Westmont College
Jane Wilson
jwilson@westmont.edu

Preliminary General Education (Multiple and Single Subject) Program Standards Course Matrix

California Teaching Performance Expectations (TPE)	ED 100/101: Explorations in Teaching	ED 105: Cultural Diversity	ED 130: Special Education for the Classroom	ED 160/161: Computers for the Classroom	ENG 106: Language Acquisition	KNS 156: Health for the Classroom	ED 110/111: Educational Psychology		ED 172: Children's Literature	MU 184: Music for Children	ART 180: Art for Children	KNS 155: Movement for Children	ED 109: Liberal Studies Senior Seminar	ED 120: Social Studies & Science – Elementary	ED 150: Math Instruction for All Students – Elementary	ED 170: Reading and Language Arts – Elementary	ED 190/195: Student Teaching – Elementary		ED 122-129: Curriculum & Instructional Planning –Sec	ED 171: Content Area Literacy – Secondary	ED 151: Curriculum, CR Man, & Instruc. – Secondary	ED 191/196: Student Teaching – Secondary
1. Engaging and Supporting All Students in Learning. Beginning teachers:																						
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	I	P	P		P		P			P		P	P	P	P	P	A		P	P	P	A
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress			P	P			I							P	P	P	A		P		P	A
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	P					P		P	P	P	A		P	P		A
1.4 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 for a wide range of learners within the general education classroom and environment.	I		P	P	P		P			P	P	P	P	P	P	P	A		P	P	P	A
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.					P	P	P			P		P			I	P	A		I	P		A
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), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference 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.	I	P			P					P	P			P	P	P	A		P	P	P	A
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.			P				I		P	P	P	P	P	P	P	P	A			P		A
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.			P				P					P			I	P	A		I	P	P	A

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2. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:																						
2.1 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		P		P	P	P				P						A				P	A
2.2 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.	I	P	P	P	P		P				P			P	P	P	A		P	P	P	A
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		P	P	P		P		P	P		P	P		A		P		P	A
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	I		P	P		P				P	P			P			A		P		P	A
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.			P		P		P			P	P				I	P	A		I	P	P	A
2.6 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		P				P		P	P	P			P	P	P	A		P	P	P	A

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3. Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:																						
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	I			P		P			P	P	P	P	P	P	P	P	A		P	P	P	A
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.			I	P					P	P	P		P	I	P		A		I	P	P	A
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. *(See Subject- Specific Pedagogical Skills in Section 2 for reference)*						P			P	P	P		P	I	P		A		I/A	P	P	A
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	I		P			P	P		P	P	P		P	P	P		A			P	P	A
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.			I		I		P							P	P	P	A		P	P	P	A
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.			I	I					P	P	P			P	P	A			P	P		A
3.7 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 the use of Creative Commons license, and maintaining Internet Security	I			P			P						P	P	P	P	A		P	P		A
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.				I/A										P		P					P	A

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4. Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:																						
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	I						P									P	A		P	P	P	A
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.			P			P	I		P	P	P	P		P	P	P	A		P		P	A
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	I								P	P				P	I	P	A		I	P		A
4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.			P				P					P		P	I	P	A		I	P	P	A
4.5 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											P	P	P	A		P	P		A
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	I		P	P			P		P	P	P	P		P	P	P	A		P	P	P	A
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	P		P		P	P	P	A		P	P	P	A
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.				I									P	P	P	P	A		P	P	P	A

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5. Assessing Student Learning. Beginning teachers:																						
5.1 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 classroom assessments, including use of scoring rubrics.			P		P		P							P	I	P	A		I	P		A
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.			P		P							P			I	P	A		I	P	P	A
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.				P	P	P	I						P	P	P	P	A		P	P	P	A
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.			I				P							P		P	A			P		A
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.			P				P							P	I	P	A		I	P		A
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.			I		P												A				P	A
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.					I											P	A		P	P	P	A
5.8 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.			I													P	A			P	P	A

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6. Developing as a Professional Educator. Beginning teachers:																						
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	I					P	P				P			P	P	P	A		P	P	P	A
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. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	I	P				P					P		P		P	P	A		P	P	P	A
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	I		P			P	P		P	P	P	P	P	P	P	P	A		P	P	P	A
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	I	P		P			P							P	P	P	A		P	P	P	A
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. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	I		P				P							P	P	P	A		P	P	P	A
6.6 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			P		P	P										A		P		P	A
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/A				P												P					P

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Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy																						
English Language Development in Relation to Subject-Specific Pedagogy																						
Subject-Specific Pedagogical Skills																						
Subject-Specific Pedagogical Skills for <u>Multiple Subject</u> Teaching Assignments																						
1. Teaching English Language Arts in a Multiple Subject Assignment																						
2. Teaching Mathematics in a Multiple Subject Assignment																						
3. Teaching History-Social Science in a Multiple Subject Assignment																						
4. Teaching Science in a Multiple Subject Assignment																						
5. Teaching Physical Education in a Multiple Subject Assignment																						
6. Teaching Health Education in a Multiple Subject Assignment																						
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment																						
Subject-Specific Pedagogical Skills for <u>Single Subject</u> Teaching Assignments																						
1. Teaching English Language Arts in a Single Subject Assignment																						
2. Teaching Mathematics in a Single Subject Assignment																						
3. Teaching History-Social Science in a Single Subject Assignment																						
4. Teaching Science in a Single Subject Assignment																						
5. Teaching Physical Education in a Single Subject Assignment																						
6. Teaching Art in a Single Subject Assignment																						
7. Teaching Music in a Single Subject Assignment																						
8. Teaching World Languages in a Single Subject Assignment																						
9. Teaching Agriculture in a Single Subject Assignment																						
10. Teaching Business in a Single Subject Assignment																						
11. Teaching Health Science in a Single Subject Assignment																						
12. Teaching Home Economics in a Single Subject Assignment																						
13. Teaching Industrial and Technology Education in a Single Subject Assignment																						
14. Teaching English Language Development in a Single Subject Assignment																						

Note: Although very brief titles are used in the Subject-Specific Pedagogical Skills section, the program should review the entire language of the Teaching Performance Assessments in determining where candidates are introduced, practice, and assessed for that competency.

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them 1.2 Maintain ongoing communication with students and families 1.3 Connect subject matter to real-life & provide active learning experiences 1.4 Use a variety of instructional strategies to support access to curriculum 1.5 Promote students' critical and creative thinking and analysis 1.6 Provide a supportive learning environment for all English Learners 1.7 Incorporate visual and performing arts 1.8 Monitor student learning and adjust instruction while teaching	• Class Participation, Discussion, and Readings (1.1, 1.4) • Fieldwork Experience and Logs (1.1, 1.3) • Personal Educational History Paper (1.1, 1.4) • Personal Philosophy of Education Paper (1.4, 1.6)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction 2.3 Establish, maintain, and monitor inclusive learning environments 2.4 Access resources to support students 2.5 Maintain high expectations for all students with appropriate support 2.6 Communicate classroom routines, procedures, and norms clearly	• Class Participation, Discussion and Readings (2.1, 2.2, • 2.3, 2.6) • Fieldwork Experience and logs (2.4, 2.6) • Class participation, discussion, and readings (2.1, 2.2, • 2.6) • Personal Philosophy of Education Paper (2.2)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks 3.2 Use knowledge about students to plan lesson with accommodations 3.3 Plan, design, implement, and monitor instruction with current pedagogy 3.4 Plan effective instruction (individually and through collaboration) 3.5 Incorporate academic language within learning activities 3.6 Use and adapt resources to facilitate equitable access 3.7 Model and develop digital literacy 3.8 Demonstrate knowledge of educational technology standards	• Class Participation, Discussion, and Readings (3.1, 3.7) • Collaborative Team Presentation (3.4, 3.7) • Personal Philosophy of Education Paper (3.1) • Final Exam (3.1)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes 4.2 Apply knowledge of child development to instruction 4.3 Design instruction that interconnects content areas 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504) 4.6 Access resources for planning and instruction 4.7 Promote a range of communication strategies and activity modes 4.8 Use digital tools to provide personalize and integrate technology-rich lessons	• Fieldwork Experience and Logs (4.7) • Expert Topic Briefing (4.1) • Resource Folder/Notebook (4.6) • Class Participation, Discussion, and Readings (4.3, 4.7)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments 5.2 Collect and analyze assessment data from multiple measures 5.3 Involve students in self-assessment and reflection 5.4 Use technology to support assessment and communication 5.5 Use assessment information in a timely manner 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness 6.3 Establish professional learning goals and make progress to improve 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Fieldwork Experience and Logs (6.1, 6.2, 6.3, 6.5, 6.6, • 6.7) • Class Participation, Discussion, and Readings (6.2, 6.3, • 6.4, 6.5, 6.7) • Article on John Dewey and Class Discussion (6.2, 6.7) • Teacher Interview (6.1, 6.4) • Scholarship Activity (6.4) • Personal Philosophy of Education Paper (6.1, 6.2, 6.3)

Program Learning Outcomes for ED 105: Cultural Diversity

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching.	1.1 Class sessions devoted to each specific ethnicity or target group 1.1 Discussion, modeling, and written response to Ruby Payne 1.3 Students visit and build relationships with an Hispanic "buddy" from a local elementary school. Students write stories about their buddies and create a class book. 1.6 Students learn to provide a supportive learning environment for ELs through the Buddy Program. 1.7 Buddies are invited to Westmont at the end of the term to build Gingerbread Houses.
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. 2.3 Establish, maintain, and monitor inclusive learning environments. 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.	2.2 Discussion, modeling, and written response to Ruby Payne 2.3 Discussion, modeling, and written response to Ruby Payne
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.	
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness. 6.3 Establish professional learning goals and make progress to improve. 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms. 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	6.2 Written responses to Payne, Rodriguez, test essays, and a variety of brief in-class activities. 6.4 Recognition of different families' attitudes and values concerning formal education is a theme of Payne and of class sessions devoted to each specific ethnicity or target group. Demonstrated in discussion and essays on tests.

Program Learning Outcomes for ED 110/111: Educational Psychology		

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them 1.2 Maintain ongoing communication with students and families 1.3 Connect subject matter to real-life & provide active learning experiences 1.4 Use a variety of instructional strategies to support access to curriculum 1.5 Promote students' critical and creative thinking and analysis 1.6 Provide a supportive learning environment for all English Learners 1.7 Incorporate visual and performing arts 1.8 Monitor student learning and adjust instruction while teaching	• Developmental Theories Chart (1.1) • Letter to Parents in Management Plan (1.2) • Teach Like a Champion Presentation (1.3) • Faith into Action Presentation (1.3) • Learning Lifeline (Text-to-World) (1.3) • Module on Multiple Intelligences (1.4) • Module on Critical and Creative Thinking (1.5) • In-class Tableaux on Thinking Dispositions (1.6) • Symbolic Modeling Successful Student Poster (1.7) • Teach Like a Champion Presentation (1.8)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction 2.3 Establish, maintain, and monitor inclusive learning environments 2.4 Access resources to support students 2.5 Maintain high expectations for all students with appropriate support 2.6 Communicate classroom routines, procedures, and norms clearly.	• Classroom Management Plan (2.1, 2.2, 2.3, 2.5) • Talk Moves (2.2) • In-class Practice Drills (2.1, 2.2, 2.3, 2.6)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks 3.2 Use knowledge about students to plan lesson with accommodations 3.3 Plan, design, implement, and monitor instruction with current pedagogy 3.4 Plan effective instruction (individually and through collaboration) 3.5 Incorporate academic language within learning activities 3.6 Use and adapt resources to facilitate equitable access 3.7 Model and develop digital literacy 3.8 Demonstrate knowledge of educational technology standards	• Collaborative Research Project (3.4, 3.7) • Private School Observation (3.4) • Educator Connections (3.4) • Academic Discourse (TLAC) (3.5)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes 4.2 Apply knowledge of child development to instruction 4.3 Design instruction that interconnects content areas 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504) 4.6 Access resources for planning and instruction 4.7 Promote a range of communication strategies and activity modes 4.8 Use digital tools to provide personalize and integrate technology-rich lessons	• Developmental Theories Chart (4.1, 4.2) • Module on Learning Theories (4.1, 4.2) • Modules on Motivational Theories (4.1, 4.2) • Classroom Management Plan (4.2, 4.4) • Collaborative Research Project (4.6)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments 5.2 Collect and analyze assessment data from multiple measures 5.3 Involve students in self-assessment and reflection 5.4 Use technology to support assessment and communication 5.5 Use assessment information in a timely manner 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• In-class lecture on Assessment Package (5.1) • Exercises to identify types of assessments (5.1) • Learning Lifeline (5.2) • Self-Assessment on major projects (5.2) • Self-Assessment on in-class teaching (5.3) • Goal setting on projects (5.3) • Offering feedback on google doc (5.4, 5.5)
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness 6.3 Establish professional learning goals and make progress to improve 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Weekly in-class goal setting in Learning Lifeline (6.1) • In-class exercise: Thinking Dispositions (6.2) • In-class exercise: Responding to Criticism (6.2, 6.3, 6.4) • Resume Building (6.3) • Collaborative Research Project (6.3, 6.4) • Letter to Parents (6.4) • Educator Connections (6.4) • Classroom Management Plan (6.5) • In-class discussion & simulations (6.6)

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching.	1.2 Samples shared of weekly letters home 1.3 Peer Teaching assignments in science and ss 1.3 Far Away… and Essay written in response 1.3 Reading from Janice Koch, and Essay written in response 1.3 Reading from Stephen Cary; discussion and graphic depiction of chapter-by-chapter content 1.4 Reading from SSA and Peer Lessons 1.4 Reading from Janice Koch and instructor modeling of selected activities 1.4 Peer Teaching Assigments in Sci/SS 1.6 Reading from Stephen Cary; discussion and graphic depiction of chapter-by-chapter content 1.6 Evaluation Criteria for Peer Lessons 1.7 Reading from SSA and Instructor discussion and handouts illustrating many of these strategies. Art, Music, and elements of Theatre all emphasized in chapters from SSA
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction 2.3 Establish, maintain, and monitor inclusive learning environments 2.4 Access resources to support students 2.5 Maintain high expectations for all students with appropriate support 2.6 Communicate classroom routines, procedures, and norms clearly.	2.2 Peer Lessons in Science & SS 2.3 (Minor Extent) Peer Lessons in Science and SS 2.6 Minor Extent) Peer Lessons in Science and SS
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks 3.2 Use knowledge about students to plan lesson with accommodations 3.3 Plan, design, implement, and monitor instruction with current pedagogy 3.4 Plan effective instruction (individually and through collaboration) 3.5 Incorporate academic language within learning activities 3.6 Use and adapt resources to facilitate equitable access 3.7 Model and develop digital literacy 3.8 Demonstrate knowledge of educational technology standards	3.1 Read and discuss CDE standards for History-Social Science and NGSS for Science. Briefly discuss academic frameworks 3.2 Peer lessons in SS and Science 3.3 Reading, discussion, and modeling of activities from SSA and from Janice Koch 3.4 Reading, discussion, and modeling of activities from SSA and from Janice Koch 3.4 Peer Lessons, including Instructor modeling of peer lessons 3.5 Reading, discussion, and modeling of activities from SSA and from Janice Koch; also Peer Lessons 3.7 Peer Lessons, including Instructor modeling of peer lessons 3.7 Digital Literacy is applied in almost all of the instructional strategies in SSA—as discussed and demonstrated in peer lessons, among other applications
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes 4.2 Apply knowledge of child development to instruction 4.3 Design instruction that interconnects content areas 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504) 4.6 Access resources for planning and instruction 4.7 Promote a range of communication strategies and activity modes 4.8 Use digital tools to provide personalize and integrate technology-rich lessons	4.2 Unit plan and to some extent peer lessons in SS and Science 4.3 Unit Plan 4.3 Reading, discussion, and modeling of activities from SSA and from Janice Koch; also Peer Lessons 4.4 Reading, discussion, and modeling of activities from SSA and from Janice Koch; also Peer Lessons 4.5 Peer Lessons in SS and Science 4.6 Resource sharing is built into almost every class session at the beginning; candidates demonstrate this in Unit Plan and in Peer Lessons 4.6 Reading, discussion, and modeling of activities from SSA and from Janice Koch; also Peer Lessons 4.7 Instructor modeling of activities from SSA and from Janice Koch; Peer Lessons 4.8 Instructor modeling of activities from SSA and from Janice Koch; Peer Lessons

TPE 5: Assessing Student Learning	5.1 ==Use different types of assessments== 5.2 Collect and analyze assessment data from multiple measures 5.3 ==Involve students in self-assessment and reflection== 5.4 Use technology to support assessment and communication 5.5 Use assessment information in a timely manner 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	5.1 (Minor Extent) Chapters on assessment in SSA and in Janice Koch discussed and modeled in class. Also graphic representations of chapters from Stephen Cary book 5.3 (Minor Extent) Chapters on assessment in SSA and in Janice Koch discussed and modeled in class.
TPE 6: Developing as a Professional Educator	6.1 ==Reflect on one's teaching to improve student learning.== 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness 6.3 ==Establish professional learning goals and make progress to improve== 6.4 ==Communicate effectively with colleagues, and families to support student learning.== 6.5 ==Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct.== 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	6.1 Reflections written in response to peer lessons. 6.3 In-class activities at beginning and end of course. 6.4 In-class activities, including study of report cards, selections orally/dramatically from *How to Deal with Difficult Parents,* and sharing of samples of effective communication from a wide variety of teachers over the years collected in professor's personal file. Also—demonstrated in Letter to parents and in Public Relations sections of Unit Plan. 6.5 Among other ways candidates demonstrate professional and ethical conduct: Candidates must demonstrate punctuality or lose points on overall grade. Students are cautioned about confidentiality (and professor models this consistently when showing samples of student work). A high standard of academic integrity is enforced on all assignments, where candidates must consistently write the source(s) of their ideas and information cited in assignments.

Program Learning Outcomes for ED 122-129 Courses – Curriculum and Instructional Planning in Diverse Secondary Schools

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them 1.2 Maintain ongoing communication with students and families 1.3 Connect subject matter to real-life & provide active learning experiences 1.4 Use a variety of instructional strategies to support access to curriculum 1.5 Promote students' critical and creative thinking and analysis 1.6 Provide a supportive learning environment for all English Learners 1.7 Incorporate visual and performing arts 1.8 Monitor student learning and adjust instruction while teaching	Class Participation, Discussion, and Readings (1.1, 1.3,1.4, 1.5) Fieldwork Experience and Folder (1.1, 1.3, 1.4, 1.6, 1.8) Content Area Teaching Philosophy (1.3, 1.4, 1.6) Back to School Night Attendance and Reflection (1.2) Expert Hours Analysis (1.3, 1.4, 1.5)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction 2.3 Establish, maintain, and monitor inclusive learning environments 2.4 Access resources to support students 2.5 Maintain high expectations for all students with appropriate support 2.6 Communicate classroom routines, procedures, and norms clearly	Class Participation, Discussion, and Readings (2.2, 2.3, 2.6) Fieldwork Experience and Fieldwork Folder (2.2, 2.3, 2.4, 2.5, 2.6) Lesson Presentation from Mini Unit + and Lesson Study (2.2, 2.3, 2.5) Content Area Teaching Philosophy Paper (2.2, 2.3, 2.5)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks 3.2 Use knowledge about students to plan lesson with accommodations 3.3 Plan, design, implement, and monitor instruction with current pedagogy 3.4 Plan effective instruction (individually and through collaboration) 3.5 Incorporate academic language within learning activities 3.6 Use and adapt resources to facilitate equitable access 3.7 Model and develop digital literacy 3.8 Demonstrate knowledge of educational technology standards	Class Participation, Discussion, and Readings (3.1, 3.7) Collaborative Team Presentation (3.4, 3.7) Content Area Teaching Philosophy (3.1) Mini Unit (3.1, 3.2, 3.5, 3,6) Unit Plan (3.1, 3.2, 3.4, 3.5, 3.6) Content Area Text Strategies Report (3.1)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes 4.2 Apply knowledge of child development to instruction 4.3 Design instruction that interconnects content areas 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504) 4.6 Access resources for planning and instruction 4.7 Promote a range of communication strategies and activity modes 4.8 Use digital tools to provide personalize and integrate technology-rich lessons	Fieldwork Experience and Fieldwork Folder (4.1,4.7) Fantastic Finds (4.6, 4.8) Resource Folder/Notebook (4.6) Expert Interview (4.6) Expert Hours Analysis (4.5, 4.6) Content Area Text Strategies Report (4.6, 4.7) Mini Unit (4.1, 4.4, 4.5) Unit Plan (4.3, 4.5, 4.6, 4.8)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments 5.2 Collect and analyze assessment data from multiple measures 5.3 Involve students in self-assessment and reflection 5.4 Use technology to support assessment and communication 5.5 Use assessment information in a timely manner 5.6 Work with specialists to interpret assessment results for EL's and students with disabilities 5.7 Interpret English learners' assessment data and use in planning instruction 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	Class Participation, Discussion, and Readings (5.5, 5.7 Mini Unit (5.1) Unit Plan (5.1, 5.2, 5.3)

| TPE 6:
Developing as
a Professional
Educator | 6.1 Reflect on one's teaching to improve student learning.
6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness
6.3 Establish professional learning goals and make progress to improve
6.4 Communicate effectively with colleagues, and families to support student learning.
6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct.
6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms
6.7 Critically analyze how historical contexts in CA influence school governance & finance. | Class Participation, Discussion, and Readings (6.2, 6.3,6.4, 6.5)
Fieldwork Experience and Logs (6.1, 6.2, 6.3, 6.5, 6.6)
Back to School Night Attendance & Reflection (6.2, 6.4)
Expert Interview (6.1, 6.4)
Expert Observation Hours (6.4)
Content Area Philosophy Paper (6.1, 6.2, 6.3) |

Program Learning Outcomes for ED 130: Special Education for the Classroom Teacher

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching.	• Students read, discuss, & observe current instruction practices for students with disabilities that enhance access to core curriculum (1.1, 1.4, 1.8) • Students read & discuss skills to address the impact that educational disabilities may have on family relationship and resources available for support (1.2) • Disability Presentation Assignment 1.1 • IEP Meeting Simulation/Video 1.2 • UDL Lesson and Evaluation 1.4 • Progress Monitoring Simulation 1.4, 1.8

TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community.
	2.2 Promote productive student learning and encourage positive interaction.
	2.3 Establish, maintain, and monitor inclusive learning environments.
	2.4 Access resources to support students.
	2.5 Maintain high expectations for all students with appropriate support.
	2.6 Communicate classroom routines, procedures, and norms clearly.
		• Students read, discuss, & take exam on skills to address issues of social integration for students with disabilities in a general education setting (2.2, 2.3, 2.4, 2.5_
		Students read, discuss, & take exam on:
		  • major categories of disability and learning characteristics (2.3, 2.5)
		  • state and federal law pertaining to students with disabilities (2.4)
		  • current issues and trends in special education
		• Behavior Case Study 2.1, 2.2, 2.6
		• Disability Presentation/ Inclusion 2.3, 2.5
		• IDEA/504 2.4

TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks.
	3.2 Use knowledge about students to plan lesson with accommodations.
	3.3 Plan, design, implement, and monitor instruction with current pedagogy.
	3.4 Plan effective instruction (individually and through collaboration).
	3.5 Incorporate academic language within learning activities.
	3.6 Use and adapt resources to facilitate equitable access.
	3.7 Model and develop digital literacy.
	3.8 Demonstrate knowledge of educational technology standards.
		• Students read, discuss, & take exam on:
		  • major categories of disability and learning characteristics (3.2, 3.5)
		  • state and federal law pertaining to students with disabilities (3.2, 3.4, 3.6)
		  • current issues and trends in special education (3.4)
		• Students read, discuss, & observe current instruction practices for students with disabilities that enhance access to core curriculum (3.3,3.6)
		• Disability Presentation 3.2, 3.5
		• UDL Lesson and Evaluation 3.2, 3.4, 3.5, 3.6

TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	• Students read, discuss, & observe current instruction practices for students with disabilities that enhance access to core curriculum (4.4, 4.5, 4.6) • Disability Presentation (atypical development) 4.2 • UDL Lesson and Evaluation 4.4, 4.5 • MTSS Simulation 4.4 • IDEA/504 4.5 • Research to Practice 4.6

TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• Students read, discuss, and take exam on role and responsibilities of General Education teacher in identification, referral, and implementation of IEP (5.1, 5.2, 5.6, 5.8) • Behavior Case Study 5.1, 5.6 • MTSS/Progress Monitoring Simulation 5.1, 5.2, 5.6, 5.8
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness. 6.3 Establish professional learning goals and make progress to improve. 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms. 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Students read, discuss, & take exam on state and federal laws pertaining to students with disabilities (6.5) • IDEA/504 Assignment 6.5

Program Learning Outcomes for ED 150 Mathematics Instruction for All Students in Diverse Elementary Classrooms

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them 1.2 Maintain ongoing communication with students and families 1.3 Connect subject matter to real-life & provide active learning experiences 1.4 Use a variety of instructional strategies to support access to curriculum 1.5 Promote students' critical and creative thinking and analysis 1.6 Provide a supportive learning environment for all English Learners 1.7 Incorporate visual and performing arts 1.8 Monitor student learning and adjust instruction while teaching	• Fieldwork Experience and Folder (1.1, 1.4, 1.6, 1.8) • Readings and Class Participation (1.3, 1.4, 1.5, 1.6, 1.8) • Collaborative Team Presentation (1.4) • Number Talks Team (1.1, 1.4, 1.6) • Back to School Night Attendance and Reflection (1.2) • Lesson Presentation and Lesson Study (1.1, 1.4, 1.6, 1.8)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction 2.3 Establish, maintain, and monitor inclusive learning environments 2.4 Access resources to support students 2.5 Maintain high expectations for all students with appropriate support 2.6 Communicate classroom routines, procedures, and norms clearly	• Fieldwork Experience and Folder (2.2, 2.3, 2.4, 2.5, • 2.6) • Readings and Class Participation (2.2) • Collaborative Team Presentation (2.2, 2.5, 2.6) • Number Talks Team (2.2, 2.3) • Lesson Presentation and Lesson Study (2.2, 2.3, 2.5, 2.6)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks 3.2 Use knowledge about students to plan lesson with accommodations 3.3 Plan, design, implement, and monitor instruction with current pedagogy 3.4 Plan effective instruction (individually and through collaboration) 3.5 Incorporate academic language within learning activities 3.6 Use and adapt resources to facilitate equitable access 3.7 Model and develop digital literacy 3.8 Demonstrate knowledge of educational technology standards	• Fieldwork Experience and Folder (3.1, 3.2, 3.3, 3.4, • 3.5) • Readings and Class Participation (3.1, 3.5, 3.6) • Collaborative Team Presentation (3.1, 3.4, 3.5) • Math TIPS Presentation (3.1) • Number Talks Team (3.4, 3.5) • Three Lessons (3.1, 3.2, 3,3, 3.4) • Lesson Presentation and Lesson Study (3.1, 3.3, 3.4, 3.5, 3.6) • Unit Plan (3.1, 3.3, 3.4, 3.5, 3.7, 3.8)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes 4.2 Apply knowledge of child development to instruction 4.3 Design instruction that interconnects content areas 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504) 4.6 Access resources for planning and instruction 4.7 Promote a range of communication strategies and activity modes 4.8 Use digital tools to provide personalize and integrate technology-rich lessons	• Fieldwork Experience and Folder (4.2, 4.4, 4.5, 4.6, 4.7) • Readings and Class Participation (4.2, 4.6, 4.8) • Number Talks Team (4.4, 4.7) • Three Lessons (4.2, 4.4, 4.5, 4.6) • Lesson Presentation and Lesson Study (4.2, 4.4, 4.5, 4.6, 4.7) Resource Binder (4.6) • Unit Plan (4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments 5.2 Collect and analyze assessment data from multiple measures 5.3 Involve students in self-assessment and reflection 5.4 Use technology to support assessment and communication 5.5 Use assessment information in a timely manner 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• Readings and Class Participation (5.1, 5.4, 5.5) • Unit Plan (5.1, 5.2)

TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness 6.3 Establish professional learning goals and make progress to improve 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Fieldwork Experience and Folder (6.1, 6.2, 6.3, 6.4, 6.5, 6.6) • Readings and Class Participation (6.1) • Collaborative Team Presentation (6.4) • Number Talks Team (6.4) • Back to School Night Attendance and Reflection (6.2, • 6.4) • Lesson Presentation and Lesson Study (6.1, 6.3, 6.4, 6.5) • Final Reflective Paper (6.2)

	Program Learning Outcomes for ED 151: Secondary Curricula, Management and Instruction	

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching.	• Student Teaching Site Report (1.1) • Who are Your Students? (1.1) • Letter of Introduction and Course Syllabus (1.2) • Professional Readings on Adolescents (1.1) • Lesson Plans for First Week of ST. (1.2, 1.4, 1.6, 1.8) • English Learners Lesson Plan & reflection (1.6)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. 2.3 Establish, maintain, and monitor inclusive learning environments. 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.	• First Days of School Discussion (2.1, 2.2, 2.3, 2.5, 2.6) • Letter of Introduction and Course Syllabus 2.2, 2.3, 2.5, 2.6) • Classroom Management Plan for ST PLUS 1-week & 4-week reflection(2.1-2.6)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.	• Subject Specific Content Textbook Analysis & Application (3.1, 3.3, 3.4) • Who are Your Students? (3.2) • Step-by-step Writing Lesson Plan & reflection (3.1, 3.3, 3.4,3.5)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	• Student Teaching Site Report (4.1) • Who are Your Students (4.1) • Developmental Theories in-class discussion (4.2) • Professional Readings on Adolescents (4.1, 4.2) • Lesson Plans for First Week of ST. (4.4, 4.6, 4.7, 4.8) • Step-by-step Writing Lesson Plan & reflection (4.4, 4.6)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• Who are Your Students? (5.2, 5.6, 5.7) • Written Reflections + Discussion (5.3) • English Learners Lesson Plan & reflection (5.8)
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness. 6.3 Establish professional learning goals and make progress to improve. 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms. 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Letter of Introduction and Course Syllabus (6.2, 6.4) • Classroom Management Plan for ST + 1-week and 4-week reflection (6.1, 6.5) • Dispositions Paper (6.1, 6.2, 6.3) • Written Reflections on Week of Visits (6.1, 6.3, 6.5) • Reading & In-class discussions "Savvy Secrets" (6.1-6.6) • Professional Readings on Adolescents (6.3, 6.4) • Site Visits and Interactions with Administrators & Teachers (6.3, 6.4, 6.6)

	Program Learning Outcomes for ED 170: Reading and Language Arts Instruction	

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching.	• Literacy Case Studies (1.1, 1.4, 1.6) • Improved Letter to Parents (1.2) • Literacy Resource Binder (1.4) • In-class literacy lessons (1.3, 1.4, 1.5, 1.6, 1.8) • Book Chat (1.3, 1.4) • In-class lecture on ELD/SDAIE strategies (1.6) • In-class writing exercise using watercolors (1.7) • In-class "acting out the story" (1.7) • Fieldwork Exp. & Folder(1.1, 1.3, 1.4, 1.6, 1.7, 1.8) • Job Interview (1.1, 1.4, 1.6, 1.8)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. 2.3 Establish, maintain, and monitor inclusive learning environments. 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.	• Literacy Case Studies (2.2, 2.5) • In-class literacy lesson (1.2, 1.5) • Fieldwork Experience & Folder (2.2, 2.5, 2.6) • Job Interview (2.2, 2.5, 2.6)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.	• Three exams (3.1) • Lesson Plan Writing with standards (3.1) • Lesson Plan Writing with accommodations (3.2) • Fieldwork Exp. & Folder (3.1, 3.2, 3.3, 3.4, 3., 3.6) • In-class literacy lessons (3.3, 3.4, 3.5) • Quizlet (3.7) • Literacy Case Studies (3.6) • Literacy Resource Binder (3.1, 3.3, 3.4, 3.5, 3.6) • Job Interview (3.1, 3.2, 3.3, 3.4, 3.5)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	• "Learning about Students" Observation (4.1) • Literacy Case Studies (4.1, 4.5) • In-class literacy lessons (4.2, 4.3, 4.6, 4.7) • Literacy Resource Binder (4.3) • Fieldwork Exp. & Folder (4.1, 4.2, 4.4, 4.5, 4.6, 4.7) • In-class exercise on supporting struggling students (4.4) • Fieldwork Observation Sheet –Technology (4.8) • Job Interview (4.1, 4.2, 4.3)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• Literacy Case Studies (5.1, 5.2, 5.5, 5,7, 5.8) • Fieldwork Experience & Folder (5.1, 5.2, 5.7, 5.8) • Literacy Resource Binder (5.2, 5.3) • Interest Inventory (5.3) • Job Interview (5.1, 5.5)

| TPE 6: Developing as a Professional Educator | 6.1 Reflect on one's teaching to improve student learning.
6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness.
6.3 Establish professional learning goals and make progress to improve.
6.4 Communicate effectively with colleagues, and families to support student learning.
6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct.
6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms
6.7 Critically analyze how historical contexts in CA influence school governance & finance. | • Self-assessment after teaching (6.1, 6.3)
• Fieldwork Experience & Folder (6.2, 6.4, 6.5, 6.6)
• In-class Practice Student Study Team Meeting (6.4)
• Job Interview (6.5) |

Program Learning Outcomes for ED 171: Content Area Literacy

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them 1.2 Maintain ongoing communication with students and families 1.3 Connect subject matter to real-life & provide active learning experiences 1.4 Use a variety of instructional strategies to support access to curriculum 1.5 Promote students' critical and creative thinking and analysis 1.6 Provide a supportive learning environment for all English Learners 1.7 Incorporate visual and performing arts 1.8 Monitor student learning and adjust instruction while teaching	• Literacy Case Studies (1.1, 1.4, 1.6) • In-class literacy lessons (1.3, 1.4, 1.5, 1.6, 1.8) • In-class lecture on ELD/SDAIE strategies (1.6) • Fieldwork (1.1, 1.3, 1.4, 1.6, 1.7, 1.8) • Book Chat (1.3, 1.4) • Job Interview (1.1, 1.4, 1.6, 1.8)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction 2.3 Establish, maintain, and monitor inclusive learning environments 2.4 Access resources to support students 2.5 Maintain high expectations for all students with appropriate support 2.6 Communicate classroom routines, procedures, and norms clearly.	• Literacy Case Studies (2.2, 2.5) • In-class Literacy Lesson (2.2, 2.5, 2.6) • Fieldwork (2.2, 2.5, 2.6) • Job Interview (2.2, 2.5, 2.6)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks 3.2 Use knowledge about students to plan lesson with accommodations 3.3 Plan, design, implement, and monitor instruction with current pedagogy 3.4 Plan effective instruction (individually and through collaboration) 3.5 Incorporate academic language within learning activities 3.6 Use and adapt resources to facilitate equitable access 3.7 Model and develop digital literacy 3.8 Demonstrate knowledge of educational technology standards	• Lesson Plan Writing with standards (3.1) • Lesson Plan Writing with accommodations (3.2) • Fieldwork (3.1, 3.2, 3.3, 3.4, 3., 3.6) • In-class literacy lessons (3.3, 3.4, 3.5) • Literacy Case Studies (3.6) • Instructional Strategies Binder/Website (3.1, 3.3, 3.4, 3.5, 3.6) • Writing Assignments (3.1, 3.3, 3.4, 3.5, 3.7, 3.8) • Job Interview (3.1, 3.2, 3.3, 3.4, 3.5)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes 4.2 Apply knowledge of child development to instruction 4.3 Design instruction that interconnects content areas 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504) 4.6 Access resources for planning and instruction 4.7 Promote a range of communication strategies and activity modes 4.8 Use digital tools to provide personalize and integrate technology-rich lessons	• "Learning About Students" Observation (4.1) • Literacy Case Studies (4.1, 4.5) • In-class literacy lessons (4.2, 4.3, 4.6, 4.7) • Instructional Strategies Binder/Website (4.3, 4.6, 4.8) • Fieldwork (4.1, 4.2, 4.4, 4.5, 4.6, 4.7) • Fieldwork Observation Sheet –Technology (4.8) • Job Interview (4.1, 4.2, 4.3)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments 5.2 Collect and analyze assessment data from multiple measures 5.3 Involve students in self-assessment and reflection 5.4 Use technology to support assessment and communication 5.5 Use assessment information in a timely manner 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• Literacy Case Studies (5.1, 5.2, 5.5, 5,7, 5.8) • In-class mini-lessons (5.1) • Fieldwork (5.1, 5.2, 5.7, 5.8) • Interest Inventory (5.3) • In-class technology demonstrations (5.4) • Job Interview (5.1, 5.5)
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness 6.3 Establish professional learning goals and make progress to improve 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Self-assessment after teaching (6.1, 6.3) • Fieldwork Summary (6.2, 6.4, 6.5) • In-class Practice Student Study Team Meeting (6.4) • Job Interview (6.5)

California Teaching Performance Expectations
Subject-Specific Pedagogical Skills to Single Subject Teaching Assignments -- ENGLISH

SSPSMS 1. Teaching English Language Arts	Assignments and class activities which link TPEs
• Design and deliver instruction in reading, writing, speaking, listening, and language that assures that all students develop English proficiency. • Know the ELA and ELD standards and how standards are integrated across all contents • Provide students with the tools and knowledge… to meet standards	In-class analysis Lesson Plans Mini-Lessons Literacy Resource Binder Job Interview

• Study, observe, and practice:
  o the five key themes of robust instruction: making meaning, language development, effective expression, content knowledge, and foundational skills.
  o various approaches to instruction.
  o Principles of Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS), and culture of shared responsibility for learning.
	In-class exercises
	Job Interview

• Create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts.	Fieldwork "Literature-Rich" observation Book Chat
• Understand the role of foundational reading skills assessment and instruction in early grades and are equipped to teach these skills effectively	Literacy Resource Binder Mini-Lessons Fieldwork Job Interview
• Select and use instructional materials appropriate to the interests and abilities of students that include a wide range of increasingly complex literary and informational texts.	Mini-Lessons Case Studies

• Employ appropriate teaching strategies to develop students' ability to:
  o read and comprehend narrative and informational texts
  o cite specific evidence when offering an oral or written interpretation of a text or making a claim.
  o Write increasingly more sophisticated opinion/persuasive, expository, and narrative texts
  o Adapt their communication in relation to audience, task, purpose, and discipline
	"Reading Lesson" Observation
	Mini-Lessons (writing)
	Job Interview

• Provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. • Approach literacy through an interdisciplinary lens, finding ways to integrate literacy into a variety of subject areas. • Provide opportunities for students to develop oral communication and interpersonal skills. • Encourage students' use of academic language to extend across reading, writing, speaking, and listening. Make language (vocabulary, conventions, and knowledge of language) comprehensible to students. • Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom	Mini-Lessons Literacy Resource Binder Fieldwork Job Interview

• Determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction.
  o Determine whether students are making adequate progress on skills and concepts, and how to use this information to inform instruction
  o Determine the effectiveness of instruction and students proficiency after instructions.
	Case Studies
	Job Interview

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching.	• Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (1.1, 1.3, 1.4, 1.5, 1.6, 1.8) • Cooperating Teacher's mid-term and final evaluations (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8) • Weekly Lesson Plans (1.1, 1.3, 1.4) • Two independently-planned 10-lessons-each complete UNITS (1.1, 1.3, 1.4) • Weekly Reflective Journal (1.1) • Weekly Ideas introduced into classroom (1.3, 1.4) • Weekly discussion with peers in ED 195 Seminar (To a minor extent all components, but certainly 1.4) • Final portfolio (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8) • Letter of introduction and other samples of communication with families included in portfolio (1.2) • Sample complete lesson focusing on Visual & Performing Arts (1.7)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. 2.3 Establish, maintain, and monitor inclusive learning environments. 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.	• Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (2.1, 2.2, 2.3, 2.4, 2.5, 2.6) • Cooperating Teacher's mid-term and final evaluations (2.1, 2.2, 2.3, 2.4, 2.5, 2.6) • Weekly Lesson Plans (To some extent, 2.4) • Two independently-planned 10-lessons-each complete UNITS (To some extent, 2.4) • Weekly Reflective Journal (To some extent, all of these components: 2.1 through 2.6) • Weekly Ideas introduced into classroom (To some extent all of these, but certainly 2.1 through 2.4) • Weekly discussion with peers in ED 195 Seminar (To some extent, all components: 2.1 through 2.6) • Final portfolio (2.1, 2.2, 2.3, 2.4, 2.5, 2.6) • Letter of introduction and other samples of communication with families included in portfolio (2.6, among other possible components)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.	• Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (Components 3.1 through 3.7) • Cooperating Teacher's mid-term and final evaluations (Component 3.1 through 3.7) • Weekly Lesson Plans (Certainly 3.1 through 3.5, and to some potential extent, 3.6 through 3.7) • Two independently-planned 10-lessons-each complete UNITS (Components 3.1 through 3.7) • Weekly Reflective Journal (To some extent, 3.1 through 3.7) • Weekly Ideas introduced into classroom (3.3, 3.6, 3.7) • Weekly discussion with peers in ED 195 Seminar (To a minor extent all of the first seven components, but certainly 3.3) • Final portfolio (All of the first seven components, 3.1 through 3.7)

TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	• Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (All components, 4.1 through 4.8) • Cooperating Teacher's mid-term and final evaluations (All components, 4.1 through 4.8) • Weekly Lesson Plans (To some extent all components, but certainly 4.2, 4.3, 4.4, and 4.6) • Two independently-planned 10-lessons-each complete UNITS (To some extent all components, but certainly 4.2, 4.3, 4.4, and 4.6) • Weekly Reflective Journal (To some extent, all components 4.1 through 4.8) • Weekly Ideas introduced into classroom (Potentially all components, 4.1 through 4.8, to a minor extent) • Weekly discussion with peers in ED 195 Seminar (Potentially all components, 4.1 through 4.8, to a minor extent) • Final portfolio (All components, 4.1 through 4.8)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (5.1, 5.2, 5.5, 5.7, 5.8) • Cooperating Teacher's mid-term and final evaluations (To some extent all components, even those that are not highlighted here, 5.1 through 5.8) • Two independently-planned 10-lessons-each complete UNITS (5.1) • Weekly discussion with peers in ED 195 Seminar (To a minor extent all components, but certainly 1.4) • Final portfolio (To some extent all components, even those that are not highlighted here, 5.1 through 5.8)
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness. 6.3 Establish professional learning goals and make progress to improve. 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms. 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (Components 6.1 through 6.6) • Cooperating Teacher's mid-term and final evaluations (Components 6.1 through 6.6) • Weekly Reflective Journal, including designated Journal assignments on syllabus (Components 6.1 through 6.6) • Weekly discussion with peers in ED 195 Seminar (To a minor extent multiple components, but certainly 6.1, 6.3, 6.6) • Letter of introduction and other samples of communication with families included in portfolio (6.4) • Attend School Board Meeting (6.7) • Final portfolio (Components 6.1 through 6.7)

Program Learning Outcomes for ED 191/196: Student Teaching and Student Teaching Seminar

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching	• Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (1.1, 1.3, 1.4, 1.5, 1.6, 1.8) • Cooperating Teacher's mid-term and final evaluations (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8) • Weekly Lesson Plans (1.1, 1.3, 1.4) • Weekly Reflective Journal (1.1) • Weekly Ideas introduced into classroom (1.3, 1.4) • Weekly discussion with peers in ED 196 Seminar (To a minor extent all components, but certainly 1.4) • Final portfolio (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8) • Letter of introduction and other samples of communication with families included in portfolio (1.2) • 20 Expert Observation notes (1.1-1.8) • Unit Plan (1.1.-1.8) • Parent Contact Log (1.2) • Creative Contributions in Reflections (1.4, 1.5, 1.7)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. 2.3 Establish, maintain, and monitor inclusive learning environments. 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.	• Classroom Management Plan + 1-week and 4-week reflection (2.1-2.6) • Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (2.1, 2.2, 2.3, 2.4, 2.5, 2.6) • Cooperating Teacher's mid-term and final evaluations (2.1, 2.2, 2.3, 2.4, 2.5, 2.6) • Weekly Lesson Plans (To some extent, 2.4) • Two independently-planned 10-lessons-each complete UNITS (To some extent, 2.4) • Weekly Reflective Journal (To some extent, all of these components: 2.1 through 2.6) • Weekly Ideas introduced into classroom (To some extent all of these, but certainly 2.1 through 2.4) • Weekly discussion with peers in ED 195 Seminar (To some extent, all components: 2.1 through 2.6) • Final portfolio (2.1, 2.2, 2.3, 2.4, 2.5, 2.6) • Letter of introduction and other samples of communication with families included in portfolio (2.6, among other possible components) • Parent Contact Log (2.6)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.	• Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (Components 3.1 through 3.7) • Cooperating Teacher's mid-term and final evaluations (Component 3.1 through 3.7) • Weekly Lesson Plans (Certainly 3.1 through 3.5, and to some potential extent, 3.6 through 3.7) • Short Form Lesson Plans (3.1-3.8) • Formal Written Lesson Plans (3.1-3.8) • Unit Plan + reflection (3.1-3.8) • Creative Contributions in Reflections (3.3) • Reflection on equitable access to resources - Jan (3.6) • Student Teaching Binder (3.1) • Weekly discussion with peers in ED 196 Seminar (To a minor extent all of the first seven components, but certainly 3.3) • Final portfolio (3.1-3.8)

TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	• Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (4.1-4.8) • Cooperating Teacher's mid-term and final evaluations (All components, 4.1 through 4.8) • Formal Written Lesson Plans (4.1-4.8) • Short Form Lesson Plans (4.1-4.8) • Unit Plan + reflection (4.1-4.8) • Weekly Reflective Journal (4.1-4.8) • Student Teaching Binder (4.1, 4.2, 4.3) • Creative Contributions in Reflections (4.8) • Weekly Ideas introduced into classroom (Potentially all components, 4.1 through 4.8, to a minor extent) • Weekly discussion with peers in ED 196 Seminar (Potentially all components, 4.1 through 4.8, to a minor extent) • Final portfolio (All components, 4.1 through 4.8)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• Reflection on involving students in self-assessments - March (5.3) • Assessment on 4 Focus Students (5.1, 5.2, 5.3, 5.6, 5.7 5.8) • Student Teaching Binder (5.1, 5.2, 5.3, 5.8) • Examples of a variety of assessments (5.1, 5.2, 5.3) • Use of Report Cards (5.4, 5.5) • Notes on Parent-Teaching Conference (5.1, 5.2) • Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (5.1, 5.2, 5.5, 5.7, 5.8) • Cooperating Teacher's mid-term and final evaluations (To some extent all components, even those that are not highlighted here, 5.1 through 5.8) • Self-Assessment (mid-point and final) (5.3, 5.4) • Unit Plan + Reflection (5.1-5.8) • Weekly discussion with peers in ED 196 Seminar (To a minor extent all components) • Final portfolio (5.1-5.8)
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness. 6.3 Establish professional learning goals and make progress to improve. 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms. 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Weekly Written Reflections (6.1-6.7) • Reflection on recognizing biases – Feb (6.1, 6.2) • Revised Dispositions Paper (6.2) • Creative Contributions in Reflections (6.3) • Letter of introduction and other samples of communication with families included in portfolio (6.4) • Parent Contact Log (6.4) • Student Teaching Binder (6.5) • Induction Meeting at SBCEO (6.3, 6.4, 6.5, 6.6) • In-class discussions on dispositions (6.1, 6.2, 6.3) • Celebration of Teaching (6.1, 6.4, 6.5) • Notes from all school meetings (6.5, 6.6) • Mock Interviews (6.6) • Resume (6.1, 6.3, 6.4) • Supervisor's weekly evaluations and follow-up conversation between supervisor and ST (6.1-6.6) • Cooperating Teacher's mid-term and final evaluations (Components 6.1 through 6.6) • Weekly discussion with peers in ED 196 Seminar (To a minor extent multiple components, but certainly 6.1, 6.3, 6.6) • Attend School Board Meeting (6.7) • Final portfolio (Components 6.1 through 6.7)

Program Learning Outcomes for ED 160/161: Computers for the Classroom Teacher

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop the knowledge, skills, and mindset needed to enrich the teaching/learning process by applying technology. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching.	• Through hands-on interaction with tools, students learn about ways technology can support communication with students, families, and colleagues (1.2, 1.4) • Students examine the role of images to engage learners (1.7)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. 2.3 Establish, maintain, and monitor inclusive learning environments. 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.	• Students discuss technology tools and their instructional value. (2.2) • Students read and discuss how to support students who do not readily have access to technology (2.4)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.	• Students read and discuss ISTE standards – week 1 (3.1) • Course readings & activities address strategies for providing equitable access to all students (3.2, 3.6) • New digital tools introduced weekly (3.7) • Conduct fieldwork observation focusing on equitable access to technology (3.6) • Students develop digital literacy skills through readings, instruction, and in-class activities (3.7, 3.8)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	• Students learn how to use tools to plan instruction (4.6) • Students read & discuss how digital tools support students to access instruction (4.6, 4.8) • New digital tools introduced weekly (4.8) • Students create their own website to communicate their learning (4.8)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• Students set and revise goals based of their self-reflection (5.3) • Students are exposed to digital tools that support assessment analysis and communication of learning outcomes (5.4, 5.5) • Students learn about & practice applying multiple methods of managing records (5.4, 5.5)
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness. 6.3 Establish professional learning goals and make progress to improve. 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms. 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Students set & revise personal technology goals (6.3) • Students read & discuss ethics, copyright, privacy, security, safety, local/state policies for computer use. (6.6) • Students learn how digital tools can be used to communicate effective with colleagues and families (6.4) • Students read and discus aspects of digital citizenship and how this impacts learning. (6.6)

Program Learning Outcomes for ED 172: Children's Literature

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. ==Highlighted TPEs are addressed in this course== and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. ==1.3 Connect subject matter to real-life & provide active learning experiences.== 1.4 Use a variety of instructional strategies to support access to curriculum. ==1.5 Promote students' critical and creative thinking and analysis.== ==1.6 Provide a supportive learning environment for all English Learners.== ==1.7 Incorporate visual and performing arts.== 1.8 Monitor student learning and adjust instruction while teaching.	1.3 Students create a "Prairie Day" to reenact real life experiences from that time. Invite local elementary students to participate in active learning experiences 1.5 Students read and analyze a wide variety children's literature. 1.6 Students are exposed to Hispanic authors and discuss Hispanic culture and impact on English Learners. 1.7 Student projects model the use of various arts, music, dance, and elements of theatre. Dramatized folk-tales demonstrate elements of theatre and a bit of visual art.
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution. practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. ==2.3 Establish, maintain, and monitor inclusive learning environments.== 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.	2.3 By getting acquainted with books for children and young adults representing a variety of ethnic groups, candidates are in a better position to demonstrate this component later, in methods courses and in student teaching.
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.	
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. ==4.2 Apply knowledge of child development to instruction.== 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). ==4.6 Access resources for planning and instruction.== ==4.7 Promote a range of communication strategies and activity modes.== 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	4.2 Throughout the course, lecture, discussion and readings increase students' awareness of child development; students frequently apply in discussion knowledge of child development gained in PSY 115 or other courses. 4.6 Students are introduced to books for a wide developmental range, books that might enrich instruction in each of the K-12 content areas, and books of particular relevant to different ethnicities. 4.7 (minor extent) Student projects model for peers the use of cooking, art, drama, puppetry, music, and dance as applied to particular titles.
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness. 6.3 Establish professional learning goals and make progress to improve. 6.4 Communicate effectively with colleagues, and families to support student learning.	

| | | 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct.
6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms.
6.7 Critically analyze how historical contexts in CA influence school governance & finance. | |

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Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them 1.2 Maintain ongoing communication with students and families 1.3 Connect subject matter to real-life & provide active learning experiences 1.4 Use a variety of instructional strategies to support access to curriculum 1.5 Promote students' critical and creative thinking and analysis 1.6 Provide a supportive learning environment for all English Learners 1.7 Incorporate visual and performing arts 1.8 Monitor student learning and adjust instruction while teaching	ePortfolio: Teaching and Learning (1.1, 1.4) ePortfolio: Content Areas – Visual/Performing Arts (1.7)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction 2.3 Establish, maintain, and monitor inclusive learning environments 2.4 Access resources to support students 2.5 Maintain high expectations for all students with appropriate support 2.6 Communicate classroom routines, procedures, and norms clearly.	
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks 3.2 Use knowledge about students to plan lesson with accommodations 3.3 Plan, design, implement, and monitor instruction with current pedagogy 3.4 Plan effective instruction (individually and through collaboration) 3.5 Incorporate academic language within learning activities 3.6 Use and adapt resources to facilitate equitable access 3.7 Model and develop digital literacy 3.8 Demonstrate knowledge of educational technology standards	ePortfolio: Content Areas (3.1) ePortfolio (3.7, 3.8)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes 4.2 Apply knowledge of child development to instruction 4.3 Design instruction that interconnects content areas 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504) 4.6 Access resources for planning and instruction 4.7 Promote a range of communication strategies and activity modes 4.8 Use digital tools to provide personalize and integrate technology-rich lessons	ePortfolio (4.8)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments 5.2 Collect and analyze assessment data from multiple measures 5.3 Involve students in self-assessment and reflection 5.4 Use technology to support assessment and communication 5.5 Use assessment information in a timely manner 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	ePortfolio (5.3, 5.4, 5.5)
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness 6.3 Establish professional learning goals and make progress to improve 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	ePortfolio: Global Awareness and Diversity (6.2) ePortfolio: Dispositions (6.2, 6.3, 6.5) ePortfolio: Christian Understanding & Practices (6.2) Resume (6.3)

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Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them 1.2 Maintain ongoing communication with students and families 1.3 Connect subject matter to real-life & provide active learning experiences 1.4 Use a variety of instructional strategies to support access to curriculum 1.5 Promote students' critical and creative thinking and analysis 1.6 Provide a supportive learning environment for all English Learners 1.7 Incorporate visual and performing arts 1.8 Monitor student learning and adjust instruction while teaching	• Class 1: Getting to Know You: Name Cards (1.1) • Class 1: Individual Culture Cluster (1.1) • Classes 1 & 8: Rate Your Knowledge (1.1) • Classes 1 & 14: K-W-L-Q (1.1) • Class 10: Participatory ELD Lesson Demos (1.4, 1.6) • Classes 10 & 11: ELD Lesson Analysis (1.6) • Classes 12 & 13: Participatory SDAIE Lesson Demos • (1.1, 1.4, 1.5, 1.6) • Classes 12 and 13: SDAIE Lesson Analysis (1.6) • Final Exam: SDAIE Lesson Analysis (1.6) • SDAIE Analysis Grid (1.1, 1.3, 1.4, 1.5, 1.6) • Final Exam: ELD Lesson Analysis (1.6) • *Note: The course is **very participatory** (1.4, 1.5)*
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction 2.3 Establish, maintain, and monitor inclusive learning environments 2.4 Access resources to support students 2.5 Maintain high expectations for all students with appropriate support 2.6 Communicate classroom routines, procedures, and norms clearly.	• Random seating and interactive learning activities in every class session (2.3) • Collaborative in-class Sorts (2.2 and 2.3) • Factors affecting language development, including affective and socio-cultural (2.1) • Class 2: Language Structures Expert Jigsaw (2.2) • Class 2: Expert Jigsaw Social Skills Assessment (2.2 and 2.3) • Class 8: Affective Filter Hypothesis introduced with note taking graphic organizer. (2.1) • Class 10: Affective Filter: Review Activity (2.1) • Processing the Learning in preparation for the midterm and final exams (2.5) • Midterm and Final Exam Rubrics (2.5) • Final Exam: Lesson Analysis, including Affective Filter (2.1) • *Note: Positive student interaction is modeled throughout the English 106 course (2.2)*
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks 3.2 Use knowledge about students to plan lesson with accommodations 3.3 Plan, design, implement, and monitor instruction with current pedagogy 3.4 Plan effective instruction (individually and through collaboration) 3.5 Incorporate academic language within learning activities 3.6 Use and adapt resources to facilitate equitable access 3.7 Model and develop digital literacy 3.8 Demonstrate knowledge of educational technology standards	• Class 4: Registers (3.5) • Class 4: Speech Acts scripts and analysis • Class 3: Academic Language – Functions, Forms, • & Fluency (3.5) • Class 9: CA-ELD Standards Navigation (3.1) • Class 11: Three Tiers of Academic Vocabulary (3.5) • Class 14: Give One-Get One sentence frames
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes 4.2 Apply knowledge of child development to instruction 4.3 Design instruction that interconnects content areas 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504) 4.6 Access resources for planning and instruction 4.7 Promote a range of communication strategies and activity modes 4.8 Use digital tools to provide personalize and integrate technology-rich lessons	• *Not developmentally appropriate for an undergraduate foundations course…*

TPE 5: Assessing Student Learning	5.1 <mark>Use different types of assessments</mark> 5.2 <mark>Collect and analyze assessment data from multiple measures</mark> 5.3 <mark>Involve students in self-assessment</mark> and reflection 5.4 Use technology to support assessment and communication 5.5 Use assessment information in a timely manner 5.6 Work with specialists to <mark>interpret assessment results for ELs</mark> and students with disabilities 5.7 <mark>Interpret English learners' assessment data</mark> and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• Oral Language Field Assignment (5.2) • Classes 1 & 8: Rate Your Knowledge (5.1) • Classes 1 & 14: K-W-L-Q (5.1) • Class 8: Introduction to CELDT (5.7) • Class 9: ELL Case Studies and Program Models (5.7) • Class 10: Line Ups (5.1) • Class 11: EL Case Studies vis-à-vis CA-ELD Standards (5.6) • Classes 12 & 13: SDAIE Demonstration Lessons (5.1) • Classes 12 & 13: SDAIE Analysis Grid (5.1) • Class 14: Four Corners (5.1) • Class 14: Give One-Get One (5.1) • Final Exam (5.1)
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness 6.3 Establish professional learning goals and make progress to improve 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms 6.7 <mark>Critically analyze how historical contexts in CA influence school governance</mark> & finance.	• Class 8: Standards and Laws • Class 8: Language Policies Historical Timeline Line Up

Program Learning Outcomes for ART 180: Art for Children

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching.	• Written lesson plans that use a variety of instructional strategies to promote creative thinking (1.4, 1.5) • Artist Biography Profile: Assume role of artist and write letter to child to engage them (1.4,1.5) • Written lesson plan that includes SDAIE strategies to support English Learners (1.6) • In-class teaching that includes monitoring and adjusting instruction (1.8)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. 2.3 Establish, maintain, and monitor inclusive learning environments. 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.	• Written lesson plan that includes routines and procedure for creating art (2.6) • In-class teaching that includes communicating expectations, routines, procedures (2.5, 2.6) • In-class teaching that includes using positive intervention to handle misbehavior (2.1) • Written lesson plan that provides access for wide range of students (2.3, 2.4)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.	• Written lesson plan addressing art standards (3.1) • Written lesson plan that provides access for wide range of students (3.2) • Written lesson plan that incorporate current art pedagogy (3.4) • Fieldwork observation in 2 schools (including low-come). Reflection on using and adapting resources to facilitate equitable access to art (3.5) • Journal – Students will keep a journal of effective art techniques (3.4)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	• Written lesson plan that is developmentally appropriate for different grade levels (4.2, 4.4) • Written lesson plan that connects art to another content area (4.3) • Written lesson plan that incorporates art instruction strategies (4.4, 4.6)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures to improve instruc. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• Students reteach a lesson based upon their assessment of student work (5.2)
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness. 6.3 Establish professional learning goals and make progress to improve. 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms. 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Students reteach a lesson based upon their reflection (6.1) • Students reflect, evaluate their own teaching practices, subject matter knowledge, and personal biases – then sets goals (6.1, 6.3) • Journal – Students will keep a journal that includes reflection and goal setting (6.1, 6.3)

Program Learning Outcomes for KNS 155: Movement for Children

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching.	• Students read & discuss movements impact on brain development (1.1) • Lesson Plan and list of ideas: Students plan & teach lessons using a variety of age-appropriate strategies for physical movement. A list of activities is kept for future reference (1.1, 1.4) • Lesson Plan & Presentation: Embedding in each lesson is a statements of how movement enhances confidence and overall well-being (1.3) • Lesson Plan & Presentation: Students plan a lesson that includes movement with performance (1.7)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. 2.3 Establish, maintain, and monitor inclusive learning environments. 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.	• Lesson Plan demonstration: Students communicate expectations for behavior during movement and maintain positive interaction (2.2, 2.3, 2.5, 2.6) • Lesson Plan & Presentation: Embedded in each lesson is a statement of high expectations for living healthy lives (2.5)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.	• Exam: Students demonstrate knowledge of Standards and Framework for Physical Education (3.1) • List of Activities: Students create a list of movement strategies for future classroom (3.3) • Lesson Plan & Demonstration: Students plan & teach stands-based, developmentally-appropriate PE lesson (3.1, 3.3, 3.4) • Lesson Plan: Students explicitly explain accommodations made to include the wide range of students (3.2, 3.6) • Paper: Students write a paper that explains how they will promote a healthy lifestyle (3.1)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	• Lesson Plan & Demonstration: Students plan & teach stands-based, developmentally-appropriate PE lesson (4.2) • Paper: Students write a paper that explains how physical activity improves self-confidence and self-worth (4.2) • In-class movement: Students plan & teach movement activity that enhances a content area (4.3, 4.6) • Lesson Plan: Students plan & teach lessons using a variety of age-appropriate strategies and range of activity modes (4.2, 4.7)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	• Goal Setting: Students design a physical activity goal setting sheet that includes a place for self-reflection (5.3)

TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness. 6.3 Establish professional learning goals and make progress to improve. 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms. 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Goal Setting: Students design a physical activity goal setting sheet for self that includes a place for self-reflection (6.3)

Program Learning Outcomes for KNS 156: Health for the Classroom Teacher		

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching.	• Research & Presentation: Students select a real-life social or health education and communicate knowledge via paper and oral presentation (1.3, 1.5)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. 2.3 Establish, maintain, and monitor inclusive learning environments. 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.	• Movie Review: Students articulate their perspective on race relations and discuss how to create a safe and inclusive learning environments (2.2 2.3) • Reading and discussion of how to maintain high expectations for healthy living (2.5)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.	• Research & Presentation: Students will design curriculum ideas and strategies for teaching health education K-12 (3.1, 3.3, 3.4) • Take home test on California Health Framework (3.1) • Weekly Journal on class topics, including standards, PE framework, and pedagogy (3.1, 3.3) • Quizzes & comprehensive exam: Covers knowledge of PE & health, standards, and frameworks (3.1)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	• Movie Review: Students evaluate primary character(s) from an emotional health viewpoint (4.2)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness. 6.3 Establish professional learning goals and make progress to improve. 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms. 6.7 Critically analyze how historical contexts in CA influence school governance & finance.	• Weekly Journal on class topics and personal responses and goal setting (6.1, 6.3)

Program Learning Outcomes for MU 184: Music for Children

This course contributes to the California Standards of the Teaching Profession and addresses multiple Teaching Performance Expectations, but is especially designed to help candidates preparing to teach in the state of California develop knowledge and skills pertinent to the education of students with special needs, primarily in the context of the regular classroom. Highlighted TPEs are addressed in this course and embedded in assignments and class activities.

Teaching Performance Expectations	Elements (see http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf for fuller descriptions)	Assignments and class activities which link to TPEs
TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts. 1.8 Monitor student learning and adjust instruction while teaching.	• Students read & discuss music's impact on brain development (1.1) • Students engage in song experience games of English language folk literature (1.3, 1.6) • Students read and discuss modalities of learning (including music) to engage students (1.4. 1.6, 1.7) • Recorder: Students learn to play recorder as an inexpensive tool for future students (1.4, 1.7) • Book Report & Presentation: Students summarize a book (with music theme) highlights creative thinking (1.5, 1.7) • Presentation: Students demonstrate a music education method (1.7) • Students learn to dance several folk dances (1.7) • Students create and perform mini-operas (1.7)
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. 2.3 Establish, maintain, and monitor inclusive learning environments. 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.	• Presentation: Students demonstrate a music education method, explaining routines, procedures and norms to use instruments (2.4 2.6) • Participation in song experience games that promote pro-social behaviors (2.2)
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.	• Book Report & Presentation: Students summarize a book (with human development, psychology, or neuroscientific themes) and relates book to "Education through Music" (3.1) • Students create and perform mini-operas (3.1) • Students learn several folk dances (3.1) • Students engage in song experience games at each class to acquire knowledge of music games, individuation of levels, and accommodations (3.1, 3.2, 3.3) • Presentation: Students plan & demonstrate a music education method that includes accommodations (3.2, 3.3, 3.4, 3.6)
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalize and integrate technology-rich lessons.	• Students read & discuss music's impact on brain development (4.2) • Book Report & Presentation: Students summarize a book (with music theme) and relates book to child development (4.2) • Presentation: Students access resources to demonstrate a music education method (4.6) • Students learn differing styles of language for communication through playing song experience games, and differing levels of activity and complexity and how to apply to different learners (4.7)
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.	

| TPE 6: Developing as a Professional Educator | 6.1 Reflect on one's teaching to improve student learning.
6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness.
6.3 <mark>Establish professional learning goals and make progress to improve.</mark>
6.4 Communicate effectively with colleagues, and families to support student learning.
6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct.
6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms.
6.7 Critically analyze how historical contexts in CA influence school governance & finance. | • Fieldwork Observations: Students observe in 4 classes and write a reflective response that includes goal setting (6.3) |