



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

Required CA State Adopted Documents, Links and Resources

- o [English Language Arts and Literacy Standards](#)
- o [English Language Arts/English Language Development Framework](#)
- o [Preschool Learning Foundations](#)
- o [Preschool Curriculum Framework](#)
- o [English Language Development Standards](#)
- o [California Dyslexia Guidelines](#)
- o [California Common Core State Standards: Mathematics](#)

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, CSTEP, 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 (CSTEP) are listed in Appendix A of this syllabus. A full description of Teacher Performance Expectations is included in Appendix B.

Teacher Performance Expectations (TPEs) addressed in this course

TPE 1 Engaging and Supporting All Students in Learning

TPE 2 Creating and Maintaining Effective Environments for Student Learning

TPE 3 Understanding and Organizing Subject Matter for Student Learning

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

TPE 5 Assessing Student Learning

TPE 6 Developing as a Professional Educator

TPE 7 Effective Literacy Instructions for All Students

All of the TPEs are introduced and discussed:

TEACHER PERFORMANCE EXPECTATION CONTINUUM OF LEARNING, APPLICATION, AND REFLECTION

PRESERVICE AND REQUIRED COURSES		Preservice Block I		Core Courses Block II					Clinical Practice Block III			
Multiple Subject Course Activities	EDCC 300 Foundations of Teaching in CA	EDCC 351: Curriculum and Instruction	EDCC 352: Language and Literacy,	EDCC 350: Cultural Diversity	EDCC 353: Mathematics Education in the Elem Classroom	EDCC 354: Social Studies in the Elem Classroom	EDCC 355: Science Education in the Elem Classroom,	EDCC 356: Multicultural Education	EDCC 372 Seminar A Internship	EDCC 372 Seminar B Internship	EDCC 377 Student Teaching Seminar A	EDCC 377 Student Teaching Seminar B
Class Discussion and Forums	Forum/Class Discussion	Class Discussion	Class Discussion	Forum	Class Discussion	Forum/Class Discussion	Forum/Class Discussion	Class Discussion	Class Discussions	Class Discussions	Class Discussions	Class Discussions
Writing Assignment	Synthesis	Reports	Reports	Reports	Reports	Reports	Reports	Synthesis	TPA Cycle 1	TPA Cycle 2	TPA Cycle 1	TPA Cycle 2
Fieldwork Observations and Report	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	4 OBSERVATIONS	4 OBSERVATIONS	4 OBSERVATIONS	4 OBSERVATIONS
Lesson Presentations	4 Lessons	2 Lessons	3 Lessons	2 Lessons	3 Lessons	3 Lessons	3 Lessons	2 Lessons				
Technology Integrated Lesson Plan Presentation	2 Lessons	4 lessons	5 Lessons	2 Lessons	2 Lessons	2 Lessons	2 Lessons	2 Lessons				
Dyslexia Integrated Lessons	2 Lessons	2 Lessons	4 Lessons	1 Lesson	1 Lesson	1 Lesson	1 Lesson	2 Lessons	1 Lesson	3 Lessons	1 Lesson	3 Lessons
PROGRAM LEARNING OUTCOMES												
<i>Engaging and Supporting all Students in Learning</i>												
	I	P	P	I	P	P	P	P	A	A	A	A
<i>Creating and Maintaining Effective Environments for Student Learning</i>												
	I	I	P	P	P	P	P	P	A	A	A	A
<i>Understanding and Organizing Subject Matter for Student Learning</i>												
	I	I	P	P	P	P	P	P	A	A	A	A
<i>Planning Instructions and Designing Learning Experiences for All Students</i>												
	I	I/P	P	I	P	P	P	P	A	A	A	A

Assessing Student Learning												
	I	I	P	I	P	P	P	P	A	A	A	A
Developing as a Professional Educator												
	I	I/P	P	I	P	P	P	P	A	A	A	A
Effective Literacy Instructions for All Students												
	I	I/P	P	I	P	P	P	P	A	A	A	A

Major Emphasis on the TPE Competency Code
Introducing - Level of Learning, Knowledge, and Comprehension
Practicing -Level of Learning, Application and Analysis
Assessing -Level of Learning, Synthesis and Evaluation

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

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 TK-6th 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 Multiple Subject Teaching Credential 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 Multiple Subject Teaching Credential 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 Multiple Subject Teaching Credential 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 *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 Multiple Subject Teaching Credential 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.

- o **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
 - Up to 36 hours (1.5 days) late will be docked 10% of the total points.
 - 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.

ACCOMODATION:

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
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- **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.*

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

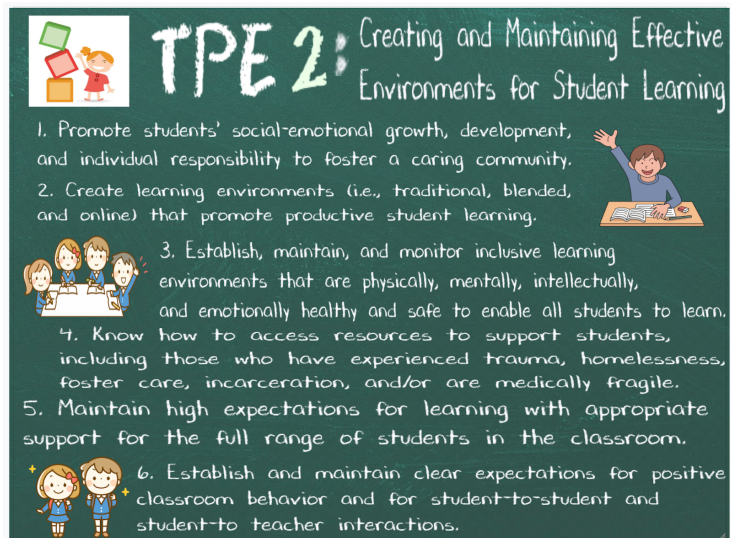
- ☐ Select one of the Multiple Subject Teaching Credential ECE Teacher Performance

Expectations. Read and highlight any important information on your Teacher Performance Expectation and the substandards:

- TPE 1 Engaging and Supporting All Students in Learning
- TPE 2 Creating and Maintaining Effective Environments for Student Learning
- TPE 3 Understanding and Organizing Subject Matter for Student Learning
- TPE 4 Planning Instruction and Designing Learning Experiences for All Students
- TPE 5 Assessing Student Learning
- TPE 6 Developing as a Professional Educator
- TPE 7 Effective Literacy Instructions for All Students

- ❑ Choose *one* of three ways to present the information on your TPE 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



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 substandard	

				s	
Criterion 2: Conventions	No Errors: spelling, grammar, punctuation, caps & paragraph	Very Few Errors: spelling, grammar, punctuation, caps & paragraph	Some Errors: spelling, grammar, punctuation, caps & paragraph	Many Errors: spelling, grammar, 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 Multiple Subject Teaching Credential 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 CLO & PLO TPEs
Week 1	Setting the Foundation Introductions and course purpose Chapter 1 Introduction: Lesson Planning with Purpose <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 Multiple Subject Teaching Credential 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 seven Teacher Performance Expectations and to practice presenting/teaching methods ☐ Select one of the Multiple Subject Teaching Credential Teacher Performance Expectations. Read and highlight any important information on your Teacher Performance Expectation and the substandards: TPE 1 Engaging and Supporting All Students in Learning TPE 2 Creating and Maintaining Effective Environments for Student Learning TPE 3 Understanding and Organizing Subject Matter for Student Learning TPE 4 Planning Instruction and Designing Learning Experiences for All Students TPE 5 Assessing Student Learning	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

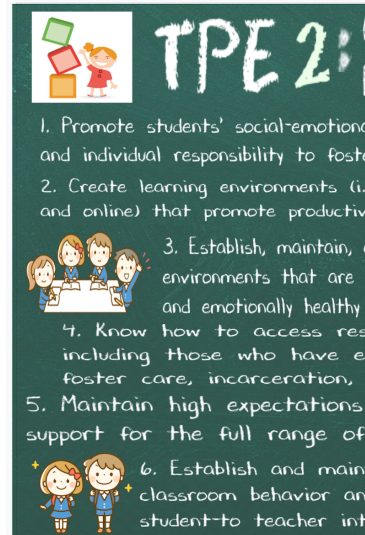
TPE 6 Developing as a Professional Educator
TPE 7 Effective Literacy Instructions for All Students

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

4. Google Slide Presentation
5. Google Drawing
6. Record your Teacher Performance Expectation on FlipGrid.com

Success Criteria

Your Presentation will be graded using the following Rubric:



Rubric Categories	4-Strong	3-Competent	2-Developing	1-Weak
Criterion 1: Ideas	Clearly explained the TPE and all substandards	Explained several TPE substandards	Concept answered question	Concept not well related to TPE and substandards
Criterion 2: Conventions	No Errors: spelling, grammar, punctuation, caps & paragraph	Very Few Errors: spelling, grammar, punctuation, caps & paragraph	Some Errors: spelling, grammar, punctuation, caps & paragraph	Many Errors: spelling, grammar, punctuation, caps & paragraph
Criterion 3: Organization	Clear presentation	Somewhat easy to	Some questions	Difficult to understand

English Language Development Standards
California Dyslexia Guidelines

CA State Literacy Plan

CLO: all
TPE: 1-8 (I)
PS: 2, 4 & 5
PLO/CSTP: all

	n	n and easy to understand	understand	remain about the TPE		
	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	
	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 <u>Intro and Word Walls</u> 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	Common Core State Standards & Lesson Plan Components <u>Assignment 1:</u> Various Due Dates: Candidates will create a presentation on various Teacher Performance Expectations and present as a group. Introduction to the Teacher Performance Expectations					Read: Chapter 2, Mindset, The Psychology of Success Chapter 2:

	Connecting to Prior Knowledge: The Multiple Subject Teaching Credential 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 eight Teacher Performance Expectations and to practice presenting/teaching methods. ❑ Choose <i>one</i> 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 Success Criteria Your Presentation will be graded using the Rubric in Week #1: Presentations of TPE 1,2, 3 and 4 TPE7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); Teacher Presentation and Discussion ● Evidence based literacy instruction ● Understanding MTSS Tiers: Tier 1 (Best First Instruction): This is the foundation for all students and should provide high-quality, research-based literacy instruction for the majority of learners. Tier 2 (Targeted Supplemental Instruction): This tier provides additional support for students who are not meeting the benchmarks of Tier 1, offering smaller group or individual instruction to address specific learning gaps. Tier 3 (Referrals for Intensive Intervention): This tier provides specialized, intensive interventions for	Lesson Planning with Purpose: Five Approaches to Curriculum Design Rita Pierson Video https://youtu.be/SFnMTHhKdkw Due: Synthesis #1 Rough Draft__ TPE Google Slide Presentation Respond to Blog CLO: 1, 2, 6, 7 TPE: 1, 2, 3, & 4, 7.2 PS: 1, 2, & 4 PLO/CSTP: 1, 3, & 4
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students with significant learning challenges, often involving individualized plans and collaboration with specialists.

Read: [Multi-Tiered System of Supports - Curriculum and Instruction Resources \(CA Dept of Education\)](#)

Watch: <https://vimeo.com/266544120>

Activity #1: Create a graphic representation of MTSS Tiers.

Connecting to Prior Knowledge: Model a CPK strategy (Padlet brainstorm) to bring back information from the first night.

1. What is the purpose of this course?
2. What will you learn?

Lesson Plan Components and Sample Lesson Plans

Readings Debrief:

1. How did you summarize what each author had to say?
2. Without looking at your papers, what was your synthesis of the content of the information?
3. What does the content of the homework have to do with teaching?
4. Can you connect it to the TPE discussion from the previous class?

Preview Synthesis Rubric, model both effective and ineffective exemplars and self-evaluate homework. Rewrite Synthesis one based on conversation and rubric.

Review dates and rubric for student-led discussions about standards and frameworks.

Understanding the Common Core State Standards: History, purpose & equal access, implementation and the role of SBAC.

Download lesson plan templates and rubrics from appendices

Modeled lesson conducted in Direct Input format on

- Unpacking the standards
- Creating effective & manageable objectives

Candidate Practice & Analysis: Creating objectives

	Review Classroom Observation Assignment Review TPE 1 Additions to the Strategies & Word Wall Quick-write: How does today's content connect with TPE 1 sub-standards?	
Week 3	Introduction to Universal Design for Learning, Culturally Relevant Pedagogy, and Asset-Driven Instruction <i>Assignment 1: TPE 1-8 (I) 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 Multiple Subject Teaching Credential 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 eight Teacher Performance Expectations and to practice presenting/teaching methods. ☐ Choose <i>one</i> of three ways to present the information on your TPE 4 and 5 and the Substandards to your classmates in "student-friendly" language: Google Slide Presentation Google Drawing Record your Teacher Performance Expectation on FlipGrid.com Success Criteria Your Presentation will be graded using the Rubric in Week #1: Presentations of TPE 4 and 5	Read: Lesson Planning with Purpose Chapter 3 Chapter 3, Mindset, The Psychology of Success <i>UDL, ADI, & CRP articles and videos posted in Google Classroom</i> Videos UDL UDL at a Glance & UDL: Principles & Practices <i>Asset-Driven Instruction Video</i> ADI <i>CRP Videos</i> Introduction to CRP

	TPE 2.7- Activity- Exploration of a resource. Candidates will use: https://www.theotttoolbox.com/social-emotional-activities-for-preschoolers/ to explore resources that provide activities that promote inclusive support for all children. Candidates should be prepared to share two resources they found helpful and discuss how they would use these with their students. TPE 4.3 Candidates will read an article found here: <u>Building Parent Teacher Relationships</u> 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? Applying UDL, ADI, & CRP to objectives (equity vs access) Videos UDL: <u>UDL at a Glance</u> & <u>UDL: Principles & Practices</u> <i>Asset-Driven Instruction Video: <u>ADI</u></i> <i>CRP Videos: <u>Introduction to CRP</u></i> Review TPE 2 • How do UDL, ADI, & CRP connect to TPE 1 & 2? • Students watch the: <i>Asset-Driven Instruction Video</i> • <u>ADI: The Power of Student-Driven Learning</u> • Read TPE 1 and 2 and answer the questions: How does Asset Driven Instruction connect to TPE 1 and 2?	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 TPE: 1,2,3,4 and 5 are presented PS: 1, 2, & 4 PLO/CSTP: 1, 2, & 3
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	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? Introduction to Building Standards-Based Lessons from Lesson Objectives: ● Lesson Plan Components ● Adaptations ● Technology ● Assessments ● Lesson Planning Rubrics 1.1 – 1.4 Direct Input Model Lesson: Creating Measurable Lesson Objectives Practice & Analysis: Analyze model lesson against Rubric 1.1: Writing skills, pronoun/antecedent Review of and Additions to the Strategies & Word Wall Exit Ticket: KWL chart on UDL, CRP and ADI pedagogies	
Week 4	Creating Inclusive Classrooms with CRP Introduction to Dyslexia and Structured Literacy TPE 7.2, 7.10 Introduction to Dyslexia: Definition and characteristics of dyslexia and structured literacy Teacher will introduce the CA Dyslexia Guidelines: California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education) Chapter 1: A 21st Century Definition of Dyslexia -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_HTpr e820NrDEzgwK-Introduction_to_Dyslexia_Slides.pptx	Read: Lesson Planning with Purpose Chapter 4 Chapter 4, Mindset, The Psychology of Success Due: Synthesis #2

	-Candidates will complete this module on Dyslexia: Introduction to Dyslexia -Teacher presentation:What is Structured Literacy? What is Structured Literacy  Structured Literacy Lesson ● comprehensive ● systematic ● explicit ● cumulative ● multimodal ○ Phonology ○ orthography ○ Phonics ○ Morphology ○ Syntax ○ semantics TPE 2.6, 6.5- Assignment- Together 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. <i><u>Assignment 1:</u> (TPEs 1-8 (I))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 TPE 5, 6, 7 (I)Connecting to Prior Knowledge:The Multiple Subject Teaching Credential ECE Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers need to have. Beginning Teachers must	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) PS: 1, 2, & 4 PLO/CSTP: 1, 2,
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	meet these requirements prior to being recommended for a preliminary teaching credential. Purpose: To gain knowledge of the eight Teacher Performance Expectations and to practice presenting/teaching methods. ❑ Choose <i>one</i> 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 Success Criteria Your Presentation will be graded using the Rubric explained in Week #1: Presentations of TPE 5.1-5.8, 6, 7, 8 <u>TPE 7.2, 7.3, Culturally Relevant Pedagogy, Universal Design for Learning and Asset Driven Instruction</u> 1. Class watches the CRP, UDL and ADI teaching videos Videos UDL:UDL at a Glance&UDL: Principles & Practice <i>Asset-Driven Instruction Video</i> ADI <i>CRP Video</i> 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 as it relates to Literacy ● 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. ○ apply CRP & ADI,UDL to class lesson plan ○ identify potential areas of confirmation bias ○ Analyze lesson against Lesson Planning Rubric 1.1	
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	• Share out TPE 4.8- Candidates will read a resource: https://www.edweek.org/leadership/does-parent-involvement-really-help-students-heres-what-the-research-says/2023/07 Discussion Questions for candidates to discuss: • While developing the lesson plan, what types of assessments will you review during planning? • 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? 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 Mid-Quarter Grade Check	Foundation Literacy Skills, Universal Design for Learning (UDL), Asset Driven Instruction (ADI), Culturally Relevant Pedagogy (CRP), Equity, and Ensuring Rigor Introduction to Meaning Making TPE 7.6 Teacher Presentation and Discussion: Foundational Skills; Meaning Making Introduction -Presentation and Discussion: Engaging students in reading, writing, listening and speaking -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> -Create: Select an Activity from the Catlin Tucker’s Meaning Making Chart: <u>BlendEDU Elementary Meaning-Making Activities</u> and create an anchor chart explaining three activities you can use in a classroom. How do the activities you selected relate to reading, writing, listening and speaking? How do they practice text evidence and asking and answering questions?	Read: Lesson Planning with Purpose Chapter 5 Bloom's Taxonomy https://youtu.be/fqgTBwEIPzU TPA #3 & 4 <u>English Language Arts and Literacy Standards</u> <u>English Language Arts/English Language Development Framework</u>

	How do they encourage reflection? Which activities practice research? -Present your anchor chart to the class TPE 7.2 Application of UDL & Structured Literacy Step 1: 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 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>	<u>Preschool Learning Foundations</u> <u>Preschool Curriculum Framework</u> <u>English Language Development Standards</u> <u>California Dyslexia Guidelines</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 <u>Cultivating Independent and Collaborative Meaning-Making - Dr. Catlin Tucker</u>
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	Assignment TPE 7.1 , 7.5, 7.6, 7.7 Introduction to the Multiple Subject Teaching Credential Foundational Skills Read TPE 7.1: Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of 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. Break into small groups, each group assigned one of the resources. Groups create a presentation on how literacy based instruction is grounded in each of the resources for Multiple Subject Teaching Credential 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> Exit Ticket: Create a non-linguistic representation of the purpose of the CCSS.	
Week 6	Literacy Effective Expression and Foundational Skills Educational Technology and Connecting to Diverse Populations TPE 3.7 ISTE Standards Introduction: <u>Standards ISTE</u>	Lesson Planning with Purpose Chapter 6

	Create a poster to share with the class on the 7 ISTE Standards for Educators: <u>2.1 Learner</u> <u>2.2 Leader</u> <u>2.3 Citizen</u> <u>2.4 Collaborator</u> <u>2.5 Designer</u> <u>2.6 Facilitator</u> <u>2.7 Analyst</u> 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: <u>Digital Resources</u> 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	<u>California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education)</u> Chapter 12 <u>Standards ISTE</u> 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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Connecting Bloom's Taxonomy to Ed Tech:
<https://youtu.be/hYWEVDBD2Qo>

Cool apps and resources. Partners work together to

- Explore apps and internet resources
- 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

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](#)

7.5a Teacher Presentation on Explicit Instruction for English Learners

 Online Foundations of Teaching in California-Week 8 slides 4-14
[ELA/ELD Framework - English Language Arts \(CA Dept of Education\)](#)

 SEAL model_Prek-3rd.pdf

Discussion and Presentation

-[What is DIRECT, SYSTEMATIC and EXPLICIT Instruction? - Keys to Literacy](#)

-[Explicit, Systematic Instruction for English Language Learners 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

-[Differentiating Instruction: A Guide for Teaching English-Language Learners](#)

-<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.

Watch: [Print Concepts: Grades K-1 | PBS LearningMedia](#)

Candidates will annotate reading and share with collaborative group

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 Les...

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 for example activities.

Activity:

- Students read assigned section in article [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Practice Guide Summary](#)
- Candidates divided equally into groups; 7 groups total
- Jigsaw TPE 7.5 a-g, Candidates are responsible for reading section of the article, taking notes, and acting as “experts” to retell and teach notable facts to their teams
- All team member report back to group and create Anchor Chart on TPE 7.5
- Gallery Walk to share

7.5 g Practice in Connected, Decodable Text

Presentation on Decodable Text

Read and Discuss: [Success for All and the Science of Reading](#)

[Using Decodable Books | Reading Rockets](#)

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.

TPA 7.5i

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

- **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

TPA 7.8 Teacher Presentation and Discussion of **Effective Expression:**

Planning and developing feedback to peers for oral and written expression

	1. Planning and Development: Brainstorming: Encourage students to generate ideas for their chosen genre and topic. Outlining: Help students structure their ideas into a logical flow, whether for an argument, information piece, or narrative. Research: For information and argumentation, guide students on how to find and use reliable sources. Drafting: Encourage students to focus on developing their ideas initially, without worrying too much about grammar and spelling. 2. Providing Peer Feedback: Training: Teach students what constructive feedback looks like, providing them with sentence starters and examples. Focus Areas: Guide students to focus on specific aspects of the writing, like argumentation, information clarity, or narrative structure. Reflection: Encourage students to reflect on the strengths and weaknesses of their peers' work, rather than just correcting errors. Positive and Specific: Teach students to provide positive feedback and specific suggestions for improvement. How to Teach Students to Give Peer Feedback Edutopia Teaching Kids to Give and Receive Quality Peer Feedback Edutopia Activity #1: Create a Peer Feedback Choice Board similar to the example in the article above TPE 7.5,7.8, 7.9 Teacher Presentation and Discussion: Teaching young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills ○ Print awareness: Knowledge of how print works, including	
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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, letter formation/printing and writing concepts.

Read: <https://www.lwtears.com/blog/how-teach-alphabet?srsId=AfmBOopk4gPKyDdAztc7FoaVy7Nxd2dX4JMDfSal53l6ktdt8GTijtDk>

[Promoting Preschoolers' Emergent Writing | NAEYC](#)).

Reading–Early literacy skills:

Thorough understanding of the progression of early literacy skills like letter sounds, sight words, rhyming, segmentation, and blending sounds.

Writing–Emergent writing:

Understanding the stages of early writing development and how to support children in developing letter formation, letter formation/printing and writing concepts.

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 multimedia.

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. Discussion: What is content knowledge? How can we increase content knowledge in student learning? Watch: <u>Video: Pedagogical Content Knowledge Definition & Examples</u> 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? Explain which you will use in your lesson plan and why you chose it 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.	
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	● 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:Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Practice Guide Summary 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. Effective Expression and Comprehension Activity: Candidates read A Boy, A Dog and A Frog. Candidates retell the story using pictures 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?” ● Practice with a partner describing the five steps to writing an expressive language goal: How to Write Expressive Language Goals [with goal bank] ● Basics: Print Awareness Reading Rockets Literacy development focuses on acquiring the skills that make reading and writing possible. True False - brainly.com TPE 7.5c Phonics instruction Discussion and Presentation Phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences ● Phonics - Literacy How ● https://lincs.ed.gov/publications/html/prfteachers/reading_first1phonics.html	
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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.

7.5 f: Instruction that is structure, organized, direct and explicit

Watch and Discuss: **Phonics and Spelling**

-**SIPPs Phonics and Spelling in Small Groups**:Observe how teacher Johanna Lee Taimanao teaches a lesson on phonics and spelling in small groups.

In this video, we see teacher Johanna Lee Taimanao teaching a small group of students phonics and spelling skills. Using multisensory techniques and a variety of materials, the teacher helps students improve their decoding, spelling, and reading fluency. By working in small groups, students receive individualized attention and support to enhance their literacy skills.

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.

	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> Exit Ticket: Create a non-linguistic representation of the connection between effective expression and comprehension. Why is it important to be structured, organized and explicit in your teaching?	
Week 7	Adapting to Student Needs Literacy and Storytelling TPE 4.4, 7.2, 7.10 Discussion – Special Education Needs Readings Debrief(Lesson Planning with Purpose Chapter 7 Adapting to Student Needs) 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? Special Education Needs - IEP 504 - Student Study Team - Trauma Informed Teaching -Shared modification strategies & need-specific modification strategies (CA Dyslexia Guidelines Ch 10) -Case Study to determine asses-driven adaptations for each of 3 students In Pairs; create flipchart for Gallery Walk Jan Wilson: Reimagining Disability & Inclusive Education: https://youtu.be/CtRY_1mZWWg - Summarize the main point of the presentation - Create a mind map/outline of the support provided for that point - Identify how these main points connect to UDL and CRP. UDL and differentiation: How do you see differentiation reflected in each of the TPEs? Chapter 6 When the Concern May Not Be Dyslexia	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 <u>California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education)</u> <u>Multi-Tiered System of Supports -</u>

	California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education) Presentation and Discussion ● Factors other than dyslexia that can affect students academically ● Exclusionary criteria listed in federal and California law ● Distinguishing dyslexia from other reading disabilities TPA 7.5 Structured Literacy, Storytelling and Mentor texts Read articles: Exploring Diverse Forms of Storytelling With Mentor Texts Guiding Students to Use Storytelling Across the Curriculum Structured Literacy Instruction: The Basics Reading Rockets With collaborative group, create PPT slides to present to class on TPE 7.5 Groups 1-4 Literacy Environments: Group 1-Literacy environments that are print rich and that foster interest in print Group 2-Literacy environments that 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. Group 3-Literacy environments that provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Group 4-Literacy environments that advance 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. 7.5h Providing instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Teacher 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.	<u>Curriculum and Instruction Resources (CA Dept of Education)</u> 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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- **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.
- **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 7.5h -Literacy environments that provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

TPE 7.2 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 <u>Definition of MTSS - Multi-Tiered System of Supports (CA Dept of Education)</u> Video: <u>Introduction to MTSS on Vimeo</u> Activity: Create a graphic that represents MTSS, RtI and PBIS 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 Learner Explicit Instruction Meaning Making in Literacy Ethical Decision Making TPE 7.5 f Instruction that is Structured and Organized as well as Direct, Systematic, and Explicit Teacher Presentation on Explicit Instruction for English Learners  Online Foundations of Teaching in California-Week 8 slides 4-14 ELA/ELD Framework - English Language Arts (CA Dept of Education)  SEAL model_Prek-3rd.pdf Discussion and Presentation -What is DIRECT, SYSTEMATIC and EXPLICIT Instruction? - Keys to Literacy -Explicit, Systematic Instruction for English Language Learners 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 -Differentiating Instruction: A Guide for Teaching English-Language Learners	Read: Lesson Planning with Purpose Chapter 8 ELA/ELD Framework - English Language Arts (CA Dept of Education) Culturally Responsive Classroom Mngmt Strategies TPE 5,6.4, 6.5,7.7 Due: Synthesis #5 Respond to Blog Links to on-line collaboration CLO: 1, 2, 4, 5, & 7 TPE: 1 - 5 PS: 1, 2, & 4

	-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 6.5 ,7.6, 7.7 Meaning Making in Literacy Introduced Read: ELA/ELD Framework: <u>2014 ELA/ELD Framework, Chapter 3</u> Pages 137-141 Activity #1: 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. How does this encourage collaborative thinking and higher order thinking? 4. How can you engage students in reading, writing, speaking and listening to ask and answer questions, and support analysis, reflection, and research? 5. Candidates discuss their responses in pairs or small groups. 6. Candidates prepare a group presentation that can be presented in printed or digital form on Meaning Making and must include: -How can you incorporate speaking, listening, reading and writing across multiple subjects? -What are some contributors to meaning making and text? -Examples of text-dependent and text-independent questions. -How can you support analysis, reflection and research? . Candidates READ: <u>8 Strategies for Teaching Academic Language Edutopia AND Supporting Language Development in the Early Years</u> Teacher Presentation and Discussion:	PLO/CSTP: 1, 2, & 5
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Teaching students strategies like skimming, scanning, and taking notes can improve their reading comprehension.

Vocabulary: A strong vocabulary is fundamental for effective communication and reading comprehension. Strategies for vocabulary development include:

- **Explicit vocabulary instruction**: Introducing new words, explaining their meanings, and providing opportunities for students to use them in sentences.
- **Context clues**: Helping students learn to infer the meaning of unknown words from the surrounding text.
- **Vocabulary games and activities**: Making vocabulary learning fun and engaging.

Activity #2: Working in collaboration with a partner, provide an example of each; explicit vocabulary instruction, context clues and vocabulary games. Present to class through an anchor chart or PPT presentation.

TPE 7.11 (I) Integrated and Designated English Learners-Tier 1 Instructions

Teacher Presentation

–Explicit, Systematic Instruction for English Language Learners

–Differentiating Instruction: A Guide for Teaching English-Language Learners

–<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.

Candidates watch and take notes on Designated EL Lesson Video on Teaching Channel

<https://www.teachingchannel.org/video/designated-eld-language-sf>
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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 Candidates will read the article: https://www.explorellearning.com/resources/insights/develop-math-growth-mindset-refrax 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. 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. Candidates will read: <u>The Power of Playful Learning in the Early Childhood Setting NAEYC</u> Watch:  Early Childhood Education: Developmentally Appropriate Prog... 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 7.5,7.8, 7.9 Teacher Presentation and Discussion:	
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Teaching young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills

- **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, letter formation/printing and writing concepts.

Read: <https://www.lwtears.com/blog/how-teach-alphabet?srsId=AfmBOopk4gPKyDdAztc7FoaVy7Nxd2dX4JMDfSal53l6ktdt8GTijtDk>

[Promoting Preschoolers' Emergent Writing | NAEYC](#)).

Reading–Early literacy skills:

Thorough understanding of the progression of early literacy skills like letter sounds, sight words, rhyming, segmentation, and blending sounds.

Writing–Emergent writing:

Understanding the stages of early writing development and how to support children in developing letter formation, letter formation/printing and writing concepts.

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 multimedia.

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.

Discussion: What is content knowledge? How can we increase content knowledge 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? Explain which you will use in your lesson plan and why you chose it

TPE 6.4 (I) Ethical Practice for Educators Discussion

-Mandated Reporting[The California Child Abuse & Neglect Reporting Law](#)

-Online Safety

-Social Media

-Laws for Professional Responsibility

Mathematics in the elementary setting:

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 [Preschool Learning Foundations Vol. 1 - Child Development \(CA Dept of Education\)](#)

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: <i>1) make sense of problems and persevere in solving them</i> <i>2) reason abstractly and quantitatively</i> <i>3) construct viable arguments and critique the reasoning of others</i> <i>4) model with mathematics</i> <i>5) use appropriate tools strategically</i> <i>6) attend to precision</i> <i>7) look for and make use of structure</i> <i>8) look for and express regularity in repeated reasoning</i> <i>9) make and test conjectures to solve problems; and</i> <i>10) recognize relationships within and among concepts.</i> 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	
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	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/ruSTOGPi68s Kids meet a gender non-conforming person https://youtu.be/DZsBei4nChU Pairs work on lesson plans using rubrics 1.1 – 1.4 as reference Each pair is given a different subculture to include. Partners work together to make their collaborative lesson plan culturally relevant, including being aware of gender bias. Pairs share their inclusive activity and resources. Review Classroom Observation Assignment & Course Reflection 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?	
Week 9	Creating a Personal Teaching Pedagogy Effective Expression and Content Knowledge TPE 7.5, 7.8, 7.9 Teacher Presentation and Discussion: Teaching young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills ○ 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	Jen Holladay: Multiculturalism in the Modern World https://youtu.be/U5rKgDOs33U Due: Synthesis #6 Respond to Blog Links to on-line collaboration

	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, letter formation/printing and writing concepts. Read:https://www.lwtears.com/blog/how-teach-alphabet?srsId=AfmBOopk4gPKyDdAztc7FoaVy7Nxd2dX4JMDfSaI53l6ktdt8GTijtDk Promoting Preschoolers' Emergent Writing NAEYC). Reading–Early literacy skills: Thorough understanding of the progression of early literacy skills like letter sounds, sight words, rhyming, segmentation, and blending sounds. Writing–Emergent writing: Understanding the stages of early writing development and how to support children in developing letter formation, letter formation/printing and writing concepts. 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 multimedia. 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	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 PS: 1, 2, 4, & 6 CLO/CSTP: 1, 2, 4, 6
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	Promoting digital literacy , communicating digital resources safely, digital citizenship. Discussion: What is content knowledge? How can we increase content knowledge in student learning? Watch: <u>Video: Pedagogical Content Knowledge Definition & Examples</u> 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? Explain which you will use in your lesson plan and why you chose it. 1. Question of the Day 2. Human Learning Theory: <u>https://www.youtube.com/watch?v=uMGRWVXyrqg</u> 3. Read article:<u>Learning Theories - StatPearls - NCBI Bookshelf</u>. 4. Create a synthesis of Human Learning Theory. Introduction to Socio-emotional Learning, Social Foundations of Education <u>https://youtu.be/XfyC0o88zfM</u> <u>https://youtu.be/PkuOgMDrDOK</u> Incorporating SEL into the classroom Double-Duty Writing Instruction <u>https://www.edutopia.org/article/double-duty-writing-instruction</u> Readings Debrief: What is Multiculturalism? What are its similarities and differences with UDL and CRP? <i>Student-led Discussion</i> What is gender bias? Social Justice in the classroom (Chapter 8 Nieto) Introduction to Socio-emotional Learning, <u>https://youtu.be/XfyC0o88zfM</u> <u>https://youtu.be/PkuOgMDrDOK</u>	
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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 7.5, 7.9. Content Knowledge

Read :[Deepening Content Knowledge for Teaching and](https://intime.uni.edu/teachers-depth-content-knowledge)
<https://intime.uni.edu/teachers-depth-content-knowledge>

Discussion: What is content knowledge? How can we increase content knowledge 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? Explain which you will use in your lesson plan and why you chose it. Review of and Additions to the Strategies & Word Wall Exit Ticket: In two sentences, explain why you want to be a teacher.	
Week 10	The Political and Historical Perspective Question of the Day 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	Due: Field Report Personal Pedagogy Respond to Blog CLO: 1, 3, & 5 TPE: 1, 4, 5, & 6 PS: 1, 2, & 4 PLO/CSTP: 6
Week 11	Lesson Plan Presentations & Course Reflections	Course Reflection Final Lesson Plan