

# PEDAGOGICAL CONTENT KNOWLEDGE LAB #2: SINGLE SUBJECT EDUT 6128

**Course Instructor: Office hours:**

## Course Overview

An accompaniment to student teaching, Pedagogical Content Knowledge Lab #2 is a course designed to support you in making meaning of your teaching experience through our developing critical inquiry lens. We will explore issues related to your responsibilities as a teacher and your emerging transformative and liberatory educator identity through praxis. It provides a forum for you to reflect with your colleagues, and to explore your questions about teaching with an eye toward your own development.

PCK Lab will be the setting for discussions about the complexities of various aspects of teaching, such as planning and preparation, instruction, assessment, the realities of the classroom practice, and the building/nurturing/sustaining of a classroom/learning community. The activities and tasks in this class are formulated to socialize you into the profession while fostering a teaching identity that will serve you well in your own classroom, and to grow your confidence invoking that persona as you reflect (individually and collectively) on (your own) teaching and cultivate your persona as a reflective and equity-oriented practitioner. The work in PCK Lab prepares you to develop discrete skills as well as broad perspectives aligned with the CA Teaching Performance Expectations for Preservice Teachers and the ELJJ Program Principles and priorities.

## Course Goals

- ★ Demonstrate praxis: apply theories and practices from all your courses to your school site
- ★ Skillfully observe and analyze classroom structures, systems, and practices
- ★ Use critical reflection techniques individually and collectively
- ★ Develop clear, direct, and effective communication practices with all stakeholders
- ★ Develop a clear understanding of the foundations of the edTPA

## Learning Outcomes

PCK Lab is intended to support you to engage in praxis. As Paulo Freire defined it, *praxis* is “reflection and action directed at the structures to be transformed” (p. 126, 1970). Through praxis, people contending with multiple levels of oppression can develop a critical consciousness of their condition, and with the support of their teacher-students/student-teachers, struggle for liberation.

To put it another way, this course will help you operationalize theory (seemingly abstract concepts in readings, videos, discussions) with practice (applying your lived experience from the classroom). This support takes the form of activities and tasks that are designed to equip you to undertake the following through the lens of teaching for equity:

*Students will have the opportunity to...*

- ★ Analyze how our ideologies/socializing shape our classroom space, interactions with students, parent(s)/guardian(s), colleagues, community members, and administrators
- ★ Integrate guardians and community partners and their insights into classroom learning in the support of the learning of students
- ★ Communicate high expectations for student learning and classroom behavior and identify appropriate supports necessary to allow students to meet those expectations
- ★ Integrate critical knowledge of students and their communities into curriculum and pedagogy
- ★ Design lessons and deliver instruction that is linguistically, culturally, and developmentally appropriate to my students
- ★ Monitor student learning and adjust instruction while teaching
- ★ Engage in professional consultation and collaboration with other educators to plan for instruction
- ★ Practice critical self-reflection and an inquiry stance within ourselves and others to impact our pedagogical work
- ★ Develop and incorporate sustainable mindfulness and self/community care practices in our lives
- ★ Demonstrate professional responsibility in my educational practice, informed by integrity and ethics

While all of The California Teacher Performance Expectations (TPEs) will be addressed during this course, priority is given to developing aspects of those that can be witnessed during lesson observations at the site. Full descriptions of the TPEs can be viewed at [TPEs-2016](#).

Note the sub-numbers are provided by the CA Dept. of Ed and are also referenced in the TTS Course Matrix. The language next to each number represents a summary of the description provided in the [“California Teacher Performance Expectations \(TPEs\) Adopted June 2016”](#).

<b><i>TPE #1: Engaging and Supporting All Students In Learning</i></b>	<b><i>TPE #2: Creating and Maintaining Effective Environments</i></b>	<b><i>TPE #3: Understanding &amp; Organizing Subject Matter for Student Learning Content Specific Pedagogy</i></b>	<b><i>TPE #4: Planning Instruction and Designing Learning Experiences</i></b>	<b><i>TPE #5: Assessing Student Learning</i></b>	<b><i>TPE #6: Developing as a Professional Educator</i></b>
1.1 Culturally Responsive Student Engagement  1.2 Family Communication  1.3 Real Life Connections & Interest  1.4 Supporting Learners with Unique Needs  1.5 Critical Thinking	2.1 Culturally Responsive Classroom Management & Restorative Justice  2.2 Culturally Responsive Learning Environment  2.3 [Caring &] Inclusive Learning Environment  2.4 Resources for Social-Emotional Support	3.1 Standards & Frameworks  3.2 Curriculum Access  3.3 Subject-Specific & Interdisciplinary Pedagogy  3.4 Instructional Planning  3.5 Adaptations &	4.1 Data Informs Planning  4.2 Child Development Informs Planning  4.3 Interdisciplinary Connections  4.4 Dynamic Instructional Design	5.1 Variety of Assessments  5.2 Analysis Informs Instruction  5.3 Student Self & Peer Evaluation & Reflection  5.4 Technology to Support Assessments	6.1 Reflective Practice  6.2 Recognizing Bias, Values, & Impact  6.3 Collegiality to Support Professional Learning  6.4 Engaging Larger School Community  6.5 Ethical Responsibility & Integrity

1.6 English Language Learners	2.5 High Expectations	Accommodations for ELL & Unique Needs	4.5 Meeting Unique Needs	5.5 Grading & Progress reporting	6.6 Legal, Social, & Technological Responsibility
1.7 Visual & Performing Arts Incorporation	2.6 Positive Classroom Management	3.6 Technology to Support Curriculum Access	4.6 Collaborating For Planning & Instruction	5.6 Interpreting Assessments to Support ELL or Language needs	6.7 CA State Education TTS - Time to Management
1.8 Monitoring Student Engagement During Learning		3.7 Digital Citizenship	4.7 Plans for Student Participation	5.7 Assessment for ELL in Both Languages	TTS - General Professionalism
		3.8 Technology Standards	4.8 Plans for Incorporating Technology	5.8 Assessment Datafor Students with IEP, IFSP, ITP, & 504 to Inform Instruction	

## *Class Culture:*

It is important for us to make every attempt to facilitate a humanizing, empowering, productive, and safe community. Here are a few things we want to make clear to help support that.

1. **We start on time and end on time.** We know we are all busy and have so many other responsibilities other than school, so we want to respect that. If we have to start later or might go over our end time, I will ask you all first.
2. **Keep your mind, hands, and heart where your feet are.** Each class will be packed, so prepare yourself to be engaged throughout. Laptops/Tablets/Phones should be used to support your productivity and work within this class during this class. Please keep them silent during class. You will be asked to discontinue the use of your laptop if it is obvious you are not using it for classroom purposes.
3. **Communicate your needs with me.** As educators, you must discipline yourself to advocate for your needs in effective, productive, and humanizing ways. Communicate any challenges, conflicts, concerns, questions, or any other general needs directly with us. You can talk to me in person or email.
4. **Get comfortable with being uncomfortable.** Teaching is not a neutral discipline, so if you are not comfortable with conflict in general you will have to practice, especially within our safe space. Use the literature and our critical dialog to help push your thought and the thinking of others, because our students cannot afford for us to be complacent in our process of becoming.
5. **Move Up Move Back.** Be aware of the air time you take up. Challenge yourself to speak more if your tendency is to not speak up much. Encourage others to speak if you tend to be one to speak often.

## *Course Expectations*

The bulk of our work in PCK Lab will hinge upon discussions and activities that happen in both the college and your Field Placement classroom; therefore, **classroom engagement**, as determined by your **attendance**,

**preparation, (active and thoughtful) participation, and reflection in both contexts** is the primary expectation for this course. In addition to this, you will be responsible for a series of assignments and tasks intended to:

- ★ Promote communication between your Supervisor and you
- ★ Provide you with the opportunity to strengthen skills and dispositions associated with planning and implementing successful lessons
- ★ Foster growth through self and collaborative analysis of and reflection on teaching
- ★ Document your reflection and skill development
- ★ Prepare you for providing evidence of your competency via [edTPA](#)

Specifically, you will be expected to meet the responsibilities as outlined below as we honor the 6 core [TTS program beliefs](#):

1. Our practice is **reflective** and requires active and systematic inquiry for learning throughout our career.
2. Our practice is inherently **moral** and guided by an ethic of care.
3. Our practice is **collegial** in that professional learning happens in the context of relationships that matter. Colleagues and community are central.
4. Professional practice is **political** in that, by definition, it is concerned with matters of change that are neither neutral nor inconsequential.
5. Professional practice is **connected** in deep and important ways to the content of our work. A central goal is to prepare others to acquire deep understandings of the content of their practice.
6. Learning is **developmental and constructivist** and thus best guided by developmental conceptions of how learners come to know.

## Grading

The majority of your work in PCK Lab focuses on “process over product”. Fall PCK Lab is, by design, the space in which you get to form collegial relationships within which you begin to practice discrete and professional skills and behaviors that you need to master by the end of the spring semester in order to be recommended for preliminary credentialing. As such, the activities and assignments in the course are designed to set you up to receive feedback on the extent to which you are mastering the expected skills and dispositions required. These activities are therefore measured for completion rather than rubric. The course assignments are designed such that if you complete them in the way they are crafted, you will be engaging in systematic inquiry and making substantial progress toward mastery. Your grade for this course will be based on the extent to which you master the course expectations outlined above and measured as follows.

- All items are graded for completion, as the mastery of the skills of teaching are measured through the placement End of Year Evaluation and the mastery of reflective practice through the edTPA submissions
- Final grade for the class is as follows:

A	B	Incomplete (must retake)
Completes and hands in <b>all</b> assignments by the day they are <b>expected to be brought into class</b> and used/discussed	Same as for A, but a <b>few (&lt;3)</b> assignments are missing / were <b>not present on the day of sharing in class</b>	Does not complete <b>many</b> of the assignments / is not present on <b>the day of sharing in class</b>
AND	OR	AND/OR
Completes assignments with	Same as for A, but completes	A <b>majority</b> of assignments are not detailed in full

<p>attention to details and explanations (ex: lesson plans are such that a sub could understand them, all questions are answered with thoughtful reflection and insight)</p> <p>AND</p> <p>Engages in a professional manner as outlined in the Professionalism Expectations - in class, placement, and with Supervisor, including strong attendance at the placement and in class.</p>	<p>assignments with little detail on a <b>few</b></p> <p>OR</p> <p>Same as for A, but needs continued practice with optimum professionalism in a <b>few</b> areas</p>	<p>AND/OR</p> <p>Needs continued practice with optimum professionalism in a <b>majority</b> of the areas.</p>
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Per the [Graduate Catalog](#), letter grades are recorded as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. Although all grades will be calculated in the GPA, only courses with a "C" grade or better will fulfill degree requirements. Credits are not earned for grades of "C-" or lower. Rubrics aligned with these letter grades will be provided in class for assignments that are performance and not completion based.

## *Attendance*

All students are **required** to be in attendance for all sessions. **One** session per semester may be missed for an emergency only (cleared by the instructor with advance notice). Further absence could result in dismissal from the class.

***Policy regarding academic honesty:*** Plagiarism is a serious breach of academic honesty. All students are responsible for understanding the Academic Integrity Code and the various related processes detailed in the [Student Handbook](#).

★ Resources:

- owl.purdue.edu
- library.ucdavis.edu

***Policies regarding gender pronouns and names:*** Please use accurate and appropriate pronouns for each of our community members.

## *Key Assignments and Grading:*

When submitting assignments digitally, start all assignment file names with your last name and then the name of the assignment and the date of submission (for example, Linda Smith.Teaching Philosophy.docx).

While there may be smaller reflection-type assignments interspersed throughout the semester, the key assignments that are required are as follows:

<b>Course Work</b>	<b>DUE DATE</b>	<b>50%</b>
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>★ You are expected to be on time to every session</li> <li>★ If you have to miss a session (illness, emergency, etc.), you are expected to communicate your reason at least a day before class with me (email)</li> <li>★ If you have a conflict with your school event, please me know ahead of time and it is your responsibility to make up any work you missed</li> <li>★ If you miss a class, please connect with a classmate to catch up on your missed work</li> </ul>	Weekly	5%
<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>★ Attentive, focused, and ready to engage with your instructor and peers</li> <li>★ Participation includes whole and small group, pair shares, and individual work time</li> </ul>	Weekly	5%
<p><b>Liberatory Education Inquiry (LEI)</b></p> <ul style="list-style-type: none"> <li>★ Each week two students will share a liberatory education inquiry (LEI) with our community. <ul style="list-style-type: none"> <li>○ The inquiry can be a pedagogical challenge, student engagement inquiry, community building exercise, curricular wondering, professional/collegial difficulty, ethical dilemma, a case study of a student you're having hard time reaching,, and etc.</li> <li>○ The facilitators will share their LEI with our class the first week</li> <li>○ For homework, each of us will choose one of the LEIs to consider, research, observe, analyze, and/or practice. <ul style="list-style-type: none"> <li>■ You can bring in resources, readings, videos, audio clips, multimedia, your reflections, and etc. to share.</li> </ul> </li> <li>○ We will engage in a 15-20 minute discussion of our LEI the following week. <ul style="list-style-type: none"> <li>■ During our discussion, you will share resources and reflections with the group.</li> <li>■ We will compile our resources in a folder.</li> <li>■ Our discussion may examine it through diff lenses: critical; artistic; multiliteracies; abolitionist/liberatory; humanizing perspectives, etc.</li> </ul> </li> </ul> </li> <li>★ Sign up here</li> </ul>	Sign up for a week you will lead and facilitate Week 2 - 11	10%
What You Want Your Students to Say About You?	Week 3	5%
Learning about your students and their communities	Week 7	5%
<p>Analyzing our Teaching practice 5-10 minute videos</p> <ul style="list-style-type: none"> <li>★ Sign up here</li> </ul>	Week 9 - 13	10%
Statement of Philosophy	Week 15	5%
edTPA - Planning Task 1 - Part A - Context	Week 15	5%
<b>Field Placement</b>		<b>50%</b>

<p><b>Weekly Reflections on field placement (no more than 1 double-spaced page)</b></p> <ul style="list-style-type: none"> <li>★ Epiphanies, questions, wonderings, and feelings (joys, pains, etc) ....</li> <li>★ Successes/Challenges for you this week? For students? For the school?</li> <li>★ What new "skill"/strategy/system/structure did you learn this week?</li> <li>★ What modifications/adjustments will you make for next</li> </ul>	Every Saturday before 6pm to your Supervisor	10%
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week?		
<b>Six Formal Observations</b> <ul style="list-style-type: none"> <li>★ Setup six formal observation dates with supervisor (and CT) as soon as possible</li> <li>★ Send your lesson plan to your supervisor before 6pm the day before the observation</li> <li>★ Supervisor debrief of your lesson</li> </ul>	Friday, 12/3/21	30%
<b>Mid-Year Evaluation</b> <ul style="list-style-type: none"> <li>★ You and your supervisor (and CT) will fill out the Mid-Year Evaluation independently.</li> <li>★ Meet with your supervisor (and CT) to discuss what each of you wrote</li> <li>★ Discuss the various TPEs and how you have grown and discuss strategies to continue to improve</li> </ul>	Friday, 12/10/21	10%

## Course Schedule

Course participants will need access to Google drive and docs in order to view templates as well as share items digitally with the CT, SUP, and instructor. All submissions of assignments in this course will be through [Google docs](#). There are four folders: [Agendas](#), [Readings](#), [Assignments](#), [Resources](#).

Readings will be assigned as appropriate, primarily in the form of articles and article summaries or videos either handed out during class or placed in [Google folder - Readings](#). You will be expected to watch many videos of teachers in action as well.

*\*\* This syllabus, especially the week by week schedule, is subject to change based on the way the semester unfolds and the needs of the group that arise. Your comments, feedback, suggestions, and questions about the course are always welcome in person, via email, etc. An anonymous, informal mid-semester survey about your experience in the course will occur in October and an official end of semester survey will be administered by the College in December.*

<i>Week</i>	<i>Topics &amp; Activities Field Work to complete this week</i>	<i>Readings &amp; Assignments Due</i>
1 8/31	<b>Introduction to course</b> Welcome and introductions Mindful Minute Syllabus Assignments (LEI, What do you want your students to know about you, Video analysis) Weekly Reflections Documenting hours	

<p>2 9/7</p>	<p>Mindful Minute</p> <p>Liberatory Education Inquiry</p> <p>TPE analysis 1.1, 1.2, 1.3</p> <p>Review new assignments</p>	<p>Submit Weekly Supervisor reflections by Saturday, 6pm</p> <p>Fill out your School Hours worksheet</p> <p>LEI</p>	<p>Watch...</p> <p>Growing Roses from Concrete - Jeff Duncan-Andrade (13 mins)</p> <p>Every Kid needs a Champion - Rita Pierson (8 mins)</p> <p>Liberatory Education Inquiry - Submit reflection/resources <a href="#">here</a>.</p>
<p>3 9/14</p>	<p>Mindful Minute</p> <p>Liberatory Education Inquiry</p> <p>What you want your students to say about you</p>	<p>Submit Weekly Supervisor reflections by Saturday, 6pm</p> <p>Fill out your School Hours worksheet</p> <p>LEI</p>	<p>-Complete 2/3 way meeting</p> <p>-Liberatory Education Inquiry: Submit reflection/resources <a href="#">here</a>.</p> <p>-<a href="#">What You Want Your Students to Say About You?</a></p>
<p>4 9/21</p>	<p>Mindful Minute</p> <p>Liberatory Education Inquiry</p> <p>Attention Getters</p>	<p>Submit Weekly Supervisor reflections by Saturday, 6pm</p> <p>Fill out your School Hours worksheet</p> <p>LEI</p>	<p>- Liberatory Education Inquiry: Submit reflection/resources <a href="#">here</a>.</p>



<p>5 9/28</p>	<p>Mindful Minute</p> <p>Liberatory Education Inquiry</p> <p>Learning About the School &amp; Community</p>	<p>Submit Weekly Supervisor reflections by Saturday, 6pm</p> <p>Fill out your School Hours worksheet</p> <p>- Write down 3 routines &amp; 3 expectations you have or want to have in your classroom</p> <p>LEI</p>	<p>- Liberatory Education Inquiry: Submit reflection/resources <a href="#">here</a>. - Read Silenced Dialogue - Lisa Delpit (p. 21-37)</p> <p>- Read Attention chapter (p. 15-26)</p> <p>- Try one of the Attention Getters in your class during this next week and be prepared to share</p>
<p>6 10/5</p>	<p>Mindful Minute</p> <p>Liberatory Education Inquiry</p> <p>Warm Demander activity</p>	<p>Submit Weekly Supervisor reflections by</p>	<p>- Learning about your students and their communities</p> <p>- Bring any curricular</p>
	<p>Routines and underlying message(s)</p> <p>Identifying/Creating/Adjusting Objectives</p> <p>Expectations and underlying message(s)</p> <p>Student Responses activity</p>	<p>Saturday, 6pm</p> <p>Fill out your School Hours worksheet</p> <p>- Write down 3 objectives you had from the next week</p> <p>LEI</p>	<p>materials for a future unit you are planning</p> <p>Read</p> <p>- Objectives chapter in the Google folder for readings</p>
<p>7 10/12</p>	<p>Mindful Minute</p> <p>Liberatory Education Inquiry</p>	<p>Submit Weekly Supervisor reflections by Saturday, 6pm</p> <p>Fill out your School Hours worksheet</p>	

		LEI	
8 10/19	<p>Mindful Minute</p> <p>Liberatory Education Inquiry</p> <p>I do/We do/You do</p> <p>Inquiry-based teaching</p> <p>Gradual Release of Responsibility</p> <p>Different instructional styles</p>	<p>Submit Weekly Supervisor reflections by Saturday, 6pm</p> <p>Fill out your School Hours worksheet</p> <p>LEI</p>	<p>Fill out one column in <a href="#">Types of Objectives</a> chart</p>
9 10/26	<p>Mindful Minute</p> <p>Liberatory Education Inquiry</p> <p>Analyzing our Teaching Practice</p> <p>Facilitating Discussions</p> <p>Discussion-based lesson plan</p> <p>Role Play discussion activity</p> <p>Revisiting Lesson Planning</p>	<p>Submit Weekly Supervisor reflections by Saturday, 6pm</p> <p>Fill out your School Hours worksheet</p> <p>LEI</p>	<p>Watch the following video clips on facilitating classroom discussions: <a href="#">Questioning &amp; Discussion (5-42)</a></p> <p>Choose one of the following: <a href="#">Scaffolding Discussion with a Socratic Seminar</a>, <a href="#">Science, English, Artful Encounters</a>, <a href="#">Chat Stations in a World Language classroom</a></p> <p><i>Please write down 3-4 takeaways/ reflections/ questions that came up for you.</i></p>
10 11/2	<p>Mindful Minute</p> <p>Liberatory Education Inquiry</p> <p>Teaching Analysis videos (4 students)</p> <p>Framing Video Reflections</p>	<p>Submit Weekly Supervisor reflections by Saturday, 6pm</p> <p>Fill out your School Hours worksheet</p> <p>LEI</p>	<p>5-10 min Video of yourself teaching by 10/30 - 11/28</p>

11 11/9	Mindful Minute  Teaching Analysis videos (4 students)  EdTPA walk through	Submit Weekly Supervisor  reflections by  Saturday, 6pm  Fill out your School Hours worksheet	Record your 5-10 min Video of yourself teaching  Read <a href="#">All About edTPAs</a> (lots of different parts) ★ Write down Qs/comments/ideas you have as you go through the different parts
12 11/16	Mindful Minute  Teaching Analysis videos (4 students)  What are the purposes of your assessments? workshop  Aligning Learning Goals to Assessments Authentic, Learning-oriented, and Developmental Assessments	Submit Weekly Supervisor  reflections by  Saturday, 6pm  Fill out your School Hours worksheet	Record your 5-10 min Video of yourself teaching  Read Assessment - Ch. 16 ★ Make a list of 3 different types of assessments you have given in your class ★ Describe what the goal of this assessment is and whether you feel as though it accomplished its goal.  Fill out <a href="#">Google form</a> on objectives and assessments - Please make sure you fill it out by next week for an activity we will do!
13 11/23	Asynchronous - Thankstaking Week	Submit Weekly Supervisor  reflections by  Saturday, 6pm	Read the <a href="#">Social Justice Standards</a> for your grade level (from Teaching Tolerance) • Incorporate these into your lesson plans, particularly the ones you are creating for observations
14	Mindful Minute  Teaching Analysis videos (5 students)	Submit Weekly Supervisor	Complete edTPA Task 1 - Part A Context
11/30	Discuss edTPA  Social Justice Standards Statement of Philosophy	reflections by  Saturday, 6pm  Fill out your	

	School Hours worksheet	
<p>15</p> <p>12/7</p>	<p>Mindful Minute</p> <p>Teaching Analysis videos (5 students)</p> <p>Review all assignments for this course. Everything is due no later than 12/19 midnight!</p> <p>Video / Media Releases for Student Work / edTPA</p> <p>Closing remarks &amp; rituals</p> <p>Modality survey for Winter (Jan) &amp; Spring</p> <p>End of Semester student evaluation forms</p> <ul style="list-style-type: none"> <li>★ Students fill them out</li> <li>★ Have students send out the evaluation forms to their CTs (if you have one)</li> <li>★ Supervisors will also fill them out</li> </ul>	<p><a href="#">Video/Media Release assignment</a></p> <p><a href="#">Letter of Request to Parents/Guardians/Students</a></p> <p><a href="#">Video/Media Release template</a> <i>You will submit your students' video/media release forms in <a href="#">this folder</a> (please create a folder with your name in it)</i></p> <p><a href="#">Statement of Philosophy (Submit on Canvas)</a></p> <p><a href="#">edTPA - Planning Task 1 - Part A Context</a> (Submit on Canvas)</p>