

EDUT 6126: Pedagogical Content Knowledge (PCK) Lab 3

Course Instructor: Office hours:

Course Overview

An accompaniment to student teaching, Pedagogical Content Knowledge (PCK) Lab is a course designed to support you in making meaning of your student teaching experience(s) in relationship to professionalism as well as your professional responsibilities and your emerging professional identity, merging theory and practice. It provides a forum for you to reflect with your Supervisor and your colleagues, and to explore your questions about student teaching with an eye toward your own professional career and the development of discrete skills.

PCK Lab 3 will complexify 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 3 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. PCK Lab 3 will support the development of your submission of artifacts and reflections for edTPA, the national, online assessment system that ELJJ is using.

Course Goals

- ★ Demonstrate praxis: apply theories and practices from all your courses to your student placement
- ★ 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 3 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 and socializing shape our classroom space, interactions with students, parent(s)/guardian(s), colleagues, community members, and administrators

- ★ Communicate high expectations for student learning and classroom behavior and identify appropriate supports necessary to allow students to meet those expectations
- ★ Integrate what you learn about students and their community into your curriculum and pedagogy
- ★ Design lessons and deliver instruction that is linguistically, culturally, and developmentally appropriate to students
- ★ Apply successful strategies from high achieving edTPA lesson plans and commentary to your own Task 1
- ★ 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
- ★ 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”](#).

<i>TPE #1: Engaging and Supporting All Students In Learning</i>	<i>TPE #2: Creating and Maintaining Effective Environments</i>	<i>TPE #3: Understanding & Organizing Subject Matter for Student Learning Content Specific Pedagogy</i>	<i>TPE #4: Planning Instruction and Designing Learning Experiences</i>	<i>TPE #5: Assessing Student Learning</i>	<i>TPE #6: Developing as a Professional Educator</i>
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 1.7 Visual & Performing Arts Incorporation 1.8 Monitoring Student Engagement During Learning	2.5 High Expectations 2.6 Positive Classroom Management	Accommodations for ELL & Unique Needs 3.6 Technology to Support Curriculum Access 3.7 Digital Citizenship 3.8 Technology Standards	4.5 Meeting Unique Needs 4.6 Collaborating For Planning & Instruction 4.7 Plans for Student Participation 4.8 Plans for Incorporating Technology	5.5 Grading & Progress reporting 5.6 Interpreting Assessments to Support ELL or Language needs 5.7 Assessment for ELL in Both Languages 5.8 Assessment Data for Students with IEP, IFSP, ITP, & 504 to Inform Instruction	6.6 Legal, Social, & Technological Responsibility 6.7 CA State Education TTS - Time to Management TTS - General Professionalism
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Course Expectations

The work in PCK Lab 3 will be done asynchronously, with the exception of group meetings. 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 the hiring process
- Foster strong professionalism
- 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 3 focuses on “process over product.” Spring PCK Lab 3 is, by design, the space in which you get to form collegial relationships within which you begin to practice professional skills and behaviors that you need to master by the end of the school year 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 on a 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.

If you need course adaptations or accommodations because of a disability, please both communicate this to me directly, and contact Services for Students with Disabilities in the Cowell Building.

- 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

Your grade for the course will be determined as follows:

Description	Points
Field Placement* (weekly reflections, observations, growth over time) ★ Two reflections due by Sat. 6pm to your supervisor	20
Small group edTPA meeting with Dr. Cliff Lee - Sign up here ★ Sign up in groups of three students - preferably by similar subject area and/or grade level ○ But if you can't find others in your subject area/grade level, just sign up for a time that works for you ★ Please do not change your time. ○ If you do change your time, please email me 24 hours in advance. ★ Be sure you have completed your edTPA Teaching Segment Outline (rough draft) BEFORE our meeting.	20
Assignments	
Schedule edTPA teaching segment week with CT (if you have one) ★ Please put down the date of your teaching segment here ★ <i>It should take place between 1/31 - 2/18/2022</i>	10
Parent/Guardian edTPA release forms* ★ Parent/Guardian Letter of Request and Video Release templates you can modify ★ Sara Tiras' Google form template ★ By Tues., 1/18 by 10pm ★ Submit evidence here that >50% of your focus class has completed it (e.g. screenshot of data, tracking form with student names)	10
Final edTPA Teaching Segment Outline (Make modifications after one-on-one meeting) ★ Submit here - <i>Please label your assignment with your name in the file name</i> ★ By Tues., 1/18 by 10pm	20
edTPA Task 1 Planning Commentary (first draft - minimum of 5 single-spaced pages. Final draft is no more than 9 single-spaced pages) ★ Including Context for Learning (usually around page 39 in handbook) ★ Write out as much as you can for each section. Try to write a little bit for each section. ★ Submit here - <i>Please label your assignment with your name in the file name</i> ★ By Tues., 1/18 by 10pm	20
Total	100

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.

★ Resources:

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

Policies regarding preferred gender pronouns and names: Please communicate to me (via email and/or in person) if you have specific preferences about the use of gendered pronouns, and/or preferred alternative names (i.e., those that are different from what is listed on the official course roster).

A notation of - or + between letter grades will be given at the course instructor's discretion indicating the performance falls somewhere between the descriptions for the letter grades. Students will be invited to offer their suggestions for their own grades with rationale as to the grades based on the above table on the last day of class.

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.

Grading Scale

95-100 A 59-64 C 89-94 A- 53-58 C 83-88 B+
47-52 D+ 77-82 B 41-46 D 71-76 B- 35-40 D
65-70 C+ <35 F

Policies 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](#).

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Course Materials

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](#). All of your assignments will be turned in [here](#).