

CSU Bakersfield Multiple Subjects

SB 488 CERTIFICATION SUBMISSION REQUIREMENTS LITERACY INSTRUCTION PREPARATION FOR PROSPECTIVE TEACHERS

PART 5. ENSURING CANDIDATES ARE WELL PREPARED TO UNDERSTAND AND IMPLEMENT DIAGNOSTIC AND EARLY INTERVENTION TECHNIQUES

Submission Requirements for Part 5

Note: If there are differences in pathways offered, please indicate these differences and identify the relevant pathway.
While CSUB has multiple pathways, the program does not offer candidates different courses, assignments, or clinical practice requirements.

5.1. *Program/Coursework Coverage of TPEs*

Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques

	Introduce and Primary Coverage of Concepts*	Opportunities To Practice*	How Assessed*
<p><i>TPE 7.2</i> Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;</p>	<p><i>EDEL 5100 Literacy and the Arts for Diverse Learners - Reading Assignment and Class Discussions (see week 3)</i></p>	<p><i>EDEL 5810</i> -60 full academic days of clinical practice -Full control of planning and</p>	<p><i>EDEL 5810</i> -Full control of planning and instruction for 25% of the assignment -Minimum of six</p>

	<p>EDEL 5400 - Integrated Social Studies 10 Day Plan</p> <p>EDEL 5300 - Lesson Plan Assignment</p>	<p>instruction for 25% of the assignment</p> <ul style="list-style-type: none"> -Minimum of six observations -Lesson Planning evident through binder and observation expectations -Professional development through seminars and site and/or district opportunities <p>EDEL 5300 - Lesson Plan Assignment</p>	<p>observations</p> <ul style="list-style-type: none"> -Lesson Planning evident through binder and observation expectations -Reflections and student work samples present in binder -Monitoring of student progress with professional development topics during seminars -Final Evaluation
<p>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);</p>	<p><i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> -Reading Assignment and Class Discussions (see week 2)</p>	<p>EDEL 5810</p> <ul style="list-style-type: none"> -60 full academic days of clinical practice -Full control of planning and instruction for 25% of the assignment -Minimum of six observations -Lesson 	<p>EDEL 5810</p> <ul style="list-style-type: none"> -Final evaluation Rubric

		Planning evident through binder and observation expectations -Professional development through seminars and site and/or district opportunities	
<p>Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).</p>	<p><i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> -Reading Assignment, Lecture, and Class Discussions (see week 11) -Dyslexia Module</p>	<p><i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Dyslexia Module</p>	<p><i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> -Dyslexia Module Assessment</p>
<p>TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.</p>	<p>EDTE 4100 Task D: Two Special Needs Instructional Modules and Assessment (30 points): Teacher Candidates will complete two online</p>	<p><i>EDEL 5810</i> -60 full academic days of clinical practice -Full control of planning and</p>	<p><i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> -Case Study Literacy Assessment and</p>

	<p>interactive modules of their choice (see below) along with the assessments at the end of each module. These modules are designed to promote your knowledge about the unique needs of learners with disabilities and/or gifted students, integrate relevant adaptations and accommodations in inclusive settings, and design lessons and interventions to that engage special needs students and create optimal learning opportunities for them in diverse settings.</p>	<p>instruction for 25% of the assignment -Minimum of six observations -Lesson Planning evident through binder and observation expectations -Professional development through seminars and site and/or district opportunities</p> <p>EDEL 5100 Literacy and the Arts for Diverse Learners Case Study Literacy Assessment and Analysis</p>	<p>Analysis</p> <p>EDEL 5810 -Full control of planning and instruction for 25% of the assignment -Minimum of six observations -Lesson planning evident through binder and observation expectations -Reflections present in binder -Monitoring of student progress with professional development topics during seminars -Final evaluation</p>
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	<p>Introduce and Primary Coverage of Concepts*</p>	<p>Opportunities To Practice*</p>	<p>How Assessed*</p>
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<p>Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.</p>	<p><i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> -Dyslexia Module (week 11)</p> <p>EDTE 4100 <u>Task D: Two Special Needs Instructional Modules and Assessment (30 points):</u> Teacher Candidates will complete two online interactive modules of their choice (see below) along with the assessments at the end of each module. These modules are designed to promote your knowledge about the unique needs of learners with disabilities and/or gifted students, integrate relevant adaptations and accommodations in inclusive settings, and design lessons and interventions to that engage special needs students and create optimal learning opportunities for them in diverse settings.</p>	<p>EDEL 5810 -60 full academic days of clinical practice -Full control of planning and instruction for 25% of the assignment -Minimum of six observations -Lesson Planning evident through binder and observation expectations -Professional development through seminars and site and/or district opportunities</p>	<p>EDEL 5810 -Final Evaluation Rubric</p>
<p>Understand how to appropriately assess and interpret results for English learner students.</p>	<p><i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> -Reading Assignment, Lecture, and Class Discussions (see week 3)</p> <p>EDTE 4100 <u>Task D: Two Special Needs</u></p>	<p>EDEL 5810 -60 full academic days of clinical practice -Full control of planning and instruction for 25% of the assignment -Minimum of six</p>	<p>EDEL 5810 -Full control of planning and instruction for 25% of the assignment</p>

	<p><u>Instructional Modules and Assessment (30 points):</u> Teacher Candidates will complete two online interactive modules of their choice along with the assessments at the end of each module. These modules are designed to promote your knowledge about the unique needs of learners with disabilities and/or gifted students, integrate relevant adaptations and accommodations in inclusive settings, and design lessons and interventions to that engage special needs students and create optimal learning opportunities for them in diverse settings.</p>	<p><u>observations</u> -<u>Lesson Planning evident through binder and observation expectations</u> -<u>Professional development through seminars and site and/or district opportunities</u></p>	<p>-<u>Minimum of six observations</u> -<u>Lesson Planning evident through binder and observation expectations</u> -<u>Reflections present in binder</u> -<u>Monitoring of student progress with professional development topics during seminars</u> -<u>Final Evaluation</u></p>
<p>If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental</p>	<p>EDTE 4100 Week <u>6</u> in-class discussion and work Communication and Collaboration with families and paraprofessionals</p>	<p><i>EDEL 5810</i> -<u>60 full academic days of clinical practice</u> -<u>Full control of planning and instruction for 25% of the assignment</u> -<u>Minimum of six observations</u> -<u>Lesson Planning evident through binder and</u></p>	<p><i>EDEL 5810</i> -<u>Final rubric assessment</u> -<u>Final rubric literacy assessment</u></p>

instruction in inclusive settings; and initiate referrals for students who need more intensive support.		observation expectations -Professional development through seminars and site and/or district opportunities	
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5.2. *Clinical Practice Opportunities* for candidates to practice diagnostic techniques that inform teaching and assessment and early intervention techniques.

5.2a. Direct link to location(s) in sample MOU(s) or other documentation provided to LEAs that include explicit reference to clinical practice settings that ensure candidates practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

The attached letter documents specific opportunities that are necessary regarding [diagnostic assessment opportunities for teacher candidates](#).

5.2b. Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning and practicing diagnostic techniques as well as early intervention techniques.

The [EDEL 5100 signature assignment](#) centers on diagnostic techniques as well as developing instruction based upon the results of said diagnosis.

Additionally, the Final evaluation rubric [found here](#) measures for students' ability to perform literacy assessments.

5.2c. Links to specific location(s) in clinical practice observation tools to ensure that candidates are being provided opportunities to practice these skills and given feedback to guide improvement.

Students in our EDEL 5100 course are required, as part of their clinical practice assignment, to conduct a [diagnostic assessment](#) and develop lessons reflective of those results. They are introduced to the assessment information and lesson during [week 4 of the course](#), allowing time for feedback on the materials.

**CSUB MULTIPLE SUBJECT
COURSE SYLLABI**

“Expanding minds. Engaging hearts. Enhancing communities.”

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF SOCIAL SCIENCES AND EDUCATION
Teacher Education Department**

**EDTE 4100: Teaching English Learners and Special Populations
3 units**

General Information

Instructor:	Phone:
Office:	Fax:
Office Hours:	Course Number: Section:
Email:	Units:
Class Times:	Room:

Mission

The mission of the CSUB Department of Teacher Education is to prepare educator advocates who are leaders in their communities and invested in developing students as capable and compassionate change-agents.

Vision

All schools will have transformational educators who prepare and inspire students to create more just, inclusive, and informed communities.

Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

- **Professional Collaboration:** Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.
- **Reflective Practitioner:** Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.
- **Ethical Professional:** Candidates’ actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

- **Student/Client Centered:** Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.
- **Professional Leader:** Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.
- **Professional Competence:** Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

COURSE DESCRIPTION

This course is designed to promote foundational knowledge and pedagogical skills necessary for working with diverse learners. In particular, candidates will develop relevant knowledge and instructional skills necessary for responding to sociocultural, academic, cognitive, linguistic, and individual needs of all students in inclusive classrooms including English Learners, students with special needs, and gifted learners. The course also focuses on the landmark and current trends and practices in light of the principles of second language acquisition and bilingual discourse, the evolution of legal entitlements of English Learners and students with special needs, the integration of culturally conducive and equitable instructional and assessment differentiation, the implementation of new English Language Development and Common Core State Standards, along with relevant adaptations in lesson planning and delivery. *Candidates can benefit greatly from doing field experience while taking the course.*

COURSE GOALS AND OBJECTIVES

CA Teaching Performance Expectations (TPEs) and Association for Advancing Quality in Educator Preparation (AAQEP) Standards are in parentheses):

TPE Link: [TPEs 1-7 \(2022\)](#)

Literacy TPE Links: [Literacy Standard & TPEs](#)

AAQEP: [AAQEP Standards](#)

1. Candidates learn about the state and federal requirements for the placement and instruction of English Learners, Special Education as well as Gifted learners and the about the various bilingual and sheltered language, and development programs available for Special Populations (TPE 4.4, 4.5, **7.2, 7.1**; AAQEP 1.a, 1.d)
2. Candidates learn the purposes and content of the instructional programs for Special Populations and they understand the local structure and programs designed to meet the needs of Gifted, EL and SPED Learners. (TPE 1.6, 4.1, 4.4, 4.5, 6.5, **7.2, 7.11**; AAQEP 1.a, 1.d)
3. Candidates investigate second language pedagogy data, including cognitive and affective factors, and the significance of teaching ‘Academic English’ (TPE 1.6, 3.1, 4.1, 4.4, 5.7, 6.2, **7.11**; AAQEP 1.a, 1.d)
4. Students evaluate academic based scenarios and practice Response to Intervention techniques and strategies (TPE 1.4, 1.5, 1.6, 1.8, 2.5, 3.1, 3.2, 3.4, 4.1, 4.4, 4.5 5.1, 5.8, 6.1, **7.1, 7.2, 7.11**; AAQEP 1.a, 1.d, 2.c)
5. Candidates will learn how to relate national, state and local demographic and assessment data to their own school’s Special Population

- Learners' information (TPE 1.1, 2.4, 4.1, 4.6, 5.2, 5.7; AAQEP 1.a, 1.c, 1.d)
6. Candidates investigate diagnostic and assessment skills for Special Populations (TPE 1.1, 4.1, 4.6, 5.1, 5.2, 6.1; AAQEP 1.a, 1.d)
 7. Candidates thoroughly analyze the ELD and Common Core Standards and how to implement them in their instructional planning while utilizing Universal Design for Learning (UDL) (TPE 1.4, 1.6, 3.1, 4.4, 5.7, 7.1-11; AAQEP 1.a, 1.d, 2.b)
 8. Candidates will be given the opportunity to study the special education process, characteristics of exceptional, diverse, and at-risk learners, and the use of effective differentiated instructional guidelines, practices and accommodations (TPE 1.4, 3.5, 4.5, 5.6, 7.2 AAQEP 1.a, 1.d)
 9. Candidates learn about the interface between working with special education students, GATE students, and ELLs and how to provide comprehensible input, foster student engagement and motivation as well as making learning accessible to all students in inclusive classrooms (TPE 1.1-8, 4.4-8, 7.2, 7.3, 7.6-9 AAQEP 1.a, 1.d)

Textbooks, Class Materials & Resources

Required Textbook:

Mastropieri, M.A. & Scruggs, T.E. (2018). *The inclusive classroom: Strategies for effective differentiation* (6th ed.). Upper Saddle River, NJ. ISBN: 978-0-13-386301

2. Supplemental Readings & Materials for EDTE 4100: a package of chapters and materials will provided by the instructor on Canvas and includes a series of readings, modules and online resources which are assigned throughout the semester as outlined in the course schedule.

Also check Canvas for other supplementary materials and resources.

3. Other Required online resources:

- 1. Bookmark the California Language Arts Content standards from the web at www.cde.ca.gov.
- 2. Bookmark the California Common Core State Standards
- 3. Bookmark the ELD and Common Core Standards:
<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- 4. Bookmark the California ELA/ELD Framework- With an emphasis on Chapters 9 & 10
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- 5. Bookmark the California Association for the Gifted Website
<http://www.cagifted.org/> (access the link: CCSS and GATE)

Attendance Policy and Professional Expectation;

It is the expectation that students will cultivate professional attitudes and mannerisms. Coursework is seen as a prelude to employment where punctuality, courtesy, and full engagement are expected. For this reason, absences, tardiness, and early class departures will influence the final grade earned in this course. *Each tardy or early class departure will result in a minimum of a 2% point deduction from the final grade. Each*

absence will result in a 5% point deduction from the final grade. If a student is absent more than three times, the student will receive a failing grade in the course. This policy will be enforced at the professor's discretion.

Class Understanding Contract Agreement (1 points)

This assignment is due the second week of class. Read over the agreement, sign, and submit on Canvas. See Appendix E for the contract.

Task A: Attendance and Participation (25 points):

Evaluation criteria include: a) active participation during class discussions, b) appropriate responsiveness to presenters, c) ability to interact constructively with group members, d) appropriate contributions to lectures and small group activities, e) submission and presentation of course assignments in a timely manner, f) class attendance and promptness, and g) overall professionalism. See the attendance policy above for specific guidelines that will affect your grade.

Task B: Group Reports/Presentations (30 points):

We will divide the class into groups of 3-5 participants and each group will present an oral report on the questions listed below. How you and your group decide to present the material is up to you—handouts, PowerPoint, lecture format, etc. It is imperative that this be a **GROUP** activity and the work should not be shifted to one person. You are expected to teach your topic to the class, in addition to preparing a lesson that can be taught to the class. A sample lesson and guidelines will be provided for you to construct your lesson plans. Each presentation will be limited to 45-60 minutes. See Appendix A for the guiding questions and topic domains. ***Make copies (electronic) of your group's notes and handouts for the entire class; get these copies to the instructor 2-3 days before the day of your presentation. This should be done by e-mailing the final materials to the instructor in advance of your scheduled group presentation.*** A **Confidential Peer Evaluation** will need to be completed by all group participants and will be included in the overall Task B grade. *(15 points = presentation & lesson delivery, 15 points = average of peer evaluations for a total of 30 points)* See **Appendices A-D for further details.**

Task C: ELL and Special Populations Instructional Plan (40 points):

As we have ascertained, there are many facets of language acquisition and many issues we have to consider when planning our instruction and teaching strategies for our diverse classrooms. Not only do we have to plan our curriculum to meet the needs of the special learner and the GATE student, we also have to consider how we will instruct our English Learners. What kinds of implications will current legislative policy and school/district adopted curriculum models have for our classrooms? Given the subject and grade level you would like to teach, what implications will some of the issues we have addressed have for your classroom? The purpose of this project is to design a plan for your classroom which will enable your students to appreciate each another for who and

what they are. (Total points = 40) **You will develop a plan to be used in your classroom, which will address the needs of your English Learners, and Special Education students including Gifted Students. See Appendix E for guidelines.**

Important Special Note:

Task D: Two Special Needs Instructional Modules and Assessment (30 points):

Teacher Candidates will complete **two** online interactive modules of their choice (see below) along with the assessments at the end of each module. These modules are designed to promote your knowledge about the unique needs of learners with disabilities and/or gifted students, integrate relevant adaptations and accommodations in inclusive settings, and design lessons and interventions to that engage special needs students and create optimal learning opportunities for them in diverse settings. **Following are the modules and some guidelines:**

- Complete each module by following the order of Challenge, Thoughts, Perspectives and Resources, Assessment, and Wrap-up.
- **Respond** to questions in **ASSESSMENT** from each module. Your responses should demonstrate your understanding and reflections on the content of the modules and should be **in paragraph format**. These assessments will be uploaded for credit to the appropriate dropbox on Canvas.

Module #1	RTI (Part 1): An overview (https://iris.peabody.vanderbilt.edu/module/rti01/)
Module #2	The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns (http://iriscenter.com/module/preref/)
Module #3	RTI (Part 3): Reading Instruction (https://iris.peabody.vanderbilt.edu/module/rti03/)
Module #4	Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities (http://iriscenter.com/module/v02-successsight/)

[Go to top of document](#)

Task E: Quizzes (75 points):

In addition to the syllabus quiz, there will be a minimum of **4 Quizzes** over textbook readings, online materials, supplemental readings, lectures...etc. More details will be provided in class and on Canvas.

GRADING AND EVALUATION

All tasks (which might include quizzes, tests, and exams...etc.) should be completed by the scheduled days and timelines. There will be neither retakes of examinations nor "extra credit" projects allowed to compensate for poor performance on tasks. **Late assignments will**

not be accepted for credit unless prior arrangements are made with the instructor. You must provide compelling reasons for such consideration to be granted. If accepted, late assignments will result in a 10% loss of points.

All assignments are to be typewritten or computer printed, double-spaced, using 11 or 12 point font, APA style. Written assignments should conform to the basic principles of effective writing and balanced in terms of content and form. ***Assignments need to be turned in electronically (via Canvas by the date due, unless prior arrangements have been made, initiated by the candidate and in writing, with the instructor.***

All tasks, assignments, oral presentations, and the final course grade will be calculated using the following percentages:

A = 94 – 100%	B = 84 – 86%	C = 74 - 76%	D = 64 – 66%
A- = 90 – 93%	B- = 80-83%	C- = 70 – 73%	D- = 60 – 63%
B+ = 87 – 89%	C+ = 77 - 79%	D+ = 67 – 69%	F = 59% and below

Grade distribution and maximum possible points for each assignment are outlined below on the following Grade Summary Sheet:

GRADE DISTRIBUTION & SUMMARY SHEET

STUDENT	SEMESTER		
Assignment	Points possible	Points earned	Comments
<i>Course Understanding & Contract</i>	1		
<i>Task A: Attendance & Participation</i>	25		
<i>Task B: Group Projects & Lesson Presentations</i>	30		
<i>Task C: ELL and Special Populations Instructional Plan</i>	40		
<i>Task D: Special Needs Instructional Modules & Assessments</i>	30		
<i>Task E: Quizzes</i>	75		

TOTAL	200		
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Overall comments:

Accommodations for Students with Disabilities (for Bakersfield campus)

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

Accommodations for Students with Disabilities (for AV campus)

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in Bldg. 200, and they may be reached at 661-952-5061 (voice) or 661-952-5120 (tdd). If you have an accommodation letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours so we can discuss the specific accommodations that you might need in this class.

Academic Honesty

There are certain forms of conduct that violate the university’s policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one’s own. Plagiarism may consist of handing in someone else’s work as one’s own, copying or purchasing a pre-written composition and claiming it as one’s own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses. Source: 2012-2013 CSUB Catalog, p.78

PROFESSIONAL LIABILITY INSURANCE

As of August 1, 2006, the CSU Chancellor's Office of Risk Management is requiring all students in various fields, including the Credential Program to purchase Professional Liability Insurance. This fee may be paid at the Cashier's window or online.

TENTATIVE SCHEDULE
(subject to change and modifications)

Week/Session	Date	Topic and Focus Areas	Tasks/Activities/Assignments
1		<ul style="list-style-type: none"> ● Introduction, Course Review ● Assign Task B Groups ● IDEA, ADA, LRE, 504 ● Common Core, ELD Standards ● English Language Learners ● Special Needs Students 	<ul style="list-style-type: none"> ● Introductions, Course overview ● Context of ELL and Teacher Quality Standards, Common Core, ELD ● AB 124, key shifts in ELD and Proficiency Level Descriptors (PLDs) ● Submit Course Understanding & Contract on BB9 ● Form groups for Task B ● Read Ch. 1-2 Inclusive Classroom (IC) ● Supplemental Readings
2		<ul style="list-style-type: none"> ● Discourse analysis, interaction, ELLs and SPEDs ● Language properties, aspects, functions, contexts... etc. ● The communicative process ● Cognitive Diversity ● Linguistic Diversity ● Prevalence and Characteristics of Higher Incidence (Communication, Learning, Intellectual, Behavioral, ADD/ADHD) 	<ul style="list-style-type: none"> ● Read Ch. 3 (IC) ● Supplemental Readings ● Check Canvas for Announcements and Agenda ● Complete/finalize sign up for Task B Presentations ● Begin preparation to work on assignments <ul style="list-style-type: none"> ● Language acquisition and learning ● Discourse analysis and interaction ● Implications for working with special populations, ELs & Gifted ● In-class group activities and tasks
3		<ul style="list-style-type: none"> ● Language Development Theories (Language Acquisition, Behaviorism, 	<ul style="list-style-type: none"> ● Read Ch. 4 (IC) ● Supplemental Readings ● Continue previous discussion topics

		<p><i>Cognitivism, Innatism, Constructivism, Multiple Intelligences, Ecologist View, Linguistic View</i></p> <ul style="list-style-type: none"> ● Prevalence and Characteristics of Lower Incidence (Physical, Health, Visual, Hearing, Autism) 	<ul style="list-style-type: none"> ▪ Check Canvas for Announcements ● M. Haliday's functions ● Krashen's hypotheses: video and discussion ● Principles/models of L1/L2 acquisition ● In-class group activities and tasks ● Continue preparation for upcoming assignments
4		<ul style="list-style-type: none"> ● Foundations of ELD and Principles of Second Language Acquisition ● BICS, CALP, SUP, CUP ● Bilingual discourse ● Code switching ● Diverse Learning Needs (<i>GATE, Linguistic Needs, At Risk Students</i>) 	<ul style="list-style-type: none"> ● Supplemental Readings ● Read Ch. 5 (IC) ● Continue discussion of previous topics... ● Check Canvas for Announcements ● Task B: Presentations continue (Group 1) ● Bilingual education: video and discussion ● Bilingual education and immigration <ul style="list-style-type: none"> ● Continue preparation for upcoming assignments
5		<ul style="list-style-type: none"> ● Bilingualism and Bilingual education ● Bilingual programs ● Pedagogical practices for bilingual students, ELs, & SPEDs ● Differentiated instruction for ALL Students ● Universal design for learning ● Parental involvement 	<ul style="list-style-type: none"> ● Read Ch. 6 (IC) ● Supplemental Readings ● <i>Above continues</i> ● Check Canvas for Announcements ● Task B: Presentations continue (Group 2) ● Instructional conversation: video demonstration, discussion and illicit strategies ● <i>Lesson planning in diverse classrooms</i> ● In-class group activities and tasks ● Continue preparation for upcoming assignments
6		<ul style="list-style-type: none"> ● Funds of Knowledge, Assets & Needs 	<ul style="list-style-type: none"> ● Supplemental Readings ● Read Ch. 12 (IC) ● <i>Above continued</i>

		<ul style="list-style-type: none"> ● Dimensions of language proficiency, assessment and evaluation ● Overrepresentation of ELL placement ● Evaluating ELLs ● Procedures, District Assessments and Placements ○ ELL PLD (Proficiency Level Descriptors) ● Communication and Collaboration with families and paraprofessionals ● Multidisciplinary teams 	<ul style="list-style-type: none"> ● Assessment and ELLs ● Check Canvas for Announcements ● Task B: Presentations continue (Group 3) ● In-class group activities and tasks ● Test bias ● <i>Testing and issues of validity</i> ● Continue preparation for upcoming assignments
7		<ul style="list-style-type: none"> ● Teaching in Content Areas, Area Instruction, SIOP & CALLA ● Content Area Instruction in ELL & SPED Classrooms ● Standards based learning and Teaching 	<ul style="list-style-type: none"> ● Read Ch. 14-16-Choose one (IC) ● Supplemental Readings ● <i>Above continued</i> ● Task B: Presentations continue (Group 4) ● Instructional planning for ELLs and standards based learning/teaching ● Check Canvas for Announcements ● Continue preparation for upcoming assignments
8		<ul style="list-style-type: none"> ● Gifted vs. SPED ● Inclusion with Peers ● Peer tutoring ● Cooperative Groups ● Motivation and Engagement ● Techniques and Strategies ● Praise and Rewards ● MTSS 	<ul style="list-style-type: none"> ● Read Ch. 9-10 (IC) ● Supplemental Readings ● <i>Above continued</i> ● Check Canvas for Announcements ● Task B: Presentations continue (Group 5) ● Continue preparation for upcoming assignments

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9		<ul style="list-style-type: none"> ● Language proficiency ● ELD Standards & PLDs ● Classroom Management ○ Observe, record, manage ○ Strategies ● Social Skills ○ Assess social skills ● Interventions 	<ul style="list-style-type: none"> ● Read Ch. 8 (IC) ● <i>Above continued</i> ● Check Canvas for Announcements ● Task B: Presentations continue (Group 6) ● Continue preparation for upcoming assignments
10 & 11		<ul style="list-style-type: none"> ● English Language Proficiency Assessments for California (ELPAC) ● Assessments and Evaluations ● Evaluating ELLs ● Assessment, standards, rubrics... ● Response to Intervention (Academic and Behavior) ● PBIS ● Bullying 	<ul style="list-style-type: none"> ● Read Ch. 7 (IC) ● <i>Above continued</i> ● Check Canvas for Announcements ● Task B: Presentations continue (Group 7) ● Continue preparation for upcoming
12 & 13		<ul style="list-style-type: none"> ● Instructional differentiation for diverse student populations ● Teaching Study Skills ● Instructional planning for ELs & SpEds ● Universal Design of Instruction and Culturally Responsive Pedagogy ● Promoting inclusion with classroom peers 	<ul style="list-style-type: none"> ● Read Ch. 11 (IC) ● <i>Above continued</i> ● Check Canvas for Announcements ● Task B: Presentations continue (Group 8) ● Continue preparation for upcoming assignments)

14		<ul style="list-style-type: none"> ● Universal Design of Instruction and Culturally Responsive Pedagogy ● Promoting inclusion with classroom peers 	<ul style="list-style-type: none"> ● Read Ch. 13 (IC) ● <i>Above continued</i> ● Check Canvas for Announcements ● Task B: Presentations continue (Group 9) ● Culturally responsive schooling Intercultural educator ● Combating bigotry, bias, & prejudice ● Continue preparation for upcoming assignments
15		<ul style="list-style-type: none"> ● Literacy instruction for ELs & SPEDs ● Culturally responsive pedagogy ● Multicultural Literature ● Diversity and global perspectives 	<ul style="list-style-type: none"> ● Supplemental Readings ● <i>Above continued</i> ● Check Canvas for Announcements ● Combating bigotry, bias, & prejudice ● Continue preparation for upcoming assignments
16		<ul style="list-style-type: none"> ● General Overview & Wrap Up 	<ul style="list-style-type: none"> ● Check Canvas for Announcements

Appendix A (EDTE4100--Monday PM)

(Check Guidelines for Task B)

Task B: Group Task & Lesson Presentations Sign-Up Sheet Schedule

Topic #1: Foundations of ELD and Principles of Second Language Acquisition		
<i>Session/Week 5</i>	<i>Group #1 Presenters</i>	<i>Topic Strands</i>
		Describe the theoretical foundations for language development in ELLs, such as the principles of first and second language acquisition (e.g. Krashen's hypotheses, Cummins' theory...etc.), difference between BICS and CALP . Illustrate how the relationship between SDAIE and ELD . ELD instruction vs. SDAIE instruction. Describe how SDAIE techniques can be integrated in lesson planning and delivery. Create a lesson plan and demonstrate/deliver for the whole class focusing on ELD and using SDAIE strategies/techniques.
Topic #2: Bilingualism and Bilingual Education		
<i>Session/Week 6</i>	<i>Group #2 Presenters</i>	<i>Topic Strands</i>
		Compare and contrast SEI, Bilingual Education , early transition bilingual education, dual language immersion, submersion and pull out programs. Which program is better? Why? What effects did Prop 227 and will Prop 58 have on these programs? Devise and deliver a lesson plan having bilingual and ELL learners in mind. Your lesson plan for the whole class should be aligned with both ELD and Common Core Standards.
Topic #3: Funds of Knowledge, Students' Assets & Needs		
<i>Session/Week 7</i>	<i>Group #3 Presenters</i>	<i>Topic Strands</i>
		What is/are Funds of Knowledge ? How does the current literature/research describe it? How do Funds of Knowledge impact instruction in diverse classrooms? How are Funds of Knowledge, Students' Assets & Needs assessed and evaluated? How do teachers integrate students' assets and meet their needs based on various aspects of diversity (cognitive, cultural, linguistic... etc.) and their special needs and circumstances ? Create and deliver a lesson plan that illustrates how Funds of Knowledge, Students' Assets & Needs can be addressed/implemented in diverse classrooms.
Topic #4: Content Area Instruction, SIOP & CALLA		
<i>Session/Week 8</i>	<i>Group #4 Presenters</i>	<i>Topic Strands</i>
		Compare and contrast SIOP model and the CALLA approach, and illustrate how they can be used in content area instruction when working ELLs. Based on the principles and components of the SIOP and CALLA, prepare a lesson plan focusing on a given content area to be delivered for the whole class.
Topic #5: Gifted vs. SPED		
<i>Session/Week 9</i>	<i>Group #5 Presenters</i>	<i>Topic Strands</i>
		Compare and contrast Gifted Education with general education and special education . Describe the federal and state mandates that support gifted education. Does Gifted Education receive a similar level of legal support and funding compared to special education? Why or why not? What are Sandra Kaplan's Icons of Depth and Complexity and how are they used to differentiate instruction for Gifted Learners? What is Multi-Tier System Support (MTSS) and how is it used in diverse schools? Create a lesson plan that differentiates instruction and assessment for all learners , including gifted students
Topic #6: ELD Standards & PLDs		
<i>Session/Week 10</i>	<i>Group #6 Presenters</i>	<i>Topic Strands</i>
		What is language proficiency ? How does the current literature define it? How should proficiency be measured with accuracy? What are the new California English Language Development Standards (ELD) and the Proficiency Level Descriptors (PLDs) ? How do they relate to other standards such language arts frameworks and the Common Core Standards ? What are the key shifts from the old ELD standards? How are the new ELD standards and PLDs used in lesson planning and delivery ? Create lesson plan and demonstrate/deliver for the whole class.
Topic #7: English Language Proficiency Assessments for California (ELPAC)		
<i>Session/Week 11</i>	<i>Group #7 Presenters</i>	<i>Topic Strands</i>

		Explain and discuss the newly adopted English Language Proficiency Assessments for California (ELPAC) which has been phased in during 2016-2017 to replace the CELDT. How does ELPAC compare and contrast with such assessments as CELDT and SOLOM . Include the level designations of ELPAC compared to CELDT. How are students reclassified for placement in these groups? Provide some local numbers for district ELL enrollment and reclassification rates. Create lesson plan and demonstrate/deliver for the whole class.	
Topic #8: Instructional Differentiation for Special Populations, ELs, & the Gifted			
<i>Session/Week 12</i>	<i>Group #8 Presenters</i>	<i>Topic Strands</i>	<i>Date</i>
		Differentiated Instruction for ELs and Special Populations. What is Differentiated Instruction (DI) ? What are strategies and techniques used to differentiate instruction? How do you differentiate assessment for ELLs, SPED, and GATE students? How are standards (ELD, Common Core...etc.) integrated in Differentiated Instruction? Devise and deliver a lesson plan using DI for the whole class using differentiated instruction and assessment for the whole class.	
Topic #9: Universal Design of Instruction and Culturally Responsive Pedagogy			
<i>Session/Week 13</i>	<i>Group #9 Presenters</i>	<i>Topic Strands</i>	<i>Date</i>
		Using Universal Design of Instruction (UDI) in linguistically and culturally diverse classrooms: What is UDI ? What are the techniques and strategies of UDI? How does it relate to Culturally Responsive Pedagogy (CRP) ? How is UDI integrated in instructional planning for ELLs? Devise and deliver a lesson plan using UDI for the whole class with necessary accommodations and adaptations .	

Notes:

- *Group sign up sheet was completed during the first class meeting*
- *If needed, schedule will be updated weekly until is finalized*
- *Check Canvas for any updates and changes*

Appendix B
In-Class Evaluation of Group Project and Lesson Presentations (Task B)

Presenters	1. _____ 2. _____ 3. _____
	4. _____ 5. _____ 6. _____
Topic	

Criteria	Points Possible	Points Earned
Presentation and Handout(s) for the class <ul style="list-style-type: none"> • <i>Focus topic areas targeted</i> • <i>Procedure steps</i> • <i>Delivery and explanation, demonstrations, modeling, illustrations...,etc.</i> • <i>Implications/applications</i> 	2	
Lesson Example – Class participation <ul style="list-style-type: none"> • <i>Literacy area targeted based on ELL, SpEd &/or Gifted student needs</i> 	2	

<ul style="list-style-type: none"> • <i>Relevancy of procedure steps, adaptations, techniques, strategies all students.</i> • <i>Explanation of why these strategies would improve the targeted literacy area for all students.</i> 		
Appropriate materials selected and readily available	2	
Class participation (The students are actually participating in the presentation and lesson. Students are engaged and interested in the presentation.)	2	
Management techniques (circulation, proximity, space)	2	
Appropriate modes of delivery used (i.e. technology and multi-media, interactive, activity based...etc.)	2	
Distribution/contribution of tasks (i.e. each presenter has equal share, effort, and contribution)	2	
Time Limit: <i>depending on group size (30-45 minutes)</i>	1	
Total Points	15	

Comments:

Appendix C
Confidential Peer Evaluation Form (Task B Group Projects)

Point Key: [4] (Strongly Agree) [3] (Agree) [2] (Disagree) [1] (Strongly Disagree)

Directions: Complete the form and post on Canvas in the designated area. Using the above rating scale:

1. Enter your ratings by assigning a number (1-4) based on the above Key (Weightings) for each criteria item.
2. Write each group member's name and do NOT evaluate yourself
3. Evaluate each member of your group on all criteria
4. This process is extremely confidential (only the instructor views the input)
5. Feedback may be used to determine the individual student's points received for the project/task
6. There are no points assigned to submitting this form
7. This form is due upon submission of the respective collaborative task/assignment.

Part I	<i>Student's Name</i>	<i>Student's Name</i>	<i>Student's Name</i>	<i>Student's Name</i>	<i>Student's Name</i>
<i>Performance/ Contributions Criteria</i>					
1. Willingly accepted tasks and responsibilities critical to the group project's success					
2. Attended all scheduled meetings and met established deadlines by the group, and facilitated the planning and project development.					
3. Made significant contributions to compiling the project materials and written presentation (i.e. PPTs, Handouts, etc.).					
4. Worked collaboratively with other group members throughout the project and fairly completed his/her part(s) of the task.					
5. The project would have been much weaker without his/her contributions and efforts.					
<i>Rating Summary (total points)</i>					
Part II					
Include any other comments and input on each peer regarding their contributions. Be very objective,					

specific and do not generalize. For example, indicate which member contributed the most/least and avoid making statements such as “we all contributed equally” and the like.					
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Appendix D

Lesson Plan Guidelines, Template & Rubric

Directions for CSUB Lesson Plan Template Completion

Be sure you are answering all questions and completing all sections.

Standards and Learning Goals/Objectives:

Selected standards are clearly aligned with stated learning goals (**Common Core, Next Generation Science Standards (NGSS), Content Area, ELD**). Learning goals are aligned with instructional strategies, student activities and planned assessments. Goals are measurable, specific and achievable within in the given timeframe, and are written in student friendly language. What specifically do you expect your students to know or be able to do at the end of this lesson? CO-What is the content objective for the lesson? LO-How will the students demonstrate understanding utilizing academic language (written or verbal)? SO-How will the students interact or collaborate during this lesson (partners, groups, independently)?

Essential Questions:

Essential questions align learning with critical thinking, inquiry and problem solving for both the teacher and student. Appropriately crafted essential questions require students to create new understandings through putting together information for themselves. Essential questions are inquiry based, reinforce higher order thinking and are divergent allowing for multiple ideas and interpretations. They are broad and can be answered throughout the lesson, unit or throughout the year.

Academic Language (vocabulary): What essential vocabulary will the students need to know in order to demonstrate understanding of the content? (Every content area has vocabulary). How will the teacher use and reinforce student use of appropriate academic language during the lesson? When will academic language be addressed and how? What supports will be in place for language learners and below standards students to access the academic language during instruction? Is there enrichment vocabulary for advanced learners?

Assessment/Progress Monitoring of student achievement of the learning goals: (bullet points with detailed rationale are acceptable)

Include these assessments in your instructional sequence plans as well. How will you determine what the students know and what you need to reteach? How will you & your students know if they have successfully met the learning goals? How will you have students self-assess their understanding of the learning goals? What does success with this lesson’s learning goals/outcomes look like? How will you check for understanding and encourage active participation during implementation? What evidence will you collect during and at the end of the lesson to demonstrate the extent in which the students have made progress toward the academic learning goals?

Types of assessment to consider:

Diagnostic (Pre-assessment): How and when will you check for prior knowledge? If this is the first lesson in the unit, how are you determining student background knowledge regarding the standards and goals / objectives?

Checking for Understanding Progress Monitoring: What will you do during instruction to ensure students are incrementally understanding the lesson goals? How will this inform changes you make to the lesson immediately?

Student Self-Assessment: What will the students do during the lesson to evaluate their own progress toward meeting the learning goals? How will this help students understand their progress?

Peer Assessment: Will students work with peers during instruction to clarify, review, or correct levels of understanding regarding learning goals? How will this inform the remainder of your lesson? How is this evidenced in your grouping?

Formative: What progress assessments will you use to determine mastery of the learning goals? How do they relate to the learning goals? How will you use this to inform changes to instruction for the next lesson in the series?

Summative: Will this lesson end with an assessment of all learning goals for the unit of study? What is your plan for the summative assessment and how do the informal and formal assessments in this lesson prepare students for the summative?

Differentiated Product(s): If needed in this lesson, how will you differentiate the assessment process, product or environment for students? For which student needs and why?

Materials:

Consider all the tools, worksheets, technology, space, and other materials needed to implement the activities and manage the class. What will you need as the teacher to teach and/or facilitate learning during this lesson? What materials will the students need? List the quantity of each material that is needed for each student or group of students. What technology will be used by the teacher and by the student? If not using available technology, explain why.

Safety Consideration:

Safety is of the utmost importance. If completing a demonstration or an activity that requires tools or materials that have the potential to be harmful, what is being done to ensure students and teacher are safe? How are chemicals being stored, distributed, used, and disposed of? What protective equipment is needed? If completing a physical activity, what type of conditions must be met?

Differentiation:

Based on your class contextual information, list the student types and the adaptations/ differentiation planned for this lesson. Adaptations can be either **accommodations** or **modifications**. **Accommodations** are changes made to instruction or assessment to help a student meet the same expectations and standards as the entire class. While this can be for any student, it may also include students with a specialized plan. A **modification** alters or reduces the learning goals, assignments or assessment expectations and requires an IEP or 504 plan. See http://www.pent.ca.gov/acc/commondefinitions_accom-mod.pdf for further clarification.

How will you ensure that all students have access to and are able to engage appropriately throughout the lesson? Take into account the following: Funds of Knowledge, Student Assets and Needs, English Language Development, student learning styles, SDAIE strategies, Differentiation,

Higher Order Thinking Skills, Bloom's Taxonomy and Multiple Intelligences throughout the implementation of the lesson plan. What specific accommodations or modifications will you make for your ELL, GATE, struggling students and identified special needs students (explain your decisions)? Consider all aspects of student diversity represented in your class.

How will you provide **remediation** for students who are struggling to grasp the content or skill? How will you **extend or enrich** student understanding of the content or skill for students who show mastery quickly.

Classroom Management: What management will you need to take into consideration as you plan this lesson? Consider grouping, transitions, procedures and routines needed for instructional ease and success.

Instructional Sequence: Procedures, Strategies and Activities:

Write your directions in the sequential order that they will occur during the lesson. Use these questions to guide your thinking.

Lesson Sequence: What Instructional Strategies and Student Activities will you use: *constructive, direct instruction, inquiry, cooperative learning, etc.* in this lesson. Lessons benefit from multiple strategies and student activities, what multiple strategies will you use? What learning experiences will students engage in and how will you use these learning experiences or the student products as formative assessment opportunities? What prerequisite skills do the students need to be successful, how will you link this lesson to previous learning? What will you do to state the lesson goals / objective and set the tone for learning? What is the order of these events and how much time do you anticipated each will take?

When you introduce or review vocabulary? What is your plan for modeling (before student practice or after inquiry)? Include your plan for introduction and/or review of academic language. What specific questioning and discussion strategies and instructional methods will you use throughout the lesson? What high order thinking questions will you use to support critical thinking? What student activities will you use? What student grouping (if any) will you use? What will you do to guide student practice during this portion of the lesson? How do you plan to supervise students during guided practice? What student activities will you use? All of the plan sections above the Instructional Sequence section should directly connect to this implementation plan.

How will you review the lesson goals / objectives with all students prior to end of lesson or release to independent practice? What will students do to reflect on the lesson goals and demonstrate they are ready for independent practice? What is your plan for students to demonstrate an independent understanding of the lesson goals? What will students do during this portion of the lesson? What will you do? What student activities will you use?

Lesson sequence rationale: Why did you select these instructional strategies and student activities? How do they meet the needs of the students in your class? How does this sequence of instruction assist students in the learning process?

Reflection: Develop or select three or more questions to answer when the lesson is taught to your students. If the lesson is not taught,

discuss the questions with a hypothetically speaking perspective (What would you do, or what might the students do?) Provide examples and details to explicitly explain your rationale.

Ideas: Did you teach the lesson as planned? If not, what changes did you make? To what extent did the whole class meet the stated learning goals? If more than one goal, how do you know which students met each goal? In what way was your lesson effective? What could you improve upon after teaching this lesson? Describe what the students were doing while you were teaching: were they listening, on task, involved? Describe the management required to successfully complete this lesson. How effective were the assessment strategies? What would make the assessment better aligned or accurate for student achievement of the learning goals? What will you do for the student(s) who did not achieve the academic learning goals? How did this lesson support 21st Century Skills? How did this lesson reflect academic rigor? How did this lesson cognitively engage students? How did this lesson engage students in collaborative learning and enhance their collaborative learning skills? What theory supports the teaching strategies you used for this lesson and why?

CSUB Standards Based Lesson Plan Template

Descriptive Information	
Title: Candidate Name: Content Area/Subject: Grade/Period:	Unit Focus: Co-Teaching Strategy:
Planning	
Lesson Standards:	
Lesson Goals/Objectives: CO (Content Objective)- LO (Language Objective)- SO (Social Objective)-	
Description of Unit and Lesson's place in the unit:	
Essential Questions:	
Academic Language (Vocabulary):	
Assessments: (Name, What is being assessed, & Why) Beginning of lesson <ul style="list-style-type: none"> • During Lesson <ul style="list-style-type: none"> • End of lesson <ul style="list-style-type: none"> • 	
Materials (include: technology and all resources):	
Resources:	

Technology: Teacher will use: Students will use:		
Safety considerations <i>(if needed):</i>		
Differentiation (Adaptations-Accommodations/Modifications to the Content/Process): Based on your class contextual information, list the student type and the adaptation planned for this lesson [Examples: EL Students; Exceptional Students (Students with IEPs; 504s; and/or Behavioral/Emotional Needs); Advanced; Below Basic] (What, for Whom, and Why) English Language Learners – Exceptional Students – Advanced/Extension – <i>A group of students has quickly learned the concept for this lesson. What will you do to help them extend their knowledge during this lesson?</i> Below Basic/Remediation – <i>A group of students is struggling to understand the concepts in this lesson. What will you do to help them during this lesson?</i>		
Classroom Management required for lesson success:		
Instructional Sequence / Implementation		
Time	Instructional Component <i>(Include Engagement and Motivational Strategies throughout the sequence) Detailed, step-by-step directions of what the teacher and the students are doing.</i>	Rationale
<u> </u> minutes	Introduction/Drill/Do Now/Warm-up: <i>(What meaningful activity will students complete as soon as they enter the classroom?)</i>	

_____ minutes	Review or Preparation for Lesson: <i>(How will student interest be sparked? Is there vocabulary that must be introduced/reviewed? Is there prior knowledge that should be tapped? Is there brainstorming that student need to complete before the lesson begins?)</i>	
_____ minutes	Instructional Strategies and Student Activities <i>(Includes questioning, sample problems, techniques, grouping strategies, pedagogical approaches, assessment strategies.)</i>	
_____ minutes	Wrap Up/Closing Activities/Summary: <i>(How will I tie up loose ends, reinforce/revisit the goals / objective and connect the lesson to the unit? How will I know if students have achieved today's goals / objective?)</i>	
Reflection: <i>List at least three questions you will ask yourself after the lesson is taught. After teaching, answer your questions. What might you alter if you were to teach this again?</i>		

Lesson Plan Rubric

Elements	Unacceptable	Basic	Proficient	Distinguished
Standards, Goals / Objectives and Essential Question(s)	Plan does not include standards and goals / objectives. Standards, questions and/or essential are not connected to instructional plan.	Plan includes a list of standards and goals / objectives. Essential question is present but does not meet the expectations. Standards, goals / objectives and essential questions are minimally connected to plan.	Plan includes standards, goals / objectives and essential question(s). The essential question meets the expectations. Standards, goals / objectives and essential questions are connected to plan.	Plan includes standards, goals / objectives and essential questions that meet expectations. Standards, goals / objectives and essential questions are clearly connected to plan.
Materials, Preparation and Resources	Plan does not include materials or available technology resources. Materials or technology are not appropriate for instruction or assessment.	Plan includes a list of available materials and technology resources. Selected materials and technology minimally connects to learning goals. No ancillary materials/documents are provided.	Plan includes a list of available materials and technology resources. Materials and technology are integrated into the lesson and are connected to learning goals and activities. Most ancillary materials/documents are provided.	Plan includes a list of all available materials and technology resources. Materials and technology are clearly integrated into the lesson to increase student access to the learning goals. A rationale for integrating technology into the lesson plan is also included.
Academic Language (vocabulary)	Plan does not list academic language (vocabulary) and plan for inclusion in lesson.	Plan lists academic language (vocabulary). Vocabulary is not introduced or reviewed in plan.	Plan lists academic language (vocabulary) and is introduced or reviewed during instruction. Use of academic language is connected to student success during instruction.	Plan lists academic language (vocabulary) and is introduced or reviewed during instruction. Student and teacher expected use of vocabulary is consistent throughout the lesson. Academic language is consistently connected to learning goals and student success.

Elements	Unacceptable	Basic	Proficient	Distinguished
Student Assessment:	Plan does not include student assessment. Listed assessments do not correspond with the type of instructional strategies and activities listed.	Plan includes a list of the types of student assessment available within the lesson. Assessments are aligned with the learning goals and instructional strategies/activities.	Plan includes multiple forms of assessments to inform instruction both during and at the end of the lesson. The purpose/rational of the assessment is provided	Plan includes a discussion and copies of the authentic assessments and reasons for selection for this lesson. Assessments directly relate to the standards and goals / objectives and are clearly written in student friendly language. The purpose/rational for assessment is clear and concise.
Differentiation	Plan does not include differentiation, or differentiation is not aligned with learning goals, or strategies are inappropriate.	Plan includes differentiation ideas. Plan minimally connects differentiation to student needs. Some strategies identified are appropriate.	Plan includes differentiation for all focus students and is connected to student needs and learning goals. Most strategies identified are appropriate.	Plan offers extensions for more motivated learners and/or adaptations for students with special needs or learning style preferences. All strategies identified are appropriate.
Instructional Sequence / Implementation (set, input, modeling, practice, closure, independent practice)	The lesson procedures are incomplete or missing. The teacher's role is often unclear. Teacher would need to do significant work to actually use the lesson. Plan is not sequential.	The lesson procedures are complete, but lack details in adapting for students with special needs or learning style preferences. It does not acknowledge potential challenges in implementing the lesson. Grouping is incorporated into the plan and is aligned to goals.	The lesson procedures are complete and written in such detail that other teachers could use the plan as written. The procedures are adaptable for multiple student needs.	The lesson procedures are clear, detailed and adaptable. There is a clear connection between the plan, assessments and learning goals. Plan could be used by other teachers for instruction.
Classroom Management	Missing or incomplete plan for classroom management during	Lists procedures and routines for instruction. Limited plan for	Classroom procedures and routines contribute to the flow of instruction. Grouping plan is aligned	Classroom routines and procedures clearly enhance the selected instructional sequence. Grouping plan

Elements	Unacceptable	Basic	Proficient	Distinguished
	instruction	grouping.	with strategies and student activities.	is clear, connected to plan and contributes to student learning.
Reflection	Missing or incomplete rationale.	Reflection discusses lesson process and completion of goals / objectives. Reflection does not describe how teacher knows students have met the learning goals / objectives.	Reflection discusses planning and implementation of lesson. Reflection discusses student progress toward learning goals and differentiation of plan for specific student needs.	Reflection discusses planning and implementation of the lesson and cite examples of areas of strength and for growth. Reflection clearly describes student's understanding of learning goals and the success of differentiation for specific student needs. Reflection includes evidence from instruction to determine next steps (remediation and or enrichment).
Mechanics and Organization	Many grammatical, spelling, and punctuation errors affect the reading of the plan. Not well organized and is difficult to read.	Some grammatical, spelling, and punctuation errors which do not affect the reading of the plan. Organizational problems, but readability is not affected.	Few grammatical, spelling, or punctuation errors. Organized and easily readable.	No grammatical, spelling, or punctuation errors. Clearly organized and easily readable.

Appendix E

TEMPLATE/GUIDELINES for Task C: Special Populations Instructional Plan

- Types of issues/challenges when working with Special Populations (including ELs, special needs students, gifted...etc.) TPE 2,6:** Briefly describe the context of the instructional plan in terms of the relevant issues that involve working with students who have unique needs. For example, you may include:
 - *Factors (such as motivation, attitudes, self-esteem, family values...etc.) that affect the learners' performance in schools*
 - *Social and cultural expectations and their role in working with special populations*
 - *Ways to engage learners culturally and emotionally in diverse learning/teaching environment.*
 - *Assets and needs, cultural capital, literacy and academic needs and challenges that affect learning and teaching*
 - *Contextual interaction elements (e.g. linguistic threshold, bilingualism, student status... etc.) and their implications for working with special populations*
 - *Funds of Knowledge (e.g. learners' prior knowledge and experiences, skills...etc. acquired through the daily cultural interactions within their family and community)*
 - *Other issues and determiners?*
- Plan of action TPE 1, 3, 5:** Develop an elaborate plan of action conducive to meeting the linguistic, academic, and educational needs of Special Populations. The plan of action should include goals and objectives. For example, state:
 - *What level-appropriate and/or grade-appropriate standards are aligned with objective and goals outlined in your plan?*
 - *What do you anticipate your students will accomplish over the course of the year that you have them in your class?*
 - *How will you assess (formative and summative) where they are when they began your class and where they are at the end of your class?*
 - *How will you demonstrate any improvement to your administrations?*
- Instructional strategies TPE 4:** There is a myriad of activities, strategies, techniques, and adaptations relevant to the needs of Special Populations. List a minimum of 10 strategies (that will maximize achievement of all students) to be integrated in the teaching aspects of the instructional plan. For example, you may include:
 - *SDAIE strategies and techniques*
 - *Instructional conversation techniques*
 - *Thematic plan strategies*
 - *Multiple intelligences*
 - *Differentiated instruction...and many others*
- Parental Involvement TPE 2,6:** There are many ways to establish continuity between home and school through communication with parents, and involvement of families. Describe:
 - *How do you plan to involve parents?*
 - *What strategies will be used to keep parents involved? Informed?*
 - *What strategies will be used to maintain constant communication?*
 - *What activities used maintain parental and family involvement?*

5. **Working with differentiated needs of students TPE 1,2, 3, 4:** Special Population students represent wide range diverse cognitive, linguistic, and cultural needs that exert a huge impact on learning and teaching. More importantly, they affect instructional planning and schools' outcomes. Thus
- *How do you differentiate instruction based on student diversity?*
 - *How will you address learning and cognitive styles differences when working with special populations?*
 - *How will you contextualize activities based on the diverse needs of your students?*
6. **Rationale for instructional choices/decisions TPE 6:** Briefly provide a rationale for your instructional choices and decisions based on your plan. For example, reflect on
- *Why did you choose the instructional strategies outlined above?*
 - *Why do you think such choices will maximize learning outcomes and increase student achievement?*
 - *What is the foundation (theoretical and practical) foundations of your selected strategies?*

Appendix F

(Due by the second week of the term)

COURSE UNDERSTANDING & CONTRACT

EDTE 4100 Syllabus Acknowledgment Receipt and Understanding

I, (your name: _____), the undersigned have read and heeded the course syllabus and guidelines. I am ready to begin the course based on the following:

- I have read the syllabus for EDTE 4100 thoroughly, carefully and thoughtfully, paying special attention to assignment details and due dates.
 - ***I fully understand the requirements and expectations along with all pertinent policies and procedures of the course.***
 - ***I fully understand pertinent attendance & participation policies.***
 - ***I fully understand the details for each task, project, and assignment.***
 - ***I fully understand the levels of achievement for each specific grade in the class.***
 - ***I have completed the prerequisites of this course (as applicable) as outlined in my program plan.***
 - ***I am eligible to take this course based on the program track I am seeking.***

Student's e-mail:

Student's telephone:

Student's signature/name:

Comments/accommodations needed: (Please list below)

Submission: Once you complete the form, save and name the document as follows:

Your first and last initials.EDTE4100Contract.doc

Example: TED.EDTE4100Contract.doc

Then, submit as an attachment in the designated area in the assignment drop box on Canvas ***no later than Second Week of Class by 11:59 pm***



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD™

Department of
Teacher Education

“Expanding minds. Engaging hearts. Enhancing communities.”

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF SOCIAL SCIENCES AND EDUCATION
DEPARTMENT OF TEACHER EDUCATION
(Term)**

**EDEL 5100: Literacy and the Arts for Diverse Learners
3 + 1 Semester Coursework Units**

Instructor:

Instructor’s office location:

Instructor’s office hours:

Class Meeting Times:

Class Meeting Location:

Phone:

E-Mail:

Educator Preparation Program Vision

The CSUB Educator Preparation Programs will be the nexus of a network of ethical educational leaders who promote student growth and improve the quality of life in their communities.

Educator Preparation Program Mission

CSUB Educator Preparation Programs cultivate school, university, and community partnerships that prepare highly qualified education professionals, who work collaboratively to nurture an equitable and informed education community.

Mission of the Department of Teacher Education

The mission of the CSUB Department of Teacher Education is to prepare educator advocates who are leaders in their communities and invested in developing students as capable and compassionate change-agents.

Vision of the Department of Teacher Education

All schools will have transformational educators who prepare and inspire students to create more just, inclusive, and informed communities.

Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

- **Professional Collaboration:** Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.
- **Reflective Practitioner:** Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.
- **Ethical Professional:** Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.
- **Student/Client Centered:** Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.
- **Professional Leader:** Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.
- **Professional Competence:** Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

Course Description

The course focuses on teaching literacy skills to students in transitional kindergarten through sixth grade. Theory, research, and practice related to all students, including those with disabilities, successfully acquiring literacy skills will be emphasized. The course includes instruction in knowledge of literacy skills, methods, and materials for the primary and intermediate grades; assessment procedures and materials for students at all levels of literacy acquisition; integration of technical subjects (visual and performing arts; technology) which enhance and support literacy acquisition; meeting the needs of literacy learners with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classroom. The course includes an emphasis on assessment (diagnostic, formative, and summative) and data driven instruction. Candidates will acquire the

knowledge to use data to form small flexible groups and intervene with students' needs. This is a service learning course.

Candidates who are enrolled in this course non-concurrently with final clinical practice are required to complete a minimum of 20 full days of clinical practice (2 days a week for 10 weeks) during the term in an elementary setting (TK-6) co-teaching with a cooperating teacher to provide assistance and support. If this course is taken concurrently with final clinical practice, candidates will complete 60 consecutive days of co-teaching during weeks 2-15. Specific dates for final and part-time clinical practice will be provided each term. All candidates will be supervised by an assigned university faculty member during the term.

Course Goals and Objectives

The course objectives focus on the requirements of CTC and the Teaching Performance Expectations (TPEs) as well as the national AAQEP standards.

TPE Link: [TPEs 1-7 \(2022\)](#)

Literacy TPE Links: [Literacy Standard & TPEs](#)

AAQEP: [AAQEP Standards](#)

At the conclusion of this course, candidates will be able to apply their knowledge of literacy acquisition to their own classrooms. Under each of the headings, candidates will complete tasks to demonstrate their proficiency in applying the knowledge bases listed below:

A. Diversity, Equity, and Inclusion TPE 2, 6, 7.1, 7.2, 7.3, 7.11 AAQEP: 1c, 2b

1. Understand, respect, and value cultural, linguistic and ethnic diversity.
2. Identify and use a wide variety of instructional strategies, activities, and materials that promote equal learning opportunities for students from diverse backgrounds (cultural, linguistic, ethnic, socioeconomic status, etc.)
3. Use culturally responsive literature that reflects students from diverse cultures, languages, abilities, identities, perspectives and socioeconomic backgrounds to teach reading while promoting cultural awareness and belonging.
4. Adapt lessons for culturally and linguistically diverse students employing integrated and designated ELD strategies and activities.
5. Model professional, responsible, and ethical behaviors to support equity and establish a culturally responsive learning environment.

B. Phonological Awareness TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d

1. Understand and apply the use of explicit instructional methodologies, effective programs, materials and activities for teaching phonological awareness including onsets and rimes, syllables, phonemes, and morphemes using blending, substituting, segmenting and

manipulating.

2. Select and use a variety of materials and activities that begin to make the connection between oral language and print (e.g., big books, literature, songs, word play).

C. Concepts About Print TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d

1. Understand and apply the use of explicit instructional methodologies, effective programs, materials and activities for teaching letter names and shapes and book parts.

2. Gain the ability to use materials, activities, and methodologies to teach concepts about print (e.g., big books, literature, and language experience).

D. Phonics and Other Word Identification Strategies TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d

1. Know the terminology and concepts to be taught for effective phonics, decoding, encoding, and word analysis of single and multisyllable words (e.g., onsets, rimes, consonant blends, consonant digraphs, syllable patterns, morphology, sight words).

2. Identify the characteristics of and utilize effective programs, materials (decodable texts), and activities that can be used for the constructive, explicit, systematic teaching of word identification skills to support fluency.

3. Assess phonics and alphabet knowledge using a broad base of measurement tools.

4. Understand that systematic, explicit phonics and other word identification strategies affect reading development.

5. Demonstrate knowledge of key indicators of reading fluency and their interrelationships: rate, accuracy, and prosody.

E. Spelling TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d

1. Understand the orthographic patterns of written English that should be taught sequentially as students are gaining mastery of word identification skills (e.g., reciprocity of word identification and orthographic knowledge)

2. Assess the stages of spelling development and utilize the results to make instructional decisions.

F. Vocabulary Development TPE 1-5, 7.1, 7.2, 7.7 AAQEP: 1a, 1b, 1c, 1d

1. Understand and apply different levels of academic vocabulary (Tier 1, Tier 2, Tier 3) and academic language

2. Apply a variety of instructional methods, engaging materials, activities, and techniques to help students increase their vocabulary knowledge directly and indirectly (e.g., classification, word banks, word sorts, morphology, etymology, non-linguistic representation, context).

3. Demonstrate knowledge of the role of vocabulary and academic language in reading development.

G. Reading Comprehension TPE 1-5, 7.1, 7.2, 7.6 AAQEP: 1a, 1b, 1c, 1d

1. Gain knowledge of the structure of literature (narrative) and informational text (expository) and instructional approaches to teach these text types (e.g., reciprocal teaching, graphic organizers, story mapping) along with other organizational patterns (images, videos, music, etc.).

2. Understand and apply the use of appropriate text levels and other materials for discussion, questioning (text dependent questions utilizing Depth of Knowledge levels), modeling, scaffolding, explicit instruction and coaching in developing students' reading comprehension.

3. Understand literal, inferential, and evaluative comprehension and develop lessons that teach students to develop these types of comprehension as well as to read critically, analytically and strategically.
4. Understand factors affecting reading comprehension (fluency, academic language, background knowledge, motivation etc.)

H. Independent Reading TPE 1-5, 7.1, 7.6, 7.9 AAQEP: 1a, 1b, 1c, 1d, 2b, 2c

1. Gain knowledge of contemporary, classic, and multicultural children's authors and literature.
2. Gain knowledge of appropriate expository text for students' reading levels.
3. Plan adequate amounts of time for students' to spend reading which will support the students' receptive vocabulary, verbal fluency, and reading achievement.
4. Design and motivate students' independent reading and understand its relationship to improved reading performance.

I. Relationship among Reading, Writing, & Oral Language (listening and speaking) TPE 1-5, 7.1, 7.8 AAQEP: 1a, 1b, 1c, 1d, 2b, 2c

1. Know the stages of development of reading, writing, and oral language and the correlations and differences between them for first and second language learners.
2. Know the development of students' writing and its relationship to teaching reading.
3. Demonstrate knowledge of the interrelationships among word analysis skills, fluency, vocabulary, academic language, background knowledge, and comprehension.
4. Design writing lessons that support students' abilities to write increasingly complex text structures (opinion, informative, narrative, etc.) as applicable to task and audience using appropriate conventions (spelling, grammar, punctuation, etc.).
5. Understand the value of multilingualism and its benefit in the classroom to assist students in transferring skills across languages and using the languages to apply background knowledge that support and promote learning and expression.
6. Plan and teach literacy instruction that is grounded in the ELA and ELD standards and supports the themes of the CA ELA/ELD Framework: foundational skills, meaning making, language development, effective expression, and content knowledge.

J. Diagnosis of Reading Development TPE 4 & 5, 7.4, 7.10 AAQEP: 1a, 1b, 1c, 1d, 2b, 2c

1. Know well designed and non-biased resources for assessment in a culturally responsive environment.
2. Select, administer, analyze and use informal and formal literacy assessments to inform instruction (e.g., Tier 1 screening tools, interviews, anecdotal observations, running records, informal reading inventory) (e.g., flexible groups, whole class, independent).
3. Administer and analyze data from multiple reading assessments, interpret data, communicate results to stakeholders (e.g., parents, specialists, other professionals) and use results to guide reading instruction
4. Identify, assess and support students with reading difficulties, including dyslexia.

K. Development of Literacy through the Arts (Dance, Media Arts, Music, Theater, Visual Arts) and Technology TPE 1, 3, 4, 5, 7.4, 7.9 AAQEP 1a, 2c

1. Develop ways to integrate the arts creatively across the curriculum to increase literacy learning.
2. Gain knowledge of and use assistive technology to provide literacy support for all learners.

3. Develop ways to integrate technology to engage students, promote digital literacy and support their literacy learning.

Required Texts/Materials

1. Gunning, T.G. (2020). *Creating Literacy Instruction for All Students (10th edition)*. Boston, MA: Pearson.
2. Fox, B. J. (2014). *Phonics and Word Study for the Teacher of Reading*. Pearson Education. **(Any edition will be appropriate.)**
3. Geary, C. (2019). Music as a Conduit to Enhanced Literacy. *CCNews*, 30(4), 26–29. <https://cte.org/wp-content/pdfs-newsletters/ccnews-2019-winter.pdf>
4. Meller, W., Richardson, D., & Hatch, J. (2009). Using Read Alouds with Critical Literacy Literature in K-3 Classrooms. *Young Children*, 64, 76–78. <https://www.readingrockets.org/article/using-read-alouds-critical-literacy-literature-k-3-classrooms>
5. International Literacy Association (2020). *Phonological Awareness in Early Childhood Literacy Development*. https://literacyworldwide.org/docs/default-source/where-we-stand/9457_Phonological_Awareness_1-2020_Final.pdf
6. International Literacy Association (2019). *Meeting the Challenges of Early Literacy Phonics Instruction*. <https://literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf>
7. International Literacy Association (2019). *Creating Passionate Readers Through Independent Reading*. <https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-creating-passionate-readers-through-independent-reading.pdf>
8. International Literacy Association (2018). *The Power and Promise of Read Alouds and Independent Reading*. <https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-power-promise-read-alouds-independent-reading.pdf>
9. Stavelly, Z. (2021). *Why Phonics Instruction is Not Enough for English Learners*. EdSource. <https://edsource.org/2021/why-phonics-instruction-is-not-enough-for-english-learners/661487>
10. International Literacy Association (2018). *Explaining Phonics Instruction*. https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-explaining-phonics-instruction-an-educators-guide.pdf?sfvrsn=1a16a48e_8
11. Hwang, H., Orcutt, E., Reno, E.A., Kim, J., Harsch, R.M., McMaster, K.L., Kendeou, P. and Slater, S. (2023), *Making the Most of Read-Alouds to Support Primary-Grade Students' Inference-Making*. Reading Teacher. <https://ila.onlinelibrary.wiley.com/doi/10.1002/trtr.2226>
12. International Literacy Association (2019). *Teaching and Assessing Spelling*. <https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-teaching-and-assessing-spelling.pdf>
13. International Literacy Association (2017). *Characteristics of Culturally Sustaining and Academically Rigorous Classrooms*. https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-culturally-sustaining-classrooms-brief.pdf?sfvrsn=7b80a68e_10
14. UC/CSU Collaborative for Neurodiversity and Learning (2023). *Introduction to Dyslexia*.

<https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/introduction-to-dyslexia/>

15. Reading Rockets (2023). *Basics: Phonological and Phonemic Awareness*.

<https://www.readingrockets.org/reading-101/reading-and-writing-basics/phonological-and-phonemic-awareness>

16. Youtube (2019). Understood *What is Phonological Awareness?*

<https://youtu.be/K0G6teawxls>

17. Framework: Bookmark the CA ELA/ELD Framework

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

18. Standards: Bookmark the CA Common Core Standards in Language Arts

<http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

19. Standards: Bookmark the CA ELD 2012 Standards

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

20. Standards: Bookmark the CA Arts Standards

<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

21. Dyslexia Guidelines: Bookmark the California Dyslexia Guidelines

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

22. LiveText by Watermark Subscription (Program requirement)

<https://sll.watermarkinsights.com/>

23. Achieve the Core.org-opinion writing prompts and student samples (K-5)

<http://achievethecore.org/page/1261/argument-opinion-writing-on-demand>

Course Assignments/Requirements

The following is a brief description of the course and clinical practice assignments with the total possible points awarded indicated in parentheses. Detailed requirements regarding content and format are included below and will be given in class at the time of each assignment. Assignments are due at the beginning of class. No additional assignments will be given to account for late, missed, or unacceptable work.

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Reading Assignments based on reading MS TPEs 1-5, TPE 7, AAOEP 1a-d (100 points total/10 points each):

Candidates are expected to read the assigned readings and be prepared to discuss the material during class. An assignment, based on textbook or supplemental reading for the week, will be due prior to the beginning of class as outlined in the course schedule. Assignments may represent application writing tasks or academic literacy activities that can be used in the candidate's current or future classroom to support student comprehension and learning of content material. Missed reading assignments may not be made up and late assignments will not be accepted. Eleven (11) assignments will be given and the lowest grade will be dropped.

Culturally Responsive Interactive Read Aloud MS TPEs 2.2, 2.3, 4.4, 7.1, 7.3,7.4; AAOEP 1c, 2f (20 points):

Candidates will:

1. Be assigned a grade level team.
2. Select a culturally sustaining text from the literacy course library, or elsewhere, and consider their reason for selecting this text.
3. Use the information provided in class as well as the lesson plan template to plan a culturally responsive interactive read aloud lesson.
4. Teach the culturally responsive interactive read aloud lesson during the literacy course to a small group of candidates.
5. Submit the lesson plan incorporating the culturally sustaining, anti-bias and ELL benefits rationale for selecting this text by the end of the assigned class.

Co-taught Whole Group Literacy & the Arts Lesson MS TPEs 1.4, 1.7, 3.1, 3.3, 3.5, 3.6, 4.4, 4.6, 4.7, 7.1, 7.2, 7.3, 7.4, 7.11; MS TPEs 7.5, 7.6, 7.7, 7.8, 7.9 as appropriate to lesson ; AAOEP 1a, 1b, 1c, 2b, 2c, 2f as appropriate to lesson (50 points):

Candidates will be partnered to plan and co-teach an assigned literacy lesson. Presenters will be evaluated based on a lesson plan (*modified* CSUB format) and lesson delivery, including student engagement and participation. Lesson plans must include differentiated accommodations and/or modifications for ELLs, CA Arts Standards and activities, and Co-Teaching strategies. You will plan the lesson for an appropriate group of TK-6 grade students as a complete lesson. The literacy lesson presentation should be approximately 10 minutes in length and elements of the full lesson may need to be omitted. Please plan wisely and practice. All candidates will also participate in peer evaluations; these will be distributed to candidates and submitted to the instructor. Final lesson presentation grades will be adjusted no more than 15% based on peer evaluation. A one-page general procedure summary of the lesson must be provided for classmates on the day of presentation and uploaded to the LMS or other site provided by your instructor. The lesson plan (*modified* CSUB format) must be submitted to the instructor on the day of the presentation, *before* the lesson begins. Please use the *modified* CSUB lesson plan template found in the EDEL 5100 materials packet for this assignment.

Family Literacy Night MS TPEs 1.1, 1.2, 1.3, 7.3, 7.4; MS TPEs 7.5-7.9 as appropriate to activity; AAOEP 2a, 2b, 2c, 2f (15 points):

Candidates will prepare and present a literacy game or activity to engage students and their families in literacy activities. Literacy games or activities must reflect the current CA ELA CCSS; a tent card or poster is required to show which standard is being targeted. Location and date will be announced. In extreme instances and with prior consent, an alternative assignment may be provided where candidates will complete an online activity to discover the benefits of engaging students and their families in literacy activities. Family literacy activities will impact students and students' families from various

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cultural backgrounds, while improving student learning.

UC/USC Dyslexia Module MS TPEs 7.2, 7.10 AAOEP 1a, 1c, 2a (15 points)

Candidates will complete the [Introduction to Dyslexia Module](#) from the UC/CSU California Collaborative for Neurodiversity and Learning. Upon completion of the module, candidates will understand the major concepts of the existing definition of dyslexia, identify the key features of dyslexia, describe potential characteristics of dyslexia across the school-age years, and identify strategies for consulting with families.

Clinical Practice ED 5800-5810 Activities MS TPEs 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 4.4, 4.6, 4.7, 5.1, 5.2, 5.8, 7.1-7.11 AAOEP 1c, 1d, 2c (80 pts total):

Throughout clinical practice, candidates are expected to participate and work with students in the placement classroom. The co-teaching strategies should be used daily.

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***Literacy Assessments & 2-3 page Analysis Papers**

Together with the cooperating teacher, select one (or more) student(s) who will be appropriate for the assessments. Be sure to get signed permission from a parent or guardian before beginning the **assessments** [reading/interest survey; phonological awareness; alphabetic principle, phonics; spelling; writing; informal reading inventory IRI+ (text reading, comprehension, fluency)]. See materials packet for more information. Assessment results will be analyzed in 2-3 page analysis papers using quantitative and qualitative criteria. The analysis will include the following components as sub-headings: 1) Describe the **results** of the assessments 2) Describe **areas of assets/strengths and/or needs** based on the CA Common Core Standards for English-Language Arts and/or the Preschool Learning Foundations (cite the standards) 3) Suggest **instructional implications** for improving areas of need and/or building on assets/strengths.

The IRI+ is the signature assignment for EDEL 5100 and will also be submitted via LiveText. (See rubric on the final page of the syllabus.)

Phonics Proficiency Test MS TPE 3.1; 7.1, 7.2; AAOEP 1a (40 points):

Candidates will have three attempts to pass the phonics proficiency test with an 80% or better.

Final Exam MS TPEs 1, 3, 4, 5, 7 and AAOEP 1a-d based on question (80 points):

The final exam contains multiple choice and application essay questions and will cover content from the entire course. Content of the exam will come from lectures, course assignments, and course readings.

Participation (40 points):

Evaluation criteria include: a) appropriate responsiveness to presenters, b) ability to interact constructively with group members, c) appropriate contributions to lectures and small group activities (both in class and on-line), d) submission and presentation of course assignments in a timely manner, e) class attendance and promptness, and f) overall professionalism. Points will be deducted for lack of engagement or inappropriate actions (e.g. texting, using devices for other coursework, checking social media).

Each tardy or early class departure will result in a minimum of a 2% point deduction from the final course grade. Each absence will result in a 5% point deduction from the final course grade. If a candidate is absent more than three times, the candidate will receive a failing grade in the course.

Registration for the RICA exam (Extra Credit 10 points):

Candidates who register for the RICA exam prior to the start of the next term, or students who take the RICA exam prior to the start of the next term **AND** provide a copy of their registration receipt (date, time and location) or a copy of their RICA results to the instructor by the final exam date will have 10 points added to their final course grade.

Grading/Evaluation

Summary of Assignments	Points Possible
Reading Assignments (Quiz/Study/Reading Guide)	100
Culturally Responsive Interactive Read Aloud	20
Co-taught Whole Group Literacy & the Arts Lesson	50
Family Literacy Night	15
Dyslexia Module	15
Clinical Practice:	80
❖ Literacy Assessments/Analysis Papers (50)	
❖ IRI+ with analysis (Signature Assignment) (30)	
Phonics Proficiency Test	40
Final Exam	80
Participation	40
Total Points Possible	440
RICA (proof of registration, or testing)	10 Extra Credit

Late assignments will not be accepted for credit. All exams will be given on the scheduled days unless prior arrangements are made with the instructor. Such arrangements will only be made under extreme or unusual conditions. Retakes of examinations and "extra credit" projects will not be given to compensate for poor performance on any assignment. The final course grade will be calculated using the following percentages:

A	94% and above	B-	80-83%	D+	67-69%
A-	90-93%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	D-	60-63%

B	84-86%	C-	70-73%	F	59% or below
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Attendance Policy

It is the expectation that candidates will cultivate professional attitudes and mannerisms. Coursework is seen as a prelude to employment where punctuality, courtesy, and full engagement are expected. For this reason, absences, tardiness, and early class departures will influence the final grade earned in this course. *Each tardy or early class departure will result in a minimum of a 2% point deduction from the final course grade. Each absence will result in a 5% point deduction from the final course grade. If a candidate is absent more than three times, the candidate will receive a failing grade in the course.*

Clinical Practice General Information

All candidates will be supervised during the semester by an assigned university supervisor and must enroll in the appropriate clinical practice course.

Special Education Candidates enrolled in EDEL 5100 will be required to complete **25 hours** of clinical practice in general education literacy. The EDEL 5100 literacy assessments conducted with a general education student will count toward this requirement.

Bakersfield Campus: Candidates completing any Teacher Education 5000 level course are required to read all documentation associated with your ED 5800 or 5810 course.

AV Campus in Canvas:

Candidates completing any Teacher Education 5000 level course are required to self-enroll using this Canvas link <https://csub.instructure.com/enroll/DGPLHF> and read all documentation associated with your ED 5800 or 5810 course.

Accommodations for Students with Disabilities

The Mission of Services for Students with Disabilities (SSD) is to provide support services that enable every student, regardless of disability, to have access to a University education at CSU Bakersfield. Please contact SSD at (661) 654-3360 or visit their website: <https://www.csub.edu/ssd>

Antelope Valley Campus: To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is in Bldg. 200, and they may be reached at (661)952-5061 (voice) or (661)952-5120 (tdd). If you have an accommodation letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

Academic Honesty Policy

Students at CSUB are expected to do all their academic work (coursework, assignments, exams, research, etc.) without getting or giving unauthorized assistance. Faculty have the responsibility of planning and supervising academic work so that honest effort is encouraged and positively reinforced. Source for full policy: <https://maindata.csub.edu/media/48386/download?inline>

Satisfactory Academic Progress

Students must adhere to federal standards to maintain Satisfactory Academic Progress (SAP) to remain eligible for financial assistance. You may view the standards here: <https://www.csub.edu/financial-aid/satisfactory-academic-progress.shtml>

Course Schedule			
Class #	Lecture Topics	Textbook/ Other Reading Due	Assignments Due
1	<ul style="list-style-type: none"> Overview of Course/Preview syllabus and clinical practice expectations Reading Enjoyment/Read Aloud/Interactive Read Aloud Phonics Proficiency Pretest 		
2	<p><i>The Nature of Literacy</i></p> <ul style="list-style-type: none"> Theoretical Instructional Models CA Common Core ELA Standards/Analyze Anchor Standard RIT #3 K-12 Five Key Themes of ELA Literacy and ELD Instruction Integrated Model: Literacy and the Arts Shared Reading Arts Standards (dance, media arts, music, theater, visual arts) Phonics Rules Lecture #1 	<p>-Gunning 1 focus. pgs. 13-18</p> <p>-ELA/ELD Framework pgs. 187-188, 367-369</p> <p>-CCTE Article (pgs. 26-29)</p> <p>Literacy Leadership Brief: The Power and Promise of Read-Alouds and Independent</p>	~Reading Assignment #1

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		Reading (literacyworldwide.org) -Literacy TPEs pgs. mid 2-mid 5	
3	<p><i>Teaching All Students</i></p> <ul style="list-style-type: none"> ● ELD Standards ● Integrated & Designated ELD strategies ● Universal Design for Learning ● Culturally Responsive Literacy Instruction ● Response to Intervention (RTI) and Multi-Tiered Systems of Support ● Phonics Rules Lecture #2 	-Gunning 2 focus pgs. 27-29, 37-45, 49-51 -ELA/ELD Framework pgs. 104-119, 341-349 - Dyslexia Guidelines pgs. 42-49 Using Read Alouds with Critical Literacy Literature in K-3 Classrooms Reading Rockets Characteristics of Culturally Sustaining and Academically Rigorous Classrooms	~Reading Assignment #2

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4	<p><i>Assessing for Learning Foundational Skills</i></p> <ul style="list-style-type: none"> ● Range, Quality, and Complexity of Reading K-5 with Benchmarks ● Introduction to CCSS 10 ● Phonemic and Phonological Awareness ● Reading and Interest Survey ● Concepts About Print ● Phonics Rules Lecture #3 	<p>-Gunning 3 focus pgs. 78-92</p> <p>-Dyslexia Guidelines Pgs. 9-13; 50-54</p> <p>ILA Brief: Phonological Awareness</p> <p>Basics: Phonological and Phonemic Awareness</p> <p>Video: What is Phonological Awareness?</p>	<p>~ Reading Assignment #3 ~Literacy & the Arts Lessons</p>
5	<p><i>Emergent/Early Literacy Foundational Skills</i></p> <ul style="list-style-type: none"> ● Reading/Oral/Written Language Development ● Alphabetic Principle ● Assessment #1: Phonological Awareness ● Review Phonics Proficiency Pretest 	<p>-Gunning 4 focus pgs. 122-135, 145-167</p>	<p>~Reading Assignment #4 ~Literacy & the Arts Lessons ~Reading and Interest Survey</p>
6	<p><i>Teaching Phonics and Syllabic Analysis Foundational Skills</i></p> <ul style="list-style-type: none"> ● Teaching Consonants and Vowels ● Syllabic Analysis ● Using Decodable Text ● Assessment #2A, B, C: Alphabet Inventory/Beginning Phonics Skills Test/Nonsense Words Test 	<p>-Gunning 5 focus pgs 182-184, 186-214, 228-236</p> <p>ILA Brief: Phonics</p> <p>Explaining Phonics Instruction</p>	<p>~Reading Assignment #5 ~Assessment #1: Phonemic Awareness Assessment & 2 page analysis paper ~Literacy & the Arts Lessons</p>

7	<p><i>High-Frequency Words, Fluency, and Extended Reading Foundational Skills</i></p> <ul style="list-style-type: none"> ● High Frequency Words ● Fluency (rate, automaticity, prosody) ● Culturally Responsive Interactive Read Aloud Planning and Presentations 	-Gunning 6	<p>~Reading Assignment #6 ~ Assessment #2 A & B: Alphabet Inventory/ Beginning Phonics Skills Test & ONE combined 2 page analysis paper ~Literacy & the Arts Lessons</p>
8	<p><i>Building Vocabulary and Spelling Language Development</i></p> <ul style="list-style-type: none"> ● Academic Language and Basic Academic Word List (Tier 2 vocabulary) ● Morphemic Analysis ● Contextual Analysis ● Developmental Spelling Stages ● Orthography and Word Study ● Assessment #3 Spelling 	<p>Gunning 7 focus pgs. 261-271, 279-287, 290-299 & pgs. 140-145</p> <p>Why phonics instruction is not enough for English learners EdSource</p> <p>Teaching & Assessing Spelling</p>	<p>~Phonics Proficiency Test #1 ~Reading Assignment # 7 ~Literacy & the Arts Lessons</p>
9	<p><i>Comprehension: Theory and Strategies Meaning Making</i></p> <ul style="list-style-type: none"> ● Focus on Literature/Narrative Text ● Literal and Inferential Comprehension ● Depth of Knowledge (DOK-Webb) ● Assessment #4: Writing Sample with Rubric 	<p>-Gunning 8 focus pgs. 317-349</p> <p>ELA/ELD Framework pg. 68</p> <p>Making the Most of Read-Alouds to Support Primary-Grade Students'</p>	<p>~ Reading Assignment #8 ~Assessment #3: Spelling & 2 page analysis paper ~Literacy & the Arts Lessons</p>

		Inference-Making	
10	<p>Comprehension: Text Structures and Teaching Procedures</p> <p>Content Knowledge</p> <ul style="list-style-type: none"> ● Focus on Informational /Expository Text ● Graphic Organizers ● Pattern Guides/Expository Text Structures ● Writing text dependent questions for close reading of text ● Assessment #5-6: Informal Reading Inventory (IRI+) 	<p>-Gunning 9 focus pgs. 368-379, 389-393,411-414 & pgs. 450-457</p>	<p>~Reading Assignment #9</p> <p>~Assessment #4: Writing Sample with Rubric & 2 page analysis paper</p> <p>~Literacy & the Arts Lessons</p>
11	<ul style="list-style-type: none"> ● Family Literacy Night or Module ● Dyslexia Module <p>Floating Class</p>	<p>-Gunning bottom 560-top 562 (Involving Parents/Family Literacy Programs)</p> <p>-Dyslexia Guidelines pgs. 82-95</p> <p>Introduction to Dyslexia</p>	
12	<p>Effective Expression</p> <ul style="list-style-type: none"> ● Writing Process Approach ● Interactive-Shared Writing ● Technology and Literacy ● Assessment Accommodations for Students with Special Needs ● Analysis of IRI+ 	<p>-Gunning pgs. 131-140; 427-430; Chapter 13 focus pgs. 512-524, 531-533, 545; 551-552; 563-568</p>	<p>~Reading Assignment #10</p> <p>~Literacy & the Arts Lessons</p> <p>~Completed signature assignment-Assessment ONLY (IRI+)</p>

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		-ELA/ELD Framework 954-964 - Dyslexia Guidelines pgs. 76-81	
13	<ul style="list-style-type: none"> ● Grouping Strategies ● Organization and Management of a Literacy Classroom ● Peer Evaluations of Literacy & the Arts Lessons 	-Gunning Chap 12 focus pgs. 480-490, 496-507; 555-560 - Dyslexia Guidelines pgs. 64-75 ILA Brief: Independent Reading	~Reading Assignment #11 ~ Phonics Proficiency Test #2
14	<ul style="list-style-type: none"> ● Review key components of literacy instruction (theory, assessments, strategies) ● RICA REVIEW 		* Signature Assignment (Assessment #6-9 IRI+ with analysis) *Post essay on LiveText
15	FINAL EXAM		* Final Exam ~ Phonics Proficiency Test #3

This is a tentative course schedule. Assignments are due at the beginning of class on the dates indicated.

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Assessment Analysis (Signature Assignment) Rubric

TPE/Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<p>Assessment Results (10%) & Areas of Strength and Need (20%):</p> <p>TPE 3: Understanding and Organizing Subject Matter for Student Learning</p> <p>TPE 5: Assessing Student Learning</p> <p>TPE 7: Effective Literacy Instruction for All Students</p> <p>AAQEP: 1a & 1d</p>	<p>Data and/or explanation is missing or incomplete.</p> <p>Assets/strengths and needs are missing or not clearly explained within the context of the data. Literacy terminology or assessment results are not discussed or used to determine grade level knowledge/ability.</p>	<p>Data is minimally represented and may be hard to follow. Data explanation is represented, but is unclear.</p> <p>One or more of the assets/strengths and needs are unclear or not included.. Literacy terminology and assessment results are unclear, unsupported, or not used to make judgments for grade level knowledge/ability.</p>	<p>Data is clearly represented with adequate information. An explanation of results is developed with assessment support/evidence.</p> <p>Assets/strengths and needs are identified. Evidence from the assessments and the use of literacy terminology are included. Judgment of grade level knowledge/ability is accurately discussed.</p>	<p>Quantitative and qualitative data is complete, detailed, accurate and professionally presented. A clear explanation of results is explained with assessment support/evidence.</p> <p>Assets/strengths and needs are identified with in-depth, clear and professional explanations. Evidence from the assessments and the use of literacy terminology are clearly connected to each. Judgment of grade level knowledge/ability is clearly explained and supported by data evidence.</p>

<p>Instructional Implications (30%):</p> <p>TPE 3: Understanding and Organizing Subject Matter for Student Learning</p> <p>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</p> <p>TPE 7: Effective Literacy Instruction for All Students</p> <p>AAQEP: 1a, 1c, 2c</p>	<p>One or more of the strategies provided are unclear, or there is a lack of strategies presented.</p> <p>Explanation/steps are vague or missing.</p> <p>Teacher and/or student actions are unclear/not explained.</p> <p>Undeveloped or no rationale connected to student needs is given.</p> <p>If needed, adaptations for ELL are missing or inadequate.</p>	<p>Two literacy strategies are provided. A simple explanation and steps are provided. Teacher and/or student actions may be vague. A rationale is given for at least one strategy. If needed, adaptations for ELL are basic or vague.</p>	<p>Two literacy strategies that will support the student's literacy learning are provided. An explanation with some detail including steps is provided. Teacher and/or student actions are identifiable. A clear rationale connected to student needs is given for each strategy. If needed, adaptations for ELL are present.</p>	<p>In depth, clear and detailed explanations of at least two literacy strategies that will support the student's literacy learning are included. A detailed and explicit step-by-step explanation of the strategies is represented. Teacher and student actions are easily identifiable with a strong component of teacher instruction and involvement in the lesson.. A detailed rationale connected to student needs is given for each strategy. If needed, clear and detailed adaptations are made for ELL.</p>
<p>Assessment(s) and Supporting Documents Provided (30%):</p> <p>TPE 5: Assessing Student Learning</p> <p>TPE 7: Effective Literacy Instruction for All Students</p> <p>AAQEP: 1d</p>	<p>No Documents Submitted</p>	<p>Several Documents Missing</p>	<p>One Document Missing</p>	<p>All Documents Submitted</p>

General Presentation (10%): Overall English conventions (spelling/ grammar/ punctuation) are appropriate. Formatting rules are followed.	4 or More Errors	1-3 Errors	1 Error	No Errors
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“Expanding minds. Engaging hearts. Enhancing communities.”

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF SOCIAL SCIENCES AND EDUCATION
DEPARTMENT OF TEACHER EDUCATION**

**EDEL 5300: CLASSROOM MANAGEMENT AND DIFFERENTIATED
INSTRUCTION (3+1 semester units)**

Instructor:	Office:
Phone:	Office Hours:
Email address:	Course Dates:
	Course Times:

MISSION AND VISION OF THE TEACHER EDUCATION DEPARTMENT

The mission of the CSUB Department of Teacher Education is to prepare educator advocates who are leaders in their communities and invested in developing students as capable and compassionate change agents.

Vision

All schools will have transformational educators who prepare and inspire students to create more just, inclusive, and informed communities.

TEACHER PERFORMANCE EXPECTATIONS

California Commission on Teacher Credentialing has revised the TPEs. Here is a link to a summarized version:

https://docs.google.com/document/d/1gsv7nx2oL9L_gvX6gJWldVp4eM9EurPdZKou60DvKkE/edit?usp=sharing

CANDIDATE DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. ● **Professional Collaboration:** Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

- **Reflective Practitioner:** Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.
- **Ethical Professional:** Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.
- **Student/Client Centered:** Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.
- **Professional Leader:** Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.
- **Professional Competence:** Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

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COURSE DESCRIPTION

This course addresses the psychological foundations in the teaching-learning process, classroom management, and teaching diverse learners. The course is designed to prepare candidates to create a supportive and optimal learning environment for all students and to enable candidates to be conversant with current pedagogical theory and best practices employed by elementary teachers. The course topics include principles of classroom management, structuring the learning environment to maximize access to learning for all students, classroom procedures, standards-based lesson design, and issues related to professionalism and professional growth in the PK-6th grade classroom. Candidates are required to complete a minimum of 25 hours of field experience with diverse students as a course requirement.

COURSE GOALS

The major goal of this course is to strengthen the candidates' understanding of the relationship among PK -6 classroom environments, classroom behaviors, and learning. More specifically, candidates will demonstrate the ability to do the following (Note the Teaching Performance Expectations):

1. Understand the foundations and conditions that provide for effective classroom management and implement instruction which fosters the physical, cognitive and emotional well-being of their students (TPE 2, 4).
2. Understand the major philosophical approaches to classroom management and how they relate to practice and how inequities in students' academic backgrounds can affect their behavior and performance (TPE 4, 5, 6).
3. Learn how to create and maintain well-managed classrooms which foster positive learning environments and respect for all stakeholders, including students from diverse academic and cultural backgrounds (TPE 1, 2, 4, 6)
4. Understand the different management models and their application to real problems in the classroom and how to develop safe and healthy learning environments (TPE 1, 2).
5. Understand and demonstrate effective methods of dealing with student off-task behaviors, both disruptive and non-disruptive, along with effective strategies for classroom management techniques which contribute to respectful, peaceful environments in addition to those techniques which assist in recognizing and defusing situations which may lead to conflict or violence (TPE 1, 2, 6).
6. Understand the various factors that contribute to classroom management issues including how personal (family) and other environmental factors affect students' physical, social and emotional well-being. Through classroom discussions, reflective thinking and reading professional literature, acquire the skills necessary to manage and organize a classroom which facilitates skill and language acquisition for English Learners, students from diverse cultural and educational backgrounds and all other special and regular student populations (TPE 1, 2, 6)

REQUIRED TEXTS

Evans-Santiago, B. (2020). (Ed.) Mistakes we have made: Implications for social justice educators. Gorham, ME: Myers Education Press

Wong, H.K. & Wong, R.T. (2018). *The first days of school* (5th ed.). Mountain View, CA: Wong Publ.

Print Outs:

See Canvas or BB for your print-outs and downloads

RECOMMENDED BOOKS

Lemov, D. (2015). *Teach like a champion 2.0: 62 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.

Marzano, R. J., Gaddy, B.B., Foseid, M.C., Foseid, M.P., Marzano, J.S. (2006) *A handbook for classroom management that works*. Alexandria, VA: ASCD

Rutherford, P. (2010). *Meeting the needs of diverse learners*. Alexandria, VA: Just Ask Publications.

Rutherford, P. (2009). *Why didn't I learn this in college: Teaching and learning in the 21st century*. Alexandria, VA: Just Ask Publications.

POLICIES AND EXPECTATIONS

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ATTENDANCE POLICY

It is the expectation that students will cultivate professional attitudes and mannerisms. Coursework is seen as a prelude to employment where punctuality, courtesy, and full engagement are expected. For this reason, absences, tardiness, and early class departures will influence the final grade earned in this course. ***Each tardy or early class departure will result in a minimum of a 2% point deduction from the final grade. Each absence will result in a 5% point deduction from the final grade. If a student is absent more than three times, the student will receive a failing grade in the course.***

CLINICAL PRACTICE

You will be required to submit a virtual tool kit for this course. Please see all requirements and standards of professionalism on your clinical syllabus (5800, 5810).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

ACADEMIC HONESTY

There are certain forms of conduct that violate the university's policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses.

Source: <http://www.csub.edu/osrr/files/Academic%20Integrity%20Policy.pdf>

PROFESSIONAL LIABILITY INSURANCE

As of August 1, 2006, the CSU Chancellor's Office of Risk Management is requiring all students in various fields, including the Credential Program to purchase Professional Liability Insurance. This fee may be paid at the Cashier's window or online.

COURSE ASSIGNMENTS/REQUIREMENTS

Quizzes (5 @ 20 pts each): You will have quizzes throughout the semester that reflect the readings. **Fieldwork Tasks (75 points):**

--**Experience Reflection Paper (25 points)**

At the end of fieldwork, submit a reflection (double -spaced, two pages minimum) that summarizes your thoughts and learning. *If you are a teacher of record, you will discuss your personal experiences based on the questions instead of an observation discussion.* See Appendix A.

--**Online tool kit (50 points)** You will create a toolkit for students and families to do at home that entails some activities of various content areas. See Appendix B

Literature Review (100) and Presentation (15 points)

As you are observing, what is an action or observation made that heightens your social justice awareness (examples: implicit biases, responses to students, gender expectations, etc)? Choose one topic and research it in depth. You will create a presentation to share with the class and provide peer feedback. See Appendix C

Lesson Plan Design - TPE 7.6 (50 points):

Successful execution of a lesson depends on the development of the design. A well-developed lesson design will demonstrate the ability to plan based on knowledge of the necessary components. Using the attached CSUB lesson design format, you will construct a thorough lesson plan for a grade and subject of your choice. This template can also be copied

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and pasted from page 29 of the Credential Program Handbook:

http://www.csub.edu/sse/teacher_education/files/cred_prog_handbook_20141.pdf

The lesson plan will be constructed several sections at a time for feedback/correction before its final turn-in date. There will be three due dates for specific sections before the final project is due. See Appendix D for lesson plan components. **Classroom Management**

Plan/Signature Assignment *LiveText* (100 points):

You will be responsible for creating and maintaining a personal website throughout the course using www.weebly.com or www.wix.com or Google sites. The website will be a cumulative project where you will add resources and information as you progress throughout the semester, splitting the points as you go. The website will have 8 main components that are required for the website. Each component will be a new tab on your webpage. At appropriate points, references must be made to relevant theorists and principles discussed in the course and presented in your readings. You will also have the opportunity to add to and enhance your site however you choose. It is hoped that this website will be utilized throughout your teaching career. This will be turned in on Canvas and in [LIVETEXT](#). See Appendix E for the Website Rubric.

Grade Description

Assignment	Points Possible
Reading Quizzes (5 @ 20 pts each)	100
Online Tool Kit	50
Clinical Reflection	25
Lesson Plan Design	50
Literature Review	100

Research Presentation	25
Signature Assignment-Classroom Management Plan Webpage	100
Discussions (6 @ 25 pts each)	150
Total	600

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GRADING/EVALUATION

Late assignments will not be accepted for credit. All assignments will be due on the scheduled days unless prior arrangements are made with the instructor. See the canvas policies for specific dates and feedback information. **Reminder: the syllabus states that all late assignments will receive a 0.** Such arrangements will only be made under extreme or unusual conditions. A final grade of B- is below a 3.0 GPA, so please take caution with your points. **Also, there are a few Extra Credit opportunities. You may choose to do them if you like, but please note that ALL assignments must be turned in (even with a grade of 0) in order for me to count the points at the end of the semester.** The final course grade will be calculated using the following percentages:

A 94% and above	B- 80-83%	D+ 67-69%
A- 90-93%	C+ 77-79%	D 64-66%
B+ 87-89%	C 74-76%	D- 60-63%
B 84-86%	C- 70-73%	F 59% or below

COURSE OUTLINE

Please read and be ready to discuss the following chapters on the assigned dates. Note that the instructor's lectures will not necessarily address the readings directly. As a teacher candidate, you are responsible for reading all assigned material. **You will need to reference this material in your course assignments utilizing APA 7th edition.**

Date	Topics	Required Readings	Assignment Due
Week 1	Introductions/Syllabus Course introduction and Mission/Vision Discussion What is an Effective Teacher?	Wong Ch. 1-3 View Canvas "How-To" Video	Syllabus and Canvas Quiz #1 Due:
Week 2	Laying out the school year PK-6 Rules, Procedures, Consequences	Wong Ch. 6, Handouts (Jones ch. 1)	Create a Webpage using https://www.weebly.com/ or www.wix.com or Google sites and introduce yourself on your site Due:
Week 3	Equity and Inclusion Access/Equity Issues in Education Bullying Issues and Classroom Crisis Brainstorm and Assign S.J. Topics for projects	Evans-Santiago Ch. Ch. 6, 7	Website Tab- Rules and Expectations Discussion #1 Due:

Week 4	Instruction/Lesson Planning (Part 1) Connecting Standards, Objectives, & Essential Questions PK-6 Common Core Standards-Cooperative Learning/Play-based Structures	Wong Ch. 18-20 Evans-Santiago Ch. 2	Quiz#2 Discussion #2 Due:
Week 5	Share Lesson Plan Part 1 with Peers Culturally Responsive Pedagogy Teaching English Learners and Students with Special Needs (Differentiating Instruction PK-6) Lesson Planning Part 2	Wong Ch. 21 Handouts <i>Optional: Evans Santiago Ch.8, 10</i>	Lesson Plan Part 1 (Peer Review on canvas) Website Tab-Interview and Letter Discussion #3 Due:
Week 6	Share Lesson Plan Part 2 with Peers Psychosocial environment of the classroom - Social Emotional Learning Physical environment of the classroom	Wong Ch. 7, 11- 13 Jones Handout (ch. 3, 4) <i>Optional: Evans Santiago Ch. 9</i>	Lesson Plan Part 2 (Peer Review on Canvas) Website Tab- Differentiation Quiz #3 Due:
Week 7	Building a classroom management system - collaborative learning/play-based focus Communication Strategies-students, staff, parents	Evans-Santiago Ch. 4, 5, 12 Wong Ch. 10-12	Website Tab-Seating Arrangement Lesson Plan Draft

				Due:
Week 8	Mandated Reporting Supportive, Healthy Environments for Student Learning (Routines) PBIS Research Project CheckPoint/Meet with Groups	<u>Mandated Reporting Website</u> Wong Ch. 9		Upload Resources for project on your canvas group page Due:
Week 9	The Professional teacher	Wong Ch. 8, 9, 22 Evans- Santiago Ch. 13		Quiz #4 Discussion #4 Final Lesson Plan Due:
Week 10	Maintaining a well-managed classroom Raising expectations	Wong Ch. 15- 17 Evans- Santiago Ch. 3		Discussion #5 Due:
Week 11	Learning to Mean Business Research Project Working Week	Handouts (Jones ch. 15, 18)		Work on Tool Kit Literature Review Check In
Week 12	Child Development Theories and Philosophers Mindset, Grit, and Resiliency Theory	Wong ch. 23 <i>Additional Reading in Canvas</i>		Online Tool Kit Quiz #5and Discussion #6 Due:

Week 13	Response to Intervention (RTI) Multidisciplinary Teams PLC Collaboration Group Check-in (Check in with each other outside of class)	<i>Readings online (see Canvas or BB) Evans-Santiago Ch. 1, 14</i>		Tab-Theory and Philosophers Tab-Grit Due:
	Fall Break			
Week 14	Research Presentations (MANDATORY MEETING) APA Review and support			Research Presentations <u>LIVE PRESENTATIONS</u> <u>ON 12/2 AT 5:30PM</u> Tab-MDT Due:
Week 15	Research Presentations (MANDATORY MEETING) Technology in Education Who are you as a teacher? Philosophy and Teaching Styles	<i>Websites and apps exploration</i>		Research Presentations <u>LIVE PRESENTATIONS</u> <u>ON 12/9 AT 5:30PM</u> Research Project/paper Due:

Week 16	Working Week to complete your final project		Tab-Personal Philosophy Classroom Management Plan Website (submitted on Canvas and Livetext) Due:
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<p>Appendix A: FIELDWORK VIDEO REFLECTION PAPER 25 points (2 pages minimum)</p>
<p>1. Introduction (2 points) Provide a clear summary of what classroom management techniques you have observed thus far and the lesson you taught. Inform the reader what will be discussed in the paper.</p>
<p>2. Classroom Environment (5 points) What was the physical layout of the classroom and what did it tell you about the teacher's management approach? (How were desks arranged, bulletin boards, etc.?) What was the teacher's management approach? <i>Examples: Positive/negative atmosphere? Evidence? Friendly, warm and caring environment? Trust and support? How do the students and teacher interact? How does the teacher relate to the students?</i> How did you implement this in your lesson?</p>

3. Reflection of an observed lesson and your lesson (6 points)

Choose one lesson that you observed and discuss the following:

The beginning – How was the lesson started? What was on the board or visible for the students? How was it introduced? Were the objectives and goals present and/or clear?

The middle – Explain what was happening at this point and how did the teacher introduce transitions between stages in the lesson.

The end – How was the lesson finished and how were the students dismissed from the lesson or class? How did your lesson go? Explain your beginning, middle and end as well as what you need to revise.

4. Behavior Management (5 points)

How did the teacher deal with (+/-) behavior of students?

Describe in detail the management of student behavior.

How did you manage behavior in your lesson?

5. Conclusion (2 points)

Paper addresses all aspects of the assignment in a coherent and comprehensive manner, with an appropriate conclusion.

6. Quality of Writing (5 points)

There are minimal grammar, syntax, or spelling errors (3-4 combined) and the correct APA format is used (font, spacing, citations, etc.)

Reference class readings throughout the paper.

Reference page is included.

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Appendix B: Online Toolkit

Create a community/family tool kit using either [blendspace](#) or google classroom. The toolkit must have at least 3 assignments/activities to complete. It should also have an instructional video for the families to utilize. You will then share it in a discussion board, then view and reply to a peer's post. See the rubric below.

	Distinguished	Basic	Unacceptable
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<p>Content</p>	<p>The activities include more than two learning tools plus an informal assessment that align with grade level standards. The content is engaging based on culturally sustaining pedagogy and grade level appropriate. 25 points</p>	<p>The activities include two learning tools plus an informal assessment that align with grade level standards. The content is engaging and grade level appropriate. 20 points</p>	<p>The activities include one or two learning tools and/or an informal assessment is missing. The content is not engaging and/or not grade level appropriate. 15 points</p>
<p>Clarity</p>	<p>The instructions for each activity are clear and easy to follow. Instructional video(s) are clear and include appropriate language that would connect with the family interviewed. 10 points</p>	<p>The instructions for each activity are present with some clarity. Instructional video(s) are present. 8 points</p>	<p>The instructions for each activity are present but unclear. Instructional video is missing. 6 points</p>
<p>Accessibility/ Ease of Use</p>	<p>Each activity and assessment are easily accessible. The toolkit is well organized and all links work for public use. 15 points</p>	<p>Each activity and assessment are present. The toolkit is organized and all links work for public use. 10 points</p>	<p>Each activity and assessment are present. The toolkit lacks organization and some links work for public use. 5 points</p>

Objective: Observe an action that heightens social justice awareness, research and write about the findings, then present to the class. (TPEs 1-6)

CSUB Library Link APA Support

Write a literature review based on your chosen topic (we will choose in class). The literature review must consist of 4 or more outside sources in which **three must be peer reviewed articles**. You will also provide ideas or tips to overcome the social justice topic in the classroom within your paper.

Thereafter, your group will create 5-10 slides informing your class of the issue, what you learned, and ideas for overcoming the issue in their own classrooms. You will present them in class with your groups, evaluate your group’s participation, and provide feedback to all other group presentations.

Literature Review with Teacher implications Rubric

	Unacceptable	Basic	Proficient	Distinguished
Issue/Problem Defined	Issue is unclear and does not relate to educational settings.	Defined issue described as it relates to educational settings. Issue is unclear.	Defined with some evidence supporting the issue. The issue is described as it relates to educational settings.	Clearly defined with evidence supporting the issue. The issue is described as it relates to educational settings.
Resource Content	1 resource is utilized to inform the reader of the issue in a bibliography format	2 resources are utilized to inform the reader of the issue in a bibliography format	3 or more resources are utilized to inform the reader of the issue in a thematic format(common themes supported by several authors)	4 or more resources are utilized to inform the reader of the issue in a thematic format(common themes supported by several authors)

Implications (next steps)	Implications are missing or unclear.	Explanation of implications is visible.	Explanation of implications is supported with details and examples	Thorough explanation of implications is supported with details and examples
Organization and APA Formatting	Literature review consists of 1-2 pages plus a Reference page. Some components (An introduction, conclusion, and transition sentences or headings) are visible.	Literature review consists of 2-3 pages plus a Reference page. Some components (An introduction, conclusion, and transition sentences or headings) are visible.	Literature review consists of 3-4 pages plus a Reference page. An introduction, conclusion, and transition sentences or headings are present.	Literature review consists of 4 full pages plus a Reference page. A strong introduction, conclusion, and transition sentences or headings assist with the flow of the essay

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Confidential Peer Evaluation Form (Social Justice Presentation Group Projects)

Point Key: [4] (Strongly Agree) [3] (Agree) [2] (Disagree) [1] (Strongly Disagree)

Directions: Complete the form and return to instructor.

- 1. Enter your ratings by assigning a number (1-4) based on the above Key (Weightings) for each criteria item.**
- 2. Write each group member's name and do NOT evaluate yourself**
- 3. Evaluate each member of your group on all criteria**
- 4. This process is entirely confidential and will only be seen by the instructor**

<i>Part I</i>	<i>Student's Name</i>	<i>Student's Name</i>	<i>Student's Name</i>	<i>Student's Name</i>
<i>Performance/ Contributions Criteria</i>				
1. Willingly accepted tasks and responsibilities critical to the group project's success				
2. Attended all scheduled meetings and met established deadlines by the group, and facilitated the planning and project development.				

<p>3. Made significant contributions to compiling the project materials and written presentation (i.e. PPTs, Handouts, etc.).</p>				
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4. Worked

collaboratively with other group members throughout the project and fairly completed his/her part(s) of the task.

<p>5. The project would have been much weaker without his/her contributions and efforts.</p>				
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<p>Rating Summary (total points)</p>				
<p>Part II</p>				
<p>Include any other comments and input on each peer regarding their contributions. Be very objective, specific and do not generalize. For example, indicate which member contributed the most/least and avoid making statements such as “we all contributed equally” and the like.</p>				

Peer Feedback Form
(Fill one out for each group observed)

Topic/Issue and Group Members	
Why is the problem so significant?	
What is a teacher implication that stood out to you?	

<p>What did you appreciate about the presentation?</p>	
<p>What questions do you still have?</p>	

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Appendix D: Lesson Plan

Directions for CSUB Lesson Plan Template Completion

Be sure you are answering all questions and completing all sections.

Standards and Learning Goals/Objectives:

Selected standards are clearly aligned with stated learning goals (**Common Core, Next Generation Science Standards (NGSS), Content Area, ELD**). Learning goals are aligned with instructional strategies, student activities and planned assessments. Goals are measurable, specific and achievable within in the given timeframe, and are written in student friendly language. What specifically do you expect your students to know or be able to do at the end of this lesson? CO-What is the content objective for the lesson? **LO-How will the students demonstrate understanding utilizing academic language (written or verbal)**? SO-How will the students interact or collaborate during this lesson (partners, groups, independently)?

Essential Questions:

Essential questions align learning with critical thinking, inquiry and problem solving for both the teacher and student. Appropriately crafted essential questions require students to create new understandings through putting together information for themselves. Essential questions are inquiry based, reinforce higher order thinking and are divergent allowing for multiple ideas and interpretations. They are broad and can be answered throughout the lesson, unit or throughout the year.

Academic Language (vocabulary): What essential vocabulary will the students need to know in order to demonstrate understanding of the content? (Every content area has vocabulary). How will the teacher use and reinforce student use of appropriate academic language during the lesson? When will academic language be addressed and how? What supports will be in place for language learners and below standards students to access the academic language during instruction? Is there enrichment vocabulary for advanced learners?

Assessment/Progress Monitoring of student achievement of the learning goals: (bullet points with detailed rationale are acceptable)

Include these assessments in your instructional sequence plans as well. How will you determine what the students know and what you need to reteach? How will you & your students know if they have successfully met the learning goals? How will you have students self-assess their understanding of the learning goals? What does success with this lesson's learning goals/outcomes look like? How will you check for understanding and encourage active participation during implementation? What evidence will you collect during and at the end of the lesson to demonstrate the extent in which the students have made progress toward the academic learning goals?

Types of assessment to consider:

Diagnostic (Pre-assessment): How and when will you check for prior knowledge? If this is the first lesson in the unit, how are you determining student background knowledge regarding the standards and goals / objectives?

Checking for Understanding Progress Monitoring: What will you do during instruction to ensure students are incrementally understanding the lesson goals? How will this inform changes you make to the lesson immediately? **Student Self-Assessment:** What will the students do during the lesson to evaluate their own progress toward meeting the learning goals? How will this help students understand their progress?

Peer Assessment: Will students work with peers during instruction to clarify, review, or correct levels of understanding regarding learning goals? How will this inform the remainder of your lesson? How is this evidenced in your grouping? **Formative:** What progress assessments will you use to determine mastery of the learning goals? How do they relate to the learning goals? How will you use this to inform changes to instruction for the next lesson in the series? **Summative:** Will this lesson end with an assessment of all learning goals for the unit of study? What is your plan for the summative assessment and how do the informal and formal assessments in this lesson prepare students for the summative? **Differentiated Product(s):** If needed in this lesson, how will you differentiate the assessment process, product or environment for students? For which student needs and why?

Materials:

Consider all the tools, worksheets, technology, space, and other materials needed to implement the activities and manage the class. What will you need as the teacher to teach and/or facilitate learning during this lesson? What materials will the students need? List the quantity of each material that is needed for each student or group of students. What technology will be used by the teacher and by the student? If not using available technology, explain why.

Safety Consideration:

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Safety is of the utmost importance. If completing a demonstration or an activity that requires tools or materials that have the potential to be harmful, what is being done to ensure students and teacher are safe? How are chemicals being stored, distributed, used, and disposed of? What protective equipment is needed? If completing a physical activity, what type of conditions must be met?

Differentiation:

Based on your class contextual information, list the student types and the adaptations/ differentiation planned for this lesson. Adaptations can be either **accommodations** or **modifications**. **Accommodations** are changes made to instruction or assessment to help a student meet the same expectations and standards as the entire class. While this can be for any student, it may also include students with a specialized plan. A **modification** alters or reduces the learning goals, assignments or assessment expectations and requires an IEP or 504 plan. See http://www.pent.ca.gov/acc/commondefinitions_acc-mod.pdf for further clarification.

How will you ensure that all students have access to and are able to engage appropriately throughout the lesson? Take into account the following: Funds of Knowledge, Student Assets and Needs, **English Language Development**, student learning styles, **SDAIE strategies**, Differentiation, Higher Order Thinking Skills, Bloom's Taxonomy and Multiple Intelligences throughout the implementation of the lesson plan. What specific accommodations or modifications will you make for your ELL, GATE, struggling students and identified special needs students (explain your decisions)? Consider all aspects of student diversity represented in your class.

How will you provide **remediation** for students who are struggling to grasp the content or skill? How will you **extend or enrich** student understanding of the content or skill for students who show mastery quickly.

Classroom Management: What management will you need to take into consideration as you plan this lesson? Consider grouping, transitions, procedures and routines needed for instructional ease and success.

Instructional Sequence: Procedures, Strategies and Activities:

Write your directions in the sequential order that they will occur during the lesson. Use these questions to guide your thinking.

Lesson Sequence: What Instructional Strategies and Student Activities will you use: *constructive, direct instruction, inquiry, cooperative learning, etc.* in this lesson. Lessons benefit from multiple strategies and student activities, what multiple strategies will you use? What learning experiences will students engage in and how will you use these learning experiences or the student products as formative assessment opportunities? What prerequisite skills do the students need to be successful, how will you link this lesson to previous learning? What will you do to state the lesson goals / objective and set the tone for learning? What is the order of these events and how much time do you anticipated each will take?

When you introduce or review vocabulary? What is your plan for modeling (before student practice or after inquiry)? Include your plan for introduction and/or review of academic language. What specific questioning and discussion strategies and instructional methods will you use throughout the lesson? What high order thinking questions will you use to support critical thinking? What student activities will you use? What student grouping (if any) will you use? What will you do to guide student practice during this portion of the lesson? How do you plan to supervise students during guided practice? What student activities will you use? All of the plan sections above the Instructional Sequence section should directly connect to this implementation plan.

How will you review the lesson goals / objectives with all students prior to end of lesson or release to independent practice? What will students do to reflect on the lesson goals and demonstrate they are ready for independent practice? What is your plan for students to demonstrate an independent understanding of the lesson goals? What will students do during this portion of the lesson? What will you do? What student activities will you use?

Lesson sequence rationale: Why did you select these instructional strategies and student activities? How do they meet the needs of the students in your class? How does this sequence of instruction assist students in the learning process?

Reflection: Develop or select three or more questions to answer when the lesson is taught to your students. If the lesson is not taught, discuss the questions with a hypothetically speaking perspective (What would you do, or what might the students do?) Provide examples and details to explicitly

explain your rationale.

Ideas: Did you teach the lesson as planned? If not, what changes did you make? To what extent did the whole class meet the stated learning goals? If more than one goal, how do you know which students met each goal? In what way was your lesson effective? What could you improve upon after teaching this lesson? Describe what the students were doing while you were teaching: were they listening, on task, involved? Describe the management required to successfully complete this lesson. How effective were the

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assessment strategies? What would make the assessment better aligned or accurate for student achievement of the learning goals? What will you do for the student(s) who did not achieve the academic learning goals? How did this lesson support 21st Century Skills? How did this lesson reflect academic rigor? How did this lesson cognitively engage students? How did this lesson engage students in collaborative learning and enhance their collaborative learning skills? What theory supports the teaching strategies you used for this lesson and why?

CSUB Standards Based Lesson Plan Template

Descriptive Information	
Title: Candidate Name: Content Area/Subject: Grade/Period:	Unit Focus:
Planning	
Lesson Standards:	
Lesson Goals/Objectives: CO (Content Objective)- LO (Language Objective)- SO (Social Objective)- Connect the three together to make one objective that can be written on the board:	

Description of Unit and Lesson's place in the unit:
Essential Questions:
Academic Language (Vocabulary):
Assessments: (Name, What is being assessed, & Why, Provide a sample) Beginning of lesson During Lesson End of lesson
Materials (both resources and technology) Resources (texts, and any items needed for lesson)

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Technology: Teacher will use: Students will use:

Safety considerations (*grouping, materials, movement, etc.*):

Differentiation (Adaptations-Accommodations/Modifications to the Content/Process):

Based on your class contextual information, list the student type and the adaptation planned for this lesson [Examples: EL Students; Exceptional Students (Students with IEPs; 504s; and/or Behavioral/Emotional Needs); Advanced; Below Basic] (*What, for Whom, and Why*)

English Language Learner(s) –

Exceptional Student(s) (IEP, below Basic, or GATE) –

Social-Emotional Student(s) (may or may not have a 504 or IEP) –

Classroom Management required for lesson success:

Instructional Sequence / Implementation

Time	Instructional Component (<i>Include Engagement and Motivational Strategies throughout the sequence</i>) Detailed, step-by-step directions of what the teacher and the students are doing.	Rationale
_____ minutes	Introduction/Drill/Do Now/Warm-up: (<i>What meaningful activity will students complete as soon as they enter the classroom?</i>)	

_____ minutes	Review or Preparation for Lesson: <i>(How will student interest be sparked? Is there vocabulary that must be introduced/reviewed? Is there prior knowledge that should be tapped? Is there brainstorming that student need to complete before the lesson begins?)</i>	
_____ minutes	Instructional Strategies and Student Activities <i>(Includes questioning, sample problems, techniques, grouping strategies, pedagogical approaches, assessment strategies.)</i>	
_____ minutes	Wrap Up/Closing Activities/Summary: <i>(How will I tie up loose ends, reinforce/revisit the goals / objective and connect the lesson to the unit? How will I know if students have achieved today's goals / objective?)</i>	
<p>Reflection: <i>List at least three questions you will ask yourself after the lesson is taught. After teaching, answer your questions. What might you alter if you were to teach this again?</i></p>		

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LESSON PLAN RUBRIC

Elements	Unacceptable	Basic	Proficient	Distinguished
Standards, Goals / Objectives and Essential Question(s)	Plan does not include standards and goals / objectives. Standards, questions and/or essential are not connected to instructional plan.	Plan includes a list of standards and goals / objectives. Essential question is present but does not meet the expectations. Standards, goals / objectives and essential questions are minimally connected to plan.	Plan includes standards, goals / objectives and essential question(s). The essential question meets the expectations. Standards, goals / objectives and essential questions are connected to plan.	Plan includes standards, goals / objectives and essential questions that meet expectations. Standards, goals / objectives and essential questions are clearly connected to plan.
Materials, Preparation and Resources	Plan does not include materials or available technology resources. Materials or technology are not appropriate for instruction or assessment.	Plan includes a list of available materials and technology resources. Selected materials and technology minimally connects to learning goals. No ancillary materials/documents are provided.	Plan includes a list of available materials and technology resources. Materials and technology are integrated into the lesson and are connected to learning goals and activities. Most ancillary materials/documents are provided.	Plan includes a list of all available materials and technology resources. Materials and technology are clearly integrated into the lesson to increase student access to the learning goals. A rationale for integrating technology into the lesson plan is also included.

Academic Language (vocabulary)	Plan does not list academic language (vocabulary) and plan for inclusion in lesson.	Plan lists academic language (vocabulary). Vocabulary is not introduced or reviewed in plan.	Plan lists academic language (vocabulary) and is introduced or reviewed during instruction. Use of academic language is connected to student success during instruction.	Plan lists academic language (vocabulary) and is introduced or reviewed during instruction. Student and teacher expected use of vocabulary is consistent throughout the lesson. Academic language is consistently connected to learning goals and student success.
Student Assessment	Plan does not include student assessment. Listed assessments do not correspond with the type of instructional strategies and activities listed.	Plan includes a list of the types of student assessment available within the lesson. Assessments are aligned with the learning goals and instructional strategies/activities.	Plan includes multiple forms of assessments to inform instruction both during and at the end of the lesson. The purpose/rational of the assessment is provided	Plan includes a discussion and copies of the authentic assessments and reasons for selection for this lesson. Assessments directly relate to the standards and goals / objectives and are clearly written in student friendly language. The purpose/rational for

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				assessment is clear and concise.
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<p>Differentiation</p>	<p>Plan does not include differentiation, or differentiation is not aligned with learning goals, or strategies are inappropriate.</p>	<p>Plan includes differentiation ideas. Plan minimally connects differentiation to student needs. Some strategies identified are appropriate.</p>	<p>Plan includes differentiation for all focus students and is connected to student needs and learning goals. Most strategies identified are appropriate.</p>	<p>Plan offers extensions for more motivated learners and/or adaptations for students with special needs or learning style preferences. All strategies identified are appropriate.</p>
<p>Instructional Sequence / Implementation (set, input, modeling, practice, closure, independent practice)</p>	<p>The lesson procedures are incomplete or missing. The teacher's role is often unclear. Teacher would need to do significant work to actually use the lesson. Plan is not sequential.</p>	<p>The lesson procedures are complete, but lack details in adapting for students with special needs or learning style preferences. It does not acknowledge potential challenges in implementing the lesson. Grouping is incorporated into the plan and is aligned to goals.</p>	<p>The lesson procedures are complete and written in such detail that other teachers could use the plan as written. The procedures are adaptable for multiple student needs.</p>	<p>The lesson procedures are clear, detailed and adaptable. There is a clear connection between the plan, assessments and learning goals. Plan could be used by other teachers for instruction.</p>
<p>Classroom Management</p>	<p>Missing or incomplete plan for classroom management during instruction</p>	<p>Lists procedures and routines for instruction. Limited plan for grouping.</p>	<p>Classroom procedures and routines contribute to the flow of instruction. Grouping plan is aligned with strategies and student activities.</p>	<p>Classroom routines and procedures clearly enhance the selected instructional sequence. Grouping plan is clear, connected to plan and contributes to student learning.</p>

Reflection	Missing or incomplete rationale.	Reflection discusses lesson process and completion of goals / objectives. Reflection does not describe how teacher knows students have met the learning goals / objectives.	Reflection discusses planning and implementation of lesson. Reflection discusses student progress toward learning goals and differentiation of plan for specific student needs.	Reflection discusses planning and implementation of the lesson and cite examples of areas of strength and for growth. Reflection clearly describes student's understanding of learning goals and the success of differentiation for specific student needs. Reflection includes evidence from instruction to determine next steps (remediation and or enrichment).
Mechanics and Organization	Many grammatical, spelling, and punctuation errors	Some grammatical, spelling, and punctuation errors which do not	Few grammatical, spelling, or punctuation	No grammatical, spelling, or punctuation errors.

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	affect the reading of the plan. Not well organized and is difficult to read.	affect the reading of the plan. Organizational problems, but readability is not affected.	errors. Organized and easily readable.	Clearly organized and easily readable.
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Appendix E: CLASSROOM MANAGEMENT PLAN-PERSONAL WEBPAGE

Introduction (5 pts.) TPE 6 During your first week you will create the webpage and then introduce yourself. The introduction should be on the main page. It will have information about yourself and contact information for you. You may post a picture that represents you, and add any extra visuals to help make your introduction and homepage appealing.

Rules and Positive Expectations (10 pts.) TPE 2 After you have learned about rules and expectations in class, you are responsible for thinking of your own to apply to your classroom. Create at least 3 but no more than 10 rules for the classroom. You will also create a separate expectations list or small paragraph that states positive ideas and guidelines for your classroom. This is more like a classroom mission statement. Be creative but realistic with your rules and expectations. Refer to your readings for guidance.

Family Interview and First Day of School Letter (10 pts.) TPE 1,6 Interview a student and parent. Explore the community in which they live. Go to a place that they enjoy or try to learn about what the student likes or dislikes. How do the parents receive communication? Create a visual with bulleted points of what you learned about your student and his or her family. Then underneath the summary bullet points, write a well thought out paragraph of how you would communicate with the family. Give an example of what might be in your first day of school letter based on what you learned about your student.

Seating Arrangement/Classroom Environment (10 pts.) TPE 2 Seating arrangements can make or break your classroom environment. Refer back to Wong's or Jones' Tools, and create an applicable, supportive and safe seating arrangement. The arrangement will be followed by a brief explanation as to why you chose the particular arrangement in your classroom. You may use http://teacher.scholastic.com/tools/class_setup/ or other apps/websites to help create the plan. The visual must be easily seen or accessible in the seating arrangement tab.

Differentiation and Assessment (10 pts.) TPE 1,4,5 Differentiation is necessary in everything you do within the classroom. In order to demonstrate your ability to modify lessons and assessments, you will display at least 5 lesson and 5 assessment differentiation strategies. The modifications can address learning disabilities, GATE, or ELL needs. Add the strategies to your differentiation tab.

Multidisciplinary Team Reflection (10 pts.) TPE 6 After the readings and videos, you are going to reflect on your role(s) as a teacher in a MDT. You will also think about the members of the MDT that may be at your school site. Who might these members be? How will you all help each other as a team? What is important about your role on the MDT? Add your reflection to your MDT tab.

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Resources for Perseverance and Passion (10 pts.) TPE 1,4 The article “GRIT” helped reveal what it takes to be a strong teacher. The passion may not always be there, but there are resources all around you that will help you persevere and gain passion again. Who or what could help you when times are hard? Locate and upload/paste links of at least ten resources that will be supportive references for your teaching/management experiences. The resources may be literature to read, people in the community or at your school site, mental health or physical well-being support, etc. Add your personal resources to the appropriate tab.

Theory/Philosopher/Inspiration (10 pts.) TPE 6 Educational ideals have derived from great philosophers that have studied and taught before us. There are theories from research that you may relate to. In your Theories tab, find 1 philosopher and 1 theory that stands out to you. Synthesize the beliefs/findings, and discuss why you find the idea and philosopher important. Select one inspiring teacher that has helped guide you along the way. Describe their characteristics and any experiences that shaped you as an educator. Display the information on your website. (Pictures and visuals are encouraged here)

Teacher Philosophy (20 pts.) TPE 3,4,6 As the semester comes to an end, it is necessary to tie together everything that you have learned and to articulate how might you use what you have learned in your own classroom. For this last tab, write your philosophy. What do you believe? How will you structure lessons based on the Common Core Standards and/or NGSS, what types of lessons will you use, how will you respond to and provide encouragement for students (motivation). What are environmental and educational goals for your classroom? How will you achieve these goals? Be sure to cite your information using APA format to strengthen your philosophy. (use multiple paragraphs)

Overall Web Appearance (5 points)

The final 5 points are given at the end based on revisions and final visual appearance.

Final Website Rubric

	Unsatisfactory	Basic	Proficient	Distinguished
Introduction	The introduction is not clear and is missing information. 2 pts	The introduction is clear or the information is relevant, but not both. 3 pts	The introduction is clear and concise. The content information is relevant and clear. 4 pts	The introduction is clear and concise. The content information is relevant and clear. Picture and other visuals are present and represented to the instructor. 5 pts

<p>Rules and Positive Expectations</p>	<p>Rules or expectations are missing, and the content is unclear or corrective versus preventive. 4 pts</p>	<p>Rules or expectations are clear, but one component is missing. 6 pts</p>	<p>Rules and expectations are clear and positive. They demonstrate an effort to prevent behavioral situations in the classroom. 8 pts</p>	<p>Rules are clear and positive. The expectations are in the form of a strong mission statement, providing opportunities for prevention versus correction. 10 pts</p>
<p>Family Interview and First Day of School Letter</p>	<p>Summary and visuals are minimal or missing. An example of communication for the interviewed family is missing. 4 pts</p>	<p>Summary and visuals are minimal or missing. An example of communication for the interviewed family is unclear. 6 pts</p>	<p>Summary of interview and visuals visible. There is an example of communication for the interviewed family. 8 pts</p>	<p>Summary of interview and visuals are detailed and clear. There is an example letter of communication for the interviewed family that demonstrates cultural competency. 10 pts</p>

<p>Seating Arrangement/ Classroom Environment</p>	<p>The seating arrangement is unorganized or lacks clarity. 4 pts</p>	<p>The seating arrangement is clear and organized or the explanation is present, but not both. 6 pts</p>	<p>The seating arrangement is clear and organized. An explanation is present. 8 pts</p>	<p>Seating arrangement is organized, clear and is followed with a well-developed explanation for the choices made for the classroom environment. 10 pts</p>
<p>Differentiation and Assessment</p>	<p>There are strategies missing, the strategies are unclear, and/or the standards do not directly connect to the strategies. 4 pts</p>	<p>There are 5 lesson and 5 assessment differentiation strategies. The strategies are applicable but may not directly connect to standards and/or are unclear. 6 pts</p>	<p>There are 5 lesson differentiation strategies and 5 assessment differentiation strategies. The strategies are grade appropriate and directly connect to standards. 8 pts</p>	<p>There are more than 5 lesson differentiation strategies and more than 5 assessment differentiation strategies. The strategies are applicable, clear, grade appropriate, and directly connect to standards. 10 pts</p>

MDT Reflection	Missing more than one component for the MDT discussion. 4 pts	Missing a component (role, members, support) for discussion. 6 pts	Discusses the role as a teacher, members of the team, and how the team supports each other. 8 pts	Thoroughly discusses role as a teacher, members of the team, and how the team supports each other. 10 pts
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Resources for Perseverance and Passion	Fewer than 5 resources are visible on page. 4 pts	Less than 10 resources are visible on page or explanations are missing. 6 pts	10 resources are visible on page with some explanation. 8 pts	More than 10 resources are visible on page with an explanation for each resource. 10 pts
Theory, Philosopher and Inspiration	Theories, Philosophers or explanations are missing. 4 pts	One theory or One philosopher is missing. Explanation is present. 6 pts	1 Theory, 1 philosopher, and 1 inspirational teacher are shared with visuals and an explanation for choices are present but limited. 8 pts	1 Theory, 1 philosopher, and 1 inspirational teacher are shared with visuals and detailed explanations for choices are present. 10 pts

<p>Teacher Philosophy</p>	<p>A philosophy statement is present. More than one component (references, beliefs, or ideals) is missing. No citations present. No explanation given for CCSS application, assessments, and motivation strategies. 10 pts</p>	<p>A philosophy statement is present. References, beliefs, or ideals are missing. Citations are present. Minimal explanation given for CCSS application, assessments, and motivation strategies. 14 pts</p>	<p>A philosophy statement is present with theoretical references. Beliefs of management and ideals of classroom organization are explained. APA format is attempted. Explanation given for CCSS application, assessments, and motivation strategies. 16 pts</p>	<p>A strong philosophy statement is present with theoretical references, beliefs of management and ideals of classroom organization are thoroughly explained. APA format is correct. Detailed explanation given with rationale for CCSS application, assessments, and motivation strategies. 20 pts</p>
<p>Overall Appearance</p>	<p>Webpage is either unclear or unorganized, eye appealing. It may not reach families or children. 2 pts</p>	<p>Webpage is unclear or unorganized. It is eye appealing. Many grammatical errors. 3 pts</p>	<p>Webpage is clear and organized. It is eye appealing. Few grammatical errors. 4 pts</p>	<p>Webpage is clear, organized, eye appealing, and family/children friendly. Free of grammatical errors. Visuals and colorful components</p>

				present. 5 pts
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Appendix F Discussion Rubric

The discussion should indicate that the student has read the assigned chapter(s). **The options will be either Select one concept or idea from the chapter(s) that you believe is of most importance or interest to you or choose two questions from the end of the chapters in the Evans-Santiago text to discuss.** Write 3 paragraphs. Paragraph one will explain the concept. Do not use quotations. Write in your own words. Paragraph two should detail your experience relating to the concept either as a student, teacher or parent. Paragraph three of the discussion will be a reflection on how you will specifically tie the concept into your future teaching. **Each discussion should have a title that clearly defines your topic & your name.** Discussions must be posted in Canvas by [redacted] Discussions will close at midnight. Early postings are greatly appreciated by your fellow students and instructor as it creates more options for replies. (See Replies to Discussions.)

Replies to Discussions:

Students will select a minimum of 2 discussions posted by other students and write a short reply. Replies must add information or personal experience to the discussion and **not just agree or disagree** with the person’s position. Select topics that differ from the discussion you have already submitted. Replies to discussions will be posted on the discussion board in Canvas by [redacted] **evening following the discussion.** A maximum of five points will be earned for each of the 2 replies for the week for a total of 10 points. All postings are expected to be in accordance with the Candidate Dispositions which include reflection, professional conduct, and respect for differing points of view.

Discussion Post

15 points	10 points	5 points	0 points
Thoughtful discussion of what was read and follows 3 paragraph format.	Discussion shows some reflection and follows 3 paragraph format.	Discussion is somewhat vague or shows little thought and may not follow format.	Minimal discussion and does not follow format.
Two Reply Posts at 5 pts each			
10 points	5 points	0 points	
Two thoughtful reflections on discussion and/or added information or personal experience.	One thoughtful reflection on discussion and/or added information or personal experience.	Did not add information or personal experience to the original discussion.	

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“Expanding minds. Engaging hearts. Enhancing communities.”

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF SOCIAL SCIENCES AND EDUCATION**

DEPARTMENT OF TEACHER EDUCATION
EDEL 5400:Interdisciplinary Social Studies
3 + 1

Instructor:	Office:
Email Address:	Office Hours:
Phone:	Course Dates:
Room:	Course Times:

Mission and Vision of Teacher Education Department

Mission

The mission of the CSUB Department of Teacher Education is to prepare educator advocates who are leaders in their communities and invested in developing students as capable and compassionate change-agents.

Vision

All schools will have transformational educators who prepare and inspire students to create more just, inclusive, and informed communities.

Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

- **Professional Collaboration:** Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.
- **Reflective Practitioner:** Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.
- **Ethical Professional:** Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.
- **Student/Client Centered:** Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

- **Professional Leader:** Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.
- **Professional Competence:** Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

Course Description

The course focuses on teaching social studies methods while integrating literacy skills at the intermediate level. Theory, research, and practice related to students successfully integrated literacy strategies with social studies will be emphasized. The course includes instruction in knowledge of literacy skills, social studies curriculum, methods, and materials for the intermediate grades. Instructional strategies and materials for use in a culturally and linguistically diverse classroom will provide students with the basis of an effective social studies program that includes: the use of goals and objectives, approaches to curriculum development, basic content, and techniques for authentic assessment in social studies. The course includes an emphasis on assessment (diagnostic, formative, and summative) and data driven instruction.

Course Goals and Objectives

The course objectives focus on the requirements of CTC, IRA, and NCATE. At the conclusion of this course, students will be able to apply their knowledge of literacy acquisition to their own classrooms. Under each of the headings, the students will complete tasks to demonstrate their proficiency in applying the knowledge bases listed below:

TEACHER PERFORMANCE EXPECTATIONS

California Commission on Teacher Credentialing has revised the TPEs. Here is a link to a summarized version:

https://docs.google.com/document/d/1gsv7nx2oL9L_gyX6gJWldVp4eM9EurPdZKou60DvKkE/edit?usp=sharing

RICA Competencies

COMPETENCY: Understand how to plan, organize, and manage standards-based reading instruction.

COMPETENCY: Understand the purposes of reading assessment and best practices related to standards-based entry-level assessment, monitoring of student progress, and summative assessment.

COMPETENCY: Understand the role of vocabulary, academic language, and background knowledge in reading development and factors that affect students' development of vocabulary, academic language, and background knowledge.

COMPETENCY: Understand how to promote students' development of vocabulary, academic language, and background knowledge.

COMPETENCY: Understand literal, inferential, and evaluative comprehension and factors affecting reading comprehension.

COMPETENCY: Understand how to facilitate reading comprehension by providing instruction that prepares students for the reading task, scaffolds them as needed through the reading process, and prepares them to respond to what they have read.

COMPETENCY: Understand how to promote students' comprehension and analysis of narrative/literary texts and their development of literary response skills.

COMPETENCY: Understand how to promote students' comprehension of expository/informational texts and their development of study skills and research skills.

COMPETENCY: Understand how to promote students' comprehension of expository/informational texts and their development of study skills and research skills.

COMPETENCY: Understand and demonstrate the ability to assess and use the results of assessments to plan effective instruction and interventions with respect to comprehension of expository/informational texts.

Required Texts/Materials

1. [Common Core Standards English Language Arts and Literacy in History and Social Studies](#)
2. Content Standards for [History-Social Studies ; CCSS Social Studies Grades 6-8](#)
3. [“Community Voices - We Must Nurture Youth Activism in Kern”](#) Dr. Beck, 2019.
4. ["Culturally Responsive Classroom Management Strategies."](#) *Http://steinhardt.nyu.edu/*. N.p., Oct. 2008. Web.
5. [Gay, Geneva. "Preparing for Culturally Responsive Teaching". *Journal of Teacher Education*, 2002. Web.](#)
6. Ryan, Pam Munoz. *Esperanza Rising*. New York: Scholastic, Inc, 2000. Print.
7. LiveText Software (Program requirement)
8. Schell, Emily, and Douglas Fisher. *Teaching Social Studies: A Literacy-based Approach*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall, 2007. (Textbook)

Recommended Text/Materials

1. Weinstein, Carol, Mary Curran, and Sandra Thomlinson-Clark. "Culturally Responsive Classroom Management: Awareness into Action." *Weber.edu*. N.p., Autumn 2003. Web.

Course Assignments/Requirements

The following is a brief description of the course assignments with the total possible points awarded indicated in parentheses. Detailed requirements regarding content and format are included below and will be given in class at the time of each assignment. Evaluation criteria will include adherence to the conventions of Standard English. Assignments due dates are posted in the outline and on campus. No additional assignments will be given to account for late, missed, or unacceptable work.

[Go to top of document](#)

Integrated Social Studies 10 Day Plan (150 points) - TPE 7.6,7.7,

Candidates will develop and plan a 10 day social studies unit of study integrating literacy strategies throughout the unit. Detailed description of each component will be further explained in class. The unit plan will include:

- Unit Plan Scope and sequence (to cover 10 days) to include daily standards, topics/lesson focuses, literacy and digital resources, as well as literacy strategies covered (vocab, comprehension, writing, etc.). This can be created as a one-page chart with organized columns. (30 Points)
- One complete Standards-based Lesson Plans (in sequence), which will be taught in your classroom The CSUB standards-based lesson plan template can be copied and pasted from this link: <https://goo.gl/FqiTue> (Please make a copy and save to your drive for future use). (30 points)
- Performance Based Summative Assessment, Student Self-Assessment, and Rubric (40 points)
- One-page Teaching Reflection to include co-teacher feedback (20 points) **add this on to the end of the lesson you actually teach*
- Resource page APA format (10 age-appropriate literacy sources; a variety of books, digital sources, and primary sources should be utilized) (30 points)

Quizzes (100 points): TPE 7.6

--Weekly Quizzes (10 points each)

Quizzes will be given at the end of class, online using a device, and based on the readings. **Must be present to take and receive credit for quizzes.**

Presentations/Classroom Lessons (60 points):

- **Literacy Strategy Classroom Lesson** (40 points): Students will present one 15-20-minute literacy strategy in the form of a lesson in their classroom. 99Mentor teachers will give feedback on lesson, and instructor will evaluate lesson plan and oral presentation feedback (including group participation, and execution of literacy, discussion, and questioning strategies) for final grade. Lessons CAN be based on Esperanza Rising, various historical fiction provided by candidate (novels, large format books), or expository texts provided by candidate (ELA or SS textbooks, articles, primary sources, etc...)
- **Action Project Presentation** (30 points): Students will create a short presentation (a slide for each phase) to present your process (include pictures, details, and feedback) and findings with your cohort.

Social Studies Inquiry and Action Project (60 points) TPE 7.8

Over the course of the semester, you will complete six social studies interviews that assess the state of social studies in Kern County Schools. These will be 1-2 page typed papers with questions and answers plus a detailed reflection on the information collected. With the data collected, you will then work with your classroom students to create an action project to address a growth potential of social studies instruction at the elementary level.

Grading/Evaluation

Late assignments will not be accepted for credit. All exams will be given on the scheduled days unless prior arrangements are made with the instructor. Such arrangements will only be made under extreme or unusual conditions. The final course grade will be calculated using the following percentages:

A	94% and above	B-	80-83%	D+	67-69%
A-	90-93%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	D-	60-63%
B	84-86%	C-	70-73%	F	59% or below

Attendance Policy

It is the expectation that students will cultivate professional attitudes and mannerisms. Coursework is seen as a prelude to employment where punctuality, courtesy, and full engagement are expected. For this reason, absences, tardiness, and early class departures will influence the final grade earned in this course. *Each tardy or early class departure will result in a minimum of a 2%*

point deduction from the final grade. Each absence will result in a 5% point deduction from the final grade. If a student is absent more than three times, the student will receive a failing grade in the course.

Accommodations for Students with Disabilities

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

Academic Honesty

There are certain forms of conduct that violate the university's policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses. Source: 2011-2013 CSUB Catalog, p.78.

Professional Liability Insurance

As of August 1, 2006, the CSU Chancellor's Office of Risk Management is requiring all students in various fields, including the Credential Program to purchase Professional Liability Insurance. This fee may be paid at the Cashier's window or online.

Class	Lecture Topic	Textbook Reading Due	Assignments Due
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<p>1 8/29</p>	<ul style="list-style-type: none"> • Pre-reading Activity • ELD and SDAIE strategies • Student Interest and Motivation • Review syllabus 		
<p>2 9/5</p>	<ul style="list-style-type: none"> • Reading Literature • Purpose for Reading • Connecting to Literature • Weekly Discussion Structure: Save the Last Word • <i>Phase 1</i> 	<p>Ryan pg. 1-22</p>	<p>*Quiz 1</p>
<p>3 9/12</p>	<ul style="list-style-type: none"> • Approaches to Teaching Reading • Weekly Discussion Structure: Socratic Circles • <i>Phase 2</i> 	<p>Ryan pg. 23-57</p>	<p>*Quiz 2</p>

<p>4 9/19</p>	<ul style="list-style-type: none"> • Building Fluency • Writing and Reading • Weekly Discussion Structure: Fishbowl Discussion • <i>Phase 3</i> 	<p>Ryan pg. 58-80</p>	<p>Inquiry #1 *Quiz #3</p>
<p>5 9/26</p>	<ul style="list-style-type: none"> • Comprehension: Theory and Strategies • Building Vocabulary • Spelling Stages • Weekly Discussion Structure: Four Corners Discussion • <i>Phase 4</i> 	<p>Ryan pg. 81-120</p>	<p>*Quiz 4</p>
<p>6 10/3</p>	<ul style="list-style-type: none"> • Comprehension: Text structures and teaching procedures • Intermediate Readers and Writers (Word Study) • Weekly Discussion Structure: Jigsaw Discussion • <i>Phase 5</i> 	<p>Ryan pg. 121-157</p>	<p>*Quiz 5 Inquiry #2</p>

<p>7 10/10 ONLINE</p>	<ul style="list-style-type: none"> • Reading and Writing in the content areas and study skills • Academic Literacy • What is Social Studies? • Why do we Teach Social Studies? • What do we Teach in Social Studies? <p>Weekly Discussion Structure: Rotating Stations</p>	<p>Schell 1 – 3</p>	<p>*Quiz 6 Inquiry #3</p> <p>*No in-person class on this date</p>
<p>8 10/17 ONLINE</p>	<ul style="list-style-type: none"> • Creating and managing an integrated literacy program • Teaching Social Studies for Understanding • Student Achievement and Assessment • Weekly Discussion Structure: Concentric Circles 	<p>Schell Ch. 4 & 9 Ryan pg. 158-198</p>	<p>*Quiz 7 Inquiry #4</p> <p>*No in-person class on this date</p>
<p>9 10/24</p>	<p>Group research/collab for unit</p>	<p>Ryan pg. 199-233 Culturally Responsive Article</p>	<p>Discussion Post and Response (Due by 10/27 @ 11:59pm)</p>

	Online discussion assignment related to the readings <i>Phase 6</i>	Community Voices Article-Beck	
10 10/31	<ul style="list-style-type: none"> • Effective Uses of Literature to Teach Social Studies • Primary Sources • Curriculum Planning and Organizing • Weekly Discussion Structure: Three Step Interview • <i>Phase 7</i> 	Schnell 6 & 7 Ryan pg. 234-262	<p>*Quiz 8 (Due 11/1)</p> <p>Inquiry #5 (Due 11/1)</p>
11 11/7	<ul style="list-style-type: none"> • Unit Plan meet and preparation 		*Classroom Literacy Strategy Lesson Rubric/Lesson Plan Due 11/8
12 11/14	<ul style="list-style-type: none"> • Using Texts for Teaching and Learning Social Studies • Using Current Events in Social Studies • Using Video in Social Studies 	Schnell Ch. 5	<p>*Quiz 9</p> <p>*No in-person class on this date</p>

	<ul style="list-style-type: none"> • Weekly Discussion Structure: Power Writing • Action Plan Presentation Prep 		
13 11/21	<ul style="list-style-type: none"> • Sharing What We've Learned in Social Studies • Real World Teaching and Learning • Weekly Discussion Structure: Snowball • <i>Phase 8</i> 	Schnell Ch. 8 & 10	<p>Inquiry #6</p> <p>*Quiz 10</p>
14 12/5	<ul style="list-style-type: none"> • Finalize Action Projects • Group Discussion/Feedback for 10 Day Unit Plan 		Unit Plans Due (Post on Canvas and Livetext due 12/8 by 11:59)
15 12/12	<p>Action Project Presentations (upload link to Canvas by 12/12 at 1:00pm) Reflection Discussion</p>		

Mentor Teacher Evaluation of Literacy Strategy Classroom Lesson

Please attach your lesson plan and any handouts to this page and submit to mentor at the start of the lesson.

Resident	
Strategy	

Criteria	Possible Points	Points
Lesson Plan Delivery <ul style="list-style-type: none"> ● Clear evidence of literacy strategies ● Engaging delivery ● Accurate content presented 	10	
Culturally Responsive Instruction <ul style="list-style-type: none"> ● Plan and delivery include SDAIE and ELD strategies ● Modeling, scaffolding, and EL support are apparent ● Content of lesson has been analyzed and modified for students who require EL support (complex vocabulary, linguistic demands, etc...) 	5	
Class participation: Student engagement and checking for understanding throughout lesson (e.g. think/pair/share, quick writes, discuss in small group)	3	
Management techniques (on-task, circulation, proximity, space, handling off task or disruptive behavior)	2	
Total	20	

Comments:

Instructor Evaluation of Lesson Plan

Please attach your co-teacher evaluation, lesson plan and any additional materials used to this page. (This page MUST be on **TOP**)

Resident: _____ Date of Lesson: _____

Literacy Strategy: _____

Criteria	Possible Points	Points
Lesson Plan Design <ul style="list-style-type: none"> ▪ Clear evidence of literacy strategies ▪ Appropriate incorporation of technology ▪ Clearly connected standards, objective, procedure, and assessment ▪ Detailed procedures 	15	

<ul style="list-style-type: none"> ▪ Feedback used to make lesson plan more effective 		
<p>Reflection on the lesson</p> <p>Select at least 2 of the following:</p> <ul style="list-style-type: none"> ▪ Was the lesson delivered as planned? ▪ What would you do differently next time? ▪ How effective was the lesson for student participation and engagement? ▪ How effective was the lesson for student learning and how do you know? ▪ Did you experience any technology successes or failures? ▪ What feedback did you find most helpful from your initial teaching of this lesson? 	5	
Co-Teacher Evaluation Score	20	
Total	40	

Comments:

Literacy Strategy Sign Up

Literacy Area	Strategy	Lesson Presenters
Comprehension	Guided Reading/Directed Reading Activity	1. 2.
	Reciprocal Teaching	1. 2.
	Close Reading	1. 2.
	Foldables http://www.csun.edu/~krowlands/Content/Academic_Resources/Foldables/Basic%20Foldables.pdf	1. 2.
	QAR	1. 2.
	Text Dependent Questions	1. 2.
Comprehension/Context Clues (Semantics and Syntax)	CLOZE	1. 2.
Vocabulary	Deriving the meaning of a word from context (context clues)	1. 2.
	Semantic Mapping	1. 2.
Comprehension of Expository Text	KWL	1. 2.
	Determining main idea and supporting details	1. 2.
	Anticipation Guide	1.

		2..
Comprehension Study Skills	SQ3R	1. 2.
Writing	Prewriting	1. 2..
	Editing and Revising	1. 2.
	Improving expository writing	1. 2.

Social Studies Inquiry and Action Project

The overarching goal of this inquiry project is to explore how social studies is understood and practiced in Kern County Public Schools. Specifically, we will capture the perspectives of self, students, teachers, administrators, and community agencies through interviews, surveys, and document analysis. From this data, we will develop an action project to address an area of growth regarding social studies in Kern County Schools.

**For each inquiry, record your answers to the following questions. Then complete a reflection paragraph at the end of your questions and answers with the take-aways you've developed from the inquiry.

Inquiry #1 Self-Interview

1. What is social studies?
2. What does it mean to be a citizen in a democracy?
3. Is social studies an essential subject for K-12 schooling? Why or why not?
4. Do you teach or have you ever taught social studies? If so, how often and how?
5. Should students be taught about real issues happening in the community? Is there anything that should be off limits?

6. When should social studies be taught for continuity in society? When should social studies be taught for societal change? (i.e.- what are parts of our history that we need to teach because they've been beneficial to our society, and what are things we need to teach because there needs to be change?) **make sure you explain this question when you interview others

Inquiry #2 Lesson Plan/Un-Lesson Plan Analysis

Lesson Plan: Review a week's worth of social studies lesson plans from an entire grade level at your school.
the following:

Take notes on

1. When is it taught?
2. How often is it taught?
3. What are the outcomes?
4. What instructional strategies are being used?
5. What form of assessment is being used?
6. In your opinion, is this an effective way to learn social studies?

Un-Lesson Plan: Imagine your classroom is a country. Based on how students are treated and what you expect of

them, takes notes on the following:

1. What kind of citizens is your classroom fostering? For example, are they learning to only care about themselves and their work? Or are they learning how to collaborate with others and resolve conflict independently?
2. What are students learning about democracy in your classroom? For example, are they expected to be quiet and do as they are told? Or are they learning processes and skills for speaking up and creating classroom policies?

Inquiry #3 Administration Interview

1. What is social studies?
2. What does it mean to be a citizen in a democracy?
3. Is social studies an essential subject for K-12 schooling? Why or why not?
4. Do you support social studies instruction at this school? If so, in what ways. If not, why?
5. Should students be taught about real issues happening in the community? Is there anything that should be off limits?

6. When should social studies be taught for continuity in society? When should social studies be taught for societal change?

Inquiry #4 Teacher Interview

1. What is social studies?
2. What does it mean to be a citizen in a democracy?
3. Is social studies an essential subject for K-12 schooling? Why or why not?
4. Do you teach or have you ever taught social studies? If so, how often and how?
5. Should students be taught about real issues happening in the community? Is there anything that should be off limits?
6. When should social studies be taught for continuity in society? When should social studies be taught for societal change?

Inquiry #5 Student Interviews [This can be one of the students in your classroom]

- 1) What is social studies?
- 2) Is social studies an important subject to learn in school? Why or why not?
- 3) What have you learned in social studies so far?

Inquiry #6 Community or Governmental Agency Interview [link in Canvas for contacts]

1. What is social studies?
2. What does it mean to be a citizen in a democracy?
3. Is social studies an essential subject for K-12 schooling? Why or why not?
4. Do you teach or have you ever taught social studies? If so, how often and how?
5. Should students be taught about real issues happening in the community? Is there anything that should be off limits?
6. When should social studies be taught for continuity in society? When should social studies be taught for societal change?

Civic Empowerment Project

The Civic Empowerment Project will not be calculated into your final grade. However, it will be a required part of the course that you will complete in phases with your students in the classroom. This course, in part, operates on the assumption that the purpose of schooling, broadly, and social studies, in particular, is to create informed, compassionate, and just citizens. There is, however, what Meira Levinson calls a “civic empowerment gap” that falls along racial and class lines. That is, People of Color and people from high poverty backgrounds in the United States have less access to political power and influence than their more affluent and/or White fellow citizens. There is also a broader understanding amongst scholars that civics and democratic education is largely absent from our school in explicit and intentional ways. This is, however, a bit of a misnomer as students are implicitly learning about their potential as citizens both by what we do and what we do not do in our classes. Our goal as educators, then, is to help all of the TK-12 students we serve better understand their role as citizens in a democracy and empower them to become agents of change in their communities. Civic empowerment is not simply something that can be taught passively through reading a textbook and answering questions; civic empowerment must be learned through real experiences in the community. To explore one way this could manifest in your classroom, we will engage, together, in the following phases:

Phase One: Storytelling

Description: During the Storytelling phase, you will work with your students to identify an issue impacting your school. You can begin, simply, by asking your students the following questions:

- What do you like about our school?
- What do you not like about our school?
- If there was one thing you could change about this school, what would it be?

Product: Student Stories, journal entries (great writing prompt idea using thinking maps!)

Phase Two: Problem Identification

Description: During the Problem Identification phase, you will use the stories students’ shared with you during Phase One to identify a particular problem they would like to address at their school.

Product: A one or two sentence specific problem statement. For example:

- Boys are being bullied at school because they like to do “girl things.”
- Girls are being bullied at school because they like to do “boy things.”
- There are students at the school who cannot afford school supplies.

- There are students at the school who do not have enough food to eat at home.
- There are students at the school who do not have anyone to play with at recess.
- The books in the classrooms do not show a family that looks like mine.

Phase Three: Power Mapping

Description: During this Power Mapping phase, you will help students determine who has the power to make changes that address the problem.

Product: A graphic organizer that places the issues at the center and maps the different people and/or institutions who have the power to change the problem for the better.

Phase Four: Solution Ideation

Description: During the Solution Ideation phase, you will help your student(s) brainstorm solutions to the problem they identified.

Product: A list of brainstormed solutions.

Phase Five: Storyboarding

Description: During the Storyboarding phase, you will choose one solution with your student(s) that you all feel is the “best.”

Product: Based on the solution you chose, you will create a storyboard in comic-book style that communicates:

- What the problem looks like at the school
- What the solution the solution would look like in action
- What the school looks like if the solution successfully addresses the problem

Phase Six: Small-Scale Experiment Design

Description: During the Small-Scale Experiment Design Phase, you will create a way to test whether the solution you created is feasible, desirable, and viable.

Product: A smaller version of your solution that you can do for less than \$10 and in less than 1 hour. For example:

- Create educational posters about the issue
- Create a video about the issue
- Create a podcast about the issue

- Develop materials for a clothing, book, or food drive.

Phase Seven: Small-Scale Experiment Reflection

Description: During the Small-Scale Experiment phase, you will reflect on the experiment you designed and implemented in Phases Five and Six.

Product: You will facilitate and document a common reflection with your student(s) that addresses:

- What went well during the Small-Scale Experiment?
- What did not go well during the Small-Scale Experiment?
- What would you change if you could do the Small-Scale Experiment again?
- Did the Small-Scale experiment help resolve the problem? Why or why not?
- How did it feel to work towards helping make your school a better place?
- Do you feel like you can make a difference?

Phase Eight: Communication of Findings (Final Presentations in December)

Description: During the Communication of Findings Phase, you will work with your student(s) to write a story and draw illustrations regarding what happened in each of the phases.

Product: You will create a short presentation (a slide for each phase) to present your process and findings with your cohort. This will be worth 30 points

“Expanding minds. Engaging hearts. Enhancing communities.”

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF SOCIAL SCIENCES AND EDUCATION
EDEL 5810 Multiple Subject Final Clinical Practice (8)**

EDSE 5810 Single Subject Final Clinical Practice (8)

Instructor:

Instructor's office location:

Instructor's office hours:

Seminar Meeting Times:

Phone:

E-Mail:

Mission and Vision of the Department of Teacher Education

The mission of the CSUB Department of Teacher Education is to prepare educator advocates who are leaders in their communities and invested in developing students as capable and compassionate change-agents.

All schools will have transformational educators who prepare and inspire students to create more just, inclusive, and informed communities.

[EPP mission vision](#)

Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

- **Professional Collaboration:** Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.
- **Reflective Practitioner:** Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.
- **Ethical Professional:** Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

- **Student/Client Centered:** Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.
- **Professional Leader:** Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.
- **Professional Competence:** Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards-based instruction.

COURSE DESCRIPTION:

EDEL 5810

This is a clinical practice experience course taken during the final stage of the preliminary credential program. Candidates are provided with opportunities to engage in Final Clinical Practice/co-teaching with a Cooperating Teacher in a public-school setting. Each candidate is required to assume responsibilities of teachers for 60 full academic days during the semester. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a Cooperating Teacher and University Supervisor in a public-school setting. Candidates must be concurrently enrolled in their appropriate CalTPA course.

[Go to top of document](#)

EDSE 5810

This is a field experience course taken during the final stage of the preliminary credential program. Candidates are provided with opportunities to engage in Final Clinical Practice/ co-teaching with a Cooperating Teacher in a single subject classroom setting. Each candidate is required to assume responsibilities of teachers for 60 full academic days during the semester. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a Cooperating Teacher and University Supervisor in a public-school setting. Candidates must be concurrently enrolled in

COURSE GOALS AND OBJECTIVES:

All Teacher Education Courses are aligned with the California Teaching Performance Expectations (TPEs) and CSUB Candidate Dispositions. Embedded in the planned curriculum of coursework and clinical practice are formative assessments of each candidate's performance on pedagogical assignments and tasks, similar to those used in the institution's teaching performance assessment (TPA).

During this course candidates will apply and demonstrate all TPEs and begin making progress toward the California Standards for the Teaching Profession (CSTPs).

Full TPE placemat

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/tpe-1-6-placemat.pdf?sfvrsn=d9715cb1_8

REQUIRED TEXTS/READINGS:

CSUB Credential Program Handbook

Clinical Practice Binder (see description below)

Watermark-FEM <https://www.Watermark.com/>

Students must purchase a Watermark membership through the website through a credit or debit card:
<https://sll.watermarkinsights.com/>

* If you have an active membership on www.livetext.com you do not need to pay for Watermark: Student Learning & Licensure. If you have an active LiveText account but you are prompted to pay when you log into sll.watermarkinsights.com, contact our Support Team by clicking “Submit A Request.”

To purchase your Watermark Subscription:

1. Visit <https://sll.watermarkinsights.com/> and log in with your school email address and the password provided by your school. If you do not have a password, then use the Forgot Password Link.
2. Review the Terms of Service.
3. After you agree to the terms, select the pay with a credit or debit card option.
4. Complete the payment form.
5. Click on the continue button to check out.

Watermark Student Learning & Licensure will be used for linking to Canvas and Field Placement Management. If you are submitting assignments and receiving a grade return you will be using the link in Canvas (indicated in the Canvas assignment) to login. If you are entering your time log(s) and/or completing fieldwork assessments, you may use this link: <https://sll.watermarkinsights.com/>

COURSE REQUIREMENTS:

Co-Teaching:

Co-teaching is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students - sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. CSUB candidates are assigned to trained cooperating teachers and mentored through the process by trained university supervisors. Candidates are to develop a timeline with the cooperating teacher to gradually take responsibility for all planning and leading student learning in the assigned class. Candidates are expected to have full control of planning and instruction for 25% of the assignment. Up to 3 of the university supervisor observations should be made during co-teaching activities.

General Policies:

The Teacher Candidate is a guest in the assigned school; they are not peers of the credentialed staff. As a guest, you are expected to support school policies and personnel, follow all rules and regulations, and conduct yourself as a professional educator in your manner, dress, and communication. Many things happen in the classroom that must be kept confidential, (i.e., classroom files, discipline, learning outcomes, parents, etc.), and all communication must be kept at a professional level. Candidates must conduct themselves accordingly in a professional manner when relating to students and others. Create a warming, caring classroom environment, implement the existing discipline plan, and develop a positive and respectful rapport with students—as well as with others.

Remembering that the Cooperating Teacher and school are legally responsible for the instruction and welfare of the students in the classroom, the Teacher Candidate must accept the responsibility to practice in a reflective manner the art and science of teaching students. This career choice requires a life-long commitment to serve as an on-going role model to students, colleagues, and members of the community. This commitment includes high standards in all phases of life and professionalism regarding the Teacher Candidate assignment. Please refer to the Credential Program Handbook for additional program requirements.

Roles and Responsibilities in the Final Clinical Practice Experience

- Submit a Placement Form in the Credentials Office by week seven the term prior to enrolling in Final Clinical Practice.
- Candidates are expected to follow all Clinical Practice expectations listed in this syllabus and the Program Handbook.
- Attend the Clinical Practice Orientation Session, the Triad Training, Induction Seminar, and all required seminars each term. Seminar absences must be made up as directed by the university supervisor. Attend faculty meetings, in-service training, and other school-related activities.
- Keep the Clinical Practice assignment as the top priority and complete all district and university expectations.
- Absence should be avoided at all possible during the semester. All absences must be cleared by making up the time prior to the end of the term.
- Absences are for serious and compelling reasons, not personal days. Unexcused absences will result in no credit for the course. Up to 5 days may be made up with a doctor's note. More than 5 days will lead to no credit for the course.

- **Taking time off to complete coursework will be considered an unexcused absence and could cause the candidate to immediately receive no credit for the course.** A doctor's note could be required.
- All unavoidable absences must be dealt with in a professional manner. This means that the teacher candidate must notify the cooperating teacher(s) and the university supervisor. The cooperating teacher(s) must have in hand a copy of the day's lesson plans and materials needed.
- If district approved, Teacher Candidates may substitute for their Cooperating Teacher if they receive permission from the University Supervisor for a maximum of 5 days each term. Additional time may be approved by the university program director if warranted by district needs.
- Dress professionally.
- Accept classroom responsibility (in agreement with the cooperating teacher's feedback) with enthusiasm. This includes a willingness to accept advice and direction from the cooperating teacher and to follow the course of study for the assigned classes.
- Candidates must be in charge of all planning and instruction for 25% of the assignment (16 academic days).
- Remain on the school site campus for the entire school throughout the entire Final clinical practice assignment. At least 30 minutes before student arrival and 30 minutes after final dismissal is the minimum requirement. Candidates are not to leave school until they are prepared for the next instructional day.
- If there are scheduled pupil-free days, you are still to be at school. Teacher Candidates follow the Cooperating Teacher's schedule, not the students'. If professional development is made available to you – attend!
- The teacher candidate will utilize any non-instructional class periods as preparation time, observing other teachers as necessary and becoming acquainted with school personnel and procedures. Any other assignments of this time should be made only after consultation with the University Supervisor.
- Confer regularly with the cooperating teacher(s) daily to cover such issues as course and lesson planning, evaluation of teacher candidate effectiveness and feedback on instructional activities and skills.
- Adhere to the local school site's schedule, not that of the university. Attending all teacher candidate seminars is required (Seminars normally take precedence over local school co-curricular activities, except as arranged with supervisor). All absences must be made up by completion of the university supervisor's make-up assignment.
- Maintain an up-to-date Clinical Practice binder that conforms to program guidelines, directions will be in the syllabus. The University Supervisor will review the binder during each visit. Accumulating materials for the Professional Portfolio.
- You are the teacher – Do not treat the students as peers or pals.
- Follow the Cooperating Teacher's discipline policy. If you would like to try another approach, consult the cooperating teacher and your university supervisor first.
- If you have to reschedule a visitation, call your university supervisor as soon as possible.
- Learn to use instructional resources of the district, adhere to all local regulations, procedures and policies of the district.
- Be professional and discrete regarding “gossip”.

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- Notify the cooperating teacher and the university supervisor immediately if there is any change in personal data: name, address, phone number, email, or plans involving the assignment.
- Speak immediately to the university supervisor regarding any misunderstandings with the cooperating teacher or any other school site personnel.
- Know your content and be a continuous learner; be enthusiastic and show initiative. Know and implement Co-Teaching strategies.
- Carefully plan each lesson and include appropriate standards and learning goals. Submit lesson plans to the cooperating teacher and university supervisor for approval 3 days prior to teaching.
- Introduce yourself to team members and school personnel.
- Ask questions and discuss issues professionally. Share ideas and work collaboratively; be flexible.
- Assist with all responsibilities (record keeping, grading, yard duty, etc...) with enthusiasm.
- Be proactive in initiating communication with your triad members.
- Demonstrate respectful interactions and behaviors.
- Accept advice, direction and feedback from cooperating teachers and university supervisors and put suggestions for improvement into practice.
- Commit to a minimum of one hour per week of co-planning. Maintain the weekly co-planning sheet (give them to your University Supervisor at the end of Clinical Practice).
- Return all school equipment and materials upon checking out of school at the end of the assignment: keys, textbooks, records, etc.
- Complete and submit the Teacher Candidate Evaluation of University Supervisor
- For student teachers (co-teachers) the first observation should be scheduled the fifth week of the term and the last observation is to be scheduled no earlier than the 14th week.

Assignments

6 Lesson Plans (TPE 1.1, 1.4, 1.6, 3.1, 3.6, 4.1, 4.4, 4.6, 5.1, 5.2, 7.1, 7.3 7.6, 7.8, 7.10)

Over the course of the semester, you will create 6 detailed lesson plans using the [CSUB Lesson Plan Template](#). Your plan should include clearly defined learning objectives, instructional strategies, learning activities, assessment methods, and differentiation techniques that reflect best practices in teaching and support the diverse needs of all students. The lesson should also demonstrate your ability to create an inclusive classroom environment and integrate evidence-based literacy instruction. * Each lesson plan must be sent to your University Supervisor 3 days prior to your scheduled observation.

When developing your lesson plan, consider how you will:

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- Ensure your lesson reflects an understanding of students' prior experiences, interests, social-emotional learning needs, and cultural, language, and socioeconomic backgrounds to engage them in learning.
- Define clear and measurable learning objectives that align with the California State Standards and curriculum frameworks.
- Use information about students' current academic status, assessment data, and language proficiency to inform your objectives.
- Use materials, resources, and technology needed for the lesson, including any assistive technologies to support equitable access to the curriculum.
- Describe a variety of developmentally and ability-appropriate instructional strategies, including the principles of Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS).
- Integrate evidence-based literacy instruction and content knowledge into your lesson, focusing on the California ELA/ELD Framework themes.
- Engage students in meaning-making through the use of complex texts, questioning, and discussion.
- Design learning activities that reflect current subject-specific pedagogy and integrate cross-disciplinary learning when applicable.
- Incorporate Asset-based pedagogies inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities
- Plan activities that maximize learning opportunities and provide access to the curriculum for all students, including the use of instructional technology.
- Include activities that develop students' effective expression through writing, discussions, and presentations.
- Use assessment methods to determine student learning
- Monitor and assess students' literacy development using formative assessments and progress monitoring techniques.
- Provide strategies for supporting first and/or second language acquisition and addressing the needs of students with disabilities.
- Adapt the curriculum and instruction to support the academic language needs of all students, including English learners and students with disabilities.

Observations (TPE 1 - 7)

Students will complete **SIX** formal observations conducted by the University Supervisor. The process is designed to support your development in key areas of teaching competency and to provide actionable feedback aligned with the Teaching Performance Expectations (TPEs). For each observation, you are required to submit a detailed lesson plan to your University Supervisor 72 hours before teaching the lesson. This preparation allows your supervisor to assess your instructional strategies with the lesson objectives and standards. Your lesson plans should demonstrate your ability to engage student learning experiences that build on their prior knowledge and meet diverse learning needs.

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During the observation, your university supervisor will focus on various aspects of your teaching, including your ability to create a positive learning environment, differentiate instruction, and integrate literacy instruction effectively. They will also look for how you apply pedagogical strategies that are responsive to the cultural, linguistic, and learning differences in your classroom, ensuring that all students can access and engage with the content. Additionally, your ability to assess student progress and adjust instruction accordingly will be evaluated, as this is essential for promoting academic growth and development

Two of the six observations may be recorded for further review and reflection. These recordings should be uploaded to Watermark within 24 hours from the time of their recording. This practice not only provides an opportunity for self-reflection but also contributes to your overall professional growth by allowing you to revisit and analyze your teaching practices.

Throughout the observation process, your supervisor will provide you with constructive feedback aimed at helping you refine your instructional approaches and better meet the needs of your students and will evaluate your lesson using the [CSUB Observation Protocol](#). Your ability to incorporate this feedback into subsequent teaching will also be an important focus of the evaluation process.

**It is the responsibility of the student to schedule each observation with the University Supervisor.*

Reflections (TPE 6.1, 6.3, 6.4) Throughout the semester, students must complete **10** reflections. These reflections should be 1 to 2 pages in length and should examine your instructional practices and classroom management strategies over the week.

When writing your reflection, be sure to:

- Reflect on what worked well, what challenges you encountered, and how you addressed them.

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- Consider how your actions and decisions align with your professional goals, ethical responsibilities, and the impact on your students' learning and well-being. Your reflections should demonstrate your commitment to continuous improvement.
- Discuss how you have used feedback from your university supervisor, mentor teacher, or colleagues to refine your teaching practices. Reflect on your collaboration with colleagues, administrators, and support staff to enhance student learning.
- Discuss how these interactions have informed your instructional decisions and contributed to a positive learning environment.

Final Clinical Practice Binder

A binder can be a physical binder or digital based on U. Supervisor's preference. As a teacher candidate, you need to have a central place for your plans and reflections for each class you teach. A binder will serve the function of keeping you organized; further, your University Supervisor will be able to assess events that have transpired since the last visitation. As a continuing function, it will serve as a record of your experience throughout the year and, therefore, be a significant force for metacognition regarding your growth as a teacher. Last of all, it will serve as a repository of plans and unit work to draw on in your future instructional work.

Guidelines for the binder:

1. Information
 - i. Candidate Schedule and School Schedule(s)
 - ii. Seating charts
 - iii. Emergency procedures
 - iv. Class letters
 - v. School/District policies
2. Lesson Plans
 - i. Daily Lesson Plans
 - ii. Weekly Plans (code co-teaching strategies for each lesson)
3. Weekly Reflective Journal
 - i. Date each weekly journal entry
4. Samples of Student Work
 - i. Grades (by subject or period)
5. Evaluations
 - i. Include copies of any observations and evaluations provided to you.

The University Supervisor will check the binder during their first visit to the classroom to ensure that it is set up according to the guidelines. In addition to these items, consult with the University Supervisor for any other elements to be included. This binder is to be up to date and available to the University Supervisor or assigned university personnel at any time. Binders will be reviewed at each observation (scheduled and unscheduled).

Conferences with the Cooperating Teacher

It is the Teacher Candidate's responsibility to plan a daily conference with the Cooperating Teacher to discuss all lesson plans and presentations. The Teacher Candidate should make a list of questions to discuss prior to each conference; keep these in your binder. Ensure you are co-planning a minimum of 1 hour per week.

Conferences with University Supervisor

The university supervisor will meet with the Teacher Candidate following each visit—either in person or via a phone conference. You will also be required to attend Final clinical practice orientation, four seminars facilitated by the university supervisor; the university supervisor will arrange the time and place. There is one final Induction seminar presented in the last stage of the program. The date and time for the seminar will be announced when scheduled. Missing a seminar will result in a required make-up assignment provided by the assigned university supervisor.

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Seminars

University Supervisors provide 4 seminars for the Final Clinical Practice and Intern Teacher Candidates. All Final Clinical Practice Teacher Candidates are required to attend the Final Clinical (Student Teaching) Practice Orientation and the Triad Training seminar. Final Clinical Practice Candidates must attend the Induction seminar. Teacher Candidates must attend all seminars to receive credit for their clinical practice course. An improvement plan will be completed after the first missed seminar listing the make-up work requirement and due date. Candidates that miss more than one seminar will receive a NC grade for the clinical practice course.

Make-up work, equal in rigor, is required of interns and teacher candidates who do not attend the seminar. This make-up work is determined by the university supervisor and given to the candidate. Candidates are to return the completed work to their supervisor for grading. Incomplete or non-submission of make-up work will result in no credit for the clinical practice course.

University Supervisor Visit Expectations:

It is the responsibility of the Teacher Candidate to arrange for a chair for the University Supervisor during the Clinical Practice visits. This place should include the Clinical Practice Binder and lesson plans for the lesson-- make sure the binder has been updated with reflections and materials--goes toward your professionalism scores.

Candidates are responsible for planning with the Cooperating teacher an appropriate time to have them rotate into your lesson to work with the students as you conference with the University Supervisor (approximately 40-50 minutes into the visit).

The University Supervisors will observe the Teacher Candidate a minimum of six times. Both face to face and video observations will be used during the term. University Supervisors will do a combination of scheduled and unscheduled visits in order to present a true picture of what is happening in the classroom.

Observations and Final Evaluation:

University Supervisors will meet face to face, via phone or video conferencing with candidates to review observation notes. Final evaluations will be completed collaboratively between the cooperating teacher and university supervisor. A three-way face to face conference will be held to review the final evaluation and assist the teacher candidate with the Transition to Induction plan. University Supervisors will complete 6 observation rubric and the final evaluation rubric in Watermark FEM. University Supervisors will be responsible for ensuring all evaluations are logged into Watermark within 24 hours of the conferences. Watermark FEM will be the holder for official copies of the observations and final evaluations. It is recommended that candidates download digital copies of these records for their personal files.

Clinical Practice Video Information:

- Candidates must use district created or CSUB provided permission slips.
- Candidates are to start the Release Form process with their site administrator at the beginning of the assignment. Take your syllabi with instructor expectations for clinical practice to your administrator with the Administrator Release Form.
- If the administrator is willing to sign the Administrator Release Form you do not need to send out the Student Release forms to parents/guardians. You will sign the CSUB Attestation Form and submit only the CSUB Attestation Form to Box link on the Canvas course 6th week of the semester. If the administrator will not sign the administrator form, you will be required to send the Parent/Student forms home for signature. Give the students a due date well in advance of your due date.
- You may not videotape any student or adult prior to turning in the Attestation Form. Students not returning the signed release forms are never to be within the view of the video.
- ALL clinical practice expectations are the decision of your course instructor. Consult your syllabi and your instructors for directions regarding your clinical practice expectations including video requirements.
- Candidates may not submit the same video for multiple course assignments. Failure to submit the required video assessments will result in no credit for the course.

- Video assessment is through Watermark only. Candidate videos for clinical practice will need to be compressed to 50 megabytes or smaller by the candidates prior to submission to the video assignment. Recommended length of the video for compression purposes is no more than 10 minutes. Consult your instructor for expected video length. All videos are to be submitted through Watermark. No video is to be submitted to any other digital platform.

Watermark Video Submission

50 megabyte limit for file size—must compress files before uploading

HandBrake tutorial: <https://www.youtube.com/watch?v=2F8yM6uiLsU>

Phone/ Tablet applications--this is not an endorsement or expectation to purchase

iDevice application (\$2.99) Video Slimmer

Android application (free) Video Compress--Developer is Netcomps

Android application (\$2.99) Video Compress + Check to see if this version will compress 20 minute files

Observation videos are to be no more than 10 minutes in length and compressed to 50 megabytes or smaller prior to submission in Watermark. Your university supervisor will give you the length, content and expectations for each video; remember to annotate your videos prior to submission based on university supervisor expectations. Submit a full lesson plan for the lesson segment you are submitting. Please contact your university supervisor with any questions.

Privacy of Personal Information-Confidential Records

All Teacher Candidates must abide by prescribed confidentiality and privacy guidelines including pupils' records. Such records and information are to be held in strictest confidence under the [Family Educational Rights and Privacy Act](#) and the [California Education Code](#) and shall not be disclosed to third parties. Violation of these policies may result in immediate dismissal from the credential program.

Digital Professionalism

Teacher Candidates are not permitted to utilize technology in the classroom for activities other than as an instructional tool. Teacher Candidates may not document any part of their Clinical Practice experience via social media. Teacher Candidates are encouraged to maintain a professional presence on social media. A lack of digital professionalism may result in dismissal from the credential program.

The Cooperating teacher or University Supervisor will notify the Director if technology is used inappropriately during school hours. If needed for instruction, personal technology may be used as an instructional tool. Candidates who use technology during the academic day for activities other than student instruction will receive an Improvement Plan and possible removal from the placement.

Dress Code

Teacher Candidates are to dress professionally.

Professional Development Days

If the district has Professional Development opportunities (e.g. Professional Learning Communities, staff meetings, conferences) check with the Cooperating teacher or Administrator to determine if attendance is allowed. Most districts welcome the participation of Teacher Candidates in professional development activities. If Teacher Candidates do not attend the Professional Development, then they must spend the time in the classroom preparing for instruction.

Reporting Child Abuse

The state mandates that suspected child abuse be reported. You are required to take online mandated reporter training. Please visit the following address: <http://educators.mandatedreporter.ca.com/default.htm> to complete the training if you have not already done so, or if your certificate has expired. The certificate is valid for one year and must be current for all clinical practice. If you suspect child abuse in your classroom, talk to the cooperating teacher and designated school administrator responsible for reporting procedures.

Teaching Difficulties

We realize some Teacher Candidates may experience difficulty in planning, executing lesson plans and maintaining classroom management. When a Cooperating teacher/Site Administrator/Peer Coach notices a Teacher Candidate is experiencing difficulty, s/he will discuss the problem with the Teacher Candidate and supervisor immediately. At this time, the University Supervisor will begin to make additional visits to the classroom. The visits will be well documented and provide a record of what was observed in the classroom and will give suggestions that must be implemented immediately. The University Supervisor and Cooperating teacher/Peer Coach/Site Administrator will refer to the original observation to determine if the suggestions have been followed and meet and discuss the Teacher Candidate's progress. If the Teacher Candidate continues to have difficulty, an Improvement Plan will be completed. This form gives the Teacher Candidate specific suggestions that must be completed in a week or less. During this week, the University Supervisor and another faculty member may conduct classroom observations and another joint meeting will be held. If the Teacher Candidate has not improved since s/he was informed of the problem, the Clinical Practice Coordinator is required to remove the Teacher Candidate from the classroom; the Teacher Candidate will receive No Credit for the course and repeat the course the next term in a different placement.

If at any time, the Cooperating teacher or the Site Administrator believes the class is in jeopardy and learning in the classroom is deteriorating, a request can be made to the Clinical Practice Coordinator to have the Teacher Candidate removed from the classroom.

Evaluation of the Supervisor

Teacher Candidates will be asked to complete an evaluation of the University Supervisor and Clinical Practice Coordinator at the end of the term.

Transition Plan for Induction

All Interns and Final Clinical Practice candidates are required to complete and submit a Transition to Induction Plan with their preliminary credential application. The candidate is required to provide their Induction Program with a copy of this plan. University supervisors will support the candidate with the completion of the document.

GRADING AND EVALUATION:

Final clinical practice is graded on a credit/no credit basis. The CSUB Candidate Dispositions are evaluated during this assignment in addition to the Teacher Performance Expectations (TPEs).

Title 5 Regulations

Title V. of the State Commission regulations states: “Regarding professional aptitude, personality and character, that Teacher Candidate candidates shall demonstrate suitable aptitude for teaching in public schools in accordance with standards and procedures determined by the campus, and shall include interviews, letters of recommendation and a statement of professional goals or philosophy written by the candidate...and demonstrate personality and character traits which satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus who may also consider information from public school personnel as well as others. Tests, observations, and interviews may be employed by the campus for this assessment.”

Accommodations for Students with Disabilities (for Bakersfield campus)

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

Accommodations for Students with Disabilities (for AV campus)

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in Bldg. 200, and they may be reached at 661-952-5061 (voice) or 661-952-5120 (tdd). If you

have an accommodation letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours so we can discuss the specific accommodations that you might need in this class.

Academic Honesty

There are certain forms of conduct that violate the university's policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses. Source: 2011-2013 CSUB Catalog, p.78

Satisfactory Academic Progress

Students must adhere to federal standards to maintain Satisfactory Academic Progress (SAP) to remain eligible for financial assistance. You may view the standards here: <https://www.csub.edu/financial-aid/satisfactory-academic-progress.shtml>

Professional Liability Insurance

As of August 1, 2006, the CSU Chancellor's Office of Risk Management is requiring all students in various fields, including the Credential Program, to purchase Professional Liability Insurance. This fee may be paid at the Cashier's window or online.

Good Questions to Ask Your Cooperating Teacher or Mentor	Reflection Questions for Reflection section of Binder
<p>How closely should I follow the textbook?</p> <p>What type of instructional strategies would you like me to use/try? What are some of your favorites?</p> <p>How much noise do you tolerate?</p> <p>When do you want to meet with me for planning, and lesson review?</p> <p>How can I contribute to the department, PLC, class and school?</p> <p>What type of assessments do you use?</p> <p>How should I create my grade book? How shall I give you my grades? It is not advised that you enter official school grades for the cooperating teacher.</p> <p>Are there volunteers to run off papers and prepare materials?</p> <p>What technology is available for student and teacher use?</p> <p>If I need help with technology, who should I contact?</p> <p>What special things should I be aware of regarding the students?</p> <p>What special things should I be aware of regarding school policy or procedures?</p> <p>How do you balance the need for re-teaching with keeping up with Scope and Sequence plan?</p> <p>Do you have suggestions about how to set up attendance/grading within student information system (i.e. Synergy, Aeries)?</p>	<p>What did I set out to teach? Did I accomplish my objectives?</p> <p>Did the students accomplish the objectives? Reteach? How?</p> <p>How effective were my materials? Why?</p> <p>How effective were my teaching strategies / methods? Why?</p> <p>What strategies should I use again? Not use again?</p> <p>What grouping did I use? Was it effective?</p> <p>Were my lessons dominated by the teacher or the students? Am I happy about that? Why?</p> <p>What kinds of teacher-student interaction occurred? Did anything unusual happen?</p> <p>Did I have problems with a lesson? If so, articulate some possible corrections.</p> <p>Did I do anything differently? Should I do something differently next time?</p> <p>What were the main accomplishments of my lessons?</p> <p>What parts of each lesson were the most successful?</p> <p>What parts of each lesson were the least successful?</p> <p>Would I teach these lessons differently if I taught them again? Why? How?</p> <p>Was my personal philosophy of teaching evident in this lesson?</p> <p>Did I discover anything new about my teaching style?</p> <p>Did I discover anything new about my students or their learning styles?</p> <p>What changes should I make in my teaching style for this group?</p> <p>Did I teach ALL of my learners today?</p> <p>Did I allow my students to contribute to the lessons today?</p> <p>How did I respond to the learner's needs?</p> <p>Were the learners challenged by the lesson?</p> <p>What do I think they really learned from this lesson? Does this meet the lesson objectives?</p> <p>Did the learners like the lesson? Why, what was important to them?</p> <p>What didn't they respond well to? How might I teach the students differently next time?</p>

CSUB Final Clinical Practice and Intern Final Evaluation

The category “Proficient” means the teacher candidate is demonstrating proficiency in the standard and the candidate needs little prompting or direction by the University Supervisor, Cooperating Teacher or Mentor. Proficient is “where the candidate needs to be” to demonstrate successful Clinical Practice proficiency for the standard. “Proficient” means the candidate is consistently demonstrating above average proficiency in the TPE standard, with very little prompting needed from the Cooperating Teacher or Supervisor. “Distinguished” means the candidate is demonstrating comprehensive and excellent proficiency in the standard, with no prompting needed from Cooperating Teacher or Supervisor. The “Distinguished” category is for candidates who are truly above and beyond the Proficient level.

Passage of EDEL, EDSE or EDTE 5810 requires a candidate to earn a minimum of proficient in 7 TPEs with no score marked as unsatisfactory.

**Rubric begins on next page

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Component	Unsatisfactory	Basic	Proficient*	Distinguished
<p>Engaging and Supporting All Students in Learning</p> <p>Standards: TPE 1, CSTP 1 AAQEP 1c, 2a, 2b</p>	<p>The candidate minimally demonstrates an understanding of students and does not tailor instruction and/or communicate effectively with families to establish a strong home-school partnership. They minimally attempt to connect subject matter to real-life contexts. Using minimal instructional strategies, the candidate attempts to address diverse learning styles. Opportunities for curriculum access are minimally provided, and attempts to monitor students for adjustments in instruction are lacking.</p>	<p>The candidate demonstrates an understanding of students and attempts to tailor instruction and communicate effectively with families to establish a strong home-school partnership. They attempt to connect subject matter to real-life contexts. Using instructional strategies, the candidate attempts to address diverse learning styles, encourage critical thinking, and demonstrate efforts in maintaining a supportive and inclusive classroom environment. Opportunities for curriculum access are minimally provided, and attempts to monitor students for adjustments in instruction are present.</p>	<p>The candidate demonstrates a deep understanding of students and tailors instruction effectively, fostering frequent, clear communication with families and establishing a strong home-school partnership. They connect subject matter to real-life contexts, promoting relevance and engagement. Using instructional strategies, the candidate addresses diverse learning styles, encourages critical thinking, and demonstrates efforts in maintaining a supportive and inclusive classroom environment. Opportunities for curriculum access are provided, with monitoring leading to occasional adjustments in instruction to ensure student progress.</p>	<p>The candidate consistently demonstrates a deep understanding of students and tailors instruction effectively, fostering frequent, clear communication with families and establishing a strong home-school partnership. They excel in connecting subject matter to real-life contexts, promoting relevance and engagement. Using a wide range of instructional strategies, the candidate addresses diverse learning styles, consistently encourages critical thinking, and maintains a supportive and inclusive classroom environment. Abundant opportunities for curriculum access are provided, with ongoing monitoring leading to regular adjustments in instruction to ensure continuous student progress.</p>
Component	Unsatisfactory	Basic	Proficient*	Distinguished
<p>Creating and Maintaining Effective Environments for Student Learning</p> <p>Standards: TPE 2, CSTP 2; AAQEP 1a, 1c,1e, 2c, 2d</p>	<p>The candidate is unable to create an effective learning environment. The classroom environment is disruptive, disorganized, or is unable to support learning. There is a lack of student engagement, motivation, and a clear sense of purpose.</p>	<p>The candidate is able to partially create an effective learning environment. The classroom environment is somewhat conducive to learning, but there are occasional disruptions. Student engagement and motivation may vary, and there is room for improvement in</p>	<p>The candidate is able to consistently create and maintain an effective learning environment. The classroom environment is conducive to learning, with few disruptions. Students are generally engaged, motivated, and feel a sense of purpose in their learning.</p>	<p>The candidate is able to create and excel in maintaining an exceptionally effective learning environment. The classroom environment is consistently positive, engaging, and inspiring. Students are highly engaged, motivated, and feel a strong sense of purpose in their learning.</p>

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		maintaining a consistent positive environment.		
Component	Unsatisfactory	Basic	Proficient*	Distinguished
Understanding and Organizing Subject Matter for Student Learning Standards: TPE 3, CSTP 3; AAQEP 1a	The candidate is unable to demonstrate an understanding of the subject matter. The instruction is unorganized and lacks consistency. Students struggle to grasp the material due to inadequate explanations and lack of structure.	The candidate is able to demonstrate partial understanding of the subject matter but lacks depth. The instruction is somewhat organized, but there are gaps in explanation and consistency. Students may face challenges when comprehending the material.	The candidate is able to demonstrate a strong understanding of the subject matter and can organize it effectively. The instruction is well-structured, with clear explanations and consistency. Students are provided opportunities to comprehend the material, with additional opportunities for improvement or refinement needed.	The candidate is able to thoroughly understand the subject matter and excels in organizing the instruction for student learning. The instruction is structured, engaging, and consistent. Students are provided highly engaging opportunities to comprehend the material.
Component	Unsatisfactory	Basic	Proficient*	Distinguished
Assessing Student Learning Standards: TPE 5, CSTP 5; AAQEP 1d	The candidate does not assess student learning using appropriate methods. Assessment methods are ineffective without attention to individual student needs. Assessment data does not inform instruction, and lacks adjustments to meet the needs of students.	The candidate assesses student learning using appropriate methods. Assessment methods are somewhat effective with minimal attention to individual student needs. Assessment data minimally informs instruction, and lack adjustments to meet the needs of students.	The candidate effectively assesses student learning using a variety of appropriate methods. Assessment methods are effective and tailored to individual student needs. Assessment data informs instruction, and adjustments are made to meet the needs of most students.	The candidate excels in assessing student learning using a variety of appropriate methods. Assessment methods are innovative, highly effective, and tailored to individual student needs. Assessment data consistently and comprehensively informs instruction, and adjustments are made to meet the needs of all students.

Component	Unsatisfactory	Basic	Proficient*	Distinguished
<p>Developing as a Professional Educator</p> <p>Standards: TPE 6, CSTP 6; AAQEP 1f, 2e, 2f</p>	<p>The candidate does not demonstrate reflection on teaching practice. Professional learning goals are not established or achieved. Collaboration and communication with stakeholders is missing. Current trends in best teaching practices and education research are not understood or applied.</p>	<p>The candidate demonstrates reflection on teaching practice and an understanding of its impact on student learning. Professional learning goals are established and achieved. Collaboration and communication with all stakeholders is minimal. Current trends in best teaching practices and education research are somewhat understood and applied.</p>	<p>The candidate effectively demonstrates an insightful reflection on teaching practice, showcasing an understanding of its impact on student learning. Professional learning goals are effectively established and achieved on an ongoing basis. Collaboration and communication with all stakeholders is consistent and effective. Current trends in best teaching practices and education research are effectively understood and applied.</p>	<p>The candidate excels in demonstrating a deep and insightful reflection on teaching practice, showcasing a comprehensive understanding of its impact on student learning. Professional learning goals are exceptionally established and achieved on an ongoing basis. Collaboration and communication with all stakeholders is consistent and exceptional. Current trends in best teaching practices and education research are exceptionally understood and applied.</p>
Component	Unsatisfactory	Basic	Proficient*	Distinguished
<p>Effective Literacy Instruction for All Students</p> <p>Standards: TPE 7; AAQEP</p>	<p>The candidate does not plan and implement instruction, demonstrating understanding of applicable literacy</p>	<p>The candidate plans and implements instruction, demonstrating some understanding of applicable literacy</p>	<p>The candidate effectively plans and implements instruction, demonstrating an understanding of applicable literacy</p>	<p>The candidate meticulously plans and implements instruction, demonstrating a deep understanding of</p>

the

	<p>standards and evidence-based practices. Asset-based pedagogies and inclusive approaches are not integrated, or do not celebrate the diversity of students. Literacy instruction is not active, motivating, and engaging, with no responsiveness to students' developmental needs, family engagement, and trauma-informed practices. Assessment practices are not comprehensive, including neither formative assessments, progress monitoring, and diagnostic techniques, to address literacy-related difficulties.</p>	<p>standards and evidence-based practices. Asset-based pedagogies and inclusive approaches are integrated, celebrating the diversity of students. Literacy instruction is somewhat active, motivating, and engaging, with responsiveness to students' developmental needs, family engagement, and trauma-informed practices. Assessment practices are somewhat comprehensive, including formative assessments, progress monitoring, and diagnostic techniques, with effective collaboration to address literacy-related difficulties.</p>	<p>standards and evidence-based practices. Asset-based pedagogies and inclusive approaches are effectively integrated, celebrating the diversity of students. Literacy instruction is active, motivating, and engaging, with responsiveness to students' developmental needs, family engagement, and trauma-informed practices. Assessment practices are mostly comprehensive, including formative assessments, progress monitoring, and diagnostic techniques, with effective collaboration to address literacy-related difficulties.</p>	<p>applicable literacy standards and evidence-based practices. Asset-based pedagogies and inclusive approaches are skillfully integrated, celebrating the diversity of students. Literacy instruction is highly active, motivating, and engaging, with responsiveness to students' developmental needs, family engagement, and trauma-informed practices. Assessment practices are comprehensive, including formative assessments, progress monitoring, and diagnostic techniques, with effective collaboration to address literacy-related difficulties.</p>
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Applying for your Preliminary *Multiple* or *Single* Subject Credential

1. Application forms and complete instructions are available online at <https://www.csub.edu/sse/credentials/preliminary-credential-requirements>
2. Your application and supporting documents must be merged into one (1) PDF file. You can use a free PDF merge software such as: [I love PDF](#) or [PDF Merge](#) or [PDF Joiner](#).
3. Name your document: Last name_First name_CSUB ID_program_campus (i.e., Smith_John_0123456789_MS_Bakersfield)
4. Upload this document to the [Preliminary Submittal Portal](#).

Bakersfield Campus:

Jayne Barton, 661/654-3075 or jbarton5@csub.edu



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(661) 654-2199 FAX
www.csub.edu/sse

Dear District Partners:

We are so grateful for your ongoing collaborative efforts to ensure our teacher candidates are well-prepared and highly qualified to serve our diverse PK-12 learners. As you may have heard, California passed [SB 488](#) that required the California Commission on Teacher Credentialing to adopt a new Literacy Standard and Teaching Performance Expectations (TPEs) for [Multiple Subject and Single Subject Credentials](#) and [Education Specialist Credentials](#) effective July 2024.

Multiple Subject and Education Specialist Credential teacher candidates will be formally assessed on these TPEs through a Literacy Teaching Performance Assessment (TPA) beginning July 2025 that will replace the RICA. The Literacy TPA will require Multiple Subject Credential and Educational Specialist Credential candidates to plan, teach, and assess foundational clinical practice setting. To ensure candidates' success, mentor/cooperating teachers will need to coordinate with candidates to plan opportunities for candidates to implement and video record instruction for the Literacy TPA and CalTPA/ed

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Accordingly, teacher credential programs must guarantee all teacher candidates have opportunities to learn and be assessed teaching focal literacy skills and strategies in their PK-12 clinical practice experiences. The Literacy Standard, TPEs, and Literacy TPA focus on the cross cutting literacy themes: **Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge** in alignment with the current [English Language Arts/English Language Development \(ELA/ELD\) Framework](#). SB 488 emphasizes that candidates employ:

- Evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs.

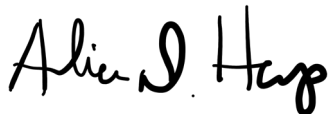
- [California Dyslexia Guidelines](#).

In addition to expectations that teacher candidates teach foundational reading skills, clinical practice settings must provide candidates with opportunities to:

- Engage students in literal and inferential comprehension of literary and informational texts using higher-order cognitive skills through reading, speaking, listening, and writing (TPE 7.6)
- Promote students' oral and written language development and use of discipline-specific academic language by leveraging students' existing linguistic repertoires (TPE 7.7)
- Develop students' effective expression as they write, discuss, present, and use language conventions (7.8)
- Practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques
- Observe and practice the concepts and strategies included in the [California Dyslexia Guidelines](#) with the understanding that not all candidates will teach a student with dyslexia.

In closing, we thank you for your continued partnership with CSU Bakersfield. We hope this information supports you to create and sustain comprehensive literacy education programs. We recognize the increased expectations required by these new credentialing requirements, and are available to provide support, resources, and consultation. Please contact Alice Hays for additional information and support.

Sincerely,



Alice Hays
Department Chair, Teacher Education
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661-654-3129

