

## PK-3 Early Childhood Education Specialist Instruction Teaching Performance Expectations Course Matrix

In the matrix below, denote the candidates' opportunity to learn, apply, and be assessed on the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, indicate – using an I, P, or A – when the program/candidate introduces (I), practices (P), and assesses (A) each competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. Please identify only the best example(s), up to four (4) for each I, P, and A.

| Domain 1: Engaging and Supporting All Young Children in Learning   | <a href="#">EDUC 426PK<br/>Introductory Teaching Practices (Prerequisite)</a> | <a href="#">EDUC 400PK Early Development &amp; Inquiry- Based Learning</a>   | <a href="#">EDUC 401PK Creating Culturally Responsive Classroom Communities</a>   | <a href="#">EDUC 403PK Self-Care &amp; Professional Effectiveness</a>              | <a href="#">EDUC 425PK Development of Early Literacy</a>    | <a href="#">EDUC 492PK Math &amp; Science</a>                  | <a href="#">EDUC 497PK Introductory Student Teaching</a>  | <a href="#">EDUC 498PK Advanced Supervised Teaching</a>   |
|--|---|--|---|--|---|--|---|---|
| 1.1. Demonstrate knowledge of the range and characteristics of typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social, emotional, linguistic, and physical) and use that knowledge to engage and support all children in learning. |   | <p><b>I</b><br/><a href="#">Week 2 Read: OER Resource</a><br/><a href="#">Week 4 Read: Chapter 1&amp;3</a></p> <p><b>P</b><br/><a href="#">Week 2 Discussion</a><br/><a href="#">Week 4 Discussion</a></p> <p><b>A</b><br/><a href="#">Week 2 Quiz</a><br/><a href="#">Week 4 Quiz</a><br/><a href="#">Week 8 Reflection</a></p> | <p><b>I</b><br/><a href="#">Provocation Assignment: Step 1</a><br/><a href="#">Running Record of observation</a></p>  | <p><b>I, P, A</b><br/><a href="#">Mindfulness for Parent night: Assignment</a></p> |   |  | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>P</b><br/><a href="#">Week 2, 3, 4, 5, 6 &amp; 7 assignments</a><br/><a href="#">Week 1-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| 1.2. Demonstrate and use knowledge about children's assets, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning.  |   | <p><b>I</b><br/><a href="#">Week 4 Read: Chapter 1&amp;3</a></p> <p><b>P</b><br/><a href="#">Week 5 Discussion</a></p> <p><b>A</b><br/><a href="#">Week 5 Quiz</a></p>   | <p><b>I</b><br/><a href="#">p.3-5 Text</a></p> <p><b>P</b><br/><a href="#">Provocation Assignment: Step One KWL Chart</a></p> <p><b>A</b><br/><a href="#">Provocation Assignment Step Three</a></p> | <p><b>I, P, A</b><br/><a href="#">Mindfulness for Parent night: Assignment</a></p> | <p><b>P</b><br/><a href="#">Co-Teaching Lesson Plan</a></p> | <p><b>P</b><br/><a href="#">Inquiry Based Lesson Plans</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p>   | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p>   |

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|--|---|---|--|---|---|--|--|---|
| 1.3. Demonstrate and apply knowledge of the integral role and effects of children's interpersonal relationships (e.g., peers, school staff, parents/guardians, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning. |   | I<br><a href="#">Week 3 Read: Chapter 2</a><br><br>P<br><a href="#">Week 3 Discussion</a><br><br><a href="#">Week 5 Discussion</a>                                  | I<br><a href="#">Article read &amp; Discussion : The Japanese Preschool's Pedagogy of Feeling: Cultural Strategies for Supporting Young Children's Emotional Development</a> | I<br><a href="#">Chapter readings Lectures Teacher and Family Relationships</a> |   | P<br><a href="#">Week 3 Discussion and Readings</a>  | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | P<br><a href="#">Week 3, 4 assignments Week 1-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> |
| 1.4. Connect learning to meaningful and relevant contexts in the lives of children and facilitate both child and teacher-initiated active learning experiences which engage children's interests to deepen and extend their learning.                              |   | I<br><a href="#">Week 4 Read: Chapter 1&amp;3</a><br><br>P<br><a href="#">Week 4 Discussion</a>   | I<br><a href="#">Provocation Assignment Step 1</a><br><br>P<br><a href="#">Provocation Assign. Step 2</a><br><br>A<br><a href="#">Provocation Assignment Step 3</a>          |   | P<br><a href="#">Literacy Lesson Plan</a>   | P<br><a href="#">Week 4 Discussion and Readings</a><br><br>A<br><a href="#">Inquiry Based Lesson Plans</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>   | A<br><a href="#">Lesson Plan &amp; Observation</a>  |
| 1.5. Engage and collaborate in partnership with families/guardians to support children's development and learning in a culturally responsive, respectful, and interactive manner.  |   | I<br><a href="#">Week 3 Read: Chapter 2</a><br><br>P<br><a href="#">Week 3 Discussion; Week 5 Discussion</a><br><br>A<br><a href="#">Quiz Sheet; Week 4; Week 5</a> | I<br><a href="#">Read ch 3 of Odhiambo E., Nelson, L., &amp; Chrisman, J.)</a><br><br>P<br><a href="#">In-class activity: Creating Partnerships with Families</a>            | I<br><a href="#">Chapter readings Lectures Teacher and Family Relationships</a> |   |  | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>  |
| 1.6. Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children.  |   | I<br><a href="#">Week 6 Read: Chapter 6&amp;7</a><br><br>P<br><a href="#">Week 6 Discussion</a>   |  |   | I<br><a href="#">Case Study</a><br><br>P<br><a href="#">Co-Teaching Lesson Plan</a><br><br><a href="#">Case Study</a> | P<br><a href="#">Fieldwork and reflection</a><br><br>A<br><a href="#">Inquiry Based Lesson Plans</a>       | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>  |

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|--|---|---|---|---|--|---|---|---|
| 1.7. Promote children’s thinking (e.g., creative, concrete, abstract, critical) through developmentally appropriate activities, including play-based learning activities, that provide opportunities for children to engage in effective expression, inquiry, problem solving, and reflection on their learning. |   | <p><b>I</b><br/><a href="#">Week 6 Read: Chapter 6&amp;7</a></p> <p><b>P</b><br/><a href="#">Week 7 Discussion</a><br/><a href="#">Week 7 Submit all Lesson Plans</a><br/><a href="#">Discussion Forum</a><br/>(Week 4)</p> | <p><b>A</b><br/><a href="#">Provocation Assignment Step Four Reflection</a></p> |   |  | <p><b>I</b><br/><a href="#">Week 2 &amp; 7 Class Discussion and Readings</a></p> <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a></p> | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>P</b><br/><a href="#">Week 3, 4 assignments</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

| Domain 2: Creating and Maintaining Effective Environments for Children’s Development and Learning   | <a href="#">EDUC 426PK<br/>Introductory Teaching Practices (Prerequisite)</a> | <a href="#">EDUC 400PK Early Development &amp; Inquiry- Based Learning</a> | <a href="#">EDUC 401PK Creating Culturally Responsive Classroom Communities</a>  | <a href="#">EDUC 403PK Self-Care &amp; Professional Effectiveness</a> | <a href="#">EDUC 425PK Development of Early Literacy</a>                           | <a href="#">EDUC 492PK Math &amp; Science</a>                | <a href="#">EDUC 497PK Introductory Student Teaching</a>   | <a href="#">EDUC 498PK Advanced Supervised Teaching</a>  |
|---|---|--|--|---|--|--|--|--|
| 2.1. Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children’s development and learning.         |   | <p><b>I</b><br/><a href="#">Week 3 Read: Chapter 2</a></p>                 | <p><b>I</b><br/><a href="#">Ch 3 of Odhiambo text</a></p> <p><b>P</b><br/><a href="#">In-class activity “Creating Partnerships w/Families”</a></p> <p><b>A</b><br/><a href="#">Completed “Culturally Responsive Classroom “ assignment</a></p> <p><b>I, P</b><br/><a href="#">Ch 4 – 6 Curtis &amp; Carter</a></p> |   | <p><b>P</b><br/><a href="#">Classroom Management Plan and Article Analysis</a></p> | <p><b>P</b><br/><a href="#">Fieldwork and reflection</a></p> | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a><br/><a href="#">Week 8 Classroom management plan</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>P</b><br/><a href="#">Lesson Plan</a></p> <p><b>A</b><br/><a href="#">Observation</a></p>  |
| 2.2. Create a positive classroom climate by building rapport and a caring relationship with children and showing respect for children’s perspectives, identities, and home languages, providing assistance when needed, recognizing their work and accomplishments. |   |  | <p><b>I</b><br/><a href="#">Read Ch 11, Curtis &amp; Carter children’s Ideas” children’s Ideas”</a></p>  | <p><b>I</b><br/><a href="#">Teacher and Family Relationships</a></p>  | <p><b>I</b><br/><a href="#">Classroom Management Plan and Article Analysis</a></p> | <p><b>P</b><br/><a href="#">Fieldwork and reflection</a></p> | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a><br/><a href="#">Week 8 Classroom management plan</a></p>   | <p><b>P</b><br/><a href="#">Week 2, 3, 4 assignment</a><br/><a href="#">Week 1-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

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|---|---|---|---|--|---|---|---|--|
| 2.3. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning.   | I<br><a href="#">Week 3 Readings and class discussion</a>                     | P<br><a href="#">Journal</a> (Week 5)                                     | I<br><a href="#">Read: Chapter 3, (Odhiambo) Child Development, Families, and Communities in the Social Studies Context Component 3 of A Culturally Responsive classroom environment In-class group work</a><br><br><a href="#">Ch. 10 Curtis &amp; Carter (assessing your environment)</a> | I<br><a href="#">Collaborate with Colleagues in Related Fields</a>   | P<br><a href="#">Co-Teaching Lesson Plan</a>                        |   | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><a href="#">Week 8 Classroom management plan</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>   |
| 2.4. Promote positive relationships and effective learning for all children by creating culturally and linguistically responsive, flexible learning environments and establishing classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians.  |   |   | I<br><a href="#">Ch. 3 of Odhiambo text</a><br><br><a href="#">Ch 4 – 6 Curtis &amp; Carter</a><br><br>P, A<br><a href="#">A Completed Culturally classroom assignment &amp; presentation to peers</a>  | I<br><a href="#">Ch 2</a>  | I<br><a href="#">Classroom Management Plan and Article Analysis</a> | P<br><a href="#">Fieldwork and reflection</a>   | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><a href="#">Week 8 Classroom management plan</a>   | P<br><a href="#">Week 2, 3, 4 assignment</a><br><a href="#">Week 1-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> |
| 2.5. Nurture children's positive and developmentally appropriate social behavior, self-regulation, and social emotional development, including emotional literacy, by modeling and using respectful language to communicate and encourage positive student-to-student and student-to-teacher interactions.  |   |   |   | I<br><a href="#">Ch. 1 text</a><br><br>A<br><a href="#">Candidates share a personal goal during presentation of Connecting Self-Care to Classroom assignment</a> | I<br><a href="#">Classroom Management Plan and Article Analysis</a> | P<br><a href="#">Fieldwork and reflection</a>   | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><a href="#">Week 8 Classroom management plan</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>   |
| 2.6. Establish, maintain, and monitor inclusive learning environments that are safe (e.g., physically and emotionally) and foster a caring community where each child is treated fairly and respectfully by adults and peers by using positive interventions and supports (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices). |   | P<br><a href="#">Assignment Sheet - lesson plan format</a>                | I, P<br><a href="#">Provocation Assignment (step 2)</a><br><br>I, P, A<br><a href="#">Culturally Responsive Environment Plan</a>  | I<br><a href="#">Peer Collaboration Reading</a>  | I<br><a href="#">Classroom Management Plan and Article Analysis</a> | I<br><a href="#">Weeks 13 &amp; 14 Class Presentation and Discussion</a><br><br>P<br><a href="#">Fieldwork and reflection</a> | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><a href="#">Week 8 Classroom management plan</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | P<br><a href="#">Week 2, 3, 4 assignment</a><br><a href="#">Week 1-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> |

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|--|--|---|---|---|---|---|---|---|
| 2.7. Identify and access resources that provide inclusive support for all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse). |  |   |   | <p><b>I</b><br/><a href="#">Ch 1 text</a></p> <p><b>I, P</b><br/><a href="#">Resources for Families: In-Class activity</a></p> <p><a href="#">Collaborate with Colleagues in Related Fields</a></p> |   |   | <p><b>I</b><br/><a href="#">Mandated Reporter Training</a></p> <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a><br/><a href="#">Week 8 Classroom management plan</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>P</b><br/><a href="#">Week 2, 3, 4 assignment</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

| Domain 3: Understanding and Organizing Core Curriculum for Children's Learning   | <a href="#">EDUC 426PK</a><br><a href="#">Introductory Teaching Practices (Prerequisite)</a> | <a href="#">EDUC 400PK Early Development &amp; Inquiry-Based Learning</a> | <a href="#">EDUC 401PK Creating Culturally Responsive Classroom Communities</a>  | <a href="#">EDUC 403PK Self-Care &amp; Professional Effectiveness</a> | <a href="#">EDUC 425PK</a><br><a href="#">Development of Early Literacy</a>   | <a href="#">EDUC 492PK Math &amp; Science</a>   | <a href="#">EDUC 497PK</a><br><a href="#">Introductory Student Teaching</a>   | <a href="#">EDUC 498PK</a><br><a href="#">Advanced Supervised Teaching</a> |
|--|--|---|--|---|---|---|---|--|
| 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning. |  | <p><b>I</b><br/><a href="#">Week 3 Read: Chapter 2</a></p>                | <p><b>A</b><br/><a href="#">Provocation Assignment Step 2</a></p> <p><b>I</b><br/><a href="#">Lectures Weeks 4 &amp; 5 Review of Standards</a></p> |   | <p><b>I</b><br/><a href="#">Week 2 Class Discussion and Readings</a></p> <p><b>P</b><br/><a href="#">Literacy Lesson Plan</a></p> | <p><b>P</b><br/><a href="#">Classroom Resource Project</a></p> <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a></p> | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p>          |

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| 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards – within and across the core curriculum, including a focus on language, literacy, and mathematics.   |  | I<br><a href="#">Week 3 Read: Chapter 2</a><br><br>P<br><a href="#">Week 3 Discussion</a><br><br>A<br><a href="#">Week 3 Quiz</a>   | I<br><a href="#">Lectures Weeks 4 &amp; 5 Review of Standards</a> |   | I<br><a href="#">Co-Teaching Lesson Plan</a><br><br>P<br><a href="#">Literacy Lesson Plan</a>           | P<br><a href="#">Classroom Resource Project</a><br><br>A<br><a href="#">Inquiry Based Lesson Plans</a> | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>   |
| 3.3. Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core curriculum.   |  |   | I<br><a href="#">Culturally Responsive Environment Plan</a>       |   | I<br><a href="#">Co-Teaching Lesson Plan</a>  |  | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | P<br><a href="#">Week 2, 3, 4, 5</a><br><b>Error! Bookmark not defined.</b><br><a href="#">Week 1-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a>                                |
| 3.4. Set individualized goals and objectives for content learning and make appropriate instructional adaptations to promote access to the core curriculum for all children.  |  | I<br><a href="#">Week 6 Read: Chapter 6&amp;7</a><br><br>P<br><a href="#">Week 6 Discussion</a><br><br>A<br><a href="#">Week 6 Quiz</a> and <a href="#">Lesson Plans</a>  |   |   | I<br><a href="#">Weeks 4&amp;5 Class Discussion and Readings</a><br><br>P<br><a href="#">Case Study</a> | A<br><a href="#">Assessment Project</a>  | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | P<br><a href="#">Week 2, 3, 4, 5</a><br><b>Error! Bookmark not defined.</b><br>A<br><a href="#">Lesson Plan &amp; Observation</a>  |
| 3.5. Promote core curriculum knowledge in all children, including monolingual and multi-lingual children, children with disabilities and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development. |  | I<br><a href="#">Week 6 Read: Chapter 6&amp;7</a><br><br>P<br><a href="#">Week 6 Discussion; Journal</a> (Week 6);<br><a href="#">Activity Sheet</a> (Week 6)<br><br>A<br><a href="#">Week 6 Quiz</a> and <a href="#">Lesson Plans; Quiz Sheet</a> (Week 6)<br><a href="#">Assignment Sheet (Lesson Plan – Step 2 – Planning; Rubric)</a> |   |   | I<br><a href="#">Week 11 Class Discussion and Readings</a>  | P<br><a href="#">Assessment Project</a>  | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | P<br><a href="#">Week 2, 3, 4, 5</a><br><b>Error! Bookmark not defined.</b><br><a href="#">Week 6 &amp; 7 assignment</a><br><a href="#">Week 4 journal</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> |

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|--|--|---|---|---|---|---|---|--|
| 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• using developmentally appropriate instructional technology,</li> <li>• applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression,</li> <li>• using Multi-Tiered System of Supports (MTSS), including assistive technology</li> </ul> |  | I<br><a href="#">Week 6 Read: Chapter 6&amp;7</a>   |   |   | I<br><a href="#">Week 1 class presentation and discussion</a>               | P<br><a href="#">Mathematical Models Presentation</a> | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>   |
| 3.7. Model and promote critical digital literacy and digital citizenship where developmentally appropriate by applying the principles of the internationally recognized International Society of Technology in Education (ISTE) standards to engage children and support multiple ways to demonstrate their learning.  |  | I<br><a href="#">Week 3 Read: ISTE link</a><br><br>A<br><a href="#">Quiz Sheet</a> (Week 3) |   |   | I<br><a href="#">Week 4 Discussion and Readings</a>                         | P<br><a href="#">Mathematical Models Presentation</a> | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | P<br><a href="#">Week 7 journal reflection</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> |

| Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children   | <a href="#">EDUC 426PK</a><br><a href="#">Introductory Teaching Practices (Prerequisite)</a> | <a href="#">EDUC 400PK</a> Early Development & Inquiry-Based Learning                          | <a href="#">EDUC 401PK</a> Creating Culturally Responsive Classroom Communities   | <a href="#">EDUC 403PK</a> Self-Care & Professional Effectiveness | <a href="#">EDUC 425PK</a><br><a href="#">Development of Early Literacy</a>                   | <a href="#">EDUC 492PK</a> Math & Science  | <a href="#">EDUC 497PK</a><br><a href="#">Introductory Student Teaching</a>   | <a href="#">EDUC 498PK</a><br><a href="#">Advanced Supervised Teaching</a>  |
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| 4.1. Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.   |  | I<br><a href="#">Week 2 Read: OER Resource</a><br><br>P<br><a href="#">Week 4 Discussion 2</a> | I, P<br><a href="#">Provocation assignment: template &amp; writing objectives</a><br><br>A<br><a href="#">Provocation Assignment completed</a><br><a href="#">Step 4-reflection &amp; presentation</a>  |   | I<br><a href="#">Co-Teaching Lesson Plan</a><br><br>P<br><a href="#">Literacy Lesson Plan</a> | P<br><a href="#">Explore Science Demo</a><br><br>A<br><a href="#">Inquiry Based Lesson Plans</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>  | A<br><a href="#">Lesson Plan &amp; Observation</a>  |
| 4.2. Ensure opportunities for both teacher- and child-initiated experiences that are engaging for young children and that contribute to children's content knowledge, language development, and social, emotional growth.  |  |  | I<br><a href="#">Provocation Assignment (completed)</a><br><br><a href="#">Read: Implementing DAP</a><br><br>I, P<br><a href="#">Provocation assignment: template &amp; writing objectives</a><br><br>A<br><a href="#">Provocation Assignment completed</a> |   | I<br><a href="#">Co-Teaching Lesson Plan</a><br><br>P<br><a href="#">Literacy Lesson Plan</a> |  | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | P<br><a href="#">Week 2, 3, 4, 5, 6 &amp; 7 assignments</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> |
| 4.3. Provide learning experiences, including those that may be informed by parents/guardians, that incorporate and help validate children's backgrounds (e.g., cultural, linguistic, ethnic, economic, gender), as well as their diverse learning preferences, skills, and levels of social development to meet children's individual needs. |  |  | P<br><a href="#">In-class activity: Start on Provocation assignment in a small group: provocation planning template</a>   |   | I<br><a href="#">Week 1 class presentation and discussion</a>                                 | I<br><a href="#">Weeks 13 &amp; 14 Class Presentation and Discussion</a>                         | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>  |

| Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children   | <a href="#">EDUC 426PK<br/>Introductory Teaching<br/>Practices (Prerequisite)</a> | <a href="#">EDUC 400PK Early<br/>Development &amp; Inquiry-<br/>Based Learning</a>  | <a href="#">EDUC 401PK Creating<br/>Culturally Responsive<br/>Classroom Communities</a> | <a href="#">EDUC 403PK Self-Care &amp;<br/>Professional Effectiveness</a>    | <a href="#">EDUC 425PK<br/>Development of Early<br/>Literacy</a>             | <a href="#">EDUC 492PK Math &amp;<br/>Science</a>   | <a href="#">EDUC 497PK<br/>Introductory Student<br/>Teaching</a>   | <a href="#">EDUC 498PK<br/>Advanced<br/>Supervised Teaching</a>   |
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| 4.4. Provide opportunities for children to express their needs and to successfully participate in activities/lessons based on education plans (e.g., IEP and 504 plans) within the general education classroom setting to promote learning and social, emotional development.  |   |   |   | <a href="#">I<br/>Weeks 4 &amp; 5 Class<br/>Discussions and<br/>Readings</a> | <a href="#">I<br/>Week 10 Class<br/>Discussion and<br/>Readings</a>          | <a href="#">P<br/>Week 3, 4, &amp; 5<br/>Week 2-8<br/>journal<br/>reflections<br/>Discussion Post<br/><br/>Inquiry Based<br/>Lesson Plans</a> | <a href="#">A<br/>Lesson Plan &amp;<br/>Observation</a>  |   |
| 4.5. Integrate movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children's development.   |   | <a href="#">I<br/>Week 4: Reading<br/>Week 4: Curriculum<br/>Plan #1<br/><br/>P<br/>Week 4 Discussion<br/><br/>Activity Sheet (Week 4)<br/><br/>Assignment Sheet<br/>(Lesson Plan – Step 2 –<br/>Planning)<br/><br/>A<br/>Quiz Sheet (Week 4)</a> |   |  |  | <a href="#">I<br/>Week 8 Reading<br/>and Discussion</a>   | <a href="#">P<br/>Week 3, 4, &amp; 5 Discussion Post<br/>Week 2-8 journal reflections<br/><br/>A<br/>Lesson Plan &amp;<br/>Observation</a> | <a href="#">A<br/>Lesson Plan &amp;<br/>Observation</a>   |
| 4.6. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich activities/lessons to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning. |   | <a href="#">I<br/>Week 4: Reading<br/><br/>Week 3 Reading<br/><br/>P<br/>Activity Sheet (Week 3)<br/><br/>A<br/>Assignment Sheet (Part<br/>A – Curriculum Plan #3)</a>  |   |  | <a href="#">I<br/>Week 4<br/>Discussion and<br/>Readings</a>                 | <a href="#">P<br/>Mathematical<br/>Models<br/>Presentation</a>  | <a href="#">P<br/>Week 3, 4, &amp; 5 Discussion Post<br/>Week 2-8 journal reflections<br/><br/>A<br/>Lesson Plan &amp;<br/>Observation</a> | <a href="#">P<br/>Week 2, 3, 4, 5, 6 &amp; 7<br/>assignments<br/>Week 6 journal<br/>reflection<br/><br/>A<br/>Lesson Plan &amp;<br/>Observation</a> |
| 4.7. Plan and adapt developmentally, linguistically, and culturally responsive learning activities/lessons, instructional materials, and resources for all children including mono- and multi-lingual learners to provide access to the core curriculum.   |   | <a href="#">I<br/>Week 3 Read: Chapter<br/>2<br/><br/>A<br/>Week 6 Lesson Plans<br/><br/>Assignment Sheet<br/>(Lesson Plan Rubric)</a>  |   |  | <a href="#">I<br/>Fieldwork Logs<br/><br/>P<br/>Literacy Lesson<br/>Plan</a> | <a href="#">I<br/>Weeks 13 &amp; 14<br/>Class<br/>Presentation<br/>and Discussion</a>   | <a href="#">P<br/>Week 3, 4, &amp; 5 Discussion Post<br/>Week 2-8 journal reflections<br/><br/>A<br/>Lesson Plan &amp;<br/>Observation</a> | <a href="#">P<br/>Week 2, 3, 4, 5, 6 &amp; 7<br/>assignments<br/><br/>A<br/>Lesson Plan &amp;<br/>Observation</a>                                   |

| Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children  | <a href="#">EDUC 426PK<br/>Introductory Teaching Practices (Prerequisite)</a> | <a href="#">EDUC 400PK Early Development &amp; Inquiry-Based Learning</a> | <a href="#">EDUC 401PK Creating Culturally Responsive Classroom Communities</a> | <a href="#">EDUC 403PK Self-Care &amp; Professional Effectiveness</a> | <a href="#">EDUC 425PK<br/>Development of Early Literacy</a> | <a href="#">EDUC 492PK Math &amp; Science</a> | <a href="#">EDUC 497PK<br/>Introductory Student Teaching</a>  | <a href="#">EDUC 498PK<br/>Advanced Supervised Teaching</a>  |
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| 4.8. Apply information based on observation as well as information that may be provided by parents/guardians about children's current levels of development, language proficiency, cultural background, content-specific learning goals and needs, and assessment data to plan and implement daily learning activities. |   | <b>I</b><br><a href="#">Week 5: Reading</a>                               |   |   | <b>I</b><br><a href="#">Case Study</a>                       |   | <b>P</b><br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> | <b>P</b><br><a href="#">Week 3, 4 assignments</a><br><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> |

| Domain 5: Assessing and Documenting Children's Development and Learning   | <a href="#">EDUC 426PK<br/>Introductory Teaching Practices (Prerequisite)</a> | <a href="#">EDUC 400PK Early Development &amp; Inquiry-Based Learning</a> | <a href="#">EDUC 401PK Creating Culturally Responsive Classroom Communities</a> | <a href="#">EDUC 403PK Self-Care &amp; Professional Effectiveness</a> | <a href="#">EDUC 425PK<br/>Development of Early Literacy</a>  | <a href="#">EDUC 492PK Math &amp; Science</a>  | <a href="#">EDUC 497PK<br/>Introductory Student Teaching</a>  | <a href="#">EDUC 498PK<br/>Advanced Supervised Teaching</a>   |
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| 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time. |   |   |   |   | <b>I</b><br><a href="#">Week 10 Class Discussion and Readings</a><br><br><b>P</b><br><a href="#">Case Study</a> | <b>I</b><br><a href="#">Week 5 Class Discussion and activities</a><br><br><b>A</b><br><a href="#">Assessment Project</a> | <b>P</b><br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><br><a href="#">Week 2-8 journal reflections</a><br><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> | <b>P</b><br><a href="#">Week 2, 3, 4, 5, 6 &amp; 7 assignments</a><br><br><a href="#">Week 5 Journal</a><br><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> |
| 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.  |   |   | <b>I</b><br><a href="#">Provocation Assignment: Step One</a>                    |   | <b>I</b><br><a href="#">Week 10 Class Discussion and Readings</a><br><br><b>P</b><br><a href="#">Case Study</a> | <b>P</b><br><a href="#">Assessment Project</a>   | <b>P</b><br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a>   | <b>P</b><br><a href="#">Week 2, 3, 4, 5, 6 &amp; 7 assignments</a><br><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a>                                       |

| Domain 5: Assessing and Documenting Children's Development and Learning   | EDUC 426PK<br><a href="#">Introductory Teaching Practices (Prerequisite)</a>  | EDUC 400PK Early Development & Inquiry-Based Learning | EDUC 401PK Creating Culturally Responsive Classroom Communities   | EDUC 403PK Self-Care & Professional Effectiveness | EDUC 425PK<br><a href="#">Development of Early Literacy</a>                                       | EDUC 492PK Math & Science  | EDUC 497PK<br><a href="#">Introductory Student Teaching</a>   | EDUC 498PK<br><a href="#">Advanced Supervised Teaching</a>  |
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| 5.3. Analyze and interpret formative and summative assessment data to determine children's progress toward meeting learning goals.  |   |   |   |   | I<br><a href="#">Week 10 Class Discussion and Readings</a><br><br>P<br><a href="#">Case Study</a> | I<br><a href="#">Week 5 Class Discussion and activities</a><br><br>P<br><a href="#">Assessment Project</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>  | P<br><a href="#">Week 6 &amp; 7 assignment</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a>              |
| 5.4. Apply assessment data and information from children's IEP, and/or 504 plans to establish learning goals and to differentiate and adapt instruction.  |   | I<br><a href="#">Week 6: Readings</a>                 |   |   | I<br><a href="#">Week 4 Discussion and Readings</a>   | P<br><a href="#">Explore Science Demo</a>  | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post Observation</a>   | P<br><a href="#">Week 6 &amp; 7 assignment</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a>              |
| 5.5. Collaborate with specialists to interpret assessment results from formative and summative assessments to appropriately identify monolingual and multilingual children, as well as children with language or other disabilities.              | I<br><a href="#">Week 3 Readings and class discussion</a><br><br><a href="#">Multilingual Development : Promoting Multiliteracy</a> |   |   |   | A<br><a href="#">Case Study</a>   | P<br><a href="#">Assessment Project</a>  | P<br><a href="#">Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a>     | A<br><a href="#">Lesson Plan &amp; Observation</a>  |
| 5.6. Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback. |   |   | I<br><a href="#">Power Point: Flexible Environment</a><br><br>P<br><a href="#">In-class Activity: last slide on power point</a> |   | I<br><a href="#">Week 12 Discussion and activities</a><br><br>A<br><a href="#">Case Study</a>     | I<br><a href="#">Week 5 Class Discussion and activities</a><br><br><a href="#">Self Assessment</a>         | P<br><a href="#">Lesson Plan Supervisor Observation</a>   | P<br><a href="#">Week 2, 3, 4, 5, 6 &amp; 7 assignments</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> |
| 5.7. Communicate assessment information in an appropriate and timely manner to assist families/guardians in understanding children's progress in meeting social, emotional, content-specific, and language development goals.                     | I<br><a href="#">Week 5 Readings and Discussion/ Assessment and Parent/ Guardian Communication</a>                                  | P<br><a href="#">Activity Sheet (Week 4)</a>          | P<br><a href="#">In-class activity: Assessment in Kindergarten: Meeting children where they are</a>                             |   | I<br><a href="#">Week 10 Class Discussion and Readings</a><br><br>A<br><a href="#">Case Study</a> |  | P<br><a href="#">Week 8 Classroom management plan</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>  |

| Domain 6: Developing as a Professional Early Childhood Educator  | <a href="#">EDUC 426PK<br/>Introductory Teaching Practices<br/>(Prerequisite)</a> | <a href="#">EDUC 400PK Early Development &amp; Inquiry-Based Learning</a> | <a href="#">EDUC 401PK Creating Culturally Responsive Classroom Communities</a>   | <a href="#">EDUC 403PK Self-Care &amp; Professional Effectiveness</a>   | <a href="#">EDUC 425PK<br/>Development of Early Literacy</a>                       | <a href="#">EDUC 492PK Math &amp; Science</a>                                     | <a href="#">EDUC 497PK<br/>Introductory Student Teaching</a>  | <a href="#">EDUC 498PK<br/>Advanced Supervised Teaching</a>       |
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| 6.1. Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.   |   |   | <p><b>I</b><br/><a href="#">Lecture on Reflective Practices</a></p> <p><b>P</b><br/><a href="#">Provocation Assignment Step 4</a></p> <p><b>A</b><br/><a href="#">Completed Provocation Assignment</a></p>            | <p><b>I &amp; P</b><br/><a href="#">PPT lecture: Emotional Self-Care Self-care Assessment Tool</a><br/>Personal Bias's</p> <p><b>P &amp; A</b><br/><a href="#">SMART goals worksheet</a></p> <p><b>P &amp; A</b><br/><a href="#">Completed Self-Care Plan plus presentation</a></p> | <p><b>I</b><br/><a href="#">Fieldwork Logs</a></p>                                 | <p><b>P</b><br/><a href="#">Fieldwork and reflection</a></p>                      | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p>   | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| 6.2. Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning.                             |   |   | <p><b>I</b><br/><a href="#">Ch. 8 &amp; 9 pages 224-231</a></p> <p><a href="#">Discussion Week 1</a><br/><a href="#">Discussion Week 2</a></p> <p><b>P &amp; A</b><br/><a href="#">Completed Environment Plan</a></p> | <p><b>I &amp; P</b><br/><a href="#">Exploring Bias's Further (in-class activity)</a></p> <p><b>A</b><br/><a href="#">Professional Development Lit. Review &amp; Reflection</a></p>  |  | <p><b>I</b><br/><a href="#">Week 14 Classroom presentation and discussion</a></p> | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| 6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children. |   |   | <p><b>I</b><br/><a href="#">Read: Ch 10 (Curtis &amp; Carter)</a><br/><a href="#">In-class activity</a></p> <p><b>A</b><br/><a href="#">Completed Environment Plan Assignment</a></p>                                 | <p><b>I</b><br/><a href="#">Chapter Readings &amp; lectures 1–7</a></p> <p><b>P</b><br/><a href="#">Week 2, 3, 4, 5 assignments</a></p> <p><b>A</b><br/><a href="#">Professional Development Lit Review &amp; Reflection</a></p>  | <p><b>I</b><br/><a href="#">Classroom Management Plan and Article Analysis</a></p> | <p><b>P</b><br/><a href="#">Fieldwork and reflection</a></p>                      | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

| Domain 6: Developing as a Professional Early Childhood Educator   | EDUC 426PK<br><u>Introductory Teaching Practices (Prerequisite)</u>                                | EDUC 400PK Early Development & Inquiry-Based Learning | EDUC 401PK Creating Culturally Responsive Classroom Communities   | EDUC 403PK Self-Care & Professional Effectiveness  | EDUC 425PK Development of Early Literacy | EDUC 492PK Math & Science                | EDUC 497PK Introductory Student Teaching   | EDUC 498PK Advanced Supervised Teaching   |
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| 6.4. Act with integrity in an honest and ethical manner with children's and families/guardians' well-being as a central concern. Comply with all laws concerning professional responsibilities, professional conduct, and moral fitness (i.e., mandated reporting, use of social media, and digital platforms). | I<br><a href="#">Week 5 Readings and Discussion/ Assessment and Parent/ Guardian Communication</a> |   |   | I & P<br><a href="#">PPT on Cultural Values</a><br>In-class activity:<br><a href="#">NAEYC Code of Ethics</a><br><br>A<br><a href="#">Self-Care Plan: professional Goals</a> |  | P<br><a href="#">Digital Citizenship</a> | I<br><a href="#">Mandated Reporter Training</a><br><br>P<br><a href="#">Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> | A<br><a href="#">Lesson Plan &amp; Observation</a>  |
| 6.5. Co-plan, co-teach, and communicate effectively with colleagues, mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one's own effectiveness in meeting children's learning needs.   | I<br><a href="#">Week 3 Readings and class discussion</a>  |   | I<br><a href="#">Read: Ch 10 of Curtis &amp; Carter (Facing Barriers &amp; Standards)</a><br><br><a href="#">In-class activity: Meeting children's Needs &amp; Receiving Feedback</a><br><br>I & A<br><a href="#">Completed Environment Plan &amp; Provocation Assignment</a> | A<br><a href="#">Professional Development Lit Review &amp; Reflection</a>  |  |  | P<br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a>  | P<br><a href="#">Week 2, 3, 4, 5, 6 &amp; 7 assignments</a><br><br>A<br><a href="#">Lesson Plan &amp; Observation</a> |

| Domain 7: Effective Literacy Instruction for PK-3 Settings   | EDUC 426PK<br><u>Introductory Teaching Practices (Prerequisite)</u>  | EDUC 400PK Early Development & Inquiry-Based Learning   | EDUC 401PK Creating Culturally Responsive Classroom Communities | EDUC 403PK Self-Care & Professional Effectiveness | EDUC 425PK<br><u>Development of Early Literacy</u>  | EDUC 492PK Math & Science   | EDUC 497PK<br><u>Introductory Student Teaching</u>  | EDUC 498PK<br><u>Advanced Supervised Teaching</u>                 |
|--|--|---|---|---|---|---|---|---|
| 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.   | <p><b>I</b><br/><a href="#">ELA/ELD Framework</a></p> <p><b>P</b><br/><a href="#">IES Practice Guide</a></p> <p><b>A</b><br/><a href="#">Lesson Plan</a></p> | <p><b>I</b><br/><a href="#">Week 3 Readings</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> |   |   | <p><b>I</b><br/><a href="#">Week 2 Class Discussion and Readings</a></p> <p><b>A</b><br/><a href="#">Word Recognition Lesson</a></p>                  | <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a></p>  | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). | <p><b>I</b><br/><a href="#">UDL and Inclusion</a></p> <p><b>P</b><br/><a href="#">IES Practice Guide</a></p> <p><b>A</b><br/><a href="#">Lesson Plan</a></p> | <p><b>I</b><br/><a href="#">Week 6: Reading</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> |   |   | <p><b>P</b><br/><a href="#">Online Dyslexia Module</a><br/><a href="#">Case Study</a></p> <p><b>A</b><br/><a href="#">Word Recognition Lesson</a></p> | <p><b>P</b><br/><a href="#">Assessment Project</a></p> <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a></p> | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan</a></p>                   | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

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| 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.  | <p><b>I</b><br/><a href="#">Week 2 Readings and Discussion</a></p> <p><b>P</b><br/><a href="#">Fieldwork</a><br/><a href="#">Linguistics</a><br/><a href="#">Multilingual Development: Promoting Multiliteracy</a><br/><a href="#">Translanguaging &amp; Cross-Language Transfer</a></p> | <p><b>I</b><br/><a href="#">Week 2 Readings;</a><br/><a href="#">Week 3 Readings;</a><br/><a href="#">Week 5: Reading</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3)</a><br/><br/><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> |   | <a href="#">Assignment Sheet</a>                  | <p><b>I</b><br/><a href="#">Fieldwork Logs</a></p> <p><b>A</b><br/><a href="#">Word Recognition Lesson</a></p>  | <p><b>P</b><br/><a href="#">Culture in the Classroom Jigsaw</a></p> | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p>   | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play. | <p><b>A</b><br/><a href="#">Integrated ELD/SDAIE Lesson Plan</a></p>   | <p><b>I</b><br/><a href="#">Week 4: Reading</a></p> <p><b>P</b><br/><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p>  |   |   | <p><b>I</b><br/><a href="#">Fieldwork Logs</a></p> <p><b>P</b><br/><a href="#">Case Study</a></p> <p><b>A</b><br/><a href="#">Word Recognition Lesson</a></p> | <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a></p>      | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

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| 7.5 <b>Foundational Skills.</b> Develop children's skills in the following: |   | <p><b>I</b><br/><a href="#">Week 4: Reading</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3; Lesson Plan)</a><br/><br/><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> | <p><b>I &amp; A</b><br/><a href="#">Culturally Responsive Environment Plan</a></p> <p><b>I, P, A</b><br/><a href="#">Provocation Assignment</a></p> |   | <p><b>I</b><br/><a href="#">Four Part Processing</a></p> <p><b>I &amp; P</b><br/><a href="#">Sourcebook</a></p> <p><b>P</b><br/><a href="#">Decoding Encoding Vowels Patterns</a><br/><a href="#">Print Concept</a></p> <p><b>A</b><br/><a href="#">Word Recognition Lesson</a></p> |   | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| a. print concepts, including letters of the alphabet                        |   | <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3; Lesson Plan)</a><br/><br/><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p>   | <p><b>I, P, A</b><br/><a href="#">Culturally Responsive Environment Plan</a></p> <p><a href="#">Provocation Assignment</a></p>                      |   |   |   | <p><b>A</b><br/><a href="#">Observation</a></p>   | <p><b>A</b><br/><a href="#">Observation</a></p>                   |
| b. phonological awareness, including phonemic awareness                     |   | <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3; Lesson Plan)</a><br/><br/><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p>   | <p><b>I, P, A</b><br/><a href="#">Culturally Responsive Environment Plan</a></p>  |   |   |   | <p><b>A</b><br/><a href="#">Observation</a></p>   | <p><b>A</b><br/><a href="#">Observation</a></p>                   |

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| c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences |   | <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3; Lesson Plan)</a><br/><br/> <a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> | <p><b>I, P, A</b><br/><a href="#">Culturally Responsive Environment Plan</a></p> |   |  |   | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| d. decoding and encoding; morphological awareness  |   |   |  |   |  |   | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)        |   |   |  |   |  |   | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| f. instruction that is structured and organized as well as direct, systematic, and explicit                          |   | <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3; Lesson Plan)</a><br/><br/> <a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> |  |   |  |   | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| g. practice in connected, decodable text   |   |   |  |   |  |   | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| Create literacy environments that  |   |   |  |   |  |   |   |   |

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|---|---|--|--|---|--|---|---|---|
| a. are print rich and that foster interest in print   |   | <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3; Lesson Plan)</a><br/><br/><a href="#">Course Calendar: Week 4, 5, 6, and 7</a><br/><br/><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> | <p><b>I, P, A</b><br/><a href="#">Culturally Responsive Environment Plan</a><br/><br/><a href="#">Provocation Assignment</a></p> |   |  |   | <b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> | <b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> |
| b. engage young children actively and deliberately with games, books, poetry, oral storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. |   | <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3; Lesson Plan)</a><br/><br/><a href="#">Course Calendar: Week 4, 5, 6, and 7</a><br/><br/><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> | <p><b>I, P</b><br/><a href="#">Expressing Emotions Through Dance</a></p>   |   |  |   | <b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> | <b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> |
| Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.  |   | <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3; Lesson Plan)</a><br/><br/><a href="#">Course Calendar: Week 4, 5, 6, and 7</a><br/><br/><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> |  |   |  |   | <b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> | <b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> |

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| Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.   |   | <p><b>P</b></p> <p><a href="#">Assignment Sheet (Curriculum Plan #3; Lesson Plan)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b></p> <p><a href="#">Assignment Sheet (Rubric)</a></p>   |   |   |   |  | <p><b>A</b></p> <p><a href="#">Lesson Plan &amp; Observation</a></p>   | <p><b>A</b></p> <p><a href="#">Lesson Plan &amp; Observation</a></p> |
| <p><b>7.6. Meaning Making.</b> Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.</p> | <p><b>A</b></p> <p><a href="#">Integrated ELD/ SDAIE Lesson Plan</a></p> <p><b>A</b></p> <p><a href="#">Designated ELD Lesson</a></p> | <p><b>I</b></p> <p><a href="#">Week 5: Reading</a></p> <p><b>P</b></p> <p><a href="#">Assignment Sheet (Curriculum Plan #3)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b></p> <p><a href="#">Assignment Sheet (Rubric)</a></p> |   |   | <p><b>I</b></p> <p><a href="#">Weeks 9 &amp; 12 Class Discussion and readings</a></p> <p><b>P</b></p> <p><a href="#">Co-Teaching Lesson Plan</a></p> <p><b>A</b></p> <p><a href="#">Word Recognition Lesson</a></p> | <p><b>P</b></p> <p><a href="#">Culture in the Classroom Jigsaw</a></p> <p><b>A</b></p> <p><a href="#">Inquiry Based Lesson Plans</a></p> | <p><b>P</b></p> <p><a href="#">Week 3, 4, &amp; 5 Discussion Post</a></p> <p><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b></p> <p><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b></p> <p><a href="#">Lesson Plan &amp; Observation</a></p> |

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| <p><b>7.7. Language Development.</b> Promote children’s oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use. Develop children’s language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children’s existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p> | <p><b>I</b><br/><a href="#">Week 5 Readings and Discussion</a></p> <p><b>P</b><br/><a href="#">Picture File</a></p> <p><a href="#">Academic Vocabulary</a></p> <p><b>A</b><br/><a href="#">Integrated ELD/SDAIE Lesson Plan</a></p> <p><a href="#">Designated ELD Lesson</a></p> | <p><b>I</b><br/><a href="#">Week 4: Reading</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> |   |   | <p><b>I</b><br/><a href="#">Weeks 9 &amp; 12 Class Discussion and readings</a></p> <p><b>P</b><br/><a href="#">Co-Teaching Lesson Plan</a></p> <p><b>A</b><br/><a href="#">Word Recognition Lesson</a></p> | <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a></p> | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

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| <p><b>7.8. Effective Expression.</b> Develop children’s effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children’s use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.</p> | <p><b>P</b><br/><a href="#">Writing Support Strategies Scavenger Hunt</a></p> <p><b>A</b><br/><a href="#">Integrated ELD/SDAIE Lesson Plan</a></p> <p><a href="#">Designated ELD Lesson</a></p> | <p><b>I</b><br/><a href="#">Week 5: Reading</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> | <p><b>I, P, A</b><br/><a href="#">Expressing Emotions Through Dance</a></p> |   | <p><b>I</b><br/><a href="#">Weeks 9, 11, 12 Class Discussions and Readings</a></p> <p><b>P</b><br/><a href="#">Group Study Guides: Print Concept; Word Recognition Lesson</a></p> <p><b>A</b><br/><a href="#">Word Recognition Lesson</a></p> |                           | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

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| 7.9. <b>Content Knowledge.</b> Promote children’s content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship. | <b>A</b><br><a href="#">Integrated ELD/SDAIE Lesson Plan</a>                 | <b>I</b><br><a href="#">Week 5: Reading</a><br><br><b>P</b><br><a href="#">Assignment Sheet (Curriculum Plan #3)</a><br><br><a href="#">Course Calendar: Week 4, 5, 6, and 7</a><br><br><b>A</b><br><a href="#">Assignment Sheet (Rubric)</a> | <b>I, P, A</b><br><a href="#">Expressing Emotions Through Dance</a> |   | <b>I</b><br><a href="#">Weeks 4, 5, 6 Class discussions and readings</a><br><br><b>A</b><br><a href="#">Word Recognition Lesson</a> | <b>I</b><br><a href="#">Discourse Moves</a><br><br><a href="#">Discipline-specific writing</a><br><br><b>P</b><br><a href="#">Digital Citizenship</a><br><br><a href="#">Classroom Resource Project</a><br><br><b>A</b><br><a href="#">Inquiry Based Lesson Plans</a> | <b>P</b><br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> | <b>A</b><br><a href="#">Lesson Plan &amp; Observation</a>  |

| Domain 7: Effective Literacy Instruction for PK-3 Settings   | <a href="#">EDUC 426PK<br/>Introductory Teaching Practices (Prerequisite)</a> | <a href="#">EDUC 400PK Early Development &amp; Inquiry-Based Learning</a>   | <a href="#">EDUC 401PK Creating Culturally Responsive Classroom Communities</a> | <a href="#">EDUC 403PK Self-Care &amp; Professional Effectiveness</a> | <a href="#">EDUC 425PK<br/>Development of Early Literacy</a>   | <a href="#">EDUC 492PK Math &amp; Science</a> | <a href="#">EDUC 497PK<br/>Introductory Student Teaching</a>  | <a href="#">EDUC 498PK<br/>Advanced Supervised Teaching</a> |
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| 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support. | <b>I</b><br><a href="#">Week 5 Readings and Discussion</a>                    | <b>I</b><br><a href="#">Week 7: Reading</a><br><br><b>P</b><br><a href="#">Assignment Sheet (Curriculum Plan #3)</a><br><br><a href="#">Course Calendar: Week 4, 5, 6, and 7</a><br><br><b>A</b><br><a href="#">Assignment Sheet (Rubric)</a> |   |   | <b>I</b><br><a href="#">Week 10 Class Discussion and Readings</a><br><br><b>P</b><br><a href="#">Case Study</a><br><br><b>A</b><br><a href="#">Word Recognition Lesson</a> |   | <b>P</b><br><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br><a href="#">Week 2-8 journal reflections</a><br><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> | <b>A</b><br><a href="#">Lesson Plan &amp; Observation</a>   |

| Domain 7: Effective Literacy Instruction for PK-3 Settings  | EDUC 426PK<br><a href="#">Introductory Teaching Practices (Prerequisite)</a>   | EDUC 400PK Early Development & Inquiry-Based Learning   | EDUC 401PK Creating Culturally Responsive Classroom Communities | EDUC 403PK Self-Care & Professional Effectiveness | EDUC 425PK<br><a href="#">Development of Early Literacy</a> | EDUC 492PK Math & Science                                      | EDUC 497PK<br><a href="#">Introductory Student Teaching</a>   | EDUC 498PK<br><a href="#">Advanced Supervised Teaching</a>        |
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| 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines. | <p><b>I</b><br/><a href="#">Week 1, 2, 3 Readings and Discussion</a></p> <p><b>P</b><br/><a href="#">Fieldwork Video Observations</a></p> <p><b>A</b><br/><a href="#">Integrated ELD/ SDAIE Lesson Plan</a></p> <p><a href="#">Designated ELD Lesson</a></p> | <p><b>I</b><br/><a href="#">Week 7: Reading</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #3)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> |   |   |   | <p><b>P</b><br/><a href="#">Inquiry Based Lesson Plans</a></p> | <p><b>P</b><br/><a href="#">Week 3, 4, &amp; 5 Discussion Post</a><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

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| 8.1. Plan and implement mathematics instruction appropriate to children's age, grade, and developmental levels (including children's linguistic, cognitive, social and emotional strengths and learning needs) that is grounded in an understanding of California's most current Mathematics Standards and Framework and the most current Preschool Learning Foundations and Curriculum Framework.   |  | <p><b>I</b><br/><a href="#">Week 3 Readings</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #2; Step 2 – Planning; Step 3 - Implementation)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> |   |   |   | <p><b>I</b><br/><a href="#">Week 4 Discussion and Readings</a></p> <p><b>P</b><br/><a href="#">Classroom Resource Project</a></p> <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a></p>               | <p><b>P</b><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>P</b><br/><a href="#">Week 2, 3, 4, 5</a><br/><b>Error! Bookmark not defined.</b><br/><a href="#">Week 1-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| 8.2. Provide learning opportunities, consistent with Universal Design for Learning principles, for children to develop knowledge related to: 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry, as described in the California's most current Mathematics Standards and the most current Preschool Learning Foundations. |  | <p><b>I</b><br/><a href="#">Week 6: Reading</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #2; Step 2 – Planning; Step 3 - Implementation)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> |   |   |   | <p><b>I</b><br/><a href="#">Week 2 &amp; 7 Class Discussion and Readings</a></p> <p><b>P</b><br/><a href="#">Classroom Resource Project</a></p> <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a></p> | <p><b>P</b><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>P</b><br/><a href="#">Week 2, 3, 4, 5</a><br/><b>Error! Bookmark not defined.</b><br/><a href="#">Week 1-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

| Domain 8: Effective Mathematics Instruction in a PK-3 Setting  | EDUC 426PK<br><a href="#">Introductory Teaching Practices (Prerequisite)</a> | EDUC 400PK Early Development & Inquiry-Based Learning   | EDUC 401PK Creating Culturally Responsive Classroom Communities          | EDUC 403PK Self-Care & Professional Effectiveness | EDUC 425PK<br><a href="#">Development of Early Literacy</a> | EDUC 492PK Math & Science   | EDUC 497PK<br><a href="#">Introductory Student Teaching</a>  | EDUC 498PK<br><a href="#">Advanced Supervised Teaching</a>   |
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| 8.3. Provide a secure environment for children to take intellectual risks, foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems.   |  | <p><b>I</b><br/><a href="#">Week 3 Readings</a><br/><a href="#">Week 4: Reading</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #2; Step 2 – Planning; Step 3 – Implementation)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> | <b>I, P, A</b><br><a href="#">Culturally Responsive Environment Plan</a> |   |   | <p><b>I</b><br/><a href="#">Week 1 &amp; 3 Discussion and readings</a></p> <p><b>P</b><br/><a href="#">Fieldwork and reflection</a></p> <p><a href="#">Common Beliefs Survey</a></p> <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a></p>   | <p><b>P</b><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>P</b><br/><a href="#">Weeks 2-8 journal reflection</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p>   |
| 8.4. Consistent with California’s Standards for Mathematical Practice, develop children’s abilities according to their individual developmental levels, linguistic, cognitive, social and emotional strengths and learning needs, to:<br>1) make sense of problems and persevere in solving them<br>2) reason abstractly and quantitatively<br>3) construct viable arguments and critique the reasoning of others<br>4) model with mathematics<br>5) use appropriate tools strategically<br>6) attend to precision<br>7) look for and make use of structure<br>8) look for and express regularity in repeated reasoning<br>9) make and test conjectures to solve problems; and<br>10) recognize relationships within and among concepts. |  | <p><b>I</b><br/><a href="#">Week 4: Reading</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #2; Step 2 – Planning; Step 3 – Implementation)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p>                                     |  |   |   | <p><b>I</b><br/><a href="#">Week 2 &amp; 4 Discussion and readings</a></p> <p><b>P</b><br/><a href="#">Mathematical Models Presentation</a></p> <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a><br/><a href="#">Assessment Project</a></p> | <p><b>P</b><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>P</b><br/><a href="#">Week 2, 3, 4, 5</a><br/><b>Error! Bookmark not defined.</b><br/><a href="#">Week 1-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

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| 8.5 Differentiate and provide developmentally appropriate instruction and tasks to meet individual children's learning needs and engage children in self-initiated as well as teacher-led learning activities, including play-based activities, that use manipulatives and other tools to solve problems.   |   | <p><b>I</b><br/><a href="#">Week 3 Readings</a><br/><a href="#">Week 4: Reading</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #2; Step 2 – Planning; Step 3 – Implementation)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p> |   |   |  | <p><b>I</b><br/><a href="#">Week 2 &amp; 4 Discussion and readings</a></p> <p><b>P</b><br/><a href="#">Mathematical Models Presentation</a></p> <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a><br/><a href="#">Assessment Project</a></p> | <p><b>P</b><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>P</b><br/><a href="#">Week 2, 3, 4, 5</a><br/><b>Error! Bookmark not defined.</b><br/><a href="#">Week 1-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |
| 8.6. Observe and interpret children's strategies in solving problems and ask thought-provoking questions that lead to deeper understanding (e.g., analysis, synthesis, evaluation). Provide follow-up activities and ensure access to manipulatives and other tools, including education technology to further develop and build on children's mathematical thinking. |   | <p><b>I</b><br/><a href="#">Week 5: Reading</a></p> <p><b>P</b><br/><a href="#">Assignment Sheet (Curriculum Plan #2; Step 2 – Planning; Step 3 – Implementation)</a></p> <p><a href="#">Course Calendar: Week 4, 5, 6, and 7</a></p> <p><b>A</b><br/><a href="#">Assignment Sheet (Rubric)</a></p>                                     |   |   |  | <p><b>I</b><br/><a href="#">Week 4 Discussion and Readings</a></p> <p><b>P</b><br/><a href="#">Classroom Resource Project</a></p> <p><b>A</b><br/><a href="#">Inquiry Based Lesson Plans</a><br/><a href="#">Assessment Project</a></p>               | <p><b>P</b><br/><a href="#">Week 2-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> | <p><b>P</b><br/><a href="#">Week 2, 3, 4, 5</a><br/><b>Error! Bookmark not defined.</b><br/><a href="#">Week 1-8 journal reflections</a></p> <p><b>A</b><br/><a href="#">Lesson Plan &amp; Observation</a></p> |

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| 8.7. Support respectful child-to-child interactions as students engage with their classmates to figure out ways to solve problems and explain or show how they arrived at their solution and provide ways for children to demonstrate their ability to construct mathematical arguments based on sound reasoning and relevant evidence.   |   | <b>I</b><br><a href="#">Week 4: Reading</a>                               |   |   |  | <b>I</b><br><a href="#">Week 4 Discussion and Readings</a><br><b>P</b><br><a href="#">Mathematical Models Presentation</a><br><b>A</b><br><a href="#">Inquiry Based Lesson Plans</a> | <b>P</b><br><a href="#">Week 2-8 journal reflections</a><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> | <b>P</b><br><a href="#">Week 2, 3, 4, 5 Error! Bookmark not defined. Week 1-8 journal reflections</a><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> |
| 8.8. Support all children to develop the academic language of mathematics, ensuring access for all children to the content of mathematics appropriate to grade level expectations and encourage parents/guardians to use the home language to talk about mathematics (especially numbers, arithmetic, spatial relations, and patterns) and share with children where mathematics is used in the home and the community. |   | <b>I</b><br><a href="#">Week 4: Reading</a>                               |   |   |  | <b>I</b><br><a href="#">Week 2 Class Discussion and reading</a><br><b>P</b><br><a href="#">Classroom Resource Project</a><br><b>A</b><br><a href="#">Inquiry Based Lesson Plans</a>  | <b>P</b><br><a href="#">Week 2-8 journal reflections</a><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> | <b>P</b><br><a href="#">Week 2, 3, 4, 5 Error! Bookmark not defined. Week 1-8 journal reflections</a><br><b>A</b><br><a href="#">Lesson Plan &amp; Observation</a> |