points:

Feedback:

Major Assignment #4

Title: Developmentally Appropriate Writing

Name:

Date:

**Instructions:** Please create a provocation for learning centers and introduce it to children. This provocation should be related to their play and/or content area of study. Keep the provocation in place over the course of one week. Model some ways that they could respond through drawing/writing to the provocation. Gather work samples/take pictures of student work that happens in response to the writing provocation. Be sure to take time to talk to the children about their writing and note what they have to say. Then, create a digital portfolio including a minimum of 5 child work samples. For each work sample, write a short commentary that includes information about the child's writing stage and what that particular piece of writing tells you about the child's thinking, as well as their literacy development. Include a reflection at the end of the portfolio that details what you noticed over the course of this experience, as well as what you learned about how writing develops in young children. Please also complete the planning sheet below.

Writing Provocation:

How does the provocation connect authentically to play or to a specific content topic the children are studying?

What materials will you provide for this writing experience?

What scaffolds or supports do you need to put in place to ensure that the writing activity is accessible to all children, including multilingual learners? What about children that may not have fully developed fine motor skills...what accommodations will be provided?

How does your writing activity align to developmentally appropriate practice?

Reflection:

Notice	Wonder
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Major Assignment #4 Rubric: Developmentally Appropriate Writing

	Meets Expectations	Progressing Toward	Does Not Meet
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	2	1	0
TPE 4.7. Plan and adapt developmentally, linguistically, and culturally responsive learning activities / lessons, instructional materials, and resources for all children including mono- and multilingual learners to provide access to the core curriculum.	The writing activity planned has authentic purpose, is developmentally appropriate for the age group, and provides scaffolds and support to ensure equitable access and engagement for multilingual learners.	The writing activity planned has an authentic purpose, and is developmentally appropriate for the age group.	The writing activity is not appropriate for the children in the experience.
TPE 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.	The observational data and summary provides a holistic picture of a child's language and literacy assets and needs with specific examples. The anecdotal notes are sufficient to inform a small group literacy lesson.	The observational data and summary provide some specific examples related to a child's language and literacy development.	The observational data and summary do not provide sufficient data about a child's language and literacy development.
TPE 5.3. Analyze and interpret formative and summative assessment data to determine children's progress toward meeting learning goals.	The reflection includes thoughtful responses based specifically on the data gathered from the child work samples with a minimum of 3 specific examples.	The reflection includes thoughtful responses based specifically on the data gathered from the child work samples with a minimum of 2 specific examples.	The reflection does not include sufficient data/examples from the child work samples.

Total Points:

Feedback:

Major Assignment #5

Title: Assessment Presentation

Choose one of the types of informal assessments that you learned about in this module (checklist, portfolio, or anecdotal records) and create a presentation about that assessment type that could be used with families at a beginning of the year event. Your presentation must be 5-7 slides and include the following components: description of the assessment type and examples of when it could be used, pictures or illustrations that depict the assessment type that you chose to use, the benefits of the chosen type of assessment, potential downfalls or problems that can occur with the chosen type of assessment, how bias could impact this assessment type, and the contexts in which the assessment type is most applicable (home, outside, small group in classroom, large group in classroom, center time in classroom, one-to-one) and why. You must also address the considerations for children with a listening and/or reading disability, as well as considerations for a child that has been identified as a dual language learner when facilitating this type of assessment.

Your presentation must use a family-accessible and professional tone and all sources must be cited using APA. If you would prefer, you can make a video instead of a slide deck, but you must still provide visuals.

### Major Assignment #5 Rubric: Assessment Presentation (30 points)

	Meets Expectations 2	Progressing Toward 1	Does Not Meet 0
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time.	The information provided in the presentation gives an accurate depiction of the assessment type and provides information on the cultural and linguistic responsiveness of the assessment, as well as how the assessment type is used authentically in the classroom.	The information provided in the presentation gives an accurate depiction of the assessment type.	The presentation does not provide accurate information about the assessment.
TPE 5.7. Communicate assessment information in an appropriate and timely manner to assist families/guardians in understanding children's progress in meeting social, emotional, content-specific, and language development goals.	The information in the presentation is accurate and there are visual supports that enhance the information provided. The language in the presentation is accessible for all families/caregivers. .	The information in the presentation is accurate and there are visual supports that enhance the information provided.	This presentation is not accessible to families/caregivers.

Total Points:

Feedback:

## Appendix B: Practical Application Assignments (Observation Placement)

### Practical Application Assignment #1

#### Developmentally Appropriate Practices Observation (15 Points)

Name:

Date:

Instructions: Please take time to observe your clinical classroom. What do you notice about how developmentally appropriate practices are employed, and what kind of wonderings do you have? You will use this template to take anecdotal notes and jot down what you wonder about as it comes up. You must have a minimum of 10 noticings and five wonderings. You should read Chapters 1 and 2 in your NAEYC DAP text prior to completing this assignment. Please write a fully developed summary paragraph below highlighting your observational experience and your overall reaction to the developmentally appropriate practices present, as well as specific examples you could share with your colleague to offer 2 celebrations and 1 area of improvement that you noticed (you do not actually need to share that information with your mentor teacher unless you feel it's appropriate).

Summary:

Notice	Wonder

## Practical Application Assignment #1 Rubric: Developmentally Appropriate Practices Observation

	Meets Expectations	Progressing Toward	Does Not Meet Expectations
TPE 6.5. Co-plan, co-teach, and communicate effectively with colleagues, mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one's own effectiveness in meeting children's learning needs.	The notice/wander document includes specific, detailed information that would assist in co-planning and the summary includes evidence-based potential feedback.	The notice/wander document includes specific, detailed information that would assist in co-planning.	The evidence provided from the observational experience is insufficient and would not assist in collaborative planning discussions.

Total Points:

Feedback:

## Practical Application Assignment #2: Literacy Center Photography with Captions

Name:

Date:

**Part A Instructions:** While observing in the classroom, please take a minimum of 4 photos of play-based literacy center options and provide a caption for each photograph.

Caption here	Caption here
Caption here	Caption here

**Part B Instructions:** Write a 2 paragraph reflection of your observations. Paragraph #1 will provide a detailed account of your observations with specific examples that highlight your thoughts. Paragraph #2 will provide a detailed description of how you plan to use centers in your own learning environment and how your plan is similar and how it might be different from what you observed.

**Practical Application Assignment #2 Rubric: Literacy Center Photography with Captions**

	Meets Expectations 2	Progressing Toward 1	Does Not Meet 0
TPE 1.6. Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children.	The observation data and narrative includes information about the level of child engagement in the centers and provides information on how to increase engagement, citing specific evidence-based practices for 3-5 year olds.	The observation data and narrative includes information about the level of child engagement.	There is not sufficient evidence or information about the child engagement during the observations.
TPE 4.1. Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.	The narrative includes a minimum of 3 evidence-based ideas on how the literacy activities/centers could be improved to more adequately accommodate children's needs/preferences/learning styles.	The narrative includes a minimum of 2 evidence-based ideas on how the literacy activities/centers could be improved to more adequately accommodate children's needs/preferences/learning styles.	The narrative does not provide adequate ideas for how the literacy activities/centers could be improved.

Total Points:

Feedback:

## Practical Application Assignment #3

Title: Diverse Texts Think Sheet

Name:

Date:

**Directions:** Explore the classroom library in your observational setting. Find 3 picture books that explore the topics of diversity, equity, inclusion, or justice. Review them below. Choose one of the texts to read aloud to a whole or small group of children, then have a short discussion with them. Record any questions that the children ask and write a one-paragraph summary of the experience. This could feel like a formal read-aloud or a more informal reading experience during centers in the library interest area.

Questions from Children:

Summary:

Book #1

Title:

Author:

Short Summary of Text (minimum 250 words):

Why did you choose this book (minimum 150 words)?

Would you add this to your classroom library and why or why not (minimum 250 words)?

Does this book have diverse components and if so, is diversity addressed authentically (minimum 150 words)?

Share a minimum of 3 mini- lesson ideas for how to incorporate the text and/or implement extension activities related to the book into a play-based literacy block. You must indicate if you would implement that idea in a small group, whole group, or centers.

Mini-Lesson Idea	Small Group/Whole Group/Centers

Book #2

Title:

Author:

Short Summary of Text (minimum 250 words):

Why did you choose this book (minimum 150 words)?

Would you add this to your classroom library and why or why not (minimum 250 words)?

Does this book have diverse components and if so, is diversity addressed authentically (minimum 150 words)?

Share a minimum of 3 mini- lesson ideas for how to incorporate the text and/or implement extension activities related to the book into a play-based literacy block. You must indicate if you would implement that idea in a small group, whole group, or centers.

Mini-Lesson Idea	Small Group/Whole Group/Centers

Book #3

Title:

Author:

Short Summary of Text (minimum 250 words):

Why did you choose this book (minimum 150 words)?

Would you add this to your classroom library and why or why not (minimum 250 words)?

Does this book have diverse components and if so, is diversity addressed authentically (minimum 150 words)?

Share a minimum of 3 mini- lesson ideas for how to incorporate the text and/or implement extension activities related to the book into a play-based literacy block. You must indicate if you would implement that idea in a small group, whole group, or centers.

Mini-Lesson Idea	Small Group/Whole Group/Centers

### Practical Application Assignment # 3 Rubric: Diverse Texts Think Sheet

	Meets Expectations 2	Progressing Toward 1	Does Not Meet 0
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.	There is evidence in the reflection that the teacher candidate facilitated opportunities for children to connect to the text and ask questions that were meaningful to them. The mini lessons described included both child and teacher initiated learning activities.	There is evidence in the reflection that the teacher candidate facilitated opportunities for children to connect to the text and ask questions that were meaningful to them.	There is not sufficient evidence that the teacher candidate facilitated opportunities for children to connect to the text and/or ask questions meaningful to them, and there may not be a variety of child and teacher initiated learning activities.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework and their integration; and the Preschool Curriculum Framework.	The mini lessons described are clearly aligned to the California Preschool Learning Foundations and they are developmentally appropriate for 3-5 year olds. The activities provide opportunities for children to make connections and interact with the text through play and collaboration.	The mini lessons described are clearly aligned to the California Preschool Learning Foundations and they are developmentally appropriate for 3-5 year olds.	There is not sufficient evidence that the mini lessons are aligned to the California Preschool Learning Foundations and they lack evidence of opportunities for children to interact with and connect to the text.

Total Points:

Feedback:

## Practical Application Assignment #4

### Title: Class Portrait

**Part A Instructions:** Take a moment to observe your classroom from a lens of inclusion. Please complete the class portrait template below. You may need to ask questions and have some conversation with the mentor teacher(s) you are observing as well. Collaboration will always be a key component of Universal Design for Learning. Write a brief observation and/or collected data in each box provided.

What are some noticings you are making about the composition of the class?		
Number of Students that are Dual Language Learners:  Languages Represented:  What type of planning or strategies do you notice that nurtures language growth in developmentally appropriate ways?	Number of Children with Disabilities:  What types of planning do you notice that accommodates successful inclusion?	Do you notice any children that tend to present as above average or gifted? And if so, how are they challenged and supported?
What scaffolds/supports/routines are in place to ensure that all children can access play equitably and with agency throughout the day?		

**Part B Instructions:** Discuss with your mentor teacher to choose one child in particular to focus on that has been identified as a Dual Language Learner or Child with a Disability. If there is not a child that fulfills either of those subgroups, decide together on a child to observe that may display neuro atypical behaviors/processes. Observe carefully and take anecdotal notes. During your pre-observation discussion with your mentor teacher be sure to ask if there is a specific skill/routine/characteristic that they would like you to pay close attention to. Please complete the notice/wonder chart and write a narrative describing the child's assets and how they could be leveraged to nurture areas that may be less developed, as well as scaffolds or supports that could assist that particular child in accessing the activities available to them. Be sure not to use the child's real name.

Notice	Wonder

Narrative:

Practical Application #4 Rubric: Class Portrait

	Meets Expectations 2	Progressing Toward 1	Does Not Meet 0
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	The anecdotal notes and narrative provide specific examples of how the observed child compares to typical child development of a 3-5	The anecdotal notes and narrative provide specific examples of how the observed child compares to typical child development of a 3-5	The anecdotal notes and narrative do not provide sufficient information on the child's developmental assets and needs.

engage and support all children in learning.	year old. That knowledge is applied in the ideas section with specific examples of how the ideas for improvement relate to the child's developmental needs and assets..	year old.	
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.	The narrative explains the collaboration with the mentor teacher and how that information helped support the observation process. Applicable scaffolds and supports were developed as a result of collaborative conversations with the mentor teacher.	The narrative explains the collaboration with the mentor teacher and how that information helped support the observation process.	There was not sufficient evidence that meaningful collaboration took place with the mentor teacher.
TPE 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.	The anecdotal notes and narrative are detailed, including specific points about the child related to the developmental continuum of a 3-5 year old, and make specific notation to atypical and typical development. The language used in the anecdotal notes and summary is asset-based and bias free.	The anecdotal notes and narrative are detailed, including specific points about the child related to the developmental continuum of a 3-5 year old, and make specific notation to atypical and typical development.	The anecdotal notes and narrative are not detailed and do not provide enough information or a negative tone is used in regards to the child being observed.

Total Points:

Feedback:

## Practical Application #5

### Title: Engagement Protocol Think Sheet

Part A instructions: You will choose a fiction anchor text that aligns to a social studies or science standard in preschool the preschool framework. You will also choose the literacy standard from the preschool framework that you would like to also integrate into your mini lesson. Plan the basics of a read aloud below, as well as a correlating STEM activity. Please be sure to be descriptive and explicit.

Fiction Anchor Text:

Essential Question:

Content Topic:

Content Focus Standard(s) (Science/SS/SEL):

Literacy Focus Standard(s):

You want students to be able to (2 objectives):

- ☐ Objective #1
- ☐ Objective #2

Mini-Lesson Summary Read Aloud:

Mini Lesson Summary Correlated STEM Activity:

Summary of how oracy will be nurtured throughout the STEM activity. What questions will you ask and how will students respond for maximum engagement?

Before	During	After

How will you ensure equitable access for Dual Language Learners including opportunities for them to negotiate meaning using native language?

How will you ensure equitable access for children with disabilities? Please provide a minimum of one example for a minimum of 2 potential disability areas

How will you informally assess the student objectives? And what would be the success criteria?

What activities/structures were put into place to ensure maximum engagement throughout the lesson?

**Part B instructions:** Try the mini lesson described with a small or large group of students and write a reflection on child engagement. Were most of them engaged and how do you know? What could you have done differently to increase active engagement?

Reflection (450-500 words):

**Practical Application Assignment #5 Rubric: Engagement Protocol Think Sheet**

	Meets Expectations 2	Progressing Toward 1	Does Not Meet 0
TPE 1.6. Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children.	The reflection provides specific examples of times that children were engaged or disengaged, and also included how they would improve engagement if teaching the lesson again.	The reflection provides specific examples of times that children were engaged or disengaged.	There is not sufficient evidence or information about the child engagement during the observations.
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	The mini lessons created are fully aligned to the Preschool Learning Foundations and the experiences are cross j-curricular.	The mini lessons created are fully aligned to the Preschool Learning Foundations	The mini lessons are not aligned to the Preschool Learning foundations.

Total Points:

Feedback:

## Practical Application Assignment #6

Title: Language and Literacy Observation

Name:

Date:

Instructions: Please take time to observe your clinical classroom. What do you notice about how children's language and literacy is developing? What differences or similarities do you notice amongst the children? Are there Dual Language learners? How does their exhibited language skills compare to what you read in this week's resources? What do you wonder about as you watch, listen, and observe. Please use the Notice/Wonder chart to make anecdotal notes and document your questions and wonderings. Once you complete your anecdotal notes, go back after your experience and summarize your findings.

Summary:

Notice	Wonder

### Practical Application #6 Rubric: Language and Literacy Observation

	Meets Expectations 2	Progressing Toward 1	Does Not Meet 0
TPE 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.	The observational data and summary provides a holistic picture of a child's language and literacy assets and needs with specific examples. The anecdotal notes are sufficient in helping a teacher to plan a small group literacy lesson.	The observational data and summary provide some specific examples related to a child's language and literacy development.	The observational data and summary do not provide sufficient data about a child's language and literacy development.

Total Points:

Feedback:

## Practical Application Assignment #7

### Title: Assessment Interview

Instructions: Interview a Preschool - Grade 3 teacher using the questions below. Be sure to collect rich, detailed information. You can document your answers directly on this page.

Teacher Interviewed:

Date:

Program/School:

Teacher email:

6. What top 3 assessments do you use in your classroom that you feel are most impactful to your instruction and can you describe the primary purpose of each one?
7. When you are assessing the students in your classroom, how do you ensure equitable assessment for all students, including children with disabilities and those that are Dual Language Learners? What kinds of Universal Design strategies do you put in place that still allow for you to get an accurate picture of each child?
8. What do you find most difficult about assessing young children?
9. Please share your position on play-based assessment.
10. As an early childhood educator, what would you say to your local legislator about assessment if you had a one-on-one conversation?

Summary:

### Practical Application Assignment #7 Rubric: Assessment Interview

	Meets Expectations 2	Progressing Toward 1	Does Not Meet 0
TPE 2.3. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning.	The answers from this interview protocol indicate a well-developed conversation in which specific information was gained. The summary reflects specific data from the interview as well as thoughtful reflection.		

Total Points:

Feedback:

## Practical Application Assignment #8

### Title: Assessment Phonemic Awareness

Directions: Assessing children in play can allow you to see some of their most authentic learning at their highest zone of proximal development. For this assignment, you will develop an informal way to assess a phonemic awareness skill. You will be in centers with them to accomplish this. You may prompt them and provide the materials, but it should be natural to the center that they are in. You may consider a checklist to assist in your record keeping. Please turn in this sheet along with any checklist or note-taking document that you develop. You only need to assess one child. Please write a full developed two paragraph summary of the experience, including your reflection of the teacher experience, as well as the child outcomes.

Description of your assessment:

Materials Needed:

Reflective Question for the Child on their Phonemic Awareness:

Please describe what a successful outcome for the child will look like for this assessment at the age/stage the child is currently in:

What would be a logical next step for this child based on the assessment provided:

Summary of the Experience:

### Practical Application #8 Phonemic Awareness Assessment

	Meets Expectations 2	Progressing Toward 1	Does Not Meet 0
TPE 5.3. Analyze and interpret formative and summative assessment data to determine children's progress toward meeting learning goals.	The next steps described indicate a thoughtful and appropriate analysis of the child's data and the next steps chosen are developmentally appropriate and make sense in the progression of phonemic awareness.	The next steps described indicate a thoughtful and appropriate analysis of the child's data.	The analysis of the child's data does not align with the data provided and/or the next steps do not follow best practices for the development of phonemic awareness.
TPE 5.6. Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback.	The question that was created to prompt self-assessment is developmentally appropriate and provides opportunities for the child to express themselves.	The question that was created to prompt self-assessment is developmentally appropriate but is more teacher-directed than open-ended.	The question is not appropriate for a child self-assessment

Total Points:

Feedback:

### **Practical Application #9**

#### **Title: Child Agency and Reflection**

Directions: Using the lesson plan that you developed, implement that lesson plan or parts of that lesson plan in a small or whole group. Then, talk with children about their experience, what they learned, what they enjoyed, etc. Write a well developed reflection of your conversation with them. Also reflect on your experiences teaching the lesson and how your thoughts compare with the thoughts of the children.

Reflection:

### Practical Application Rubric #9 Child Agency and Reflection

	Meets Expectations 2	Progressing Toward 1	Does Not Meet 0
TPE 5.6. Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback.	The reflection indicates a developmentally appropriate reflective conversation that allows children to self-reflect and provides a minimum of 3 specific quotes/examples from children during the conversation.	The reflection indicates a developmentally appropriate reflective conversation that allows children to self-reflect and provides a minimum of 2 specific quotes/examples from children during the conversation.	The reflection does not provide a sufficient amount of evidence from the child conversations to support the reflection.

Total Points:

Feedback:

## Appendix C: Final

### LEE 101 Final Project

**Part A Instructions:** First, make a thought web to brainstorm a play-based literacy lesson using a Science or Social Studies picture book as the anchor text. Using the FAST template, plan the lesson for delivery. Your lesson must include a text experience and a writing component, both of which just be developmentally appropriate. You are planning for a 4-year old preschool classroom.

Draw web here:

Basic Information	
Summary	
Grade Level	
Timeframe	
Subject(s)	
Topic(s)	
Instructional Materials and Prep	
Standards and Objectives	
CA Content Standard(s)	
CA ELD/ELA Standard(s):	
Lesson Objective(s)	
Foundational Skills for Literacy Addressed	
Planning Considerations	
Differentiated Instruction/UDL/Culturally Relevant Pedagogy/SDAIE	
Vocabulary and/or Vocabulary Resources	

Assessment	
Assessment of Learning	
Learning Experiences	
Sequence of Activities	
Closure	
Closure	

**Part B instructions:** Please write a short narrative explaining how you would adapt this lesson for a classroom of mostly 3-year olds:

**Part C instructions:** Teach the lesson to a small or large group. Then, reflect using the start-stop-continue reflection form. Your reflection must include data from the assessment conducted and how that impacted your Start-Stop-Continue decisions.

Start = what would you add next time to improve the lesson

Stop = what would you take out of the lesson or change

Continue= what went well that you do if you taught the lesson again

Start	Stop	Continue

Overall Reflection:

### LEE 101 Final Project Rubric

	Meets Expectations  2	Progressing Toward  1	Does Not Meet  0
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.	There is evidence in the reflection that the teacher candidate facilitated opportunities for children to connect to the text and ask questions that were meaningful to them. The mini lessons described included both child and teacher initiated learning activities.	There is evidence in the reflection that the teacher candidate facilitated opportunities for children to connect to the text and ask questions that were meaningful to them.	There is not sufficient evidence that the teacher candidate facilitated opportunities for children to connect to the text and/or ask questions meaningful to them, and there may not be a variety of child and teacher initiated learning activities.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development that is grounded in an understanding of California's Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework and their integration; and the Preschool Curriculum Framework.	The lesson described is clearly aligned to the California Preschool Learning Foundations and they are developmentally appropriate for 3-5 year olds. The lesson is play-based and provides opportunities for child-led learning/inquiry.	The mini lessons described are clearly aligned to the California Preschool Learning Foundations and they are developmentally appropriate for 3-5 year olds.	There is not sufficient evidence that the mini lessons are aligned to the California Preschool Learning Foundations and they lack evidence of opportunities for child-led learning.
TPE 5.3. Analyze and interpret formative and summative assessment data to determine children's progress toward meeting learning goals.	It is clear from the summary that the data from the assessment was used to make Start-Stop-Continue decisions and specific examples	There are some connections made to assessment data in the Start-Stop-Continue process.	There are not sufficient connections made to data in the Start-Stop-Continue process.

	were provided.		
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.	The lesson summary provides 3 proactive, developmentally appropriate and trauma-informed positive guidance suggestions that will help to nurture children in a way that allows them to participate fully and inclusively.	The lesson summary provides 3 positive guidance suggestions but they may lack developmental appropriateness or trauma informed pedagogy.	The guidance providence is lacking in detail and/or may not be considered positive or asset-based.

Total Points:

Feedback:

Notation: The practical application assignments will be submitted over the semester as part of an electronic portfolio. The points are depicted below:

Practical Application Assignment #1 DAP Observation: 15 points

Practical Application Assignment #2 Literacy Center Photography: 30 points

Practical Application Assignment #3 Diverse Text Think Sheets: 30 points

Practical Application Assignment #4 Class Portrait: 45 points

Practical Application Assignment #5 Engagement Protocol Think Sheet: 30 points

Practical Application Assignment #6 Language and Literacy Observation: 15 points

Practical Application Assignment #7 Assessment Interview: 15 points

Practical Application Assignment #8 Phonemic Awareness Assessment: 30 points

Practical Application Assignment #9 Child Agency and Reflection: 15 points

Portfolio Total: 225 Points

