



Curriculum and Instruction

Fall 2024

EDCI 4000: Transformative Teaching in Diverse Urban Classrooms (3 units)

Instructor:

Class Location:

Text:

Zoom link:

Email:

Class Day/Time:

Office Hours:

Zoom Office:

Catalog Description:

Prerequisite for teacher candidates only: admission to the College of Education. Requires verification of completion of 45 hours of early field experiences in a K – 12 public school classroom. Open to all upper division students admitted to the university. Practical, dispositional introduction for developing personal visions as Transformative Educators. Application and evaluation of strategies to prepare for teacher candidates to teach in urban schools. Graded ABC/NC

UNIVERSITY PROFESSIONAL STATEMENTS:

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA College of Education faculty.

B. Statement of Reasonable Accommodation

The College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation.

Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323) 343-3140.

Other student supports on the Cal State L.A. Campus:

- Student Health Services: <http://www.calstatela.edu/studenthealthcenter>
- Food Pantry: University Student Union Room 308
- CalFresh Outreach Center: <http://www.calstatela.edu/studentervices/calfresh>
- Graduate Writing Support Program: <http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- Glazer Family Dreamers' Resource Center: <http://www.calstatela.edu/ab540>

All Gender Restrooms:

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

Lactation Rooms

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the College of Education. The School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA eCatalog). Academic honesty is expected of all students in the College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act. ****Please read relevant sections of the APA manual regarding plagiarism and academic scholarship****

D. Technology

Courses in the College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the COE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up to date.
- Use a Cal State LA email account for all course and university-related communication.
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the College of Education.

Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today. *This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.*

STUDENT LEARNING OUTCOMES (SLOs)

Upon completion of this course, students will be able to:

SLO 1 - Articulate a vision for themselves as transformative educators.

SLO 2 - Discuss their personal history as it relates to culture, educational experiences, and values within a personal philosophy of education.

SLO 3 - Construct a demographics analysis for themselves and their focus school students to examine their own assumptions, biases and blindspots.

SLO 4 - Examine and apply equity-focused educational approaches, practices, and mindsets (including, but not limited to Cultural Responsiveness, Growth Mindset, and Restorative Justice.)

SLO 5 - Discuss current issues and trends in education

SLO 6 - Verify completion of 20 hours of documented early field experiences to be completed during the course for a total of 45 hours by the end of the course.

SLO 7 - Describe how to identify and protect suicidal and self-injurious youths, and how to work with school site crisis teams for suicide and bullying prevention.

California Teaching Performance Expectations (TPEs)

The TPEs introduced in this course are noted in **blue** in the table below (all TPEs are introduced)

The TPEs practiced in this course are noted in **bold blue italics** in the table below.

<p>1. Engaging and Supporting Students in Learning</p>	<ul style="list-style-type: none"> 1. <i>Apply knowledge of students...</i> 2. Maintain ongoing communication with students and families... 3. <i>Connect subject matter to real-life contexts and provide active learning experiences to engage students...</i> 4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum... 5. <i>Promote students' critical and creative thinking and analysis...</i> 6. Provide a supportive learning environment for students' first and/or second language acquisition... 7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts... 8. Monitor student learning and adjust instruction...
<p>2. Creating and Maintaining Effective Environments for Student Learning</p>	<ul style="list-style-type: none"> 1. <i>Promote students' social-emotional growth, development...</i> 2. <i>Create learning environments (i.e., traditional, blended, and online) that promote productive student learning</i> 3. <i>Establish, maintain, and monitor inclusive learning environments...</i> 4. Know how to access resources to support students 5. <i>Maintain high expectations for learning with appropriate support...</i> 6. <i>Establish and maintain clear expectations for positive classroom behavior...</i>
<p>3. Understanding and Organizing Subject Matter for Student Learning</p>	<ul style="list-style-type: none"> 1. <i>Demonstrate knowledge of subject matter...</i> 2. Use knowledge about students and learning goals to organize the... 3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy... 4. Individually and through consultation and collaboration..., plan for effective subject matter instruction... 5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning ... 6. Use and adapt resources, standards-aligned instructional materials... 7. Model and develop digital literacy by using technology to engage students and support their learning... 8. Demonstrate knowledge of effective teaching strategies w/ technology standards
<p>4. Planning Instruction and Designing Learning Experiences for Students</p>	<ul style="list-style-type: none"> 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals... 2. Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning... 3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas... 4. Plan, design, implement and monitor instruction, making effective use of instructional time... 5. Promote student success by providing opportunities for students... 6. Access resources for planning and instruction... 7. <i>Plan instruction that promotes a range of communication strategies and activity modes...</i> 8. Use digital tools and learning technologies across learning environments....

<p>5. Assessing Student Learning</p>	<ol style="list-style-type: none"> 1. <i>Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments</i> 2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction... 3. Involve all students in self-assessment and reflection on their learning goals and progress... 4. Use technology as appropriate to support assessment administration, conduct data analysis... 5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals... 6. Work with specialists to interpret assessment results from formative and summative assessments... 7. Interpret English learners' assessment data to identify their level of academic proficiency in English... 8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
<p>6. Developing as a Professional Educator</p>	<ol style="list-style-type: none"> 1. Reflect on own teaching practice and level of subject matter and pedagogical knowledge... 2. <i>Recognize own values and implicit and explicit biases...</i> 3. Establish professional learning goals and make progress to improve practice... 4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families... 5. <i>Demonstrate professional responsibility for all aspects of student learning and classroom management...</i> 6. Understand and enact professional roles and responsibilities as mandated reporters... 7. Critically analyze how the context, structure, and history of public education in California affects and influences...
<p>7. Effective Literacy Instruction for All Students</p>	<ol style="list-style-type: none"> 1. Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework and their integration. 2. Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy. 3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. 4. Provide literacy instruction for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. 5. Foundational Skills. Develop students' skills in: <ol style="list-style-type: none"> a. print concepts, including letters of the alphabet b. phonological awareness, including phonemic awareness c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences d. decoding and encoding, including morphological awareness e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) f. instruction that is structured and organized as well as direct, systematic, and explicit connected, decodable text g. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. h. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

6. **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
7. **Language Development.** Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures, and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
8. **Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration.
9. **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.
10. **Monitor students' progress in literacy development** using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. 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. Understand how to appropriately assess and interpret results for English learner students.
11. **Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction.** Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

COURSE REQUIREMENTS & POLICIES

Required Texts

- Hollie, S. (2018). *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*. Huntington Beach, CA: Shell Education (Second Edition).
- [California Common Core State Standards \(CCSS\)](#)
- [English Language Arts/English Language Development Framework \(ELA/ELD\)](#)
- [California Dyslexia Guidelines](#)

Grading Policy

This course is a graded course. A grade of “Incomplete” will be granted only in accordance with University policy. For undergraduate students, a minimum grade of C is required to pass the class. For graduate students, a minimum grade of B is required to pass the class.

Instructor E-mail Policy

I welcome emails from students! Please **be sure to put EDCI 4000 + section # in your subject heading**. If you have not received a response from me within 48 hours, please resubmit your email. In urgent cases or emergencies only, please send a text and indicate your name/course/section.

Late Work

All work must be submitted by 11:59 PM on the due date. No late work will be accepted without prior approval, unless it is an approved extenuating circumstance (e.g., with a doctor’s note, or other documentation that is Cal State LA approved). Canvas submissions are LOCKED after the due date/time.

Gender Expression and Identity

This course affirms people of all gender expressions and gender identities. I will gladly honor your request to address you by an alternative name and/or gender pronoun. Please advise of this request at any time during the semester so that I may make appropriate changes to my records, as class rosters are provided with student’s legal names unless it has been changed through the Registrar’s Office.

Assignments Overview & Grading

Assignments	Due	Points
Assignment - Credential Road Maps	Week 3	50
Unit 1 Assessment - Philosophy of Education	Week 4	100
Unit 2 Assessment - Classroom Culture Support Plan	Week 8	100
Unit 3 Assessment - Culturally Responsive Mini-Unit Plan	Week 12	100
Weekly Participation Activities (20 points weekly/15 weeks)	Weeks 1 - 15	300
Observation Activities (20 points each/10 weeks)	Weeks 2 - 11	200
Individual Observation Hours	Week 15	100
Reflective Portfolio	Week 15	100

Grading Criteria 100% - 93% = A; 92% - 90% = A-; 89% - 87% = B+; 86% - 83% = B; 82% - 80% = B-; 79 > NC
 All assessment guidelines, rubrics, templates, and examples are linked to the assignment in Canvas.

COURSE SCHEDULE

Week	Learning Objectives	What's Due <i>All assignments are due on Sunday @ 11:59pm on the week of class (see Canvas for due dates)</i>
Week 1	<p>Unit 1: Transformative Mindset</p> <p>SLO 2 - Discuss their personal history as it relates to culture, educational experiences, and values within a personal philosophy of education.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> - Understand format, content, & expectations of the course. - Reflect on TPEs 1-7 - Describe an educational experience from their past - Reflect on the impact it had on them - Discuss how it has shaped their views on teaching and learning. <p>Standards <i>Introduction to all Teaching Performance Expectations 1 - 7.</i></p>	<p>Reading: Review syllabus</p> <p>Participation Assignment Week 1: Educational philosophy part 1: Reflecting on the Past (see presentation for prompts)</p> <p>TPE Overview Assignment (see page 16)</p> <p>Introduction Survey</p>
Week 2	<p>Unit 1: Transformative Mindset</p> <p>SLO 1 - Students will articulate a vision for themselves as transformative educators.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> - Describe an idea, theory or approach that has informed their views on teaching and learning - Discuss how it has shaped their views on teaching and learning. <p>Standards: <i>TPE 7.3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and</i></p>	<p>Reading: Hollie CLR Ch. 1 Sections: Journey to Responsiveness, Changes in Mindset, & What's In a Name? (pgs. 17 - 25)</p> <p>Participation Assignment Week 2: Educational philosophy part 2: Framing the Present (see presentation for prompts)</p> <p>Observation Activity Week 2: "Reality Pedagogy" (Christopher Emdin)</p>

Week	Learning Objectives	What's Due <i>All assignments are due on Sunday @ 11:59pm on the week of class (see Canvas for due dates)</i>
	<p><i>incorporating the diversity of students' cultures, languages, dialects, and home communities.</i></p>	
Week 3	<p>Unit 1: Transformative Mindset</p> <p>SLO 3 - Construct a demographics analysis for themselves and their focus school students to examine their own assumptions, biases and blindspots.</p> <p>Learning Objective: Construct a demographics analysis for themselves and their focus school students to examine their own assumptions, biases and blindspots</p> <p>Standards: <i>TPE 1.1 Apply knowledge of students, including their prior experiences, interests, and socioemotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.</i></p> <p><i>TPE 6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students.</i></p> <p><i>TPE 7.3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities.</i></p>	<p>Reading: Hollie CLR Ch. 1 Sections: Defining CLR: VABB, Eliminating Deficit Perspective (pgs 26-33)</p> <p>Participation Assignment Week 3: Educational philosophy part 3: Envisioning the Future (see presentation for prompts)</p> <p>Observation Activity Week 3: Danger of a Single Story</p>

Week	Learning Objectives	What's Due <i>All assignments are due on Sunday @ 11:59pm on the week of class (see Canvas for due dates)</i>
Week 4	<p>Unit 1: Transformative Mindset</p> <p>SLO 5 - Discuss current issues and trends in education</p> <p>Learning Objective: Explore California Laws and policies that support equity and cultural responsiveness.</p> <p>Standards: <i>All standards from Unit 1</i></p> <p><i>TPE 6.7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.</i></p>	<p>Reading: Hollie CLR Ch. 1 Sections: Knowing your cultural identity, Purpose of CLR Pedagogy; Beneficiaries & Context of CLR (pgs. 34-53)</p> <p>Participation Assignment Week 4: Educational Equity Laws</p> <p>Observation Activity Week 4: Consciousness Gap in Education</p> <p>Unit 1 Assessment: Educational Philosophy/School Profile (Signature Assignment)</p>
Week 5	<p>Unit 2: Transformative Culture</p> <p>SLO 4 - Examine and apply equity-focused educational approaches, practices, and mindsets.</p> <p>Learning Objectives: Examine the elements of a safe, welcoming, and culturally responsive learning environment & apply them to a Classroom Culture Plan</p> <p>Standards: <i>TPE 2.2. Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.</i></p> <p><i>TPE 2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.</i></p>	<p>Reading:</p> <ul style="list-style-type: none"> - Hollie CLR: Ch 7 - Is my Learning Environment Culturally Responsive? (182-195) - Article: Cultivating the Classroom as a Safe Space <p>Participation Assignment Week 5: Learning Environment:</p> <ul style="list-style-type: none"> - How will you create a safe & welcoming learning environment for all students? - How will your learning environment be culturally and linguistically responsive? - How will you facilitate a learning environment that is organized and predictable (consistent)? <p>Observation Activity Week 5:</p> <ul style="list-style-type: none"> - Video response: Learning Environment - Creating a Positive Learning Environment, Facilitating Belonging and CLR Classroom (links provided in Canvas) (first 3 minutes)

Week	Learning Objectives	What's Due <i>All assignments are due on Sunday @ 11:59pm on the week of class (see Canvas for due dates)</i>
Week 6	<p>Unit 2: Transformative Culture</p> <p>SLO 4 - Examine and apply equity-focused educational approaches, practices, and mindsets.</p> <p>Learning Objective: examine key elements of developing student engagement in the classroom culture: socio-emotional learning, growth mindset, students' discourse, and student collaboration.</p> <p>Standards: <i>TPE 2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.</i></p> <p><i>TPE 2.5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</i></p> <p><i>TPE 7.8. Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions.</i></p>	<p>Reading:</p> <ul style="list-style-type: none"> - ARTICLE - Even Geniuses Work Hard - ARTICLE - 3 SEL Practices for Every Day - ARTICLE - More Talking in Class, Please - ARTICLE - 5 Strategies to Deepen Collaboration <p>Participation Assignment Week 6: Student Engagement:</p> <ul style="list-style-type: none"> - How will you engage all students in practicing social-emotional learning and growth mindset? - How will you facilitate supportive, critical, and constructive <i>discourse</i> among students? - How will you facilitate productive <i>collaboration</i> among students? <p>Observation Activity Week 6:</p> <ul style="list-style-type: none"> - Video response: Socio-Emotional Learning & Oracy (Elementary) or Talk Moves (Middle/High)
Week 7	<p>Unit 2: Transformative Culture</p> <p>SLO 4 - Examine and apply equity-focused educational approaches, practices, and mindsets.</p> <p>Learning Objective: Students will make connections between classroom culture and the intentional and strategic support of student discourse and collaboration.</p> <p>Standards: <i>TPE 2.6. Establish and maintain clear expectations for positive classroom behavior and for student to-student and student-to-teacher interactions by</i></p>	<p>Reading:</p> <ul style="list-style-type: none"> - Hollie CLR: Ch. 3: Is My Classroom Management Culturally Responsive? (pgs. 89-95) - ARTICLE - Behavior Expectations and How to Teach Them <p>Participation Assignment Week 7: Behavior:</p> <ul style="list-style-type: none"> - How will you develop and teach behavior expectations? - How will you support students to engage in healthy and situationally appropriate behaviors? - How will you address situationally inappropriate or unacceptable behaviors?

Week	Learning Objectives	What's Due <i>All assignments are due on Sunday @ 11:59pm on the week of class (see Canvas for due dates)</i>
	<p><i>communicating classroom routines, procedures, & norms to students and families.</i></p> <p>7.4. Provide literacy instruction for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices.</p>	<p>Observation Activity Week 7:</p> <ul style="list-style-type: none"> - Video response: What Are Trauma-Informed Practices, Peace Corner, Community Circles, Restorative Circles
Week 8	<p>Unit 2: Transformative Culture</p> <p>SLO 4 - Examine and apply equity-focused educational approaches, practices, and mindsets.</p> <p>Learning Objective: Explore equity-focused positive behavior support approaches such as trauma-informed and restorative practices.</p> <p>Standards: <i>All standards from Unit 2</i></p>	<p>Reading: Hollie CLR: Ch. 3: Is My Classroom Management Culturally Responsive? (pg 96-116)</p> <p>Participation Assignment Week 8: Mid-Semester survey</p> <p>Observation Activity Week 8: Video response: Culturally Responsive Teaching Strategies (multiple video options, based on credential + content)</p> <p>Unit 2 Assessment: Classroom Culture Support Plan</p>
Week 9	<p>Unit 3: Transformative Pedagogy</p> <p>SLO 4 - Examine and apply equity-focused educational approaches, practices, and mindsets.</p> <p>Learning Objective: Students will explore and apply inquiry-based learning strategies.</p> <p>Students will engage with the Understanding by Design unit planning process.</p> <p>Standards: <i>TPE 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.</i></p>	<p>Reading:</p> <ul style="list-style-type: none"> - Hollie CLR: Chapter 2: Pedagogy Intro (pg. 57-60) - Article: How to make your questions essential <p>Participation Assignment Week 9:</p> <ul style="list-style-type: none"> - Asking Essential Questions <p>Observation Activity Week 9:</p> <ul style="list-style-type: none"> - Video response: Inquiry-Based Learning: Developing Student-Driven Questions

Week	Learning Objectives	What's Due <i>All assignments are due on Sunday @ 11:59pm on the week of class (see Canvas for due dates)</i>
Week 10	<p>Unit 3: Transformative Pedagogy</p> <p>SLO 4 - Examine and apply equity-focused educational approaches, practices, and mindsets.</p> <p>Learning Objective: Students will explore and apply formative and summative authentic assessment strategies.</p> <p>Students will engage with the Understanding by Design unit planning process.</p> <p>Standards: <i>1.3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.</i></p> <p><i>5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments</i></p>	<p>Reading:</p> <ul style="list-style-type: none"> - Three Lessons for Teachers from Grant Wiggins <p>Participation Assignment Week 10:</p> <ul style="list-style-type: none"> - Planning for Learning: Stage 1: Learning Objectives & Stage 2: Assessment (see presentation for prompts) <p>Observation Activity Week 10:</p> <ul style="list-style-type: none"> - Video response: Five Keys to Comprehensive Assessment
SPRING BREAK		
Week 11	<p>Unit 3: Transformative Pedagogy</p> <p>SLO 4 - Examine and apply equity-focused educational approaches, practices, and mindsets.</p> <p>Learning Objective: Students will explore and apply critically conscious and culturally responsive methods and content.</p> <p>Students will engage with the Understanding by Design unit planning process.</p>	<p>Reading:</p> <ul style="list-style-type: none"> - ARTICLE: Critical Consciousness: A key to student achievement - Hollie CLR: Chapter 2: Methodology, Strategy & Moving from Theory to Practice (pgs. 67-72) <p>Participation Assignment Week 11:</p> <ul style="list-style-type: none"> - Planning for Learning: Stage 3 (see presentation for prompts) <p>Observation Activity Week 11:</p> <ul style="list-style-type: none"> - Video response: Culturally Responsive Curriculum & Mindshift: Teaching 6 year-olds about privilege and power

Week	Learning Objectives	What's Due <i>All assignments are due on Sunday @ 11:59pm on the week of class (see Canvas for due dates)</i>
	<p>Standards: <i>TPE 1.3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.</i></p> <p><i>TPE 4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</i></p>	
Week 12	<p>Unit 3: Transformative Pedagogy</p> <p>SLO 4 - Examine and apply equity-focused educational approaches, practices, and mindsets.</p> <p>Learning Objective: Students will engage with the Understanding by Design unit planning process.</p> <p>Standards: <i>All standards from Unit 3</i></p>	<p>Reading: NO READING</p> <p>Participation Assignment Week 12: NONE</p> <p>Unit 3 Assessment: Culturally Responsive Unit Plan</p>
Week 13	<p>Unit 4: LACOE Modules</p> <p>SLO 7 - Describe how to identify and protect suicidal and self-injurious youths, and how to work with school site crisis teams for suicide and bullying prevention.</p> <p>Standards: <i>TPE 2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe.</i></p>	<p>Participation Assignment Week 13: LACOE Module 600 & 610</p>
Week 14	<p>Unit 4: LACOE Modules</p> <p>SLO 7 - Describe how to identify and protect suicidal and self-injurious youths, and how to</p>	<p>Participation Assignment Week 14: LACOE Module 620 & 630</p> <p>Complete CSULA Course Evaluation (on GET)</p>

Week	Learning Objectives	What's Due <i>All assignments are due on Sunday @ 11:59pm on the week of class (see Canvas for due dates)</i>
	<p>work with school site crisis teams for suicide and bullying prevention.</p> <p>Standards: <i>TPE 2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe.</i></p>	
Week 15	<p>Unit 4: LACOE Modules</p> <p>SLO 6 - Verify completion of 20 hours of documented early field experiences to be completed during the course for a total of 45 hours by the end of the course.</p> <p>SLO 7 - Describe how to identify and protect suicidal and self-injurious youths, and how to work with school site crisis teams for suicide and bullying prevention.</p> <p>Standards: <i>TPE 6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families.</i></p>	<p>Participation Assignment Week 15: LACOE Module 640 & 650</p> <p>Submit Reflective Portfolio</p>

Assignment Descriptions & Rubrics

PARTICIPATION OPTIONS

DUE: Weeks 1 - 15

POINTS: 20 points each week for 15 weeks = 300 points

Weeks 1 - 12: Students have the option of participating synchronously (attend class time on Zoom) OR asynchronously (submit a discussion board or participation assignment on Canvas). The prompts for both synchronous and asynchronous participation are the same and are located in each week's class presentation and explained in each week's class recording. Students must watch the class recording *before* attending class time or completing the participation assignments.

Weeks 13 - 15: ALL students will participate asynchronously by completing online modules regarding student mental health.

OBSERVATION HOURS

The California Commission on Teacher Credentialing (CTC) requires that pre-service teachers earn a total of **600 fieldwork and observation hours** to qualify for a preliminary credential. For full credit for this course and to meet their fieldwork requirements for this course, students must participate in "**45 hours**" of observation. This requirement will be met with the following:

Course-Aligned Observation Activities

Due: Weeks 2 - 11

Points: 20 points for 10 weeks = 200 points

Description: Video reflection or activity related to the week's themes, ideas, & discussion.

Individual Observation Hours

Due: Week 15

Points: 100 points

Description: Select one option below and complete the associated verification form:

- Prior observation hours (employment within the last 5 years as a teacher/TA OR undergrad observations)
- Current employment as a teacher/TA
- Current semester observations

TEACHING PERFORMANCE EXPECTATIONS REFLECTION

Due: Week 1

Points: 20 points

Description: Review the **Teacher Performance Expectations (TPEs) 1-7** and identify at least one TPE element from TPEs 1-6 and at least one TPE element from TPE 7.1-7.11 (Effective Literacy Instruction for All Students) for each of the following:

- An area of strength in your current or future teaching.
- An area of challenge in your current or future teaching.
- An area that needs clarification or further explanation.

ADVISING

Roadmap Due: Week 3

Advising Meeting: Week 8

Points: 50 points

Please see Canvas for details

UNIT 1 ASSESSMENT: Philosophy of Education/School Profile (Signature Assignment)

DUE: Week 4

POINTS: 100

LEARNING OBJECTIVES ADDRESSED IN THIS UNIT

SLO 1 - Students will articulate a vision for themselves as transformative educators.

SLO 2 - Students will discuss their personal history as it relates to culture, educational experiences, and values within a personal philosophy of education.

SLO 3 - Students will construct a demographics analysis for themselves and their focus school students to examine their own assumptions, biases and blindspots.

ASSIGNMENT INTRODUCTION

A foundational component of your journey into teaching is the development of your educational philosophy. This philosophy will guide your decisions and provide a framework for ongoing reflection.

In this assessment you will develop your own philosophy of education, **reflecting** on your past educational experiences, **framing** your current views on teaching and learning, and **envisioning** your future students and classroom through the lens of cultural responsiveness.

The goal of this assignment is not to develop a polished “Educational Philosophy” but rather to build the key components that you will continue to reflect on and refine during this class and thereafter.

ASSIGNMENT DESCRIPTION & GUIDING QUESTIONS

Reflecting on the Past

Our experiences as students shape our initial views on teaching and learning. Think about an educational experience that had an impact on you. It can be positive or negative, formal (school) or informal (mentors, clubs, sports, etc). Then respond to the prompts:

- *Describe* the experience in detail, including the time in your life, and the specifics of the experience
- *Reflect on* the impact it had on you in that moment
- *Discuss* how it has shaped your views on teaching and learning.

Framing the Present

In the credential program, you will be exposed to ideas that will further develop your thinking on teaching and learning. Based on the readings, videos, presentations and discussions in this class so far, respond to the following prompts.

- *Describe* one idea that informs how you think about teaching and learning. Please put the idea in **bold** and give a brief description of that idea.
- *Discuss* how this idea challenges traditional approaches to teaching (e.g. how is it *transformational* rather than *traditional*?)
- *Discuss* how this idea informs your views on teaching and learning.

Envisioning the Future

Teaching doesn’t happen in a vacuum and it’s critical that you think about the students you will be (or are currently) teaching as you develop your own approach to teaching. Select a school where you are teaching or where you’d like to teach and complete the prompts below.

- identify a school where you are teaching or would like to teach (school name + community/city)
- explain why you selected this school
- identify the students’ cultural identities (using the “Rings of Culture” in the Hollie text)
- identify your cultural identities (using the “Rings of Culture” in the Hollie text)
- explain how your cultural identities are similar to your (potential) students
- explain how your cultural identities are different from your (potential) students
- identify one specific cultural identity from the **differences** between you and your students and find at least one resource

(website, video, article, book, etc.) that you can use to learn more about that population of students. Share a link to the resource and explain why you selected it and what you learned from that resource.

Philosophy of Education/School Profile Rubric

	Exceptional	Proficient	Developing	Needs Improvement
Reflecting on the past 25	<p>Clearly describes the experience and explains the significance of the experience.</p> <p>Includes an insightful analysis of how the experience contributed to their understanding of teaching and learning.</p>	<p>Describes the experience and explains the significance of the experience.</p> <p>Includes an analysis of how the experience contributed to their understanding of teaching and learning.</p>	<p>Somewhat describes the experience and explains the significance of the experience.</p> <p>Includes a limited analysis of how the experience contributed to their understanding of teaching and learning.</p>	<p>Does not describe the experience and does not explain the significance of the experience.</p> <p>Does not include an analysis of how the experience contributed to their understanding of teaching and learning.</p>
Framing the present 25	<p>Clearly describes one idea from the course.</p> <p>Thoroughly discusses how that idea challenges traditional approaches to schooling.</p> <p>Thoroughly discusses how the idea shapes their ideas on teaching and learning.</p>	<p>Somewhat describes one idea from the course.</p> <p>Somewhat discusses how that idea challenges traditional approaches to schooling.</p> <p>Somewhat discusses how the idea shapes their ideas on teaching and learning.</p>	<p>Vaguely describes one idea from the course.</p> <p>Vaguely discusses how that idea challenges traditional approaches to schooling.</p> <p>Vaguely discusses how the idea shapes their ideas on teaching and learning.</p>	<p>Does not describe one idea from the course.</p> <p>Does not discuss how that idea challenges traditional approaches to schooling.</p> <p>Does not discuss how the idea shapes their ideas on teaching and learning. descriptions and their own views on teaching and learning.</p>
Envisioning the Future 50	<p>Includes all cultural identities (using the “rings of culture”) of students and self.</p> <p>Includes an insightful analysis of the similarities and differences between the students’ cultural identities and your own.</p> <p>Clearly identifies a cultural identity that is different from your own <u>and</u> includes a resource, a link to the resource, and insightfully discusses why it was selected and what was learned from the resource in relation to students.</p>	<p>Includes most cultural identities (using the “rings of culture”) of students and self.</p> <p>Includes a brief analysis of the similarities and differences between the students’ cultural identities and your own.</p> <p>Identifies a cultural identity that is different from your own <u>and</u> includes a resource, a brief description of the resource, a link to the resource, and discusses what was learned from the resource in relation to students.</p>	<p>Includes some cultural identities (using the “rings of culture”) of students and self.</p> <p>Includes a limited analysis of the similarities and differences between the students’ cultural identities and your own.</p> <p>Identifies a cultural identity that is different from your own <u>and</u> includes a resource, a brief description of the resource, but does not include a link to the resource or a discussion of what was learned.</p>	<p>Includes few cultural identities (using the “rings of culture”) of students and self.</p> <p>Includes no analysis of the similarities and differences between the students’ cultural identities and your own.</p> <p>Identifies a cultural identity that is NOT different from your own <u>and</u> includes a resource, no description of the resource, does not include a link to the resource or a discussion of what was learned.</p>

UNIT 2 ASSESSMENT: Classroom Culture Support Plan

DUE: Week 10

POINTS: 100

TASK: Create a classroom support plan for the students in the classroom for which you completed the Unit 1 Assessment.

DIRECTIONS:

1. Describe the **classroom context** for your Classroom Culture Support Plan = school name, grade-level(s) of class, content of class (if applicable) and the cultural identities of the students in the class. *All of this can come directly from your Unit 1 Assessment: Educational Philosophy (part 3)*
2. **Identify at least one strategy** for each **classroom culture goal (see below)**. Be specific about how you would implement this within your specific classroom context.
3. For each strategy, **provide at least one link** to an article, resource, or video with details about the strategy.
4. **Explain** why you selected the particular strategy or strategies.

CLASSROOM CULTURE GOALS:

- **Section 1: Environment**
 - How will you create a safe & welcoming learning environment for all students?
 - How will your learning environment be culturally and linguistically responsive?
 - How will you facilitate a learning environment that is organized and predictable (consistent)?
- **Section 2: Engagement**
 - How will you engage all students in practicing social-emotional learning and growth mindset?
 - How will you facilitate supportive, critical, and constructive *discourse* among students?
 - How will you facilitate productive *collaboration* among students?
- **Section 3: Behavior**
 - How will you develop and teach behavior expectations?
 - How will you support students to engage in healthy and situationally appropriate behaviors?
 - How will you address situationally inappropriate or unacceptable behaviors?

Criteria	Points
Class Context description includes school name, grade-level, content area (if applicable), and cultural identities of students (from the Unit 1 Assessment)	10
Section 1: Environment includes - at least 1 strategy for each goal and a description of how it would be implemented in your class context. - for each strategy, at least 1 link to an article, resource, or video related to the selected strategy or strategies - an explanation of why you selected the strategy or strategies	30
Section 2: Engagement includes - at least 1 strategy for each goal and a description of how it would be implemented in your class context. - for each strategy, at least 1 link to an article, resource, or video related to the selected strategy or strategies - an explanation of why you selected the strategy or strategies	30
Section 3: Behavior - at least 1 strategy for each goal and a description of how it would be implemented in your class context.	30

- for each strategy, at least 1 link to an article, resource, or video related to the selected strategy or strategies - an explanation of why you selected the strategy or strategies	
TOTAL	100

UNIT 3 ASSESSMENT – Unit Plan

DUE: Week 12

POINTS: 100

Guidelines: Create a **UBD unit plan** for your observation site (the site you selected for the UNIT 1 ASSESSMENT). The plan may be of the topic of your choosing. See CANVAS Assignment for rubric, template, and exemplar.

Criteria	Points
STAGE 1: Identify Desired Results	
The Central Focus (Big Idea) describes how students will apply their knowledge in the “real-world”	5
The Standards include 1 content standard and 1 social justice anchor standard appropriate for the age group you plan to teach.	5
The Essential Question(s) are thought provoking, have more than one correct answer, and require inquiry rather than recall. The essential question(s) align with the <i>central focus</i> and <i>standards</i> .	10
The Guiding Questions help guide students’ thinking and help build answers to the essential question(s). The <i>guiding questions</i> clearly align with the <i>central focus</i> , <i>standards</i> , and <i>essential question(s)</i> .	10
The Knowledge includes the <i>vocabulary</i> and <i>information</i> that students will acquire as a result of the unit. The knowledge clearly aligns with the <i>central focus</i> and <i>standards</i> .	10
The Skills include verb-first language that break down the academic and content skills that students will learn how to do during this unit. The skills clearly align with the <i>central focus</i> and <i>standards</i> .	10
STAGE 2: Assessment Evidence	
The Formative Assessments provide regular checks for understanding as well as opportunities for teacher feedback and students to reflect on their own learning throughout the unit. The formative assessments build towards the <i>summative assessment</i> .	10
The Summative Assessment is an authentic measure of the knowledge, skills, and understandings outlined in Stage 1.	10
STAGE 3: Learning Plan	
The Introduction Activity is engaging, addresses the <i>essential question(s)</i> and gets the students thinking about the ideas to be addressed in the unit.	10
The Lesson Activities 2-6 include five (5) lessons that will be addressed each day/period of the unit plan. Each lesson activity section includes one or more <i>essential</i> or <i>guiding question</i> and reflects the <i>knowledge</i> and <i>skills</i> outlined in Stage 1.	10
The Materials/Texts are clearly identified and align with the associated lesson activity.	10

TOTAL	100
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Reflective Portfolio

DUE: Week 15

POINTS: 100

GUIDELINES: Your final reflection will take on the form of a reflective portfolio. For this project you will ask yourself, “*Okay, I’ve spent 4 months in this class. What have I really learned? And what am I taking away from this experience?*” You will consider these questions as you engage in the following reflective portfolio process to complete this assignment:

Collect: Review all of your work – annotated readings, participation assignments, observation activities, and Unit Assessments. – anything that taught you something.

Select: Select 3 artifacts that reveal your growth and who you have become as an educator. It might be something I shared or someone else in the class shared that has stayed with you. Perhaps it’s an assignment, assessment, a quote from a reading, a video you watched, something you wrote and received a supportive response on, a particular discussion that expanded your learning in some way, etc.

Reflect: You will:

- Describe each artifact (and include relevant images, links, or attachments)
- Explain why you chose the artifact.
- Identify the TPEs that are most aligned with the artifact.
- Analyze what the artifact shows about who you are (or are becoming) as an educator.

RUBRIC

	Exceptional	Proficient	Developing	Needs Improvement
Describe each artifact 25	Three artifacts are described in detail AND an image, link or attachment is provided for each	Three artifacts are described AND an image, link or attachment is provided for each	Fewer than three artifacts are described OR an image, link or attachment is not provided for each	Fewer than three artifacts are described AND an image, link or attachment is not provided for each
Explain artifact choice 25	The artifact choice is clearly explained for three artifacts AND the choice is linked to the learning that took place this semester	The artifact choice is clearly explained for three artifacts	The artifact choice is clearly explained for two artifacts	The artifact choice is clearly explained for one artifact
Analyze what each artifact shows about you	Analysis is included for three artifacts AND analysis clearly demonstrates the connection between the artifact and the student’s	Analysis is included for three artifacts AND analysis loosely demonstrates the connection between the artifact and the student’s	Analysis is included for fewer than three artifacts OR analysis does not demonstrate the connection between the artifact and the student’s	Analysis is included for fewer than three artifacts AND analysis does not demonstrate the connection between the artifact and the student’s

50	understanding of themselves as an educator (or future educator)	understanding of themselves as an educator (or future educator)	understanding of themselves as an educator (or future educator)	understanding of themselves as an educator (or future educator)
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**COLLEGE OF
EDUCATION**

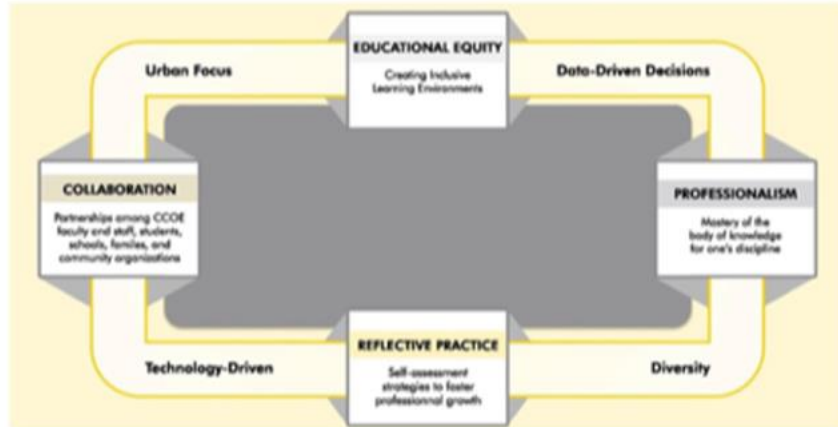
CONCEPTUAL FRAMEWORK

VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socioeconomic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.

REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.