

TED 400
Introduction to Education

Dr. Jeff Sapp

The TPEs

1. Subject-Specific Pedagogical Skills
2. Monitoring Student Learning During Instruction
3. Interpretation and Use of Assessments
4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Practices
7. Teaching English Learners

The TPEs

8. Learning About Students
9. Instructional Planning
10. Instructional Time
11. Social Environment
12. Professional, Legal, & Ethical Obligations
13. Professional Growth

TPE#8 Learning about Students

- Gathers information to plan instruction and design learning opportunities.
 - Patterns of child & adolescent development
 - Formal & informal assessments
 - Observations

TPE# 9 Instructional Planning

- Plans comprehensive instruction.
- Establishes clear long & short range goals.
- Uses clear & precise language.
- Plans reflect varied strategies, logical sequence, & appropriate use of support personnel to help students reach their goals.

TPE#10 Instructional Time

- Establishes procedures for routine tasks.
- Manages transitions effectively.
- Adjusts use of time as needed.
- Uses instructional time efficiently.

TPE#11 Social Environment

- Establishes rapport & a positive climate.
- Assists students in independent & collaborative group work.
- Establishes & maintains a classroom management plan with clear expectations.
- Reaches out to families.
- Ensures students demonstrate respect to peers & teacher.
- Conducts individualized behavior interventions as needed.

TPE#12 Professional, Legal, & Ethical Obligations

- Analyzes own personal values & biases in order to provide equal opportunities for all students.
- Resists racism and acts of intolerance.
- Manages professional time.
- Understands state & federal law related to ELLs, gifted students, & individuals with disabilities.
- Can identify suspected cases of child abuse, neglect, & sexual harassment and carries out laws for reporting them.
- Understands laws in responding to violent student behavior.
- Understands & honors all laws relating to professional misconduct & moral fitness.

TPE#13 Professional Growth

- Evaluates own teaching practice & subject knowledge in relation to CA content standards.
- Improves teaching through feedback & engaging in cycles of planning, teaching, reflecting, discerning problems, & applying new strategies.
- Uses reflection & feedback for increasing subject knowledge & teaching effectiveness.

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LESSON PLAN FORM			
Teacher Education Department - CSUDH			
CANDIDATE:	SUBJECTS:	GRADE LEVELS:	DATE:
Number(s):			Single/Multi-Day Lesson
I. DESCRIPTION OF CONTENT & CONTENT TYPE (Fact, Procedure, Concept, or Principle):			
II. LEARNING OUTCOME (Objective):			
III. CURRICULUM CONNECTION (How This Lesson Fits into Unit Plan):			
IV. INSTRUCTION			
A. ENGAGEMENT (Motivational Activity):			
B. INSTRUCTIONAL SEQUENCE (Teaching Methodology with Student Activities):			
C. APPLICATION ACTIVITY (Practice and/or Reflection):			
D. MATERIALS & RESOURCES:			
V. ASSESSMENT STRATEGIES (Methods for Obtaining Evidence of Learning):			
VI. ACCOMMODATIONS FOR INDIVIDUAL LEARNERS (CONTENT, INSTRUCTION, PRACTICE):			
VII. HOMEWORK (IF APPROPRIATE):			

The Official CSUDH Lesson Plan Format

Format

LESSON PLAN FORM
Teacher Education Department – CSUDH

CANDIDATE:	SUBJECT(S):	GRADE LEVEL(S):	DATE:
Standard(s):			Single/Multi-Day Lesson:

Example

Lesson Plan Example: Eighth Grade US History

Candidate:	Subject(s):	Grade level(s):	Date:
	U.S. History	8 th grade	
Standard(s): 8.3 - #5			Single/Multi-Day Lesson:
Understand the foundation of the American political system and the ways in which citizens participate in it; Know the significance of domestic resistance movements and ways in which the central government responded to such movements.			Single day

Format

I. DESCRIPTION OF CONTENT & CONTENT TYPE (Fact, Procedure, Concept, or Principle):

II. LEARNING OUTCOME (Objective):

III. CURRICULUM CONNECTION (How This Lesson Fits into Unit Plan):

Example

I. DESCRIPTION OF CONTENT & CONTENT TYPE (Fact, Procedure, Concept, or Principle):
Civil disobedience as a form of protest (Concept)

II. LEARNING OUTCOME (Objective):
When given a description of a current political issue, students will write two paragraphs, one that describes protest action that would be an act of civil disobedience and one that describes protest action that would not be an act of civil disobedience.

III. CURRICULUM CONNECTION (How This Lesson Fits into Unit Plan):
This lesson is part of the Unit on The Rights and Responsibilities of Citizenship. The lesson that precedes this lesson is an overview of the history of resistance in early America. The lesson that follows this lesson is on other examples of civil disobedience in recent history.

Format

IV. INSTRUCTION

A. ENGAGEMENT (Motivational Activity):

B. INSTRUCTIONAL SEQUENCE (Teaching Methodology with Student Activities):

C. APPLICATION ACTIVITY (Practice and/or Reflection):

D. MATERIALS & RESOURCES:

Example

IV. INSTRUCTION

A. ENGAGEMENT (Motivational Activity):
Write a list of three rules your parents have made that you would like to change. Teacher asks students to share their lists.

B. INSTRUCTIONAL SEQUENCE (Teaching Methodology with Student Activities):

Step #1:

- Teacher asks students to give options for protesting the rules
- Teacher leads discussion on effectiveness of forms of protest related to parental rules

Step #2:

- Teacher makes transition to period of civil rights movement in U.S. when discussions with authorities were not effective. Teacher shows two video clips to illustrate two different forms of protest in response to racial discrimination: (1) showing mass demonstrations in Birmingham, Alabama (2) showing riots in Watts - Los Angeles
- Students watch videos and take notes on different characteristics of the protests (actions of protesters and authority figures)

Step #3:

- Teacher uses their shared notes to introduce the term "Civil Disobedience" and its critical features: non-violent protest in direct violation of a civil law. Teacher guides students through corresponding text with pictures and captions.
- Students take turns reading corresponding text sections to partner.

Step #4:

- On overhead projector, teacher displays descriptions of protest scenarios (several of which are examples of civil disobedience)
- Students signal (by raising hands) which ones are examples of civil disobedience. Students also give reasons for their decision.

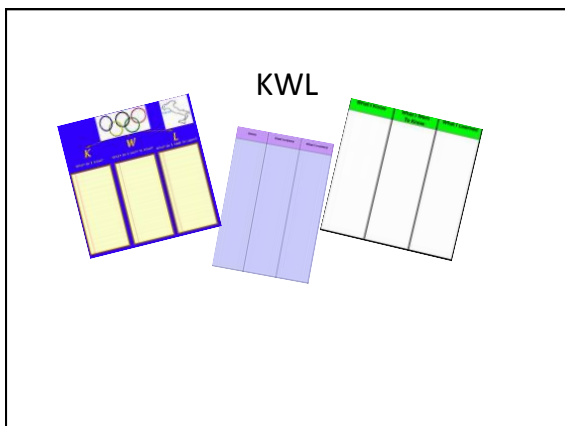
Step #5:

- Teacher demonstrates procedure to use to complete application activity using a different political issue than the one students will be using.
- Students signal (by raising hands) which ones are examples of civil disobedience. Students also give reasons for their decision.

C. APPLICATION ACTIVITY (Practice and/or Reflection):
When given a description of a current political issue, students will write two paragraphs, one that describes protest action that would be an act of civil disobedience and one that describes protest action that would not be an act of civil disobedience. Students read their paragraphs to a partner to make sure that it contains accurate content and the reasons for their decisions.

D. MATERIALS & RESOURCES:

- VCR
- Video clips (pre-set)
- Overhead projector
- Transparency with scenarios
- Transparency with writing prompt
- Graphic Text



Rosa Parks KWL

K - What do we KNOW **W** - What do we want to KNOW **L** - What did we learn

Children's book on
Rosa Parks

Frontloading

Four days after the Supreme Court handed down the Brown v. Board of Education decision, Jo Ann Robinson wrote a letter as president of the Women's Political Council to the mayor of Montgomery, Alabama. She represented a large group of black women, she said, and was asking for fair treatment on city buses.

Blacks, who made up 75 percent of Montgomery's bus riders, were forced to enter the buses in front, pay the driver, and re-enter the bus from the rear, where they could only sit in designated "colored" seats. If all the "white" seats were full, blacks had to give up their seats.

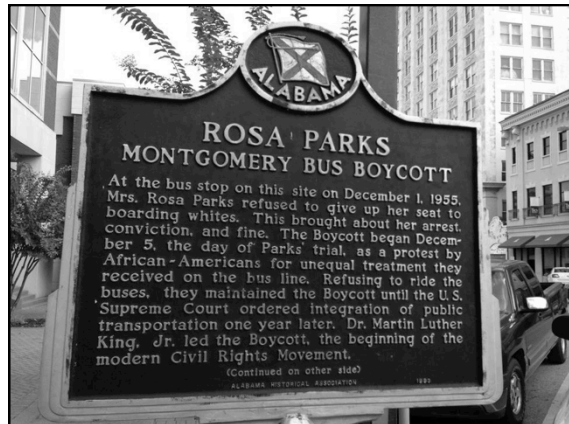
Women and children had been arrested for refusing to give up their seats. Others who challenged the bus drivers were slapped or beaten. Hillard Brooks, 22, was shot dead by police in 1952 after an argument with a bus driver.

Every day, black housekeepers rode all the way home after work, jammed together in the aisles, while 10 rows of "white" seats remained empty.

Blacks could shut down the city's bus system if they wanted to, Jo Ann Robinson told the mayor. "More and more of our people are already arranging with neighbors and friends to ride to keep from being insulted and humiliated by bus drivers."

The mayor said segregation was the law and he could not change it.

On December 1, 1955, Rosa Parks was riding home from her job as a department store seamstress. The bus was full when a white man boarded. The driver stopped the bus and ordered Mrs. Parks along with three other blacks to vacate a row so the white man could sit down. Three of the blacks stood up. Rosa Parks kept her seat and was arrested.



TEACHING TOLERANCE
A DIVISION OF THE SOUTHERN POVERTY LAW CENTER

TOLERANCE IN THE NEWS
Remembering Rosa Parks: 1913-2005

Oct. 25, 2005 — *The mother of the Civil Rights Movement has died. Her dignified defiance in the face of segregation helped this nation understand the power of nonviolent protest to create a more just world.*

By Tolerance.org staff

Rosa Parks, the soft-spoken seamstress who would not stand for inequality, died Monday. She was 92.

Known fondly as the Mother of the Civil Rights Movement, Rosa Parks has become an icon of civil rights, a symbol of the power of one person to change the world.

Mrs. Parks died at her Detroit home. She had suffered a stroke in 2003. Her husband, Raymond Parks, died in 1977.

On Dec. 1, 1955, Rosa Parks entered history, not by standing up but by remaining seated. Returning home from work, Parks refused to give up her seat to a white man on the segregated public bus in Montgomery, Ala.

Bus driver J.P. Blake threatened to have Mrs. Parks arrested. She quietly replied, "You may do that."

Her act of dignified defiance prompted a 381-day boycott of Montgomery buses and helped launch a young Dr. Martin Luther King into the national spotlight.


"I had no idea when I refused to give up my seat on that Montgomery bus that my small action would help put an end to the segregation laws in the South," Parks wrote in her autobiography.

In the autobiography — "Rosa Parks: My Story" — Parks dismissed some untruths that had come to be associated with her story. She was not physically tired that day; that is not why she remained seated. "No," she wrote, "the only tired I was, was tired of giving in."

"Rosa Parks may have been quiet, but she was a fiercely committed activist," said Richard Cohen, president of the Southern Poverty Law Center. "It's no accident that she didn't give up her seat that day, and it's no accident that she was the kind of person who could spark a revolution."

Georgette Norman, director of the Rosa Parks Library and Museum in Montgomery, added this: "In 1955, she was a word of truth. The world followed, and the truth had wings and flew. Today, we owe her so much for what she did."

People across the country now mourn her loss, and praise her quiet strength.



Mrs. Rosa McCauley Parks
Mother of the Modern Civil Rights Movement
February 4, 1913 - October 24, 2005
Montgomery Improvement Association Memorial Service
October 28, 2005
11:00 a.m.
Dexter Avenue King Memorial Baptist Church
Montgomery, Alabama

*Thanksgiving to
Mrs. Rosa Parks Litany*

Leader: We come to praise God and to thank Him for sending Mrs. Rosa Parks to be with us on the passed this way.

Congregation: We thank you God for this wonderful soul.

Leader: We come to thank her family for sharing her with us.

Congregation: We thank you God for this wonderful soul of quiet strength.

Leader: We know that her legacy for ourselves is to keep faith, to hold on to values, to keep our eyes on the prize, to do everything in our power to make this a better world. By doing this we will pay tribute to Mrs. Rosa Parks, whose quiet resolve to fight for human rights set us all free.

Congregation: We thank you God for this wonderful soul of quiet courage.

Leader: Proverbs 31:20, 25 and 26: "She stretcheth out her hand to the poor; she reacheth forth her hands to the needy. Strength and honor are her clothing, and she shall rejoice in time to come. She speaketh her mouth with wisdom, and in her tongue is the law of kindness."

Congregation: We thank you God for sharing this wonderful soul with us.

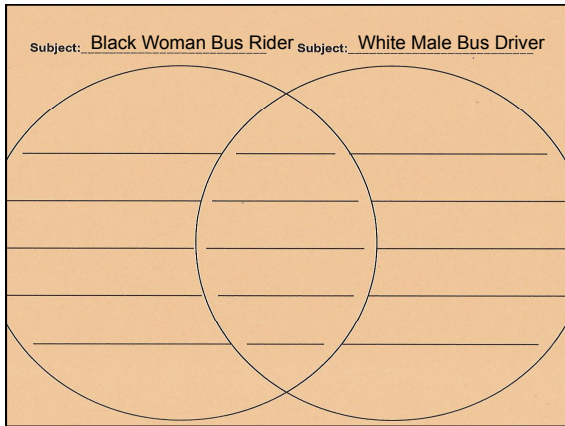
Leader: We love you Mrs. Parks. We are here to recognize ourselves to the cause that started with the beginning of time that we are all God's children. This value was so embedded in your heart and was the reason why you remained in your bus seat. And while you sat down, the world stood up.

Congregation: We thank you God for this quiet, strong and courageous soul.

Leader: You are still with us and we will forever honor your memory and your wonderful and loving spirit.

Congregation: We thank you God for sharing Your beautiful servant, Mrs. Rosa Parks with us.





A Poem in Two Voices

Poems for two voices are to be read by two readers at the same time. One reader takes the left side of the poem and the other reader takes the right side. The poems are read from top to bottom with lines at the same level being read together. When it is read, the poem becomes a type of performance art.

"I HEARD IT ON THE BUS ONE DAY"
By Jeff Sapp

<p>I drive the bus everyday Am you getting on or not? Get to the back of the bus. Every day. One day I was driving and this woman I told her to get on and for the white man sit. She doesn't move. That's when it all started. Montgomery, Alabama That Black preacher started ivisible. We waited. And screamed and yelled 365 days. They made us integrate but we weren't done yet. And that's how it all started. Refusing to obey.</p>	<p>I ride the bus everyday I got on and put I move to the back. Every day. One day I was riding and this sister She doesn't move. That's when it all started. Holt Street Baptist Church Montgomery, Alabama Martin Luther King Jr. started The Movement. We walked. And walked and walked. 365 days. They made us protest to keep our dignity And that's how it all started. Refusing to obey.</p>
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BEYOND the civil rights movement

FOCUS ON PASSIVE LAWYERS

These lawyers and their clients were the ones who fought the most important battles in the struggle for equality. They were the ones who fought the most important battles in the struggle for equality. They were the ones who fought the most important battles in the struggle for equality.

1. ...	2. ...
3. ...	4. ...
5. ...	6. ...
7. ...	8. ...
9. ...	10. ...

Format

V. ASSESSMENT STRATEGIES (Methods for Obtaining Evidence of Learning):

Example

V. ASSESSMENT STRATEGIES (Methods For Obtaining Evidence Of Learning):
Formative assessment: teacher observes students' written responses during Application Activity. As students in groups share written responses, teacher listens for understanding of the critical features of concept. Summative assessment: On a unit exam, students answer questions about the rights and obligations of citizenship, the history of American resistance movements, and the concept of civil disobedience.

Format

VI. ACCOMODATIONS FOR INDIVIDUAL LEARNERS (CONTENT, INSTRUCTION, PRACTICE):

Example

VI. ACCOMMODATIONS FOR INDIVIDUAL LEARNERS (CONTENT, INSTRUCTION, PRACTICE):
Teacher will carefully monitor ELL students' understanding during instructional sequence and these students will read the text and write their paragraphs with a bilingual partner and may use bullet points instead of paragraphs if necessary. Student with a traumatic brain injury that affects memory is given a tape of the lesson to review to help recall important information that may have been forgotten.

Format
VII. HOMEWORK (IF APPROPRIATE):
Example
VII. HOMEWORK (IF APPROPRIATE): Find and record one example of civil disobedience in: newspaper, TV, internet, or book [including books on tape]

Proper Preparation
Prevents a Poor
Performance!

Break into content area groups
and brainstorm lessons.

Sketch out a lesson plan to the
best of your ability.