

CSUN: Michael D. Eisner, College of Education

ELPS 203 - URBAN EDUCATION IN AMERICAN SOCIETY

SPRING 2025 SYLLABUS

WEEKLY LECTURE HOURS: Mon.: 4:00 - 6:45 / Tues.-Thurs.: 12:30 - 1:45
INSTRUCTOR Dr. Rosalind Latiner Raby
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CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework. *(1) We value academic excellence in the acquisition of research-based professional knowledge and skills. (2) We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement. (3) We value ethical practice and what it means to become ethical and caring professionals. (4) We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities. (5) We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners. (6) We value creative, critical, and reflective thinking and practice.*

CATALOG DESCRIPTION

This introductory foundation course is designed to provide students with the fundamental knowledge of the understanding of the American educational enterprise, especially problems in urban multicultural schools. Concepts and methods from the fields of sociology, philosophy, and the politics of education are used to gain knowledge of, understand, and analyze the current conditions of American schools and to evaluate selected proposals/models for reform. A minimum of 30 hours of observation and participation in a multicultural school and community setting is required.

COURSE JUSTIFICATION

This course was modified to meet California's Senate Bill 81 that mandated an agreed upon compact between the CSU and Community Colleges to develop lower division course, Introduction to Teaching, that will include K-12 subject matter standards, Teacher Performance Expectations, and a 30-hour coordinated field experience in an K-12 learning environment. The 203 course content was developed to include all the changes required by California's Senate Bill 81.

COURSE OBJECTIVES

The major purpose of this course is to help students formulate a foundation for critical and reflective thinking about both theoretical and practical issues and problems in American education, schooling and the teaching profession. High priority is given to student development of logical reasoning, clear writing and analytical skills in order to facilitate their study of any educational issue with an open, informed and critical eye. Students will engage in critical inquiry as a way of clarifying and addressing the pressing challenges that face American Public schools. In particular, students will develop an awareness how the Teacher Performance expectations apply to instructional decision-making and development of professional educators and will develop an awareness how K-12 subject matter content standards informs instructional decision-making.

REQUIRED TEXTS

Paulo Freire, Pedagogy of Freedom.
Dr. Raby ELPS 203 Readings Located on Canvas

ACADEMIC HONESTY POLICY:

Plagiarism is intentionally or knowingly representing the words, ideas or work of another as one's own in any academic exercise. You must cite the source (Author, date) not only when you quote an author directly (within “ ”) but when you borrow their opinion or interpretation for your work, or when you summarize their main ideas in your own words. Plagiarism (including having others do your work for you) is grounds for failing the course. Cheating or plagiarism can also lead to you being expelled or suspended from CSUN and/or special programs (see Section 41301, Title 5, California Code of regulations).

Use of AI: Please see the ELPS 203 AI policy. Ethics and Plagiarism when AI is not cited.

CSUN COMMUNICATION:

CSUN sends all official communications by e-mail, including registration information.

Check your CSUN e-mail as soon as you've activated your university account.

Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or other preferred address, go to www.csun.edu/account, log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.

ELPS Department Writing Standards and ELPS Department Writing Rubric

http://www.csun.edu/education/elps/docs/ELPS_StudentWritingRubric_2011.pdf

ELPS APA GUIDE: <http://library.csun.edu/egarcia/apacitation.pdf>

The ELPS Department encourages students to contact the CSUN Writing Center and Lab (818 677-2033), located in the Learning Resources Center in Bayramian Hall 408, for help with academic writing, research papers, and/or note taking techniques. <http://www.csun.edu/lrc/writing/wcconference.php>

Disabilities

If you know you have or think you might have a disability that could affect your work, contact Students with Disabilities Resources (677-2684, Student Services Bldg. 110) for free, confidential help and information. You are welcome to share this information with me, so that I can help you with accommodations.

CSUN with A HEART

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

TPE Aligned with ELPS 203

TPE 1: Engaging and Supporting All Students in Learning

- 1.1: apply knowledge of students, including their prior experiences, interests and socio-emotional learning needs, as well as their funds of knowledge and cultural, language, and socio-economic backgrounds to engage them in learning IP (introduced & Practices)
- 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)
- 1.6: provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), understanding of the differences among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability (IP)

TPE 2: Creating and Maintaining Effective Environments of Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers (I)
2. Create learning environments (i.e. traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive (IP)
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 (IP)
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. (IP)
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom (IP)
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families (I)

TPE 3: Understanding and Organizing Subject Matter for Student Learning

7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines, and use of Creative Commons license, and maintaining Internet security (I)

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g. IEP, IFSP, ITP, and 504 plans) (I)

TPE 6: Developing as a Professional Educator

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. (IP)
3. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (IP)
6. 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 all students and families (I)
7. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others (I)
8. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools (I)

Program Standard I: Program design and curriculum

- social, cultural, philosophical and historical foundations of education (IP)
- understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status (IP)
- knowledge of the range of positive behavioral supports for students (IP)

STUDENT LEARNING OUTCOMES

By the end of the course, students will be able to:

Identify theoretical and practical issues and problems in American Education and the teaching profession (TPE 1.5; 1.6; 2.1; 2.2; 2.3; 2.4; 3.7; Program Standard I)

Analyze the nature and the role of education and schooling in a democratic multicultural society (TPE 1.1; 1.5; 2.2; 2.3; 2.4; Program Standard I)

Describe how the California standards for the Teaching Profession, Teaching Performance Expectations, and K-12 subject matter content standards apply to instructional decision-making and of the development of professional educators (TPE 1.5; 1.6; 2.4; 2.5; 3.7; 4.5; Program Standard I)

Explain how political, economic and demographic changes affect schools as public institutions, their curricula and teacher practice (TPE 1.1; 2.1; 2.2; 2.5; Program Standard I)

Describe how schools reproduce racial, social and gender inequality (TPE 1.1; 2.1; 2.2; 2.3; Program Standard I)

Explain significant challenges of cultural diversity, multiculturalism, ethnicity, and bilingual education to public schools (TPE 1.1; 1.5; 2.2; 2.3; 2.4; 2.5; 6.3; 6.7; Program Standard I)

Discuss K-12 school reform and federal and state mandated educational policy and program change for public schools (TPE 1.6; 2.5; 3.7; 6.3; 6.6; 6.7; 6.8; Program Standard I)

Describe the status of the teaching profession and the teacher's working conditions in urban public schools (TPE 2.5; 6.3; 6.6; 6.7; 6.8; Program Standard I)

Discuss the moral responsibility of teachers to be prepared for teaching in urban schools (TPE 1.5; 2.1; 2.3; 2.4; 2.6; 3.7; 6.2; 6.3; 6.6; 6.8; Program Standard I)

Identify the issues and challenges of parent, family and community involvement in urban schools (TPE 2.4; 2.5; 6.3; 6.6; Program Standard I)

Reflect on how diverse family structures, cultural beliefs and community values affect the role of schooling in a democratic society and your role/vision as a school teacher (TPE 1.1; 1.5; 2.3; 6.2; 6.3; 6.6; Program Standard I)

Compare and contrast the major theoretical models and approaches instruction an curriculum development as they relate to culturally diverse learners (TPE 1.1; 1.5; 1.6; 2.2; 4.5; Program Standard I)

Apply course concepts, readings and experience to analyze issues in urban schools (TPE 1.1; 1.5; 2.1; 2.2; 2.4; 3.7; 4.5; 6.2; Program Standard I)

Describe how attitudes towards and interactions with members of diverse social groups may affect teacher practice and equitable access to education (TPE 1.5; 2.1; 2.2; 2.3; 2.6; 6.2; 6.3; 6.6; 6.7; 6.8; Program Standard I)

Reflect on the value of having diverse families and community members as partners in education; treat them with fairness and respect; seek to understand and respond to their expectations and concerns; and include them in building a shared vision of learning for all students (TPE 1.5; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.7; 6.2; 6.7; 6.8; Program Standard I)

KEY ELEMENTS FOR SUCCESS IN THIS CLASS

The course is conducted as a seminar in which students are responsible for coming to class prepared to discuss the week's readings. **Students who have not done the required reading will risk losing participation points.** Students are also responsible for participating in all Canvas discussions. Assignments stress critical thinking skills of topics addressed.

1) Do **ALL readings prior to class** and be prepared to discuss. **THERE IS NO excuse to not do the readings**

2) **Three UNEXCUSED absences** will result in an automatic fail from this course

3) **DO NOT ATTEND CLASS IF YOU ARE SICK!**

4) Assignment Submission: Submit via Canvas or Email TO DR. RABY
rabyrl@aol.com

DO NOT PDF your papers.

DO NOT SEND AS A GOOGLE.DOC

USE ONLY WORD or WORD PERFECT

5) Late papers & DQ Postings will lose up to half-credit points
NOTE: DQs will be closed after 2 weeks from the deadline

6) Extra-Credit - **AFTER** Required assignments are completed

7) **All students must complete 15 documented hours of**
Observation/Participation in a public elementary school to
complete the course and then do required class assignments
related to O/P (see O/P Instruction sheet)

APA or MLA CITATIONS (see library for details)

IN-Text Citations: DO NOT INCLUDE NAME OF ARTICLE/BOOK

MLA: Information needed: (Author's Last Name). ADD date in the sentence. If quoting (Author's Last Name page).

APA: Information needed: (Author's Last Name, Date). If quoting (Author's Last Name, Date, P.).

Artificial Intelligence (AI)

CSUN Educational Leadership and Development Department AI policy

As part of our commitment to fostering a dynamic learning environment the Department of Educational Leadership and Policy Studies acknowledges the potential benefits and drawbacks of incorporating generative AI tools such as ChatGPT with course assignments. For the purpose of course assignments you can take advantage of generative AI to help brainstorm and fine tune your ideas; draft an outline to clarify your thoughts; or check grammar, rigor, or style. You cannot use AI to generate any written material for course assignments. All course assignments must adhere to CSUN's academic dishonesty policy.

There are numerous generative artificial intelligence (AI) tools available to students, such as ChatGPT, DALL-E-2, CoPilot, and Google Bard. **AI is not a replacement for research, writing development, and critical thinking involved in completing coursework. You need to use AI responsibly and ethically:**

Your work should be original and completed by you. AI is a tool that can help you learn but should not replace your own learning, writing or critical thinking. It is ok to use AI tools to help generate ideas and brainstorm. Beware that AI can stifle your own independent thinking and creativity.

Issues to consider:

- 1) AI is usually only 60% correct. Strategies. First do your search with the Library and google search. **THEN** do AI search. See what is similar and what you can eventually trust.
- 3) **Do not** use AI tools to draft your paper, create a video/audio, or images.
- 4) **Do not** use AI tools to give you citations.
- 5) **Do not** modify your paper from AI and claim that you wrote it.

DISCLOSURE OF AI USE: CITING AI USE: To maintain academic integrity, you must disclose the use of AI when submitting an assignment with **a citation using APA or MLA.**

If you use AI to start your research, draft an assignment, and base your opinions, you **MUST** include a use in-text citations and references. Also include a statement describing the specific AI tool(s) or resources you used and **how you used them. This means you must give credit to the AI tool(s) employed.**

Accuracy of Information: AI often generates information that is inaccurate or false. It is **your responsibility** to ensure the material you incorporate into your work is accurate, verifiable. Your course readings and the University Library will still provide the best sources for you to use.

Avoiding Misuse: If a student uses AI without disclosure or citation and represents AI-generated content as their original work, **that is a form of academic misconduct and is subject to the disciplinary process.**

(A) 200 – 180 (A-) 179.5 - 176.5 (B+) 176 - 173 (B) 172.5 - 152.5
 (B-) 152 – 149 (C+) 148.5 - 145.5 (C) 145 - 125
 (C-) 124.5 - 121.5 (D+) 121-118 (D) 117.5 - 97.5

ASSIGNMENT	POINTS	DESCRIPTION
Class Participation: TPE 1.5; 2.1; 2.2; 2.3; 2.4; 6.2; 6.3; 6.6; 6.7; 6.8; Program Standard I		
Come & Talk in Class	20	TALK! You have important things to share about readings & themes. Participation points are given for talking
Discussion Leader	12	Share 3 points of interest in assigned readings. Do NOT RE-TELL THE STORY. Ask 1-2 questions
Group Movie Presentation	10	see assignment instructions
Position Paper Presentation	8	see assignment instructions
DISCUSSION POSTINGS: TPE 1.1; 1.5; 1.6; 2.1; 2.3; 2.4; 3.7; 6.2; 6.6; 6.7; 6.8; Program Standard I		
(1) Student Postings (under Discussion Link)	20	10 student postings that critically reflect on class topics, readings & O/P experience. Points are given for you to start a new post OR for you to respond to someone else DUE: 1st posting 1/28 (Tu-Th) 2/3 (Mon) 6 Postings DUE: 3/11 (Tu-Th) 3/10 (Mon) 3 postings must respond to Freire book
(2) Discussion Questions (DQs) (Under Discussion Link)	20	Dr. Raby will post 10 pre DQs & 10 post DQs The DQ will close 2 weeks after posting Late Posts earn partial credit ALL posts come from Dr. Raby & start with the title: DQ
Written Assignments: TPE 1.1; 1.5; 1.6; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 4.5; 6.2; 6.3; 6.6; 6.7; 6.8; Program Standard I		

<p>Autoethnography, 20 points, 5 to 7 pgs (1.1, 1.1, 4.6, 6.2, 6.3, 6.5, 6.5, 6.7)</p> <p>Similar to ethnography and its focus on the study of experience, an autoethnography includes observation of daily behavior, unearthing of local beliefs, and recording of life history. Rather than a portrait of the "other" (person, group, or culture), the difference is that the researcher is constructing a portrait of the self. An autoethnography includes research, narrative, and method that connects the autobiographical and personal to the cultural, social, and political.</p> <p>An autoethnography is different from an autobiography because you are writing about yourself in relation to a group or community. For this assignment you are bringing a critical perspective to your life story in P-12 schools and transitioning into post-secondary education. You will be interweaving personal experience of the context, structure, and history of your own education with the readings and discussing how the two relate. This assignment is an opportunity to reflect on how your race, class, gender, socio-economic status and/or other identities has affected your experiences, values, and biases in relation to schooling and your future goals and ethical conduct in your role as an educator and the learning outcomes for all students. Questions to consider when writing this assignment are:</p>	<p>22</p>	<ul style="list-style-type: none"> -What, if any, privileges did you/ do you enjoy during your P-12 schooling? -What hardships did you experience throughout your P-12 schools? -How was race and/or gender discussed or how did it play out in your school and home life? -What factor did gender play in your upbringing? -How did social class shape the quality of the education that you received? -How were your classes and/or school(s) stratified racially? -What lessons did you learn about race, class, & gender (and/or other identities) in your community? -Did the cultures of your schools differ from the culture of your neighborhood, city, country, etc.? <p>Students should incorporate any relevant readings or literature that has been covered in class as well as outside sources (3-5 sources) to write this paper in order to make connection between your experiences and various theories, ideas, and concepts discussed in the course. A thorough discussion will be facilitated regarding the details of this assignment prior to its due date.</p>
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<p>Pedagogy in Action, 40 points total (5 pts outline, 10 pts presentation, 25 pts final paper), 6 to 8 pgs. (1.5, 2.4, 4.1, 4.6, 5.7, 6.3, 6.3, 6.4, 6.5, 6.6, 6.7)</p> <p>Through observation and interviews of teachers you will gain a better understanding how equity and diversity plays out in the context, structure, and history of public schools through critical and creative thinking and analysis. For this assignment you will select a teacher who you think exemplifies critical pedagogical approaches and who, to the best of your knowledge, reflects the values of diversity and equity we are discussing in class and in text. This assignment will also provide you with a deeper understanding of the role of the teacher in all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students. You may find it more informative to interview/observe someone you do not immediately work with; this person could be from another school/district, a former educator that you once had, and/or a colleague's cooperating teacher.</p>	22	<p>The interview will serve as the basis for a narrative paper regarding the teacher you have chosen. The narrative will be similar to the type of paper you might prepare when doing field research for a larger project. You will want to write the narrative in a way that reflects the richness of qualitative research and provides insight to this instructor (including but not limited to EL level, trauma, homelessness, foster care, incarceration, and/or are medically fragile students, and short- and long-term planning). Your grade for this assignment will be based upon quality of interview results and your ability to correlate data to readings and class discussions to what you have observed into your own learning goals for your professional role and responsibility.</p> <p>You are required to provide the name and school information of the teacher you are interviewing by week 8. A suggested outline for the paper (no more than 2 pages) is due week 10. Your final paper is due week 15 and should reference 3-5 or more peer-reviewed articles outside of the course readings. In addition to the paper, you will also be conducting a short final presentation which counts for 10 points towards your final grade.</p>
Movie Review	8	see instructions
O/P Reflection	8	See instructions
Position Paper	50	see instructions
<p>Extra Credit: ONLY after all required work is Completed. DUE by last day of class a) Extra Reflective Activities; b) Extra Movie reviews; c) Thematic posts; Extra DQs</p>		

ELPS 203 Course Schedule

Week	Topic/Activity	Reading	Assignment
1	Intro to Course Syllabus Review	-Gonzalez (2017)	
2	Historical Context: Assimilation & Segregation Roles & Responsibilities	-Beals (1994) -Blanco (2010) -Orfield et al. (2016) -Zitkala-sa (1921)	(6.6, 6.7)
3	Theoretical Perspectives: Deficit- to Asset-Based Thinking Diverse, multiple, and culturally responsive perspectives Values, biases, and creating caring and fair environments	-Freire (2014) -Valencia (1997) -Yosso (2005)	Critical Response Paper #1 (2.2, 6.2, 7.3)
4	Educational Learning Opportunities: assessment data, language proficiency, and cultural background for both short- and long-term planning (4.1, 6.6)	-Children's Defense Fund (2017) -Education Trust-West (2010) -Ladson-Billings (2006)	
5	Linguistic & Cultural Hierarchies: Using English learners' assessment data to in planning instruction; Using inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction	-Baker-Bell (2013) -Gandara & Escamilla (2016) -Kohli & Solorzano (2012)	Critical Response Paper #2 (5.7, 7.3)
6	Unpacking Curricular Bias: Students, learning goals, curriculum, accommodations and/or modifications	-Au & Gourd (2013) -Loewen (2008) -Oakes (2000)	Critical Response Paper #3 (3.2)
7	Special Education & Ableism	-Annama (2015) -Artiles et al. (2002) -Storey (2007)	Autoethnography
8	Immigration & Citizenship	-Adelman & Taylor (2015) -Gonzales et al. (2015) -McBrien(2005)	Name of Teacher & School Form
9	Social Class, Neighborhoods, and Communities	-Weis (2023)	

10	Gender & Sexual Orientation	-Buchmann et al. (2008) -Fergus & Noguera (2010) -Macgillivray (2000)	Pedagogy in Action Outline
11	Homelessness, Food Insecurity, & Foster Care (2.4)	-Berliner & Lezin (2012) -Mc Crossan Cassar (2018) -Miller et al (2015)	Critical Response Paper #4 (2.4)
12	School Discipline, restorative justice, conflict resolution & Disproportionality (2.1)	-Gregroy et al. (2015) -Losen (2011) -Schott Foundation et al. (2014)	
13	College Access & Equity	-Callan (2009) -Tunstall et al. (2016) -Yun & Moreno (2006)	
14	Future Policy and Educational Outcomes	-Levinson et al. (2022)	
15	Final Paper & Presentation Course Review & Evaluation		Pedagogy in Action Final Paper & Presentation

TPE LEGEND

TPE 1 Engaging and Supporting All Students in Learning

- 1.1 Autoethnography: p. 8
- 1.1 Autoethnography: p. 8
- 1.5 Pedagogy in Action: p. 9

TPE 2 Creating and Maintaining Effective Environments

- 2.1 Week 12: p. 11
- 2.2 Week 3: p. 10
- 2.4 Week 11: p. 11
- 2.4 Week 11: p. 11
- 2.4 Pedagogy in Action: p. 9

TPE 3 Understanding and Organizing Subject Matter for Student Learning

- 3.2 Week 6, p. 10

TPE 5 Assessing Student Learning

- 5.7 Week 5: p. 10
- 5.7 Pedagogy in Action: p. 9

TPE 6 Developing as a Professional Educator

- 6.2 Week 3: p. 10
- 6.2 Autoethnography: p. 8
- 6.3 Autoethnography: p. 8
- 6.3 Pedagogy in Action: p. 9
- 6.3 Pedagogy in Action: p. 9
- 6.4 Pedagogy in Action: p. 9
- 6.5 Autoethnography: p. 8
- 6.5 Autoethnography: p. 8
- 6.5 Pedagogy in Action: p. 9
- 6.6 Week 2: p. 10
- 6.6 Pedagogy in Action, 9
- 6.7 Week 2: p. 10
- 6.7 Autoethnography: p. 8
- 6.7 Pedagogy in Action: p. 8

TPE 4 Planning Instruction and Designing Learning Experiences for All Students	TPE 7 Providing Effective Literacy Instruction
4.1 Week 4: p. 10	7.3 Week 2; p. 10
4.1 Pedagogy in Action: p. 9	7.3 Week 5; p. 10
4.6 Autoethnography: p. 8	
4.6 Pedagogy in Action: p. 9	