



EDCC 300: Foundations of Teaching in California, 4 Units

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Class Hours: Tuesdays, 6:15-9:45pm

REQUIRED TEXTBOOK:

Lesson Planning with Purpose: Five Approaches to Curriculum Design
(2020) Bradley Conrad, Christy McConnell, and P. Bruce Uhrmacher
Publisher: Teachers Press

CA State Adopted Documents and Links

- *Next Generation Science Standards (NGSS)*. 2013
- *Common Core State Standards (CCSS)*. 2010
- English Language Arts and Literacy Standards
- English Language Arts/English Language Development Framework
- Preschool Learning Foundations
- Preschool Curriculum Framework
- English Language Development Standards
- California Dyslexia Guidelines
(<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>)
- *History-Social Science Framework (HSSE)*. 2016
- *California Teacher Performance Assessments (TPEs)*. CTC, 2008
- *California Teacher Performance Assessments (TPAs)*. CTC, 2017
- *California Standards for the Teaching Profession (CSTPs)*. CTC, 2009
- *ISTE National Educational Technology Standards (NETS)* 2000

RECOMMENDED RESOURCES:

As identified by the instructor and provided in the Course Resources section

COURSE DESCRIPTION:

This course creates the framework for the candidates work throughout the credential program. In addition to being introduced to common practices and expectations in the credential program, the course focuses on theoretical and philosophical foundations of becoming an effective teacher as well as expectations specific to the California Commission on Teacher Credentialing including Universal Design for Learning, Culturally Relevant Pedagogy, and Asset-Driven Instruction. This course helps candidates learn to approach classroom practice with a contextual understanding of the structure of education and the belief that all students can learn. It will also help them recognize the tremendous impact that the social, emotional, and academic environments they create within their classroom have on student learning.

COURSE LEARNING OUTCOMES - CLO'S (PLOS ADDRESSED):

At the end of this course, teacher candidates will understand

1. California specific expectations (CCSS, NGSS, HSSF, CSTP, TPEs, TPAs). (1, 2, 6)
2. Common practices and expectations in the credential program. (3, 5)
3. The current educational structure within its historical context. (1, 2, 6)
4. Social and cultural dimensions that impact learning including race, culture, ability/disability, gender and gender identity, lifestyle orientation, socioeconomic status, religious affiliation, age, and personal bias. (1, 4, 5, 6)
5. Social justice in the classroom and culturally relevant teaching. (1, 4, 5)
6. Their emerging personal teaching philosophy. (1, 3, 4, 5)
7. Incorporating technology into instruction. (1, 2, 3, 6)

Program Standards, Program Learning Outcomes (PLO) and the California Standards for the Teaching Profession (CSTP) are listed in Appendix A of this syllabus. A full description of Teacher Performance Expectations is included in Appendix B.

Program Learning Outcomes (PLOs)-Teaching Performance Expectations (TPEs)

1. Engaging and Supporting All Young Children
2. Creating and Maintaining Effective Environments for Children's Learning and Development
3. Understanding and Organizing Core Curriculum for Children's Learning
4. Planning Instruction and Designing Developmentally Appropriate Learning Experiences for all children
5. Assessing and Documenting Children's Development and Learning
6. Developing as an Early Learning Professional
7. Effective Literacy Instruction for PK-3 Settings
8. Effective Mathematics Instruction for PK-3 Settings

Teacher Performance Expectations (TPEs) addressed in this course

All of the TPEs are introduced and discussed:

These are the California Standards for the PK-3 ECE Specialist Teaching Profession:

1. Program Design and Curriculum
2. Preparing Candidates Toward Mastery of the PK-3 ECE Specialist Teaching Performance Expectations
3. Clinical Practice: Opportunities to Learn and to Practice
- 4. Equity, Inclusion and Diversity**
5. Mentoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements
6. Implementation of a Teaching Performance Assessment
- 7. Effective Literacy Instruction in PK-3 Settings**
- 8. Effective Mathematics Instruction in PK-3 Settings**

TEACHER PERFORMANCE EXPECTATION CONTINUUM OF LEARNING, APPLICATION, AND REFLECTION

TEACHER PERFORMANCE EXPECTATIONS (TPE'S)

Introduced (I):	Practiced (P):	Assessed (A):
1.1 through 1.8		
2.1 through 2.6		
3.1 through 3.7		
4.1 through 4.8		
5.1 through 5.8		
6.1 through 6.6		
7.1 through 7.11		
8.1 through 8.6		

CALIFORNIA TEACHER PERFORMANCE EXPECTATIONS (TPEs) are listed in Appendix B of this syllabus.

Complete versions of the following documents can be found in the [G-Suite Library](#):

- Program Standards
- California Standards for the Teaching Profession (CSTP)
- California Teacher Performance Expectations (TPEs)
- California Teacher Performance Assessments (TPAs)
- Common Core State Standards (CCSS)
- Next Generation Science Standards (NGSS)
- History-Social Science Framework (HSSF)
- National Educational Technology Standards (ISTE)

COURSE POLICIES:

- **ATTENDANCE AND CLASS PARTICIPATION:** Please make every effort to be on time and present for each class; be prepared with the assigned readings, written assignments, and make thoughtful contributions to the class discussions. More than one absence will result in a drop of your grade. Two tardies (by arriving late, learning early or taking calls) will be considered an absence. If you must be absent, please contact the instructor prior to the class and make the necessary arrangements to receive notes and recordings from the class session. This will be a very active class. In class activities and discussions cannot be made up and may impact your grade. Please no texting or phone calls during class time unless of an emergency.

Students will be allowed one excused absence for the quarter. The second absence, for any reason, will result in a 10% grade deduction.

- **CORE EVALUATIONS:** Core evaluations are assignments found in all subject matter preparation courses.
 - **Class Discussion:** Class discussions will incorporate both the current and past reading assignments, videos, etc. All readings and videos for each class meeting should be completed before class (including the first meeting). Some class meetings may require you to bring observation notes, student assessments, videos, a book, or a paper to discuss.
 - **Writing Assignments:** Teacher candidates will produce a number of substantive written products relative to the content of this course. The papers will generally be 2 - 3 pages in length and follow Standard English conventions. Papers will be evaluated against a common rubric used in all courses. This rubric is included in APPENDIX C of this syllabus.

- **Fieldwork Observations and Report:**(TPE 3.5, 3.6) Teacher candidates will complete **four** hours of observations in PK-3rd grade classrooms. At least two hours of observation must be completed during the first half of the quarter.
 1. The professor will determine which of the two options is most appropriate for the class.
 - **Four individual one-hour observations completed in at least three different classrooms and two different grade levels.**
 - Two cycles of observations where each cycle consists of a 30-minute pre-conference with the classroom teacher, one hour of observations, and a 30-minute post-conference with the teacher. The pre- and post-conference must be face-to-face but can be conducted via the web. Each cycle must be in a different classroom.
 2. At least two hours of observations must be completed during the first half of the quarter in a PK-TK classroom. The second two hours of observation is in a K-3 grade classroom.
 3. Fieldwork logs should be kept verifying the completion of class observations. Logs for each observation are due at the same time as the notes and reflections for that observation. Fieldwork logs are available in APPENDIX D of this syllabus.
 4. The purpose of these observations is to examine strategies and models of effective teaching to enhance student learning that focus on PK-3 TPEs. Please contact the Professor or Program Supervisor, if needed, to arrange for a fieldwork placement. For this course, the purpose of the fieldwork observations is to examine strategies and models of effective instruction related to the content of this course including addressing the needs of diverse learners, and PK-3 TPEs 1 and 2 for the first two observations and 3 and 4 for the second set of observations.
 5. During and after the observations,
 - candidates will complete the Classroom Observation Notes which will help focus on instructional patterns, identified PK-3 TPEs, and how the lesson aligns with program lesson plan components.
 - candidates will complete the Classroom Observation Reflection which focuses on how the teacher met the TPEs and suggestions to strengthen effective teaching practices.
 6. Classroom Observation Notes and Classroom Observation Reflection are available in  Appendix E Field Report & Rubric PK3 of this syllabus
- *Observations will culminate with a Classroom Observation Report of 5 pages.* The report integrates the observations and reflections and should address the following dimensions:
 - address the course specific PK-3 TPE's seen and not seen in relation to the fieldwork observation(s).

- address the effective and ineffective educational practices strategies and models of instruction including academic vocabulary
- address how the needs of diverse learners, including monolingual and multilingual children, children with disabilities and children with other learning needs, and how the curriculum was modified and what differentiated instruction was used.
- What UDL strategies were observed?
- How did the teacher incorporate MTSS?
- How did the teacher incorporate play based learning into the lesson?
- address the effective use of technology to enhance student learning.

The format for the Report and log is included in

 **Appendix F Classroom Observation Notes & Reflection** Reports will be evaluated against the rubric included in APPENDIX F of this syllabus.

- **Lesson Presentations:** Teacher candidates must demonstrate proficiency in designing and delivering a number of standards-based lessons in the content area. Candidates will present at least three lessons to their colleagues. The first lesson will be a standard whole class lesson. One of the following lesson plan presentations will reflect modifications for English Learner students and the other will reflect modifications for a SPED student. These presentations will be evaluated against a standard rubric included in APPENDIX H of this syllabus. For creating individual lessons and units, candidates will use whichever of two different lesson plans meets the lesson objective. Units will be made up of both lesson plan types.
 1. The **Direct Input** lesson plan will be used when the content of the lesson is new to students or it is known information being applied in a different enough way that instruction is warranted.
 2. The **Practice/Application** lesson plan will be used when students are continuing the application of concepts or practicing their use.
- **Technology Integrated Lesson Plan Presentation:** Teacher candidates will demonstrate a web-based application that fosters self-directed learning and exploration within the context of the course topic. The application must be student-centered and correlate to content and concepts found in content standards or ELD Frameworks.
- **WRITING ACROSS THE CURRICULUM:** The Humphreys University Writing-Across-the-Curriculum Program mandates that all Graduate Studies courses contain required writing assignments which factor into course grades.
- **LATE ASSIGNMENTS:** All assignments should be submitted when due. If the candidate speaks with the instructor prior to the due date about an extension, the late assignment

will be addressed at the discretion of the instructor. Without proper communication prior to the due date, assignments which are

- o Up to 36 hours (1.5 days) late will be docked 10% of the total points.
 - o Over 36 hours late, will not be accepted.
- **MAKE-UP POLICY:** Please see the instructor prior to being absent if you need to arrange make-up assignments. You will not be able to make-up lost attendance or participation points.
- **CHEATING/PLAGIARISM:** Plagiarism is not condoned or excused. All work is expected to be the individual work of the student. References and sources of information should be identified and accurately documented within the body of any written work. *Violation of the honor code and plagiarism are cause for dismissal.*
- **INFORMATION LITERACY:** Information literacy is a learning outcome of all programs at Humphreys University. Teacher candidates are expected to understand how to access information effectively as well as to evaluate and incorporate it into their own work in order to achieve the purpose of the assignment.
- **UNIVERSITY AND INFORMATION SUPPORT SERVICES:** The Library and Learning Center provides support to students including tutoring services, library reference and help services, and information technology assistance. Additionally, computers are available on campus for use in accessing information resources.

ACCOMMODATION:

Humphreys University welcomes students with disabilities and is fully committed to complying with the laws regarding equal opportunity for all qualified students with disabilities and promoting the full participation of all qualified students in all aspects of campus life. All students are expected to meet the academic standards as developed by the faculty. It is only through a student's voluntary disclosure of a documented disability or injury and a request for accommodation that Humphreys can support the student's needs. A student who wishes to request an accommodation or modification must do so by completing the Request for Accommodation Form on the University website (search for Accommodation Request). The student's dean will contact the student and request appropriate documentation, which will not be shared with others. The dean (or designee) will communicate with the student to convey which, if any, accommodations or modifications would be most effective to help the student achieve academic success. Before completing the Request for Accommodation Form, the student should read and follow the directions in the University catalog (available online); see the section titled Student Services to find more information about how to seek accommodation and the type of documentation that is required.

Internal Process

1. Student completes the Request for Accommodation Form

2. Provost receives the form and forwards it to the student's Dean
 3. Dean communicates with student and receives appropriate documentation
 4. Dean decides if accommodation/modification is appropriate
 - a. If no, Dean convenes with provost to discuss and communicates with student if still no
 - b. If yes, Dean convenes a team
 5. Dean convenes a team consisting of:
 - a. Dean (or designee)
 - b. Director of Administration
 - c. Faculty member appointed by dean
 6. Team develops accommodation/modification plan in writing
 7. Dean communicates accommodation/modification plan to student
 8. Dean and Director of Admin arrange for accommodation/modification with professor or other personnel
 9. Dean sends communication that was sent to student and all med docs to provost
 10. Accommodations are delivered and Dean seeks email or other documentation from the student indicating level of satisfaction and sends it to Provost
 11. Provost uploads all relevant docs to a secure folder on an HU drive
- WITHDRAWAL/DROP: If necessary, it is your responsibility to withdraw from this or other courses according to the Withdraw from Course Policy as described in the Humphreys University Catalog. *Non-attendance does not constitute withdrawal.*

GRADING PROCEDURES:

<i>Course Component:</i>	<i>Weight:</i>
Class Interactive Discussion	10%
Various Class Assignments	15%
Fieldwork Observation Notes & Report	20%
Lesson Plans	30%
Synthesis of Readings	25%

Grade Scale:

<u>Weighted Percent</u>	<u>Grade</u>
100-90	A
89-80	B
79-70	C
69 and below	F

** Note: Fieldwork Log & Report and Final Project must be submitted for review and archival in order to receive a passing grade regardless of percentage in the course.*

Course Outline Overview

Week 1: Setting the Framework ● Introductions and team building ● Syllabus review ● Introduction to TPEs ● Lesson Planning with Purpose	Week 6: Educational Technology ● Pedagogy behind educational technology ● Integrating Technology into Lesson Plans ● Technology Standards ● Lesson Plan Analysis with DI Rubric ● Blended Learning ● Mid-Term Synthesis 3 Due
Week 2: Standards & Lesson Planning ● Unpacking the standards ● Connecting to Prior Knowledge ● Lesson Plan Components ● Introduction to and using the Writing Rubric ● Developing a growth mindset	Week 7: Adapting for Student Needs ● Special Education in the Classroom ● IEP, 504 and SST ● Students with Trauma ● Lesson Plan Analysis with DI Rubric ● Discuss Personal Pedagogy Synthesis 4 Due
Week 3: Universal Design for Learning, Culturally Relevant Pedagogy, Asset-Driven Instruction ● Introduction to the concepts of UDL, Culturally Relevant Pedagogy, Asset-Driven Instruction ● Personal and confirmation bias ● Lesson Plan Development: Creating Measurable Objectives & Connecting to Prior Knowledge ● Lesson Plan Analysis with Rubric Synthesis 1 Due	Week 8: The English Learner ● Instructing English Learners ● English Learner Standards ● English Learner Assessment (ELPAC) ● Types of Assessments ● When and why to assess ● Aligning Assessments to Standards & Objectives Synthesis 5 Due

Week 4: Creating Inclusive Classrooms with CRP ● Instructional Strategies that Promote Equity for All Students ● The Frayer Model ● Exploring the Components of a Lesson Plan ● Lesson Plan Analysis with DI Rubric Synthesis 2 Due	Week 9: Cultural Bias ● Gender Bias ● Non-Conforming & Nonbinary Genders ● The Gender Inclusive Classroom ● Social Justice ● Creating Google Forms Synthesis 6 Due
Week 5: ADI & Ensuring Rigor ● Socio-emotional Learning ● The Metacognition Cycle ● Modifications for SPED and EL students ● Lesson Plan Analysis with DI Rubric ● Rigor Frameworks: DOK & Bloom's Synthesis 2 rewrite Due	Week 10: The Historical and Political Perspective ● LCAP funding and its impact on the classroom ● Current issues in state and federal public policy and legislation. ● Modern manifestations of historical systems ● Institutional systems that hurt and systems that help ● Creating a Google Classroom Personal Pedagogy Due
Week 11: Lesson Plan Presentations & Course Reflection	

Description of Core Assignments

All submitted work should be double-spaced, 12-point Times New Roman or Calibri font. If references are made, the document should follow American Psychological Association (APA) 6th edition style guidelines.

Candidates who score 2 or lower on the writing rubric are strongly encouraged to use the services of the writing tutors available on both the Stockton & Modesto campuses prior to submitting written assignments.

Assignment 1: Various Due Dates: Candidates will create a presentation on various Teacher Performance Expectations and present as a group. **Assignment**
Introduction to the Teacher Performance Expectations

Connecting to Prior Knowledge: The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers need to have. Beginning Teachers must meet these requirements prior to being recommended for a preliminary teaching credential.

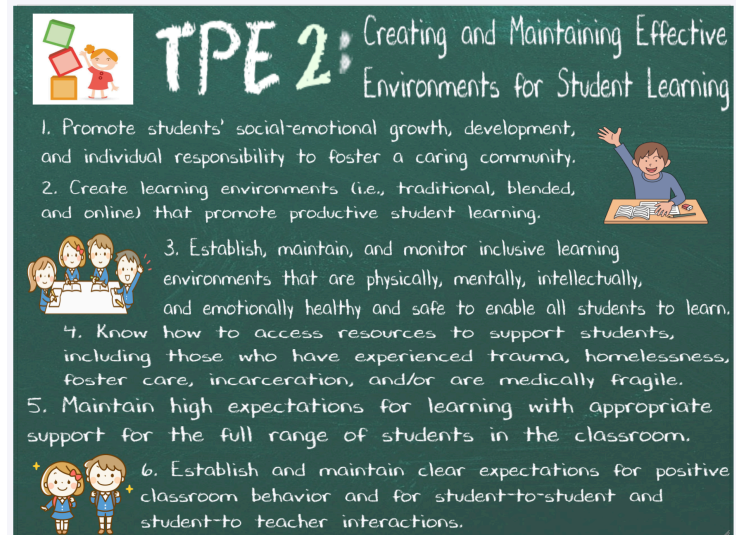
Purpose: To gain knowledge of the first three Teacher Performance Expectations and to practice presenting/teaching methods

- You and a partner will create a powerpoint, Google Drawing or FlipGrid presentation of TPE Domain 1 of the PK-3 ECE Teacher Performance Expectations. Read and highlight any important information on your Teacher Performance Expectation and the substandards:

Domain 1: Engaging and Supporting All Young Children in Learning

- Choose *one* of three ways to present the information on your TPE and Substandards to your classmates in “student-friendly” language:

- Google Slide Presentation
- Google Drawing
- Record your Teacher Performance Expectation on FlipGrid.com



Example of TPE 2 and Substandards Presentation Using Google Drawing

Success Criteria

Your Presentation will be graded using the following Rubric:

Rubric Categories	4-Strong	3-Competent	2-Developing	1-Weak	Score
Criterion 1: Ideas	Clearly explained the TPE and all substandards	Explained several TPE substandards	Concept answered question	Concepts not well related to TPE and substandards	
Criterion 2: Conventions	No Errors: spelling, grammar,	Very Few Errors: spelling,	Some Errors: spelling, grammar,	Many Errors: spelling, grammar,	

	punctuation, caps & paragraph	grammar, punctuation, caps & paragraph	punctuation, caps & paragraph	punctuation, caps & paragraph	
Criterion 3: Organization	Clear presentation and easy to understand	Somewhat easy to understand	Some questions remain about the TPE	Difficult to understand	
Criterion 4: Presentation	Professional: Visual & Text white space balance, Font Size, Spacing, Borders, Overall Appearance	Few Issues: Visual & Text white space balance, Font Size, Spacing, Borders, Overall Appearance	Some Issues: Visual & Text white space balance, Font Size, Spacing, Borders, Overall Appearance	Many Issues: Visual & Text white space balance, Font Size, Spacing, Borders, Overall Appearance	

Assignment 2: *Understanding Universal Design for Learning, Culturally Relevant Pedagogy and Asset Driven Instruction.* Candidates will complete a three-paragraph paper describing each of the pedagogies.

Assignment 3: *Cycle 1 due week 5 & Cycle 2 due week 10: Fieldwork Observations and Report*
All candidates must complete four hours of observation in a public elementary classroom. The purpose of the observations is to examine models of effective educational practices used with students from diverse socio-cultural, ethno-linguistic, and achievement backgrounds, including instructional planning, integrating learning across disciplines, student assessment, and the use of technology to enhance student learning.

To meet the 4 hours of observations, candidates will complete two, two-hour cycles of observations. For each cycle, the candidate will meet with the classroom teacher prior to the lesson to discuss the objectives, planning, assessment/checking for understanding, and rationale behind the lesson. During each one-hour observation, the candidate will focus on TPE 1 and 2, and analyze how the teacher followed the planned lesson, did or did not address the different needs of students, and met or didn't meet the identified TPE's. The candidate will then debrief the lesson with the classroom teacher, share the observation notes, and receive feedback from the classroom teacher. The pre- and post-observation conversations can be held

in person or on Zoom but must be face-to-face. Candidates will electronically submit all documents from each observation, clearly identifying the document and observation number. Templates for the observation notes and reflections are presented in the Syllabus & Appendices section under the Classwork tab. Observation logs are in Appendix D.

Observation cycles culminate in a 5-page Field Observation Analysis (Key Assignment, Due week 10). The analysis should include references to the class readings, TPEs, content standards or frameworks, as well as artifacts and details of the observations. Papers will be evaluated against the rubric presented in Appendix F.

Assignment 4 (Key Assignment): Due Week 10: Synthesis of Learning/Personal Pedagogy

The 4 to 5-page final paper for this class will synthesize your learning across this course. You will reflect on what you have learned from the readings, observations, and in-class activities, including assignments and class discussions. You will reflect on how the information and issues we have discussed in the course will explicitly inform your practice as a teacher and your personal teaching philosophy. **The paper should include references to the TPEs, appropriate PK-3 content standards and readings.** The assessment rubric for this document is presented in Appendix C.

Assignment 5: Due Week 11: Final Project –Lesson Plan

The course cumulative project is a Direct Input lesson plan based in one of 4 core areas (math, science, history, ELA). Based on the needs of the class, candidates will develop a lesson independently or collaboratively but present individually. Candidates will supply, for each class member, all documents associated with the lesson plan – the lesson plan, assessments, instructional materials, etc. Lessons will be presented to small groups in a workshop format and will be independently and anonymously assessed by each class member based on the rubrics used in class (Appendix H). Audience members will be asked to provide constructive feedback and reflective questions about the lesson presented. The length of each workshop will be determined after course enrollment is finalized but will be a minimum of 30 minutes.

Course Schedule

Throughout the course, the instructor will identify and model a variety of student engagement strategies, questioning strategies, instructional methodologies, and representations of understanding.

The instructor reserves the right to alter the schedule as needed to benefit the class learning experience. Other assignments may be included in the Google Classroom.

SESSION DESCRIPTION	Assignments & Readings Due
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		CLO & PLO TPEs
Week 1	Setting the Foundation Introductions and course purpose Chapter 1 Introduction: Lesson Planning with Purpose TPE: 1.1, 1.2, 1.3-1.4 (I) <i>Assignment 1: Various Due Dates: Candidates will create a presentation on various Teacher Performance Expectations and present as a group.</i> Introduction to the Teacher Performance Expectations Connecting to Prior Knowledge: The PK-3 ECE Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers need to have. Beginning Teachers must meet these requirements prior to being recommended for a preliminary teaching credential. Purpose: To gain knowledge of the Teaching Performance Expectations and to practice presenting/teaching methods ❑ Candidates will create a powerpoint, Google Drawing or FlipGrid presentation of TPE Domain 1 of the PK-3 ECE Teaching Performance Expectations. Read and highlight any important information on your Teaching Performance Expectation and the substandards. Address each substandard in Domain 1 Domain 1: Engaging and Supporting All Young Children in Learning TPE 1.1. Demonstrate knowledge of the range and characteristics of typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social, emotional, linguistic, and physical) and use that knowledge to engage and support all children in learning. TPE 1.2. Demonstrate and use knowledge about children’s assets, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning. TPE 1.3. Demonstrate and apply knowledge of the integral role and effects of children’s interpersonal relationships (e.g., peers, school staff, parents/guardians, community) and cultural factors (e.g., traditions,	Read: Chapter 1 Lesson Planning with Purpose: Five Approaches to Curriculum Design Chapter 1, Mindset, The Psychology of Success CA State Adopted Documents and Links English Language Arts and Literacy Standards English Language Arts/English Language Development Framework Preschool Learning Foundations Preschool Curriculum Framework

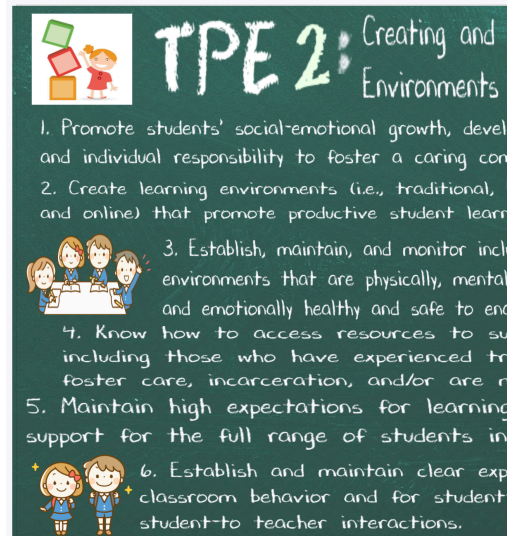
beliefs) to engage and support them in learning.
TPE 1.4. Connect learning to meaningful and relevant contexts in the lives of children and facilitate both child and teacher-initiated active learning experiences which engage children's interests to deepen and extend their learning.

- ❑ Choose *one* of three ways to present the information on TPE 1.1-1.4 and Substandards to your classmates in "student-friendly" language:

1. Google Slide Presentation
2. Google Drawing
3. Record your Teacher Performance Expectation on FlipGrid.com

Success Criteria

Your Presentation will be graded using the following Rubric:



Rubric Categories	1-Weak	2-Progressing	3-Competent	4-Strong	Score
TPE 1: Demonstrate knowledge of the range and characteristics of typical and atypical child development from birth to	There is not sufficient evidence that the teacher candidate explained opportunities to demonstrate knowledge of the range and characteristics of typical and atypical child development	There is evidence in the reflection that the teacher candidate facilitated opportunities to demonstrate knowledge of the range and	There is evidence in the reflection that the teacher candidate facilitated opportunities to demonstrate knowledge of the range and characteristi	TPE 1.4. Connected learning to meaningful and relevant contexts in the lives of children and facilitate both child and teacher-initiated	

[English Language Development Standards California Dyslexia Guidelines](#)

[CA State Literacy Plan](#)

CLO: all
TPE: 1
PS: 2, 4 & 5
PLO/CSTP: all

	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.	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	characteristics of typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social, emotional, linguistic, and physical) and use that knowledge to engage and support all children in learning.	characteristics of typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social, emotional, linguistic, and physical) and use that knowledge to engage and support all children in learning.	active learning experiences which engage children's interests to deepen and extend their learning.		
	TPE 2 Demonstrate and use knowledge about children's assets, including their prior experiences and	There is not sufficient evidence that the teacher candidate explained opportunities to Demonstrate knowledge about children's assets, including their prior	There is evidence in the reflection that the teacher candidate facilitated opportunities to Demonstrate knowledge about children's	. There is evidence in the reflection that the teacher candidate facilitated opportunities to Demonstrate knowledge about children's assets,	TPE 1.4.Connected learning about children's assets, including their prior experiences and interests, funds of knowledge, language,		

	interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning.	experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning	assets, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning knowledge to engage and support all children in learning.	including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning children in learning.	and sociocultural backgrounds, to engage and support them in learning		
	TPE 1.3 Demonstrate and apply knowledge of the integral role and effects of children's interpersonal relationships (e.g., peers, school staff,	There is not sufficient evidence that the teacher candidate demonstrated opportunities to Demonstrate and apply knowledge of the integral role and effects of children's interpersonal relationships (e.g., peers,	There is evidence in the reflection that the teacher candidate facilitated opportunities to Demonstrate and apply knowledge of the integral role and effects of children's interpersonal relationship	. There is evidence in the reflection that the teacher candidate facilitated opportunities to Demonstrate and apply knowledge of the integral role and effects of children's interpersonal relationships	TPE 1.4. Connect knowledge of the integral role and effects of children's interpersonal relationships (e.g., peers, school staff, parents/guardians, community) and cultural		

	parents/guardians, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning.	school staff, parents/guardians, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning.	s (e.g., peers, school staff, parents/guardians, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning.	(e.g., peers, school staff, parents/guardians, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning.	factors (e.g., traditions, beliefs) to engage and support them in learning.		
	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	There is not sufficient evidence that the teacher candidate explained 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 1.4. Connected 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.		

	extend their learning.						
	PE 7.5 a Print Concepts including Letters of the Alphabet Discussion and Presentation • Directionality: Reading from left to right and top to bottom on a page. • Letter recognition: Identifying individual letters and their names. • Word separation: Understanding that spaces separate words. • Capitalization: Recognizing the difference between uppercase and lowercase letters. • Book orientation: Knowing which side is the front and back of a book. • Punctuation marks: Recognizing the purpose of punctuation like periods and commas. Read and Discuss: Print Awareness for Pre-K NC DPI Watch: Print Concepts: Grades K-1 PBS LearningMedia Candidates will annotate reading and share with collaborative group 7.9 Content Knowledge Presentation and Discussion: Introduce new vocabulary Before reading, introduce a few words and their definitions. Have students clap when they hear the words, and then read the sentence again. Use Multimedia Variety of ways to present texts, printed, digital and videos Ask questions Ask open-ended questions throughout the story, such as "What do you think will happen next?" or "Why do you think that character was doing that?" Encourage predictions and inferences Model what you think a character is feeling, and then ask students to do the same Make connections Ask students to look for similarities between the book and their own experiences Use think-alouds Mark places in the text where you can share your thoughts and reading process						

Read multiple times

Read the book multiple times, and try different interactive strategies each time

- Independent Reading: [For the Love of Reading: Independent Reading at School | Reading Rockets](#)
- Read Alouds: [Revisiting Read Alouds: Instructional Strategies that Encourage Students' Engagement with Text](#)
- Download the Choices Reading List: [Choices Reading Lists | International Literacy Association](#)
- cyworldwide.org/docs/default-source/where-we-stand/ila-power-promise-read-alouds-independent-reading.pdf

Activity:

1. **Download the Choices Reading List.**
2. **Select one book to Read Aloud**
3. **Create a lesson following the steps below:**
4. **Introduce the book**
Talk about the title, author, illustrator, and cover. You can also predict what the book might be about.
5. **Read**
Run your finger under the text while reading. You can also use vocal expression, describe facial expressions, and model body language.
6. **Ask questions**
Ask open-ended questions that encourage students to respond. You can ask "what" questions, or ask students to identify words they know. Incorporate higher -order thinking questions.
7. **Follow up**
After reading, you can invite students to talk about the story, draw, paint, or pretend to be a character.
8. **Reinforce new words**
Repeat interesting words and rhymes while reading. You can also reinforce new words during play.
9. **Model thinking**
Show students how to search for meaning in the text.
10. **Practice the lesson with partner**

Commonly used educational terminology and acronyms.

Discuss the purpose and benefit of establishing a Word & Strategies Wall. As a class, we will create an on-going word-wall; as candidates encounter instructional strategies, educational acronyms, "educationeze", and interesting or critical vocabulary, they will create a card and add it to the Jamboard Word Wall

	Intro and Word Walls Additions to the Strategies & Word Wall on Jamboard As an exit ticket, each candidate will identify a word or acronym with which they were previously unfamiliar or had limited knowledge and post it on Jamboard.	
Week 2	Partnerships with Parents and Monitoring Student Engagement TPE 7.5b Phonological awareness, including phonemic awareness Read:Phonological and Phonemic Awareness Reading Rockets. Watch:https://study.com/academy/lesson/video/development-of-phonological-awareness-skills.html  Explicit Phonemic Awareness Instruction: A Second Grade Lesson Discussion: Example activities for phonological awareness: ● Clapping out syllables in a word ● Identifying rhyming words ● Saying the beginning sound of a word ● Playing with alliteration (e.g., "Sally sold seashells") Example activities for phonemic awareness: ● Blending sounds to make a word (e.g., "c-a-t" becomes "cat") ● Segmenting a word into individual sounds (e.g., "cat" becomes "c-a-t") ● Deleting a sound from a word (e.g., "cat" without the "c" becomes "at") Candidates practice with a partner example activities. TPE: 1.5 Engage and collaborate in partnership with families/guardians to support children's development and learning in a culturally responsive, respectful, and interactive manner. Family Learning Night Activity Candidates' will help plan a night of activities where participants will participate in hands-on learning activities related to the classroom. Families will also be invited to share cultural knowledge and traditions. Candidates will work in pairs to design stations centered around family centered learning.	Read: Chapter 2, Mindset, The Psychology of Success Chapter 2: Lesson Planning with Purpose: Five Approaches to Curriculum Design Rita Pierson Video https://youtu.be/SFnMT_HhKdkw Due: Synthesis #1 Rough Draft__ TPE Google Slide Presentation CLO: 1, 2, 6, 7

	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. Candidates will be introduced to various methods of implementing TPE 1.6 ● frequent observation checks ● differentiated learning stations ● flexible grouping ● providing choice within activities ● incorporating movement breaks ● using varied instructional strategies ● and actively seeking feedback from students to gauge understanding and engagement levels ● adjusting activities based on this feedback to better suit individual needs and learning styles Additions to the Strategies & Word Wall Quick-write: How does today’s content connect with TPE 1 sub-standards?	TPE: 1, 2, 3, & 4 PS: 1, 2, & 4 PLO/CSTP: 1, 3, & 4
W e e k 3	Introduction to Universal Design for Learning, Culturally Relevant Pedagogy, and Asset-Driven Instruction <i>Assignment 1: TPE 1.7 Promote children’s thinking (e.g., creative, concrete, abstract, critical) 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</i> TPE 7.4 Read: DAP: Teaching to Enhance Each Child’s Development and Learning NAEYC and Promoting Abstract Thinking in Young Children Discussion of Reading: Why is play critical to development? What are direct instruction activities you can use to incorporate TPE 1.7 and 7.4? In partners, come up with strategies to share out with the class. TPE 2.3 Teacher Presentation: Effective communication and collaboration among peers, colleagues, specialists, families/guardians, and community service providers ● Crucial for supporting children's development and learning.	Read: Lesson Planning with Purpose Chapter 3 Chapter 3, Mindset, The Psychology of Success UDL, ADI, & CRP articles and videos posted in Google Classroom Videos UDL

	● Involves building strong relationships, actively listening, providing clear and respectful communication ● Involves all stakeholders in decision-making processes. Read: Effective communication with parents and carers: for professionals Communicate effectively with colleagues, parents/carers and other professionals – Care Learning. Complete : Module 4: How to Talk with Parents about their Child's Development Turn in the quiz from Module 4 on How to Talk with Parents about their Child's Development TPE 7.4, 2.7 Discussion and Exploration of a resources Candidates will use: https://www.theotttoolbox.com/social-emotional-activities-for-preschoolers/ and https://www.nctsn.org/resources/child-trauma-toolkit-educators to explore resources that provide activities that promote inclusive support for all children including those with trauma. Candidates should be prepared to share two resources they found helpful and discuss how they would use these with their students. TPE 7.4, 4.3 Candidates will read an article found here: Building Parent Teacher Relationships After reading the article, candidates will discuss one or more of the parent communication techniques with a partner, telling the benefits of implementing the technique. TPE 4.7 , 7.2 What is pedagogy? Readings Debrief: What is UDL, ADI, and CRP? ● How would CRP apply to you as a student? ● How do you develop a lesson plan based on your own assets and culture? ● What do you need to know about your students in order to successfully incorporate these pedagogies? ● What do you need to know about yourself in order to successfully incorporate these pedagogies? ● How can you include resources for monolingual and multilingual learners?	UDL at a Glance & UDL: Principles & Practices <i>Asset-Driven Instruction Video</i> ADI <i>CRP Videos</i> Introduction to CRP Re-read TPA #2 and #4 Due: Synthesis #1 Rewrite Create a ½ page summary of UDL, ADI, and CRP. Respond to Blog Unpack standard RL.5.4 & Create 2 objectives CLO: all
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Applying UDL, ADI, & CRP to objectives (equity vs access) Videos UDL: UDL at a Glance & UDL: Principles & Practices <i>Asset-Driven Instruction Video: ADI</i> <i>CRP Videos: Introduction to CRP</i> ● How do UDL, ADI, & CRP connect to TPE 1 & 2? ● Students watch the: <i>Asset-Driven Instruction Video</i> ● ADI: The Power of Student-Driven Learning ● What is the importance of creating an inclusive and safe learning environment for all students? Introduce the concept of Explicit Bias and Implicit Bias and their potential impact on classroom instruction. Discussion: How does a growth mindset counteract the ideas of Explicit and Implicit racial bias? Introduce the concept of Personal Bias and Confirmation Bias and their potential impact on classroom instruction. How does a growth mindset counteract these types of bias? TPE 4.6 Introduction to Building Standards-Based Lessons from Lesson Objectives in technology: Read: Technology Integration in the Early Elementary Classroom: Lessons for Teacher Preparation Programs and Professional Development: Education Book Chapter IGI Global Scientific Publishing Discussion on Integrating technology in the Classroom ● Lesson Plan Components ● Adaptations ● Technology implementation ● Assessments Direct Input Model Lesson: Creating Measurable Lesson Objectives Practice & Analysis: Analyze model lesson in technology Exit Ticket: KWL chart on UDL, CRP and ADI pedagogies	TPE: 1,2,3,4 and 5 are presented PS: 1, 2, & 4 PLO/CSTP: 1, 2, & 3
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W e e k 4	Creating Inclusive Classrooms with CRP TPE 2.6, 6.5- Discussion and reading: Candidates will be introduced to <u>Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates</u> Assignment- Plan with a partner, Candidates will develop a script regarding having a conversation with their students about the importance of cooperation and inclusiveness within a learning community. Candidates will role play the script with their partner. Then, candidates will develop a role play activity in which their students will practice having conversations about including others during learning activities. Prompts to be developed must include sentence frames that include language to invite others to join in the learning activity. TPE 7.5e Fluency Fluency Presentation and Discussion -Prosody The Importance of Teaching Prosody as Part of Reading Fluency - Keys to Literacy -Accuracy -rate Fluency: An Introduction Reading Rockets Partner Reading Candidates create definitions of fluency, prosody, accuracy and rate, and practice reading from a passage. 7.5 Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Presentation: Reading Fluency Spelling and Syllable Patterns: ● Explicit phonics instruction: Teach consistent sound-letter correspondences and syllable division rules (e.g., closed, open, vowel teams) with practice words and sentences. ● Syllable segmentation: Break down multisyllabic words into individual syllables, clapping out the syllables while reading aloud. ● Word sorts: Categorize words based on syllable patterns or specific spelling rules (e.g., words with "ing" endings, words with silent "e"). Semantics (Meaning): ● Vocabulary building: Pre-teach key vocabulary words with definitions, synonyms, and context clues before reading. ● Context clues: Encourage students to use surrounding text to infer word meaning.	Read: Lesson Planning with Purpose Chapter 4 Chapter 4, Mindset, The Psychology of Success Due: Synthesis #2 Unpack standard HSS.2.2.1 & Create 2 objectives Respond to Blog California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education) CLO: 1, 4, 5, 6, & 7 TPEs: 5-8 (I), 6.5 (I) 7.3 (I)
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	● Semantic mapping: Create visual diagrams to connect related vocabulary words and concepts. ● Morphology (Word Parts): ● Root words: Identify base words and their related prefixes and suffixes (e.g., "un-happy", "care-ful"). ● Morphemic analysis: Analyze words by breaking them down into their morphemes to understand meaning. ● Word building activities: Create new words by adding prefixes and suffixes to base words. Syntax (Sentence Structure): ● Sentence diagramming: Visualize sentence structure by identifying subjects, verbs, and objects. ● Sentence combining: Practice joining simple sentences to create more complex sentences. ● Sentence analysis: Discuss different sentence types (declarative, interrogative, exclamatory) and their functions. Read: Structured Literacy Instruction: The Basics Reading Rockets With a collaborative group, create PPT slides to present to class on TPE 7.5 -Literacy environments that provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. TPE 7.2,7.3, Culturally Relevant Pedagogy, Universal Design for Learning and Asset Driven Instruction 1. Class watches the CRP, UDL and ADI teaching videos Videos UDL:UDL at a Glance&UDL: Principles & Practice Asset-Driven Instruction Video ADI CRP Video Introduction to CRP 2. Review previous readings and connect to Culturally Relevant Pedagogy, UDL and ADI 3. Candidates explore the internet to ● Create a definition of culturally relevant teaching, ADI and UDL ● Identify 3 resources for teachers ● Put info on flipchart for Gallery Walk Lesson Plan Development: Input, Modeling, and Student Engagement ● Whole class creates objectives from a chosen standard ● Candidates ○ create a lesson plan through the structured practice component for an assigned objective.	PS: 1, 2, & 4 PLO/CSTP: 1, 2,
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	- o apply CRP & ADI,UDL to class lesson plan - o identify potential areas of confirmation bias - o Analyze lesson against Lesson Planning Rubric 1.1 ● Share out TPE 4.8, 7.10- Candidates will read a resource: Does Parent Involvement Really Help Students? Here's What the Research Says Discussion Questions for candidates to discuss: ● While developing the lesson plan, what types of assessments will you review during planning? ● How can you include asset based pedagogy? ● In what ways can you include parents into the conversation around assessment results? ● What priority will you place on involving parents into the classroom culture? TPE 7.2, 7.10 Introduction to Dyslexia: -Teacher will introduce the CA Dyslexia Guidelines: California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education) -Teacher will present Powerpoint presentation on an Introduction to Dyslexia :https://ca-literacy-dyslexia-collab.ucla.edu/wp-content/themes/csu/e-learning/introduction-to-dyslexia/assets/J1ScAYFosLJxx5bu_HTpre820NrDEzgwK-Introduction_to_Dyslexia_Slides.pptx -Candidates will complete this module on Dyslexia: Introduction to Dyslexia Review Classroom Observation Assignment Additions to the Strategies & Word Wall Quick-write: What are some possible connections between CRP, ADI, UDL, and TPE 2 sub-standards?	
Week 5	Foundation Literacy Skills, Universal Design for Learning (UDL), Asset Driven Instruction (ADI), Culturally Relevant Pedagogy (CRP), Equity, and Ensuring Rigor Assignment Introduction to the PK-3 ECE Foundational Skills Read TPE 7.1: Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including	Read: Lesson Planning with Purpose Chapter 5

Mid-Quarter Grade Check	children’s linguistic, cognitive, and social strengths) 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 (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework. Candidates create a PPT presentation on how literacy based instruction is grounded in each of the resources for PK-3 students • <i>California English Language Arts and Literacy Standards</i> • <i>English Language Development Standards</i> • <i>Preschool Learning Foundations, Volume 1</i> • <i>Preschool Curriculum Framework</i> Read: <u>Early Literacy Instruction: Research Applications in the Classroom Reading Rockets</u> Watch: <u>Foundational Skills in Reading K-3</u> Write: Summary paper on each of the foundational skills using the PReschool Learning Foundations, Volume 1, pages 47- as an additional resource <u>Preschool Learning Foundations Vol. 1 - Child Development (CA Dept of Education)</u> TPE 7.6 Discussion: Foundational Skills; Meaning Making Read: <u>Cultivating Independent and Collaborative Meaning-Making - Dr. Catlin Tucker</u> Watch: <u>What is the “Simple View of Reading?” What it Means for Meaning-Making</u> Write: Synthesis, What is Meaning Making in Literacy? Connect to TPA 7.6 Lesson Plan Development: Structured Practice Introduction to the rigor frameworks of Bloom’s Taxonomy TPE 7.2 Application of UDL & Structured Literacy As a whole, the class creates a rough draft lesson plan from a given ELA standard incorporating CA Dyslexia Guidelines, Chapter 11, and a graphic of structured literacy: <u>What Is Structured Literacy? - International Dyslexia Association</u> to understand structured literacy. The lesson is developed through structured practice incorporating all of the steps covered so far in class and integrating UDL, Structured Literacy and CA Dyslexia Guidelines 1. Deconstruct the standard 2. Create an effective and manageable objective	Bloom's Taxonomy https://youtu.be/fqgTBwEIPzU TPA #3 & 4 English Language Arts and Literacy Standards English Language Arts/English Language Development Framework Preschool Learning Foundations Preschool Curriculum Framework English Language Development Standards California Dyslexia Guidelines
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	3. Connect to prior knowledge 4. Input & Model 5. Structured Practice Application of UDL & Structured Literacy and CA Dyslexia Guidelines, Step 2: The class is split into groups. Each group revises the lesson through independent practice based on a description of a fictitious class. Lesson plans are written on flipcharts identifying at least one element of UDL, CA Dyslexia Guidelines and level of and explanation for Multi Tiered Systems of Support (MTSS) for students who need extra support and what the next lesson would be to continue to higher level thinking. Class does a gallery walk. Readings Debrief: Class discussion regarding - the similarities and differences between teaching from a CRP perspective and having a socially just classroom - the difference between equal and equitable. <i>What happens in an all-white classroom? Is CRP and social justice still relevant?</i> <i>Social Justice is teaching students and ourselves to challenge and be aware of confirmation bias.</i> <i>Does just knowing about students create CRP, Social Justice, or an equitable classroom?</i> 7.5 g Practice in Connected, Decodable Text Presentation on Decodable Text Read and Discuss: <u>Success for All and the Science of Reading</u> <u>Using Decodable Books Reading Rockets</u> Watch:  Crack the Reading Code with Decodable Texts! Write: Submit a 2-3 page paper on decodable books. Your paper must be in APA style; however, no title page or abstract is required. You should cite at least three scholarly sources other than the sources above. Include a reference page (not counted in the 2-3 page length requirement). Use the APA material at the top of the course site to help with formatting. 7.5 Literacy Rich Classrooms Presentation: Creating a learning environment that is Literacy Rich - <u>5 Ways to Create a Literacy-Rich Preschool Classroom</u> - <u>Leveraging the Environment to Ignite Children's Literacy Learning NAEYC</u>	CLO: 1, 5, 6, & 7 TPE: 1 - 5, 7.1, 7.2, 7.6, 8.2 PS: 1, 2, 4, & 5 PLO/CSTP: 1, 3 & 4 Cultivating Independent and Collaborative Meaning-Making - Dr. Catlin Tucker
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	● Labeling everything-Label objects, areas, supplies, and classroom furniture with clear, large print to familiarize children with everyday words and their written forms. ● Word walls-Create interactive word walls with high-frequency words, vocabulary related to current themes, and student-generated words, allowing them to reference and practice reading. ● Visual displays-Hang posters, charts, and pictures with relevant labels and captions to enhance vocabulary development and visual literacy. ● Diverse reading materials-Offer a wide selection of books including picture books, chapter books, magazines, comic books, and different genres to cater to various interests and reading levels. ● Reading nooks-Design designated cozy spaces with comfortable seating, pillows, and soft lighting to encourage independent reading time. ● Interactive writing centers-Provide materials like whiteboards, markers, and chart paper to allow children to practice writing and create their own stories and messages. ● Environmental print-Utilize everyday printed materials like food packaging, store signs, and product labels to highlight real-world applications of print. ● Student-created materials-Encourage children to make their own books, write stories, and design posters to foster ownership and pride in their literacy development. Activity: Candidates will create a schematic of their future classroom that is Literacy Rich. Label all areas where Literacy is the focus. Additions to the Strategies & Word Wall Exit Ticket: Create a non-linguistic representation of the purpose of the CCSS.	
Week 6	Literacy Effective Expression Educational Technology and Connecting to Diverse Populations TPE 3.7 ISTE Standards Introduction: <u>Standards ISTE</u> Create a poster to share with the class on the 7 ISTE Standards for Educators:	Lesson Planning with Purpose Chapter 6

	2.1 Learner 2.2 Leader 2.3 Citizen 2.4 Collaborator 2.5 Designer 2.6 Facilitator 2.7 Analyst Download the ISTE Book the to learn how to use the standards in your classroom: https://my.iste.org/s/store?_ga=2.211168085.1740766785.1720805322-147560682.1720805322#/store/browse/detail/a1w1U000004LpEhQAK TPE 4.6 Candidates will review Integrating Educational Technology and discuss topics such as: ● Pedagogy behind educational technology ● Using technology for differentiation ● Integrating technology into a lesson plan Using resources from this site: Digital Resources candidates will create a PPT to highlight two digital resources that could be implemented during instruction; rationale for the selection of each digital resource will be included in the presentation. Blended Instruction ● Blended Instruction vs Blended Learning ● What is Blended Instruction? ● Models of Blended Instruction in lesson planning - Station Rotation - Lab Rotation - Remote (Enriched Virtual) - Flex - Flipped Classroom Station rotation https://youtu.be/Kg38A1ggYiE The Flipped Classroom https://youtu.be/BCIxikOq73Q Connecting Bloom's Taxonomy to Ed Tech: https://youtu.be/hYWEVDBD2Qo Cool apps and resources. Partners work together to ● Explore apps and internet resources	California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education) Chapter 12 Standards ISTE Read & Watch: UDL & Technology http://udlresource.ca/2017/12/technology-in-the-udl-classroom-2/ Due: Synthesis #3 Respond to Blog CLO: 1, 4, 5, 6, & 7 TPE: 1, 3.7, & 5, 7.5 PS: 1, 2, & 4 PLO/CSTP: 3, 4, & 6
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- Share out findings
- Integrate technology into a collaborative lesson plan

Dyslexia Applications in Technology

Chapter 12 Assistive Technology

The ways in which assistive technology can be used to help students with dyslexia

- Examples of commonly used assistive technologies for students with reading difficulties

- Information about assistive technology assessments

Applications for iPad and Google Chrome

- Apps for Dyslexia and Learning Disabilities
- OT's with Apps & Technology
- Digital Learning Tools from Common Sense Education
- iPad Apps for Learners with Dyslexia or Reading and Writing Difficulties

TPA 7.5 ,7.8

Presentation: Effective Expression

- Focus on basic vocabulary: Use simple words and phrases that are relevant to their daily lives.
- Encourage sentence structure: Prompt children to use complete sentences when describing things.
- Use visuals and props: Pictures, toys, and real-life objects can help children understand and express themselves.
- Make it fun and engaging: Incorporate songs, rhymes, puppets, and playful interactions to keep children motivated.

Activity: Candidates practice reading  Skin Like Mine Read Aloud Story For Kids

Candidates retell the story using pictures/puppets/role-playing for support. Students have collaborative conversations retelling the story using story cubes. EL students will be provided sentence frames

- “First, what happened?,” and “Then, what did you see?”

Presentation: Effective Expression in Writing for PK3

- **Simple sentence structure:** Writing sentences that are easy to understand with a subject and a verb, like "The cat is playing."
- **Basic vocabulary:** Using familiar words that are relevant to their experiences and daily life

	● Clear ideas: Conveying a main idea or thought in their writing, even if it's a short sentence or phrase ● Correct letter formation: Writing letters with proper shapes and size ● Punctuation usage: Using basic punctuation marks like periods and question marks appropriately 7.5 Advancing children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. Presentation and Discussion: Foundational Skills: ● Phonics: Understanding letter-sound relationships to decode words. ● Fluency: Reading smoothly and accurately with appropriate pacing. ● Vocabulary: Building a broad range of words and their meanings. ● Print awareness: Recognizing the structure of written text and how it is read. Language Skills: ● Oral language: Strong speaking and listening abilities, including following directions and expressing ideas clearly. ● Grammar and syntax: Understanding sentence structure and proper word usage. ● Academic language: Acquiring specific vocabulary related to different subjects like science, math, or history. ● Text comprehension strategies: Identifying main ideas, making inferences, analyzing text features. Cognitive Skills: ● Critical thinking: Analyzing information, evaluating evidence, drawing conclusions. ● Inference skills: Understanding implied meaning within a text ● Visualizing: Creating mental images based on text descriptions ● Prior knowledge activation: Connecting new information to existing knowledge ● Executive function: Planning, organizing, and self-regulating while reading and writing Activity: Candidates will read and jigsaw the article:<u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Practice Guide Summary</u>	
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	Candidates will summarize their section of the article and report back to their group. Each group will create a poster to present during a gallery walk.	
Week 7	Adapting to Student Needs Literacy and Storytelling TPE 3.5 Introduction: Core Curriculum Knowledge for ALL Students Teacher Presentation and Discussion: Valuing and supporting every child's learning journey, you can effectively introduce the importance of these strategies for promoting core curriculum knowledge in diverse classrooms for all learners 1. Every child's potential: every child, regardless of their background or learning style, deserves the opportunity to access and master core curriculum knowledge. 2. Interconnectedness of language, literacy, and content: language skills, including vocabulary and academic language, are fundamental to understanding and engaging with core subject matter across all learners, particularly multilingual children. 3. Differentiated instruction as a key strategy: differentiated instruction involves tailoring teaching methods, resources, and assessments to accommodate individual learning styles, abilities, and interests. This helps teachers meet students at their readiness level and provide appropriate support. 4. Curriculum adaptation as a means of enhancing accessibility: adapting the curriculum can address the diverse needs of students by modifying content, teaching approaches, and assessment methods. This may involve providing materials in different formats, using visual aids, or breaking down complex tasks into smaller, manageable steps. 5. Explicit vocabulary and academic language support: there needs to be a necessity of directly teaching vocabulary and academic language terms crucial for understanding the core curriculum. This is especially beneficial for multilingual learners who are navigating new concepts in a new language. 6. Positive impact of this approach: Reiterate that these strategies can create a supportive learning environment where all children feel valued, engaged, and empowered to succeed academically and develop a deeper understanding of the world around them. Discussion Activity with small group: Create an anchor chart to introduce the promotion of core curriculum knowledge for all children, • including monolingual and multilingual learners,	Read: Lesson Planning with Purpose Chapter 7 UDL & Differentiation https://youtu.be/kZJTS6ZQwFM & https://youtu.be/e2yiAvSfGWw The How and Why of Trauma-Informed Teaching https://www.edutopia.org/article/how-and-why-trauma-informed-teaching California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education) Multi-Tiered System of

	● children with disabilities, ● and those with other learning needs, ● how to implement differentiated instruction ● how to provide explicit support for vocabulary and academic language development TPE 3.4, 4.4, 7.2, 7.10 <i>Presentation</i> Special Education <u>Special Education PowerPoint</u> Special Education Needs ● IEP ● 504 ● Student Study Team ● Trauma Informed Teaching ● How do you set individual goals and adaptations ● MTSS ● Differentiated Instruction: What does it mean and how do you do it? ● What resources are available to help? ● How does technology assist in differentiation? ● How can you make differentiation asset-driven? TPE 7.10 Literacy profiles ● Definition: A literacy profile provides a detailed understanding of a student's strengths and weaknesses across various literacy skills, including: ○ Phonemic awareness ○ Decoding and word recognition ○ Reading fluency ○ Reading comprehension ○ Spelling ○ Writing ○ Oral language skills ● Purpose: Identifying a student's literacy profile allows educators to tailor instruction to their specific needs, particularly for students with learning difficulties or disabilities. ● Components: A comprehensive literacy profile includes information on:	Supports - Curriculum and Instruction Resources (CA Dept of Education) Due: Synthesis #4 Respond to Blog CLO: 1, 3, 4, 5, & 6 TPE: 1 - 5, 7.2, 7.5 PS: 1, 2, & 4 PLO/CSTP: 1 - 5
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	○ Phonemic awareness skills ○ Word-level reading accuracy and fluency ○ Reading comprehension ○ Spelling skills ○ Writing skills (sentence, paragraph, and extended writing) ○ Oral language skills (vocabulary, grammar, sentence construction) ○ Knowledge of essential terms and concepts Considerations for ELLs with Disabilities: When an ELL also has a disability, it's crucial to distinguish between language differences and a potential learning disorder. Assessment frameworks like dynamic assessment can be helpful in this regard. Collaborating with school personnel to facilitate comprehensive assessment for students with disabilities ● Importance of Collaboration: Effective support for students with disabilities relies heavily on collaboration among all stakeholders, including teachers, support staff, therapists, administrators, and parents. This teamwork ensures everyone is working towards shared goals and has the necessary resources to meet student needs. ● Assessment Practices: Comprehensive assessments for students with disabilities should be: ● Individualized: Tailored to each student's unique strengths, challenges, and learning style.	
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	● Inclusive and Accessible: Providing necessary accommodations or modifications (e.g., increased font size, oral presentation of assessment items, extended time) to ensure equal opportunities for all students to demonstrate their knowledge and skills. ● Ongoing: Incorporating formative assessments to monitor progress and adjust instruction over time. ● Strategies for Collaboration: ● Open Communication: Establishing clear and transparent communication channels for sharing information, discussing challenges, and providing feedback. ● Professional Development: Engaging in joint training and development activities focused on inclusive practices and strategies for supporting students with disabilities. ● Clear Roles and Responsibilities: Defining each team member's role and responsibilities to ensure everyone understands their contribution to the student's success. ● Collaborative Technology: Using digital tools and platforms for planning, resource sharing, and tracking student progress. ● Culture of Support and Trust: Fostering an environment where team members feel valued, supported, and encouraged to work together. ● Family Engagement: Involving parents and caregivers in the assessment and educational planning process.	
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	● Overcoming Barriers: Addressing challenges like time constraints, communication breakdowns, and differing perspectives through prioritizing collaboration, clear communication, and a culture of respect Instruction in inclusive settings ● Definition: Inclusive instruction involves creating a learning environment where all students, regardless of their background, abilities, or learning styles, are valued, respected, and have equal opportunities to succeed. ● Key Principles: Inclusive classrooms often share characteristics like: ● Providing a sense of belonging and a psychologically safe space ● Promoting active listening and encouraging participation ● Combating biases and fostering a positive learning environment ● Boosting and maintaining student motivation Strategies for Inclusive Instruction: ● Knowing your students and building strong relationships ● Creating a supportive classroom culture with clear behavioral standards ● Acknowledging and celebrating diversity ● Employing Universal Design for Learning (UDL) principles ● Providing differentiated instruction and scaffolding to meet diverse learning needs ● Offering varied learning materials and methods of participation ● Fostering respectful conversations and open dialogue ● Engaging parents and the community ● Using inclusive language	
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	● Providing ongoing student support and resources	
	Initiation ● Definition: In the context of instruction, "initiation" refers to the process of starting or introducing new concepts, lessons, or activities in a way that engages students and builds upon their existing knowledge. ● Strategies for Inclusive Initiation: ● Activating Background Knowledge: Beginning new topics by connecting them to what students already know and are familiar with. This helps create a sense of relevance and accessibility for all learners. ● Using Prior Assessment: Leveraging pre-assessments to understand students' existing knowledge and interests, informing instructional planning and making the learning experience more engaging. ● Engaging Questions and Activities: Using thought-provoking questions or hands-on activities to pique student curiosity and encourage active participation from the outset. ● Multiple Entry Points: Designing activities that offer different ways for students to engage with the new material, catering to diverse learning styles and abilities. ● Setting Clear Expectations: Clearly communicating the learning objectives and expectations for the new topic, providing a framework for student understanding ● Shared modification strategies & need-specific modification strategies (CA Dyslexia Guidelines Ch 10)	

Watch: Jan Wilson: Reimagining Disability & Inclusive Education: [Reimagining Disability & Inclusive Education | Jan Wilson | TEDxUniversityofTulsa](#)

Activity:

Summarize the main points of the presentation

Create a mind map/outline of the support provided

Identify how these main points connect to UDL and CRP

Readings Debrief(from textbook (**Lesson Planning with Purpose Chapter 7 Adapting to Student Needs**)

UDL and differentiation: How do you see differentiation reflected in each of the TPEs

TPE 3.6 Teacher Presentation and Introduction: Removing Barriers

Read: UDL

<https://soeonline.american.edu/blog/universal-design-for-learning/#:~:text=around%20the%20classroom-,Representation,improve%20mindfulness%20in%20the%20classroom>

1.The "why"

- Fundamental belief that all students can learn, given the right support.
- Overcoming barriers not only for student satisfaction but also for increased productivity and a more fulfilling life.
- Addressing learning barriers is essential for creating a culture of continuous improvement and growth.

	● Research and data on the positive impact of inclusive practices on student achievement and well-being.	
	2. Introduction Universal Design for Learning (UDL) ● UDL as a framework that focuses on proactive design of the learning environment and curriculum to minimize barriers from the outset. ● Three core principles of UDL in an accessible way: ○ Multiple Means of Engagement: Focuses on the "why" of learning – motivation and sustained effort. Provide options for incorporating students' interests, identities, and emotional needs into the learning process. ○ Multiple Means of Representation: Addresses the "what" of learning – how information is presented. Offer diverse formats like print, audio, video, and hands-on activities to cater to varying learning strengths. ○ Multiple Means of Action & Expression: Relates to the "how" of learning – how students demonstrate their knowledge and understanding. Provide flexible options for students to interact with material and express themselves, such as through writing, presentations, artwork, or other creative formats.	
	3. Multi-Tiered System of Supports (MTSS) ● MTSS as a framework for providing increasingly intensive levels of support to students based on their individual needs ● Proactive approach of MTSS in identifying students at risk for poor learning outcomes through early assessment and screening. ● Involves a continuum of supports, from universal Tier 1 instruction for all students to targeted Tier 2 interventions for some, and intensive Tier 3 supports for a few. ● Importance of data-based problem-solving in MTSS to inform decisions about instruction and interventions. ● Need for collaboration and communication among staff, families, and the community to successfully implement MTSS.	
	4. Integrate developmentally appropriate instructional technology ● Technology can be a powerful tool to put UDL principles into action.	

	● Benefits of using digital materials to provide varied formats and flexible options for students, such as text-to-speech, increased font sizes, and linked information. ● Importance of choosing appropriate technology tools that align with learning objectives and are suitable for students' developmental levels. ● Technology should complement traditional teaching methods rather than replace them, and that striking a balance is crucial. ● Promote digital citizenship and responsible technology use among students. 5. Emphasize the connection between strategies ● UDL, MTSS, and technology work together to create a cohesive system for removing barriers. ● UDL informs the design of Tier 1 instruction within the MTSS framework, ensuring that the core curriculum is accessible to a wide range of learners. ● Technology can be integrated across all tiers of MTSS to support different learning needs and facilitate intervention delivery. Activity: Small Group Discussion: ● What are some current practices and challenges that you have seen in and out of the classroom? ● Share your own experiences and insights with UDL, MTSS and Tech. ● How can you start small and gradually implement these strategies, focusing on what works best for their unique context and student population? TPE 7.2, 3.6 More Multi-Tiered Systems of Supports (MTSS) Discussion: What is MTSS? ● Multi-Tiered System of Supports - Curriculum and Instruction Resources (CA Dept of Education) ● Compare Contrast MTSS and RtI ● Definition of MTSS - Multi-Tiered System of Supports (CA Dept of Education) ● Video: Introduction to MTSS on Vimeo ● Activity: Create a graphic that represents MTSS, RtI and PBIS	
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	● Share graphic with collaborative group TPA 7.5 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. Presentation and Discussion ● Alphabet books: Read books that feature the alphabet, both uppercase and lowercase. ● Alphabet puzzles: Match the letter on top of a puzzle piece with the image at the bottom that starts with that letter. Alphabet playdough: Mold playdough into letters to help your child learn how they are formed. ● Songs and rhymes: Sing the ABC song or recite rhymes that feature letters and sounds ● Fine motor activities: Use a clothespin and pom poms to trace letters, or use beads or counting chips. ● Art adventures: Get creative with alphabet lessons to spark your child's imagination. READ: Creating a Playful, Literacy-Rich Preschool Environment NAEYC https://www.edutopia.org/play-fun-school Activity: Choose an activity to teach the letters of the alphabet through games, books, poetry, or storytelling, and teach it to your collaborative group. Additions to the Strategies & Word Wall Pairs work on final lesson plans using rubrics 1.1 – 1.4 as reference for adapting to the 3 focus students	
Week 8	Understanding Assessments and the English Learners and other Students Meaning Making in Literacy Ethical Decision Making TPE 7.5 f, 7.11 (I) Integrated and Designated English Learners-Tier 1 Instructions Teacher Presentation 📄 Online Foundations of Teaching in California-Week 8 slides 4-14 ELA/ELD Framework - English Language Arts (CA Dept of Education)	Read: Lesson Planning with Purpose Chapter 8 ELA/ELD Framework - English Language Arts (CA

 SEAL model_Prek-3rd.pdf Discussion and Presentation –<u>Explicit, Systematic Instruction for English Language Learners</u> and other students ● Direct: Teachers explicitly explain concepts and demonstrate skills without assuming prior knowledge. ● Systematic: Skills are taught in a logical sequence, building on previous knowledge. ● Explicit: Concepts are clearly stated and modeled, leaving no room for ambiguity. ● Structured: Lessons are well-organized with a clear progression of activities –<u>Differentiating Instruction: A Guide for Teaching English-Language Learners</u> –https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners?authuser=0 Watch the embedded videos and read the attached article. Write a 1 page discussion on how you could use the information they provided in your lesson planning for Tier 1 instruction. Be explicit and specific. TPE 7.11 Candidates watch and take notes on Designated EL Lesson Video on Teaching Channel https://www.teachingchannel.org/video/designated-eld-language-sfusd Questions: What supports does Ms. Dearlove offer her EL students during designated EL time to help them make a claim? How does the small group instruction help English Learner students transition to the whole class lesson integrated EL time? How can you incorporate small group instruction into your lessons? Please type up your answers in question/answer, or in a short paragraph and submit through google classroom Mathematics in the elementary setting: Presentation viewing: PK-3 Math Standard Webinar Slides TPE 8.2.8.4 Teacher Presentation and Introduction to TPE 8.2 Applying Universal Design for Learning (UDL) principles to teach mathematics to young children requires creating a learning environment that is accessible, engaging, and flexible, supporting diverse learning styles and needs.	Dept of Education) Culturally Responsive Classroom Mngmt Strategies TPE 5,6.4, 6.5,7.7 8.1-8.8 Due: Synthesis #5 Respond to Blog Links to on-line collaboration CLO: 1, 2, 4, 5, & 7 TPE: 1 - 5 PS: 1, 2, & 4 PLO/CSTP: 1, 2, & 5
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	UDL principles for each of the California Mathematics Standards and Preschool Learning Foundations areas: Number and Operations (Counting and Cardinality): Multiple Means of Representation: ● Use manipulatives (counters, objects) to visually represent numbers. ● Utilize number lines, charts, and visual aids to display quantity. ● Incorporate real-life examples (e.g., counting apples, fingers) to connect abstract numbers to concrete experiences. ● Provide audio representations of numbers (especially for emergent readers). Multiple Means of Expression: ● Allow students to show their understanding through various methods: pointing, writing, drawing, verbalizing, or using manipulatives. ● Offer opportunities for students to count objects in different ways (e.g., by ones, twos, fives) and explain their strategies. ● Provide structured prompts and questions to guide counting and cardinality tasks. Multiple Means of Engagement: ● Create a playful and engaging learning environment with games, songs, and interactive activities. ● Vary the pace of instruction and provide opportunities for both individual and group work. ● Incorporate student choice and allow them to select manipulatives or visuals that resonate with them. Mathematical Thinking and Understanding Relationships: Multiple Means of Representation: ● Model mathematical concepts visually, using diagrams, charts, and concrete examples. ● Explain concepts verbally, using clear and simple language accessible to young children. ● Provide symbolic representations (numbers, symbols) alongside visual and concrete models. Multiple Means of Expression: ● Encourage students to explain their reasoning and thought processes verbally and in writing. ● Offer opportunities for students to solve problems using different strategies and manipulatives. ● Provide feedback that is constructive and supports understanding, not just correctness. Multiple Means of Engagement: ● Connect mathematical concepts to real-life situations and experiences that are relevant to children's lives.	
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	● Foster a collaborative learning environment where students can work together to solve problems and discuss strategies. ● Use differentiated instruction to challenge students at their appropriate level while providing necessary support. Algebra and Functions (Early Algebraic Thinking): Multiple Means of Representation: ● Visualize patterns and relationships using charts, graphs, and concrete examples (e.g., blocks stacking). ● Introduce algebraic concepts gradually, building on prior knowledge of number operations. ● Use manipulatives to represent variables and relationships. Multiple Means of Expression: ● Allow students to represent patterns and relationships verbally, visually, and symbolically. ● Encourage students to experiment with different strategies and solutions to algebraic problems. ● Provide opportunities for students to explain their thinking and justify their reasoning. Multiple Means of Engagement: ● Make algebra engaging by connecting it to real-world scenarios and games. ● Use manipulatives and technology to visualize and explore algebraic concepts. ● Provide scaffolding and support for students as they develop algebraic thinking skills. Measurement and Data Analysis: Multiple Means of Representation: ● Use a variety of measurement tools (rulers, scales, clocks) and visual representations (charts, graphs, pictographs) to collect and display data. ● Explain concepts clearly and simply, using accessible language and visuals. ● Provide opportunities for students to compare and contrast data sets visually. Multiple Means of Expression: ● Allow students to express their understanding of data through various methods, including verbal descriptions, written reports, charts, graphs, and presentations. ● Encourage students to ask questions about data and draw their own conclusions. ● Provide feedback that focuses on the process of data analysis and interpretation. Multiple Means of Engagement:	
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	● Make data analysis relevant and engaging by connecting it to real-world situations and student interests. ● Involve students in the process of collecting, analyzing, and interpreting data. ● Provide opportunities for collaborative data analysis and discussion. Geometry: Multiple Means of Representation: ● Utilize manipulatives (geometric shapes, blocks) and visual aids (diagrams, models) to introduce geometric concepts. ● Provide multiple representations of geometric figures (2D and 3D), including pictures, diagrams, and physical objects. ● Use spatial language (above, below, left, right) to describe the relative positions of objects. Students will watch mathematics lessons from Teacher Learning Channel, of various age, grade, and developmental levels including children’s linguistic, cognitive, social and emotional strengths and learning needs. Lesson will be based off of California’s Mathematics Standards and Framework and Preschool Learning Foundations Vol. 1 - Child Development (CA Dept of Education) Following reading the Foundations in Math chapter in <i>Preschool Learning Foundations Vol.1</i>, candidates will synthesize the following topics during a class discussion: 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry. Candidates will be introduced to the Mathematical Practices: 1) <i>make sense of problems and persevere in solving them</i> 2) <i>reason abstractly and quantitatively</i> 3) <i>construct viable arguments and critique the reasoning of others</i> 4) <i>model with mathematics</i> 5) <i>use appropriate tools strategically</i> 6) <i>attend to precision</i> 7) <i>look for and make use of structure</i> 8) <i>look for and express regularity in repeated reasoning</i> 9) <i>make and test conjectures to solve problems; and</i> 10) <i>recognize relationships within and among concepts.</i> TPE 8.7 TPE 8.7 Discussion: Integrating play with mathematics: ● Mathematics centers ● Math Games ● “Math Talks” Lessons	
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- Problem-Solving Games
- Child-to-child interactions

Read: [Problem Solving | How to Teach Young Children](#)

Watch: [Teaching Problem Solving for Preschool, Pre-K, or Kindergarten](#)

TPE 8.3

Candidates will read the article:

<https://www.explorelearning.com/resources/insights/develop-math-growth-mindset-reflex> and discuss 1) what they already knew about growth mindset during math instruction 2) what they learned from reading the article and 3) two strategies they will implement in their classrooms to foster a secure environment for children to take intellectual risks, foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems.

TPE 8.3

Candidates will read the article:

<https://www.naeyc.org/resources/pubs/yc/fall2022/peer-based-math-learning> and discuss two strategies to implement in their classroom to foster positive interactions with students when they figure out and solve mathematical problems.

TPE 8.5, 8.6 Candidates will read: [The Power of Playful Learning in the Early Childhood Setting | NAEYC](#)

Watch: [Early Childhood Education: Developmentally Appropriate Programs](#)

Candidates answer questions:

- How can you differentiate instruction across four main areas: content, process, product, and environment?
- How can you encourage self-initiated activities and problem solving?
- List 3 higher order thinking questions that help differentiate your instruction.

TPE 7.6 Meaning Making in Literacy Introduced

Read: ELA/ELD Framework: [2014 ELA/ELD Framework, Chapter 3](#)

Pages 137-141

Activity:

1. Working in collaboration with a partner, select 3–4 statements or phrases from the sections read in the ELA/ELD Framework that focus on meaning making

	2. Candidates then consider what practices the ELA/ELD Framework suggests, either explicitly or implicitly, that may have an implication on student learning activities or the participant's practice that might best promote meaning making. 3. Candidates discuss their responses in pairs or small groups. Note: Having the opportunity to collaborate with others in order to discuss or refine instructional modifications may further encourage an individual's perseverance in effectively implementing the chosen practice. TPE 6.4 (I) Ethical Practice for Educators Discussion -Mandated Reporting <u>The California Child Abuse & Neglect Reporting Law</u> -Online Safety -Social Media -Laws for Professional Responsibility Mathematics in the elementary setting: TPE 8.1 Students will plan and implement mathematics lesson appropriate to children's age, grade, and developmental levels (including children's linguistic, cognitive, social and emotional strengths and learning needs) that is grounded in an understanding of California's most current Mathematics Standards and Framework and the most current <u>Preschool Learning Foundations Vol. 1 - Child Development (CA Dept of Education)</u> Following reading the Foundations in Math chapter in Preschool Learning Foundations Vol.1, candidates will synthesize the following topics during a class discussion: 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry. Candidates will be introduced to the Mathematical Practices: 1) <i>make sense of problems and persevere in solving them</i> 2) <i>reason abstractly and quantitatively</i> 3) <i>construct viable arguments and critique the reasoning of others</i> 4) <i>model with mathematics</i> 5) <i>use appropriate tools strategically</i> 6) <i>attend to precision</i> 7) <i>look for and make use of structure</i> 8) <i>look for and express regularity in repeated reasoning</i> 9) <i>make and test conjectures to solve problems; and</i> 10) <i>recognize relationships within and among concepts.</i>	
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	Candidates practice Assessments • Types of Assessments • When and why to assess • Aligning standards, objectives, and assessments • Using data to inform instruction UDL, differentiation, assessment, and Assessing Student Learning (TPE 5) Helen Turnbull: Inclusion, Exclusion, and Collusion (personal unconscious bias) https://youtu.be/zdV8OpXhl2g Exploring the issue of gender bias: In groups, candidates use the following resources to first discuss the issue of gender bias in the classroom, curriculum, and school culture and secondly discuss the issue of gender identity and how that may play out in the classroom. In between discussions, the whole group will come together to debrief the topic. Discussion 1 Gender Bias in Education https://youtu.be/VnuuDf7LkWY Gender Equity in the Classroom https://www.edutopia.org/blog/gender-equity-classroom-rebecca-alber Discussion 2 I am a gender non-conforming parent https://youtu.be/u2Zem9ILPbc What is non-binary gender https://youtu.be/ruST0GPi68s Kids meet a gender non-conforming person https://youtu.be/DZsBei4nChU Additions to the Strategies & Word Wall Exit Ticket: What are two biases of which you need to be self-aware as you think about students and lesson planning? How can assessments be informed by CRP and asset-driven instruction?	

W e e k 9	Content Knowledge in the PK3 Classroom TPE 7.5, 7.9. Content Knowledge Teacher Presentation, Discussion, Reflection on Content Knowledge Read: Choosing and Using Complex Text - Evidence Based Early Literacy \ 1. Foundational Literacy Skills: Phonological Awareness and Phonics: Strong foundational skills in phonological awareness (understanding sounds in words) and phonics (connecting sounds to letters) are crucial for decoding unfamiliar words in complex texts. Vocabulary Development: Explicit vocabulary instruction, including teaching students how to use context clues, is essential for understanding the meaning of words within the text. Fluency: Developing reading fluency (reading smoothly and accurately) allows students to focus on comprehension rather than struggling with decoding. 2. Understanding Text Structure and Features: Text Structure: Teach students about different text structures (e.g., compare/contrast, cause/effect, chronological) in both literary and informational texts. Informational Text Features: Familiarize students with features of informational texts, such as headings, subheadings, captions, diagrams, and indexes. Genre Awareness: Expose students to a variety of genres and text types, helping them understand the conventions and purposes of each. 3. Comprehension Strategies: Questioning: Teach students to ask and answer questions before, during, and after reading to deepen their understanding. Summarizing: Help students learn to summarize key information from texts, which can aid in identifying main ideas and supporting details. Making Inferences: Encourage students to make inferences by using clues from the text and their background knowledge.	Jen Holladay: Multicultural ism in the Modern World https://youtu.be/U5rKgDOs33U Due: Synthesis #6 Respond to Blog Links to on-line collaboration What is your teaching Style? https://education.cu-portland.edu/blog/classroom-resources/5-types-of-classroom-teaching-styles/ What makes a good teacher great? /youtu.be/vrU6YJle6Q4 CLO: 1, 4, 5, & 6 TPE: 1 - 5, 7.5
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	Visualizing: Guide students to create mental images while reading to enhance their comprehension. Connecting: Help students make connections between the text and their own experiences, other texts, and the world. Monitoring Comprehension: Teach students to recognize when they are not understanding and to use strategies to repair their comprehension. 4. Engaging with Complex Texts: Choice and Relevance: Provide students with a variety of texts that are both challenging and relevant to their interests and lives. Scaffolding: Offer support, such as graphic organizers, sentence starters, or guided discussions, to help students access complex texts. Collaborative Discussions: Facilitate discussions where students can share their interpretations, ask questions, and learn from each other. Modeling: Model effective reading strategies, such as close reading, annotating, and questioning, for students. Close Reading: Teach students to analyze texts closely, focusing on specific details and the author's craft. Differentiation: Provide differentiated instruction to meet the diverse needs of all learners Reading—Early literacy skills: Thorough understanding of the progression of early literacy skills like letter sounds, sight words, rhyming, segmentation, and blending sounds. ○ Print awareness: Knowledge of how print works, including directionality, spacing between words, and identifying different parts of a book. ○ Vocabulary development: Recognizing the importance of rich vocabulary exposure and strategies to build children's word knowledge. Writing—Emergent writing: Understanding the stages of early writing development and how to support children in developing letter formation/printing and writing concepts.	PS: 1, 2, 4, & 6 CLO/CSTP: 1, 2, 4, 6
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	Speaking–Oral language skills: Recognizing the crucial role of oral language development in literacy, including listening comprehension, turn-taking, and expressive language. Speaking and Listening–Storytelling and comprehension: Ability to read aloud with expression, ask engaging questions to promote comprehension, and guide children in retelling stories. Digitally and multi-media. Differentiation and scaffolding: Knowing how to adapt instruction to meet the diverse needs of all learners in the classroom. Hands-on learning. Culturally and linguistically diverse learners: Understanding the unique needs of children from different cultural and linguistic backgrounds and how to incorporate their experiences into literacy instruction. Technology-Promoting digital literacy , communicating digital resources safely, digital citizenship. Read: Digital Literacy Learning for Justice, select 2 lessons and take notes on 2 of the lessons to share with your small group. Read: The Importance of Promoting Digital Citizenship for Students. Watch: Why Teach Digital Citizenship? Watch: Digital Literacy Skills to Succeed in Learning and Beyond Yimin ... Discussion:What is literacy as it relates to content knowledge? How can we increase digital literacy and digital citizenship in student learning? Watch: Video: Pedagogical Content Knowledge Definition & Examples Discussion: How did your definition of content knowledge change? How can we increase content knowledge in student learning? How can you incorporate informational text across the school day? Construct a definition of content knowledge. What are the five pedagogical approaches? Practice and demonstrate with a partner and explain/practice which you will use in your lesson plan and explain why you chose it.	
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Creating a Personal Teaching Pedagogy

1. Question of the Day
2. Human Learning Theory:
<https://www.youtube.com/watch?v=uMGRWVXyrqg>
3. Read article: [Learning Theories - StatPearls - NCBI Bookshelf](#).
4. Create a synthesis of Human Learning Theory.

Introduction to Socio-emotional Learning, Social Foundations of Education

<https://youtu.be/XfyC0o88zfM>

<https://youtu.be/PkuOgMDrDOK>

Incorporating SEL into the classroom

Double-Duty Writing Instruction

<https://www.edutopia.org/article/double-duty-writing-instruction>

Readings Debrief: What is Multiculturalism? What are its similarities and differences with UDL and CRP?

Student-led Discussion

What is gender bias?

Social Justice in the classroom (Chapter 8 Nieto)

Introduction to Socio-emotional Learning,

<https://youtu.be/XfyC0o88zfM>

<https://youtu.be/PkuOgMDrDOK>

Incorporating SEL into the classroom

Double-Duty Writing Instruction

<https://www.edutopia.org/article/double-duty-writing-instruction>

TPE 6.5, 6.6 Developing as a Professional Educator

Video: Michael Jr: Know your why

<https://youtu.be/LZe5y2D60YU>

Creating a Personal Teaching Philosophy

- Supporting learning: What are important concepts and takeaways from the readings, videos, and discussions regarding what you need to consider or keep in mind while planning instruction?

	● Social and cultural dimensions that impact learning: What are the key points you’ve learned throughout the class from UDL, CRP, ADI, and SEL? ● How will you act with integrity in an ethical manner when it comes to families, professional responsibilities and online practices? Discovering unintended and unconscious bias: What about creating an equitable classroom will be difficult and how will you check your own bias? ● Incorporating culture & diversity: What specific practices and processes will you put in place for lesson planning, classroom management, communication, etc. to value student diversity and culture? ● Creating Asset-driven instruction: What specific practices and processes will you put in place for lesson planning to ensure asset-driven instruction? TPE 7.5c, 7.9. Phonics instruction Discussion and Presentation ● <u>Phonics - Literacy How</u> ● <u>https://lincs.ed.gov/publications/html/prfteachers/reading_first1phonics.html</u> Phonics instruction:helps children learn the relationships between the letters of written language and the sounds of spoken language. Phonics instruction is important because ● it leads to an understanding of the alphabetic principle--the systematic and predictable relationships between written letters and spoken sounds. 7.5f Programs of phonics instruction are effective when they are ● systematic--the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence. ● explicit--the programs provide teachers with precise directions for the teaching of these relationships. Effective phonics programs provide ● ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories. Systematic and explicit phonics instruction ● significantly improves children's word recognition, spelling, and reading comprehension.	
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	is most effective when it begins in kindergarten or first grade. <u>Reading K-3: Road to the Common Core Phonics & Word Recognition (2)</u> <u>Phonics and Spelling</u> TPE 7.5d Decoding and encoding; Morphological awareness <u>Morphological Awareness Dyslexia Help at the University of Michigan!</u> With a partner, read the encoding and decoding activities, then practice teaching them to your partner: Find the Roots Fix the Affixes Word Sort Building Blocks Syllabifying the "Big Words" Exit Ticket: In two sentences, explain the difference between encoding and decoding	
Week 10	Vocabulary The Political and Historical Perspective TPE 8.8 Discussion: Academic Vocabulary Math/Vocabulary at Home Vocabulary at Home Using Home Language Ask open-ended questions: Encourage thoughtful responses by asking questions that require more than a simple "yes" or "no" answer. Explain concepts with examples: Use concrete examples from daily life to illustrate abstract concepts. Read together: Choose books in the home language that include relevant academic vocabulary and discuss the meaning of new words. Label items around the house: Label everyday objects with their corresponding academic terms in the home language. Collaborate with teachers: Communicate with the teacher to identify key academic vocabulary that would be beneficial to discuss at home.	Due: Field Report Personal Pedagogy Respond to Blog CLO: 1, 3, & 5 TPE: 1, 4, 5, & 6 PS: 1, 2, & 4 PLO/CSTP: 6

	● Read: Academic Vocabulary and Parental Involvement with English Learners ● Watch: ▶ How Can Families Support Young Learners' Language Developme... - Academic Vocabulary in the Classroom ● Academic Vocabulary: Build Strong Math Vocabulary Skills Using These Simple Strategies Edutopia ● One, Two, Buckle My Shoe: Math and Literacy for Preschoolers Reading Rocket Watch: The Fiscal Side of Education LCAP funding and its impact on the classroom ● Current issues in state and federal public policy and legislation. ● Funding connections to equity barriers Watch Video at https://youtu.be/vx1k5Zpl1YE Historical Context: Group Explorations Using resources provided in the Google classroom, each group answer the following questions regarding the history of education: 1) Who were the key players? 2) What were the critical events? 3) What were the underlying purposes? Clint Smith: Celebrating resilience https://youtu.be/QixDnLzXpuU Word & Strategies Wall assessment Padlet – Let's Make it Better: Program and course suggestions for improvement Exit Ticket: Course Evaluations	
Week 11	Observation Assignment Due: This will be reviewed in Week 5 so you have ample time to prepare. Two observations are due in Week 5 and two in Week 11 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.	Course Reflection Final Lesson Plan

	Teacher Presentation: Introduction to Preschool Learning Foundations and K-3 Student Content Standards: Context and Purpose ● Preschool Learning Foundations (PLF) provide a common understanding of what children typically know and can do at around 48 and 60 months of age, when engaged in high-quality preschool programs. ● Foundations guide teachers in intentionally fostering early learning and preparing children for success in preschool and beyond, including Transitional Kindergarten (TK) and early elementary school. ● PLF are inclusive of children from diverse backgrounds, including dual language learners and children with disabilities, and recognize the importance of home languages. 2. Exploring Subject-Specific Pedagogy ● PLF are organized into domains (e.g., Social-Emotional Development, Language and Literacy, Mathematics, Science, Visual and Performing Arts, Physical Development, Health, History-Social Science). ● Deep dive into domains: ○ -Science foundations help teachers build on children's natural curiosity and engage them in exploring social and physical phenomena. ○ Mathematics foundations align with Kindergarten Common Core State Standards, helping teachers prepare children for the next level. ● Play-based learning: High-quality preschool programs prioritize play as a central pedagogy and integrate it with purposeful instruction to engage children 3. The "How-To" ● Teachers can use the PLF to inform curriculum planning, environment setup, and selection of appropriate materials that support learning in various domains. ● Scaffolding and support: Teachers can scaffold children's learning within their current skill levels and guide them toward new knowledge and skills, such as asking open-ended questions, offering suggestions, and commenting on their actions. ● Assessment and individualization: Assessment tools like the Desired Results Developmental Profile (DRDP) are aligned with the PLF and help	
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teachers assess children's learning and individualize learning experiences based on their needs.

- Professional development: Professional development opportunities are key for early care and education professionals to understand and apply the PLF in their practice

○ **TPE 3.6. Fieldwork Observations and Report** Teacher candidates will complete **four** hours of observations in PK-3rd grade classrooms. At least two hours of observation must be completed during the first half of the quarter.

1. The professor will determine which of the two options is most appropriate for the class.
 - **Four individual one-hour observations completed in at least three different classrooms and two different grade levels.**
 - Two cycles of observations where each cycle consists of a 30-minute pre-conference with the classroom teacher to consult on the lesson,, one hour of observations, and a 30-minute post-conference with the teacher. The pre- and post-conference must be face-to-face but can be conducted via the web. Each cycle must be in a different classroom.
2. At least two hours of observations must be completed during the first half of the quarter in a PK-TK classroom. The second two hours of observation is in a K-3 grade classroom. English Language Arts or Mathematics will be observed.
3. Fieldwork logs should be kept verifying the completion of class observations. Logs for each observation are due at the same time as the notes and reflections for that observation. Fieldwork logs are available in APPENDIX D of this syllabus.
4. The purpose of these observations is to examine strategies and models of effective teaching to enhance student learning that focus on PK-3 TPEs, the Preschool Learning Foundations and K-3 Content Standards. Please contact the Professor or Program Supervisor, if needed,

	to arrange for a fieldwork placement. For this course, the purpose of the fieldwork observations is to examine strategies and models of effective instruction related to the content of this course including addressing the needs of diverse learners, and PK-3 TPEs 1 and 2 for the first two observations and 3 and 4 for the second set of observations. 5. During and after the observations, ● candidates will complete the Classroom Observation Notes which will help focus on instructional patterns, identified PK-3 TPEs, and how the lesson aligns with program lesson plan components. ● candidates will complete the Classroom Observation Reflection which focuses on how the teacher met the TPEs and suggestions to strengthen effective teaching practices. 6. Classroom Observation Notes and Classroom Observation Reflection are available in APPENDIX E of this syllabus o <i>Observations will culminate with a Classroom Observation Report of 5 pages.</i> The report integrates the observations and reflections and should address the following dimensions: ▪ address the course specific PK-3 TPE's seen and not seen in relation to the fieldwork observation(s). ▪ address the effective and ineffective educational practices strategies and models of instruction including academic vocabulary ▪ address how the needs of diverse learners, including monolingual and multilingual children, children with disabilities and children with other learning needs, and how the curriculum was modified and what differentiated instruction was used. ▪ What UDL strategies were observed? ▪ How did the teacher incorporate MTSS? ▪ address the effective use of technology to enhance student learning. The format for the Report and log is included in APPENDIX F. Reports will be evaluated against the rubric included in APPENDIX F of this syllabus.	
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