

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**Michael D. Eisner College of Education**  
**Department of Elementary Education**

**EED 559C Supervised Clinical Practice Seminar**

COURSE CODE: EED 559C

CLASS NUMBER:

COURSE TITLE: Clinical Practice Seminar

GRADE: CR/NC

UNITS: 2.00

TIME:

TELEPHONE NUMBERS:

Field Experience Office: (818) 677-3183

Dept. of Elementary Education: (818) 677-2621

INSTRUCTOR:

Email:

**CONCEPTUAL FRAMEWORK OF THE COLLEGE OF EDUCATION:**

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.

- We value academic **excellence** in the acquisition of research-based professional knowledge and skills.
- 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.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- 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.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative, critical, and reflective thinking** and practice.

**I. COURSE DESCRIPTION – *How will I know what this class is about?***

*Prerequisites/Corequisites:* EED 500 (or EPC 500), EED 520, EED 565M. *Corequisite:* EED 560C or EED 567ACT. This course is a 2-unit supervised fieldwork seminar for students completing the Traditional, Accelerated Collaborative Teacher (ACT) Preparation or Internship pathway for Multiple Subject Credential candidates. The seminar provides opportunities for candidates to reflect on and analyze fieldwork experiences. Student teachers learn to: (1) assess their needs; (2) gather data; (3) analyze results; (4) problem solve; (5) modify teaching practices; and (6) determine implications of their experience for future instruction. The seminar will promote teacher candidates' rehearsal of the Teaching Event of the adopted Teacher Performance Assessment. This course is taken concurrently with the first semester of supervised fieldwork in the Traditional (EED 560C), ACT (EED 567ACT) and Intern (EED 550B 3) pathways. (Credit/No Credit only)

**II. COURSE OBJECTIVES – *How will I know what I should learn in this class?***

After completing this seminar and field experience, students will be able to:

1. Teach the state adopted academic content standards for students in English-language Arts, English Language Development, and Math (TPE 1, 7, 8).
2. Strategically plan and schedule instruction to ensure that students meet or exceed the standards (TPE 3, 7, 8).
3. Create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts across all curricular subjects (TPE 1, 7, 8).
4. Make language comprehensible to diverse learners by using SDAIE strategies, and use the needs of the learners to guide instruction (TPE 2, 3, 7).
5. Teach state adopted academic content standards and common core for students in mathematics (TPE 3, 8).
6. Help students inquire, reason, and solve problems in all academic contexts (TPE 3, 4, 7, 8).
7. Use progress monitoring during instruction to determine student progress; pace instruction and re-teach content based on evidence gathered using assessment strategies (TPE 3, 4, 5, 7, 8).
8. Use a variety of informal and formal, formative and summative assessments to determine students' progress and plan differentiated instruction (TPE 5, 7, 8).
9. Interpret assessment data to identify level of proficiency of English language learners in English and primary language (TPE 4 and 7).
10. Incorporate specific strategies, teaching/instructional activities, procedures and experience to provide a balanced curriculum in Language Arts and Mathematics for diverse and exceptional learners (TPE 3, 4, 7, 8).
11. Vary instructional strategies according to purpose and lesson content and to meet student learning needs, including diverse and exceptional learners (TPE 1, 2, 3, 7, 8).
12. Maintain high student engagement by using strategies that engage all learners (TPE 1, 7, 8).
13. Apply developmentally appropriate practice to the developmental levels of children in the assigned classroom (TPE 1, 3, 8).
14. Use assessment data to plan and modify instruction over time (TPE 5, 7, 8).
15. Allocate time to maximize student achievement by establishing procedures, routines, and managing transitions (TPE 1).
16. Create a community of learners with clear expectations that promote student effort and engagement, and moderates behavior (TPE 1, 7, 8).
17. Apply knowledge of values, biases, professional behavior to students and families in inclusive settings (TPE 1 and 3).
18. Demonstrate the ability to work with colleagues and other school personnel, including paraprofessionals and specialists (TPE 6).
19. Self evaluate teaching practices; and improve teaching practices of the self and others by engaging in cycles of planning, teaching, reflecting, problem solving, and applying new strategies in a peer coaching environment (TPE 6).
20. Demonstrate an understanding of the knowledge, skills, and attitudes needed to work effectively with all students, including English Language Learners and culturally diverse students (TPE 1).
21. Create opportunities to integrate technology and visual-performing arts in all subjects (TPE 1, 3, 7, 8)

### III. DEPARTMENT AND PROGRAM POLICIES:

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession. Obtain detailed information about the involuntary delay/withdrawal process, the *Statement of Concern* form, student appeals, and the list of *Qualities Important to Future Teachers and Educational Professionals* at: <https://www.csun.edu/eisner-education/elementary-education/delaywithdrawal-procedure>

### **POLICY ON ACADEMIC HONESTY:**

California State University Northridge expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized

access to University computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the University library will be dealt with appropriately.

Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor. In addition, students may be suspended or dismissed from the University upon the recommendation of the Department Chair or the Dean of the student's college.

In addition, students enrolled in credential or licensing programs may be suspended, dismissed, or denied recommendation for the credential or license for any violation of the published Code of Ethics for the professional group.

#### **SPECIAL ACCOMMODATIONS:**

Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. The instructor can direct the students to the appropriate office on campus for assistance.

**Late work is accepted only when advance arrangements have been made with the professor.**

#### **UNIVERSITY COUNSELING SERVICES (UCS):**

UCS is committed to supporting student mental health, well-being, and academic success, during this challenging time. It is open virtually during regular business hours providing all services through telemental health (Monday through Friday, 8 am – 5 pm). It can be contacted at (818) 677-2366.

#### **COVID PROTOCOLS:**

In order to protect against the spread of COVID, all students, employees, and visitors to campus are required to adhere to all health and safety requirements outlined on the [University's website regarding COVID-19](#).

#### **SELF-CARE RESOURCES**

This semester, you have been receiving vast amounts of information within a very short period of time. The following link is to the Self-Care Resources for CSUN Students, which you might find very helpful. These resources can provide additional support to help you manage stress. <https://www.csun.edu/eisner-education/self-care/self-care-resources-csun-students-campus>

#### **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>).

#### **IV. REQUIRED RESOURCES – How will I know what I have to read/do?**

Elementary Education Handbook – July, 2023

Credential Handbook – June, 2023

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#### **V. RECOMMENDED RESOURCES:**

Textbooks from all methods courses and:

A Mind At A Time – Mel Levine

DRDP (2015) An Early Childhood Developmental Continuum California Department of Education

*Key Elements of High-Quality early Childhood Learning Environments: Preschool (Ages 3-5)* Michigan Department of Education (May, 2021)

The Powerful Role of Play in Early Education California Department of Education (2021)

## VI. EVALUATION

This course is graded as Credit/No Credit. The grade will be computed using the following criteria for components of the course:

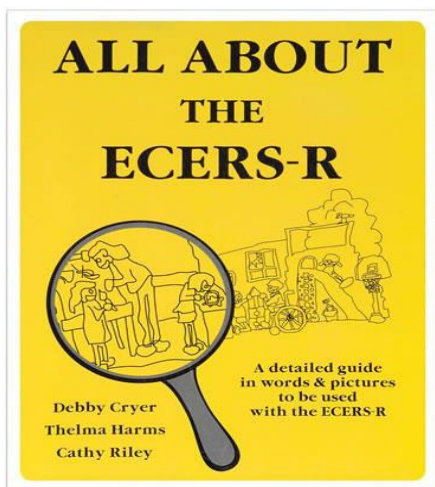
1. **ATTENDANCE:** EED 559CD is a required course. Therefore, class attendance is necessary and no classes are optional. Students should come to class consistently prepared and should regularly participate in class discussions and small group activities. Absence from class will result in a No Credit grade for this course. However, a total of two absences may be made up through the completion of a make-up assignment designed by the course instructor, designed to be equivalent to the time missed at seminar. More than two absences will result in a grade of No Credit. The instructor retains the right to make changes, additions, or deletions to the syllabus during the course of the semester.
2. **PROFESSIONAL PARTICIPATION:** Candidates are expected to attend class and be prepared to participate actively. Candidates will be evaluated during each class session for their Attendance, Preparation, Participation, and Attitude (APPA).
  - a) Candidate will earn 3 points for a session by: Coming to class prepared and on time. Maintaining a cheerful, professional, constructive attitude. Substantively contributing positively to group and class dynamics. Participating enthusiastically in whole class activities, small group activities, and collegial presentations. Offers relevant, insightful, and constructive comments during class, but does not dominate discussions.
  - b) Candidate will earn 2 points for a session by: Coming to class somewhat prepared or late. Maintaining a professional attitude. May tend to be very quiet or too talkative. May participate in class activities, but is not enthusiastic. Rarely offers relevant, insightful. And constructive comments during class.
  - c) Candidate will earn 1 point for a session by: Coming to class unprepared or more than 10 minutes late. Displays an unprofessional attitude. May make irrelevant comments. May fail to participate constructively.
  - d) Candidate will earn 0 points for a session by: Not attending class.
  - e) Over 70% of possible points = Course CR.
3. **LESSON PLAN:** You are required to submit a lesson plan using the Department of Elementary Education format to your instructor who will assess your ability to **plan a mathematics lesson with essential components** in response to a well-written learning objective. It will be scored as Credit/ No Credit **using all criteria of TPE 2 and several from TPE 3**, content-area pedagogy of TPE 8, developed and distributed by the instructor. **2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 8.1, 8.3, 8.5**
4. **Draft Individual Development Plan (IDP):** Please complete a draft IDP, a copy of which can be located on the Student Teaching Canvas Page. Review this draft with your University Supervisor in your final student teaching evaluation meeting. Submit a copy of this draft IDP by Friday, December 15<sup>th</sup>. Completed Submission = CR.
5. **REHEARSAL EdTPA:** Students will submit a REHEARSAL EdTPA for PEER REVIEW, professor feedback, and potential guidance across ALL TPEs.

**FINAL GRADE:** These are the three minimum common graded components for this course. You must earn CR for all three minimum required components to earn CR for the course

## VII. AGENDA – *How will I know how to be prepared?*

DAY	EVENT
<div>August 28</div> <div><div><div>The 6 Stages of Play</div><div><div>Unoccupied Play</div><div>0-3 months</div><div>When baby is making movements with their arms, legs, hands, feet, etc. They are learning about and discovering how their body moves.</div><div></div></div><div><div>Solitary Play</div><div>0-2 years</div><div>When a child plays alone and are not interested in playing with others quite yet.</div><div></div></div><div><div>Spectator/ Onlooker Behavior</div><div>2 years</div><div>When a child watches and observes other children playing but will not play with them.</div><div></div></div><div><div>Parallel Play</div><div>2+ years</div><div>When a child plays alongside or near to others but does not play with them.</div><div></div></div><div><div>Associate Play</div><div>3-4 years</div><div>When a child starts to interact with others during play, but there is not much cooperation required. For example, kids playing on the playground but doing different things.</div><div></div></div><div><div>Cooperative Play</div><div>4+ years</div><div>When a child plays with others and has interest in both the activity and other children involved in playing.</div><div></div></div></div></div> <div><div>Orientation- Student Teaching Responsibilities</div><div><ul style="list-style-type: none"><li>TPE 1 – Engaging and Supporting All students in Learning including atypical dev., ELL, cultural, SEL</li><li>Assets, prior experiences, fostering relationships overview</li><li>Engagement- active learning</li><li>Monitoring active engagement</li><li>Role of Play for Early Childhood Development Safety issues</li></ul></div><div>TPE: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</div></div>	
<div>September 11</div> <div></div>	<div><ul style="list-style-type: none"><li>TPE 2 – Creating and Maintaining Effective Environments for Student Learning- considering background, culture in creating positive and inclusive climate</li><li>Nurture positive relationships</li><li>Working with Para-professionals in a Co-Teaching Classroom</li><li>Redirection of Child Behavior</li></ul></div> <div>TPE: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</div>
<div>September 25</div> <div></div>	<div><ul style="list-style-type: none"><li>TPE 3 – Understanding and Organizing Subject Matter for All Student Learning (state standards, dev. Activities in content areas for ELL, atypical)</li><li>Developing Trust</li><li>Outdoor Play – Dramatic Play</li><li>Connecting educational theory and research (i.e., Vygotsky and Piaget)</li><li>Access for all students (UDL, MTSS, tech)</li><li>Promoting critical digital literacy</li></ul></div> <div>TPE: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</div>
<div>October 9</div> <div></div>	<div><ul style="list-style-type: none"><li>TPE 4 – Planning Instruction and Designing Learning Experiences for All Students</li><li>Strategies- child initiated, developmentally appropriate activities, CRT/CRP, involving parents</li><li>Project Based Learning</li><li>Integrating technology and the visual-performing arts</li><li>Developmentally Appropriate Questioning</li><li>Strategies Bloom's Taxonomy</li><li>Review IDP</li></ul></div> <div>TPE: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8</div>

**October 23**



- TPE 5 – Assessing Student Learning On-Going
- ECERS-R
- Desired Results Developmental Profile (DRDP)
- Key Curriculum Standards Learning Foundations
- Observation and Evaluation  
Analyzing and interpret data  
Collaborate with peers, parents, and specialists

TPE: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

**November 6**



- TPE 6 – Developing as a Professional Educator- reflection on practice, mitigating bias. Co-teaching models
- Educating Parents (TV/Computer & Phone use)
- Healthy Choices  
Benefits of Preschool  
Mandated Reporting

TPE: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

**November 20**



- TPE 7 – Effective Literacy Instruction
- Thematic Units of Study
- Oral Language Conversation and Communication Skills (Speak, Listen, Read, Write) (ELD) SEL – Socialization
- Kindness in the Community
- Multi-Tiered System of Support (MTSS)

TPE: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11

**December 4**



- TPE 8 – Effective Mathematics Instruction for PK-3 Settings
- Numbers, Counting, Shapes
- Mathematical thinking, concepts; observe in math settings, use math academic language Universal Design for Learning (UDL) Complete IDP

TPE: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8



**Course content subject to change.**

**California Teacher Performance Expectations (TPEs)**

This course provides opportunities for candidates to (a) learn to teach the content of the state-adopted preschool standards to all students, (b) use state-adopted instructional materials, and (c) assess student progress and to apply these understandings in teaching PK-3<sup>rd</sup> Grade. The California Teaching Performance Expectations (TPEs) are introduced, practiced, and assessed in various courses throughout the CSUN multiple subject teaching credential program. In this class, the following California Teacher Performance Expectations (2023) are introduced, developed, and assessed as shown:

<b>TPE 1: Engaging and Supporting All Young Children in Learning</b>	
1.1 Demonstrate and use knowledge of typical and atypical child development from birth to age eight to engage and support all children in learning (e.g., cognitive, social, emotional, linguistic, and physical domains).	Practiced
1.2 Demonstrate and use knowledge about children's assets, prior experiences, interests, funds of knowledge, language, and sociocultural backgrounds to engage them and support learning.	Practiced
1.3 Demonstrate and use knowledge of the integral role of effects of children's interpersonal relationships (e.g., peers, school staff, parents/guardians. Community) and cultural factors (e.g., traditions, beliefs) to engage them and support learning.	Practiced
1.4 Use child and teacher-initiated active learning experiences to connect learning to meaningful and relevant contexts to deepen and extend learning.	Practiced
1.5 Engage and collaborate in partnership with families/guardians to support children's development and learning in a culturally responsive, respectful, and interactive manner.	Practiced
1.6 Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children.	Practiced
1.7 Promote children's thinking (e.g., creative, concrete, abstract, critical) through developmentally appropriate activities, including play-based learning activities, that provides opportunities for children to engage in effective expression, inquiry, problem-solving, and reflection on their learning.	Practiced
<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b>	
2.1 Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children's development and learning.	Practiced & Assessed
2.2 Create a positive classroom climate by building rapport and a caring relationship with children and showing respect for children's perspectives, identities, and home languages, providing assistance when needed, recognizing their work and accomplishments.	Practiced & Assessed
2.3 Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning.	Practiced & Assessed
2.4 Promote positive relationships and effective learning for all children by creating culturally and linguistically responsive, flexible learning environments and establishing classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians.	Practiced & Assessed
2.5 Nurture children's positive and developmentally appropriate social behavior, self-regulation, and social emotional development, including emotional literacy, by modeling and using respectful language to communicate and encourage positive student-to-student and student-to-teacher interactions.	Practiced & Assessed

2.6. Establish, maintain, and monitor inclusive learning environments that are safe (e.g., physically and emotionally) and foster a caring community where each child is treated fairly and respectfully by adults and peers by using positive interventions and supports (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices).	Practiced & Assessed
2.7 Identify and access resources that provide inclusive support for all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse).	Practiced & Assessed
<b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b>	
3.1 Demonstrate and use knowledge of current state adopted standards <sup>1</sup> to organize curriculum and create developmentally appropriate play-based activities, cross-disciplinary activities/lessons, both child-led and teacher-guided activities to promote all children's learning.	Practiced & Assessed
3.2 Use subject specific pedagogy in accordance with applicable state adopted standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	Practiced & Assessed
3.3 Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core curriculum.	Practiced
3.4 Set individualized goals and objectives for content learning and make appropriate instructional adaptations to promote access to the core curriculum for all children.	Practiced & Assessed
3.5 Promote core curriculum knowledge in all children, including monolingual and multilingual children, children with disabilities and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development.	Practiced & Assessed
3.6 Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following: <ul style="list-style-type: none"> <li>Using developmentally appropriate instructional technology</li> <li>Applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression.</li> </ul> Using Multi-Tiered System of Supports (MTSS), including assistive technology.	Practiced
3.7 Model and promote critical digital literacy and digital citizenship where developmentally appropriate by applying the principles of the internationally recognized International Society of Technology in Education (ISTE) standards to engage children and support multiple ways to demonstrate their learning.	Practiced
<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b>	
4.1 Plan activities and lessons that build on what children know; accommodate children's developmental needs and learning preferences, and provide opportunities for large group, small group, and individual hands-on learning experiences	Practiced
4.2 Prepare and use opportunities for both teacher and child-initiated experiences that are engaging for young children and contribute to children's content knowledge, language development, and social, emotional growth.	Practiced
4.3 Provide learning experiences, including those that may be informed by parents/guardians, that incorporate and help validate children's backgrounds (e.g., cultural, linguistic, ethnic, economic, gender), as well as their diverse learning preferences, skills, and levels of social development to meet children's individual needs.	Practiced

<sup>1</sup> State adopted standards are based on Preschool Learning Foundations and Curriculum Frameworks, and K-3 Content Standards and Frameworks



4.4 Provide opportunities for children to express their needs and to successfully participate in activities/lessons based on education plans (e.g., IEP and 504 plans) within the general education classroom setting to promote learning and social, emotional development.	Practiced
4.5 Integrate movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children's development.	Practiced
4.6 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich activities/lessons to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning.	Practiced
4.7 Plan and adapt developmentally, linguistically, and culturally responsive learning activities/lessons, instructional materials, and resources for all children including mono-and multi-lingual learners to provide access to the core curriculum.	Practiced
4.8 Apply information based on observation as well as information that may be provided by parents/guardians about children's current levels of development, language proficiency, cultural background, content-specific learning goals and needs, and assessment data to plan and implement daily learning activities.	Practiced
<b>TPE 5: Assessing Student Learning</b>	
5.1 Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time.	Practiced
5.2 Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.	Practiced
5.3 Analyze and interpret formative and summative assessment data to determine children's progress toward meeting learning goals.	Practiced
5.4 Apply assessment data and information from children's IEP, and/or 504 plans to establish learning goals and to differentiate and adapt instruction.	Practiced
5.5 Collaborate with specialists to interpret assessment results from formative and summative assessments to appropriately identify monolingual-and multilingual children, as well as children with language or other disabilities.	Practiced
5.6 Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback.	Practiced
5.7 Communicate assessment information in an appropriate and timely manner to assist families/guardians in understanding children's progress in meeting social, emotional, content-specific, and language development goals.	
<b>TPE 6: Developing as a Professional Educator</b>	
6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Practiced
6.2 Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning.	Practiced
6.3 Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.	Practiced

6.4 Act with integrity in an honest and ethical manner with children's and families/guardians' well-being as a central concern. Comply with all laws concerning professional responsibilities, professional conduct, and moral fitness (i.e., mandated reporting, use of social media, and digital platforms).	Practiced
6.5 Co-plan, co-teach, and communicate effectively with colleagues, mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one's own effectiveness in meeting children's learning needs.	Practiced
<b>TPE 7: Effective Literacy Instruction for All Students</b>	
7.1 Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards <sup>1</sup> and the themes of the <i>ELA/ELD Framework</i> (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.	Practiced
7.2 Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the <i>California Dyslexia Guidelines</i> , 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).	Practiced
7.3 Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically sustaining practices in literacy instruction (and/or integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	Practiced
7.4 Provide literacy instruction (and/or integrated content and 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.	Practiced
7.5 <b>Foundational Skills. Multiple Subject Candidates:</b> Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling - sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is direct, systematic, and explicit and that includes practice in connected, decodable text. <b>Multiple Subject and Single Subject Candidates:</b> Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, <u>semantics, morphology, and syntax</u> . <b>Multiple Subject and Single Subject Candidates:</b> Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they <u>read and write increasingly complex disciplinary texts with comprehension and effective expression</u> .	Practiced
7.6 <b>Meaning Making.</b> Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), 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 question, and support analysis, reflection, and research.	Practiced

<p><b>7.7 Language Development.</b> Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>	Practiced
<p><b>7.8 Effective Expression.</b> Developing 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. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p>	Practiced
<p><b>7.9 Content Knowledge.</b> 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. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.</p>	Practiced
<p><b>7.10 <i>Multiple Subject and Single Subject English Candidates:</i></b> 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. 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 instruction in inclusive settings; and initiate referrals for students who need more intensive support.</p>	Practiced
<p><b>7.11 <i>Multiple Subject and Single Subject Candidates:</i></b> 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.</p>	Practiced

<b>TPE 8: Effective Mathematics Instruction in a Pk-3 Setting - PK-3 ECE Specialist Instruction TPEs</b>	
<p><b>8.1 Teaching Aligned with State Standards.</b> The credential program's coursework and supervised field experiences include the study of effective means of teaching mathematics to young children, consistent with the State Board adopted K-3 Mathematics Standards and Framework and the Preschool Learning Foundations and Curriculum Framework. Coursework and supervised field experiences prepare teachers to model mathematical thinking, inquiry, practice, and processes in their classrooms and to engage in mathematics teaching and learning in a mutually respectful manner with students.</p>	Practiced & Assessed
<p><b>8.2 Building on children's prior knowledge.</b> Coursework and supervised field experiences prepare candidates to draw on and extend children's prior mathematical knowledge, understandings, and capabilities. The program prepares candidates to build positive relationships with children that help candidates understand children's mathematical understandings and provide appropriate learning activities and</p>	Practiced
<p><b>8.3 Building Conceptual Understanding and Foundational Mathematics Skills.</b> Through coursework and supervised field experiences programs stress the goal of building children's conceptual understanding so that children develop a strong foundation for later math learning. Candidates learn to engage children in activities that encourage students to use a range of tools and strategies to solve problems, including working in pairs or small groups. The program teaches candidates to relate mathematics to children's interests and everyday life and embed math learning opportunities in daily activities. Candidates learn how to differentiate instruction and learning activities to meet individual children's learning needs.</p>	Practiced & Assessed
<p><b>8.4 Building on children's Mathematical Thinking and Problem-solving.</b> Candidates learn to provide learning activities and opportunities for children to figure out different ways to solve problems on their own or with classmates, and to explain or show how they arrived at their solution to the problem. Programs emphasize the importance of observing, listening, and reflecting on children's mathematical thinking and discourse and asking questions, posing new learning activities and opportunities and providing a variety of tools to further surface and build on children's mathematical thinking. Candidates learn to ask children questions to elicit children's thinking and problem-solving processes as they engage in math activities.</p>	Practiced
<p><b>8.5 Teaching all the PK-3 critical Mathematical Strands.</b> Coursework and supervised field experiences prepare teachers to facilitate children's learning in all of the critical strands of mathematics in the areas of 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry. For all strands and across all grade levels PK-3 (Appendix D), the program provides teachers with effective ways to both engage children in thinking about mathematics while they do mathematics, and help children develop confidence in their mathematical skills. The program assists teachers to learn to help children develop increasingly complex mathematical understandings and skills consistent with the progression of the mathematics strands identified in the K-3 Mathematics Standards and Framework and the Preschool Learning Foundations and Curriculum Framework.</p>	Practiced & Assessed
<p><b>8.6</b> Observe and interpret children's strategies in solving problems and ask thought-provoking questions that lead to deeper understanding (e.g., analysis, synthesis, evaluation). Provide follow-up activities and ensure access to manipulatives and other tools, including education technology to further develop and build on children's mathematical thinking.</p>	Practiced
<p><b>8.7</b> Support respectful child-to-child interactions as students engage with their classmates to figure out ways to solve problems and explain or show how they arrived at their solution and provide ways for children to demonstrate their ability to construct mathematical arguments based on sound reasoning and relevant evidence.</p>	Practiced

8.8 Support all children to develop the academic language of mathematics, ensuring access for all children to the content of mathematics appropriate to grade level expectations and encourage parents/guardians to use the home language to talk about mathematics (especially numbers, arithmetic, spatial relations, and patterns) and share with children where mathematics is used in the home and the community.	Practiced
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