

COLLEGE OF EDUCATION  
TEACHER EDUCATION DIVISION  
**TED 400: Introduction to Education (3 units)**  
Fall 2024

**Instructor: Dr. Jeff Sapp**  
**Phone: (310) 243-3721**  
**Email: [jsapp@csudh.edu](mailto:jsapp@csudh.edu)**

**Office: COE #1461**  
**Office Hours: Mon 12 to 4pm or by appointment**  
**Class Meetings: Mondays in II 2270**

### LAND ACKNOWLEDGEMENT

“We acknowledge that the land on which we are gathered is the home and traditional land belonging to the Tongva Nation. We come with respect and gratitude for the Tongva Nation who still consider themselves the caretakers of this land. It is through their examples that we are reminded of our greater responsibility to take care of Mother Earth and to take care of each other.”

Why do we do a Land Acknowledgement? <https://www.csusm.edu/cicsc/land.pdf>

### REQUIRED COURSE TEXTS

- CSUDH Teacher Education Department Preliminary Credential Program Handbook (Available online)
- Additional reading materials available at [www.professorsapp.com](http://www.professorsapp.com) and [www.jeffsapp.com](http://www.jeffsapp.com)
- [California Teaching Performance Expectations](#)
- [California Teaching Performance Assessment \(CalTPA\)](#)

### UNIVERSITY AND DEPARTMENTAL EXPECTATIONS

**University Statement Regarding the Americans with Disabilities Act:** The California State University (CSU) Policy for Provisions of Accommodations and Support Services to Students with Disabilities prohibits unlawful discrimination against students on the basis of disability in CSU Programs, services, and activities in accordance with, but not limited to, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA); Sections 504 and 508 of the Federal Rehabilitation Act of 1973, as amended; and applicable California state laws. The CSU Policy is consistent with current applicable federal and state laws concerning the non-discrimination of students on the basis of disability. At California State University Dominguez Hills, the Student disAbility Resource Center office is committed to providing opportunities for higher education to students with disabilities, to increase the representation of persons with disabilities in its student enrollment, and to make its programs, activities and facilities fully accessible to persons with disabilities. This includes identification and removal of architectural barriers, consultation on course accommodations, the loan of assistive devices, advising and referral to on and off campus offices. For information call (310) 243-2028. <http://www4.csudh.edu/dss/>

**University Statement Regarding Academic Integrity and Plagiarism:** Be sure to cite all authors or developers of materials and resources using APA guidelines. Please refer to University Catalog for the full statement of the university’s policies. <http://www4.csudh.edu/student-rights/academic-integrity/>

**Student Behavior Expectations:** Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. The instructor may require a student responsible for the disruptive behavior to leave class pending discussion and resolution of the problem and may also report a disruptive student to the Student Affairs Office (WH A-410, 310-243-3784) for disciplinary action.

Student Conduct Code Title 5, Article 2 Section 41301 <http://www4.csudh.edu/student-rights/student-conduct-procedures/student-code-of-conduct>

### **COURSE TECHNOLOGY DEMANDS**

One of the goals of the University is to provide the best customer service to our students. During the past few years the university has been working to refine and ensure that any email system used by the University to communicate to students is secure and safe. As part of this process, **Student email** is now the primary means of communicating to all CSUDH students used by the Offices of Admissions, Financial Aid, Records and Registration and Student Financial Services.

Students in this online class are expected to:

- Have the ability to navigate and use Canvas or any other course sites identified by the professor.
- Have basic information and computer literacy in one of the computer formats (Windows, Macintosh, or GNU/Linux).
- Have the ability to use word processing programs (e.g. Microsoft Word); all files must be saved and uploaded in a Microsoft compatible file.
- Have ability to create PowerPoints and/or Prezi presentations.
- Have fast Internet connection such as broadband Internet (DSL, cable modem, etc.).
- Upload files in all computer formats (.doc, .docx, .jpeg, .ppt, .pdg, .pdf, .xps).
- Access and choose appropriate library and other scholarly information effectively.
- Be able to paraphrase concepts without plagiarizing.
- Maintain the minimum computer Hardware and Software requirements. Please visit <https://www4.csudh.edu/it/services/academic-technology/online-courses-tech/index> for the most up-to-date Hardware and Software computer requirements.

For further assistance: <http://www4.csudh.edu/it/faq-help/student>

### **TEACHER EDUCATION DIVISION**

#### **The Vision of the College of Education**

Grounded in principles of justice, equity, and critical consciousness, we are committed to reflective, responsive, and purposeful praxis in teaching, scholarship, and leadership. Alongside the communities we serve, we prepare critical educators to co-create and enact transformative change.

#### **The Mission of the College of Education**

Through self-examination, collective learning, and research, we construct brave spaces that foster the holistic development of educators. Together, we challenge and dismantle systems of power and privilege in institutions of education. We re-imagine equitable, responsive, and just learning experiences for all learners, especially those from minoritized groups within our college and in our local schools. We are committed to advancing the following:

- a justice-focused agenda
- the pursuit of equity
- innovation in teaching and learning
- rigorous and responsive research
- collaboration with professional, local, and global communities, and student-centered partnerships
- belief in the limitless potential of our work, each other, and those we serve

**COE Programs are accredited by the CCTC** (See COE/CSUDH Website for detailed information)

### **REMINDER NOTE**

TED Policy states that candidates must maintain a B average, with no grade lower than a C. A grade of Incomplete is given only in cases of documented grave emergencies.

## RESOURCES FOR STUDENTS IN NEED

Students occasionally have financial difficulties. There are a number of resources on campus that may be available to you if you find yourself in need of food, shelter, or other help. Food pantries are located in LSU 121 and SCC 148. You can find these and other resources through *Toro Food Pantry* on ToroLink and here: <http://www4.csudh.edu/student-services/food-shelter-resources/index>

## COLLECTIVE INTENTIONS

Caring is our key value. Ideals we carry are that we put relationships first, we practice curiosity, we show humility and grace and not expertise and judgement, we assume good intentions, and we honor confidentiality and the right of people to narrate their own stories. Because of these collective intentions, we add the following items to this syllabi:

- **Class Attendance:** *“In a given community of listeners, the absence of any member diminishes the story. The listener is so integral that any student who misses class should account for it, not because of a grade but because of its effect on the community.” (Betsy Hearn, Horn Book, January/February 2005).*
- **Boundaries:** Please know that I honor and respect boundaries around professional time, personal time, well-being, caretaking, and rest. Should you receive any correspondence from me during a time that you’re engaging with any of the above, please protect your time and wait to respond until you are able to do so. Likewise, due to the continued COVID-19 pandemic (Fall 2024), to continued national racial and political turmoil, I will be responding as soon as I am able to as well.
- **Names and Naming:** It is important that we call each other by our names, by who we are and know ourselves to be in the world. As such, please feel free to communicate your name, race, ethnicity, tribal community/nation, pronouns, and any other way you would like our classroom community to know and/or address you. (Credit to Django Paris)
- **Policy on Children in Class:** Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to student, staff and faculty parents:
  1. All exclusively breastfeeding babies are welcome in class as often as is necessary;
  2. For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, bringing a child to class in order to cover gaps in care is perfectly acceptable;
  3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
  4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met;
  5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

## COURSE DESCRIPTION

This course is an introduction to Education and to the CSUDH Division of Teacher Education Credential Program for single and multiple subject programs. It is taken during Phase I of the program. The observation and participation requirement includes 60 hours of early field experience/observation/participation in urban, multilingual, and multicultural school settings. ***The majority of these hours are already folded into all of your Phase I courses***, but a few hours will need to be accomplished on your own and through the guidance of your instructor. Course topics include: history and philosophy of education, credential program orientation,

state Teacher Performance Expectations (TPEs), credential program assessment system, state content standards, teacher reflection, and the professional, legal, and ethical responsibilities of teachers. Throughout the course with in-class and out-of-class activities, students learn about and use a number of computer applications to complete instructional course tasks. They also critically evaluate these and other technological tools for their usefulness as integral tools in PreK-12 classrooms. This is a traditional in-class course that meets weekly during the session.

## RESEARCH

This course is based on the research of:

- Au, W. (2009). Decolonizing the classroom: Lessons in multicultural education. *Rethinking Schools Magazine*, Vol. 23, No. 2. Rethinking Schools: Milwaukee, WI.
- Brookfield, S. (1998). Critically reflective practice. *Journal of Continuing Education in the Health Professions*, 18, 4, pp. 197-205.
- Butler-Wall, A., Cosier, K., Harper, R., Sapp, J., Sokolower, J. & Bollow Tempel, M. (Eds.). (2016). *Rethinking Sexism, Gender and Sexuality*. Milwaukee, WI: Rethinking Schools.
- Donato-Sapp, H. (2022). Brave and didn't know it: A 12-year-old decolonizes her elementary education. *Iowa Journal for the Social Studies*, Volume 30, Issue 2, pp. 6-90.
- Dunbar-Ortiz, R. (2019). *An indigenous peoples' history of the United States*. Beacon Press: Boston.
- Elias, M. (2013). The school-to-prison pipeline. *Learning for Justice Magazine*, Issue 43, Spring 2013.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, Vol. 53, No. 2, March/April 2002, pp. 106-116.
- Gonzalez, J. (2020). *Backward design: The basics*. 2020 June 21. Cult of Pedagogy. <https://www.cultofpedagogy.com/backward-design-basics/>
- Gorski, P. (1999). *A brief history of multicultural education*. Critical Multicultural Pavilion. [http://www.edchange.org/multicultural/papers/edchange\\_history.html](http://www.edchange.org/multicultural/papers/edchange_history.html)
- Jensen, E. (2010). 10 Most Effective Tips for Using Brain Based Learning and Teaching. Jensen Learning Corporation.
- Jones, S. P. (2020). Ending curriculum violence. *Learning for Justice Magazine*, Issue 64, Spring 2020. The Southern Poverty Law Center: Montgomery, AL.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, Vol. 32, No. 3, pp. 465-491.
- Moll, L. C., Amanti, C., Neff, D. & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory and Practice*, Volume XXXI, Number 2, Spring 1992.
- Pipher, M. (2005). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. New York, NY: Penguin Books.
- Sapp, J. (2005). Body, Mind & Spirit: Holistic Educators Seek Authentic Connections with Students, Subjects, Colleagues and the World. *Teaching Tolerance*. 27, pp. 24-29.
- Sansbury, S. (2011). Reflection: Crucial for effective teachers. *Learning for Justice Magazine*. 2011 December 29. <https://www.learningforjustice.org/magazine/reflection-crucial-for-effective-teachers>
- Valdez, C., Curammeng, E., Pour-Khorshid, F., et al. (2018). We are victorious: Educator activism as a shared struggle for human being. *The Educational Forum*, 82:3, 244-258.
- Willoughby, B. (2004). Brown v. Board of Education: An American Legacy. *Teaching Tolerance Magazine*. 25, pp. 36-66.
- Yellowhorn, E. and Lowinger K. (2017). *Turtle island: The story of north America's first people*. Annick Press: Berkeley, CA.

**GRADING POLICY**

Grades for this course are based upon assignments completed outside of class, as well as in classroom sessions. Assignments are due on the dates listed on the **Class Schedule**. No late work will be accepted. No extra credit will be given.

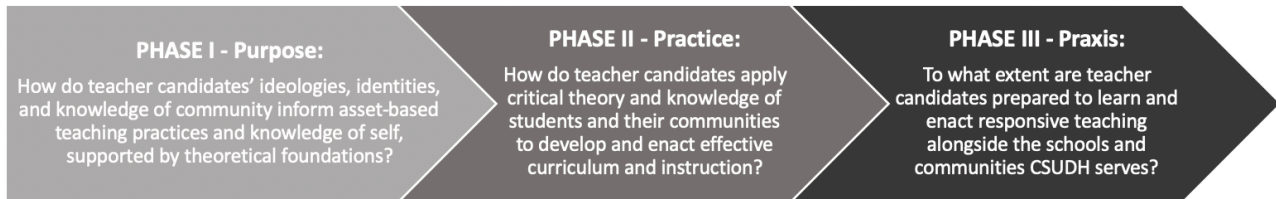
**Course Grading Scale:** Grades are calculated using the following scale:

A	95% and above	B-	80-83%	D+	67-69%
A-	90-94%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	F	63% or below
B	84-86%	C-	70-73%		

**COURSE OBJECTIVES: Aligned to CTC TPEs**

<http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf>

**The Essential Questions for each Phase of the Credential Program**



Program Level SLOs	Course Level SLOs	Input	Evaluation Method
<p><b>TPE 1.1 Introduced (I)</b> Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.</p>	<p>Candidates will be introduced to social-emotional learning concepts and Funds of Knowledge.</p>	<p>Assigned readings, lectures and class activities</p>	<p>Lesson Plan Assignment</p>
<p><b>TPE 1.3 Introduced (I) and Practiced (P)</b> Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.</p>	<p>Candidates will be introduced to and use high engagement best practices, including ABC Books and Primary Documents.</p>	<p>Assigned readings, lectures and class activities</p>	<p>Best Practices of Teaching Foundations; Lesson Plan Assignment</p>
<p><b>TPE 2.3 Introduced (I)</b> Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.</p>	<p>Candidates will be introduced to the various philosophies of education and identify which they lean towards and reflect on how their philosophy impacts students and classroom environment.</p>	<p>Assigned readings, lectures and class activities</p>	<p>Gender Blog; Lesson Plan Assignment; Philosophy of Education Paper</p>
<p><b>TPE 3.7 Introduced (I), Practiced (P), and Assessed (A)</b> Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security.</p>	<p>Candidate will become familiar with and use a wide range of web-based tools that support learning and be able to evaluate web technologies for use in the classroom.</p>	<p>Assigned readings, lectures and class activities</p>	<p>Various assignments done in different technology-based formats (PowerPoint, Prezi, APPs, Video); Blog responses; Legal Issues in Education Assignment; Lesson Plan Assignment</p>
<p><b>TPE 6.5 Introduced (I) and Practiced (P)</b> Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.</p>	<p>Candidate will be introduced to professional behaviors regarding the teaching profession.</p>	<p>Assigned readings, lectures and class activities</p>	<p>Introduced in lectures for legal issues in education, dispositions, advantages and disadvantages of teaching, introduction to teaching foundations, and teacher as reflector; Practiced in Field Observations and Participation</p>
<p><b>TPE 6.6 Introduced (I), Practiced (P), and Assessed (A)</b> Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.</p>	<p>Candidate will become familiar with and reflect upon legal and professional guidelines and obligations.</p>	<p>Assigned readings, lectures and class activities</p>	<p>Lecture/Discussion of Legal Responsibilities; Legal Issues Assignment; Mandated Reporter Educators Training Module; Documentation of Field Experiences</p>
<p><b>TPE 6.7 Introduced (I), Practiced (P), and Assessed (A)</b> Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.</p>	<p>Candidate will be able to understand the history of education and its impact on today's educators.</p>	<p>Assigned readings, lectures and class activities</p>	<p>History Blog; Philosophy of Education Assignment; Blogs</p>

**COURSE TASKS****Lesson Plan (20 points) TPE 1.1, 1.3, 2.3, and 3.7**

Students will be introduced to the elements of lesson plan design and, using the official CSUDH COE Lesson Plan Format, will develop an original lesson plan in the grade and content area of their choice. This beginning lesson plan will be carried throughout Phase 1 of the program as other courses and professors will build upon it to further nuance candidates in the science and art of lesson planning.

TPE 1.1, 1.3, 2.3, and 3.7 Introduced (I) and Practiced (P)

**Philosophy of Education (15 points) TPE 2.3 and 6.7**

A philosophy of education is a statement about the purposes of education, how students develop and learn, and what and how they should be taught. Your philosophy should be succinctly developed using either PowerPoint or Prezi and fully address each of the following statements:

- Identify what you believe are the purposes of education.
- What do you think the curriculum and content should be? Include which of the philosophies of education discussed in class form the basis of your personal philosophy. You can combine one or more and have an eclectic perspective.
- Identify what you believe about how children learn and develop. What are the approaches to teaching that support students' learning?
- What are the important roles played by teachers? What metaphor best describes your ideas for the teacher? What are the most important teacher characteristics?

TPE 2.3 Introduced (I) and TPE 6.7 Introduced (I), Practiced (P), and Assessed (A)

**Legal Issues in Education (20 points) TPE 3.7, 6.5, and 6.6**

Beginning education professionals must understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools. After TED 400 class discussions of professional teacher dispositions, social media usage/digital literacy/Creative Commons, and legal issues in education, students will be required to (1) write up a comprehensive summary of what they've learned in regards to legal issues in education to demonstrate comprehension, (2) find one peer-reviewed research article to cite for each area - dispositions, digital literacy, Prison-to-School Pipe Line, Creative Commons, and legal issues, and (3) take the Mandated Reporter Educators Training online module (or an equivalent) at <http://mandatedreporterca.com/training/educators.htm>.

TPE 3.7 Introduced (I), Practiced (P), and Assessed (A), TPE 6.5 Introduced (I), and TPE 6.6 Introduced (I), Practiced (P), and Assessed (A)

**Historical Foundations (15 points) TPE 6.7**

Using the class lecture/discussion, handouts, readings, and documentaries on the history of American schooling, students will critically analyze the context, structure, and history of public education and how it impacts the education of children, especially how it creates disparity in the educational experiences of many.

TPE 6.7 Introduced (I), Practiced (P), and Assessed (A)

**Documentation of Field Experiences (10 points) TPE 2.3**

The sixty hours of classroom observation required for this course must be documented on the *Early Field Observation/Participation Documentation Form*. This completed form must be turned in to receive credit for the course.

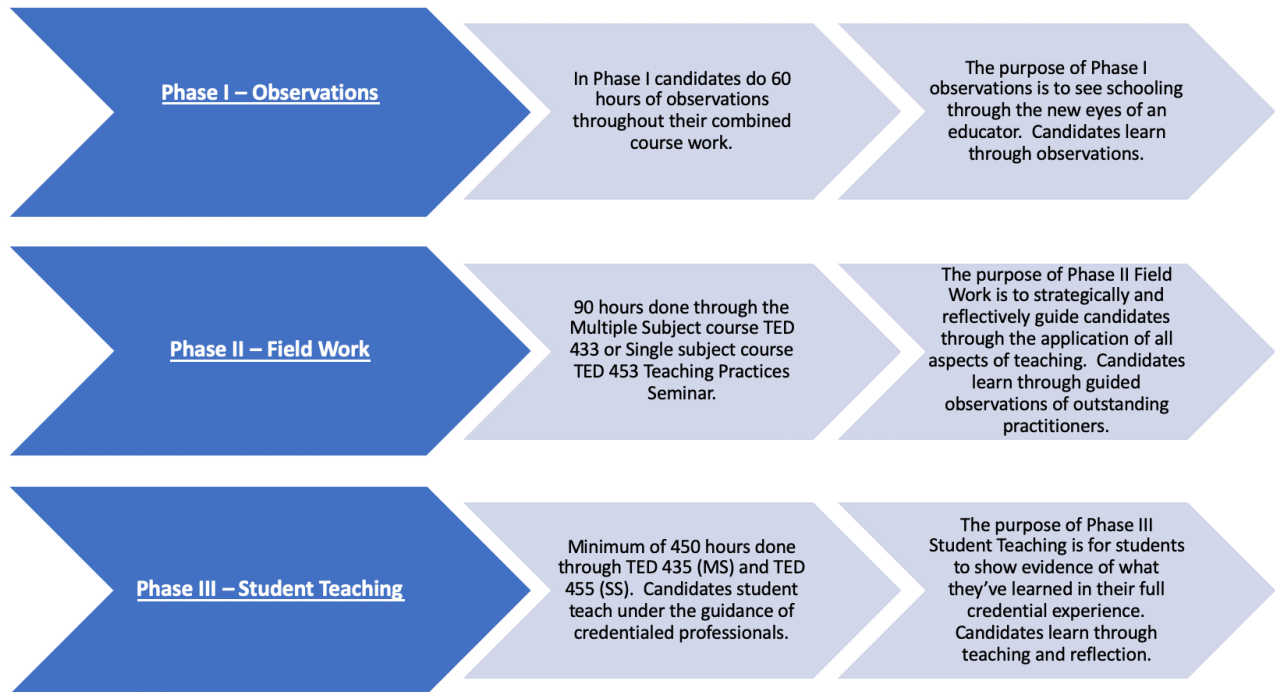
TPE 2.3 Introduced

**Reflective Blogging (5 points each = 20 points) TPE 1.3, 2.3, and 3.7**

During the semester students will respond to *four* prompts related to the course content on on-line blogging sites. Grades for reflective blogging are based on submission and quality of content. The Blog and Prompts are at [www.professorsapp.com](http://www.professorsapp.com).

TPE 1.3 Introduced (I) and Practiced (P), TPE 2.3 Introduced (I), and TPE 3.7 Introduced (I), Practiced (P), and Assessed (A)

**From Observations to Reflective Practice: How Candidates Grow from Phase-to-Phase**





WEEK	TOPICS/CLASS ACTIVITY	HOMEWORK:
Week 1 Aug 26	Introduction; Most Memorable Teachers; Course Overview	<ul style="list-style-type: none"> <li>Do the Introduction <b>Blog</b> sometime this week</li> </ul>
Week 2 Sept 2	<b>No Class – Labor Day</b>	
Week 3 Sept 9	<b>Teaching Foundations:</b> An Introduction to Lesson Planning	
Week 4 Feb 16	<b>Teaching Foundations:</b> Lesson Planning Tips; The ABCD Method of Writing Learning Objectives; Accommodations; Lesson Plan Format; Review Teacher Performance Expectations (TPEs); Review the CA State Standards	<ul style="list-style-type: none"> <li>READ <i>Backwards Design: The Basics</i> by Jennifer Gonzalez</li> <li>REVIEW <u>Universal Design for Learning (UDL) Strategies</u></li> </ul>
Week 5 Sept 23	<b>Teaching Foundations:</b> Teacher as reflector of their practice and of their self; (TPE 6.5 Introduced)	<ul style="list-style-type: none"> <li>READ <i>Reflection: Crucial for Effective Teachers</i> By Sarah Sansbury</li> <li>READ Brookfield's <i>Critical Reflective Practice</i></li> </ul>
Week 6 Sept 30	<b>Historical Foundations:</b> An Overview of the History of Education; Documentary: <i>The Story of American Public Education (Parts 1-3)</i> (TPE 6.7 Introduced)	<ul style="list-style-type: none"> <li><b>DUE: Lesson Plan by Friday evening at 5pm to <a href="mailto:jsapp@csudh.edu">jsapp@csudh.edu</a></b></li> <li>VIEW Story of American Education Parts 1-3</li> </ul>
Week 7 Oct 7	<b>Historical Foundations:</b> Primary documents; How to begin researching the history of schooling by beginning with your own experience and culture; Documentary: <i>The Story of American Public Education (Parts 4-6)</i>	<ul style="list-style-type: none"> <li>VIEW Story of American Education 4-6</li> <li>VIEW Indigenous Education Parts 1-3</li> </ul>
Week 8 Oct 14	<b>Historical Foundations:</b> Introduction to the Historical Blog assignment; Segregation and Integration; Guiding Question: What has happened to my culture in my K-12 schooling?	<ul style="list-style-type: none"> <li>Do the History <b>Blog</b></li> <li>Read Brown v. Board by Willoughby</li> <li>VIEW Agents of Change film</li> </ul>
Week 9 Oct 21	<b>Philosophical Foundations:</b> Introduction to Educational Philosophies	<ul style="list-style-type: none"> <li><b>DUE: Historical Foundations sheet &amp; blog must be in by Friday at 5pm to <a href="mailto:jsapp@csudh.edu">jsapp@csudh.edu</a></b></li> <li>Read Philosophies of Education by Johnson</li> </ul>
Week 10 Oct 28	<b>Philosophical Foundations:</b> Holistic Education; How to write a philosophy statement; Former peers offer examples of their philosophy statements	
Week 11 Nov 4	<b>Sociological Foundations:</b> <i>Rethinking Sexism, Gender, and Sexuality in School</i> ; Documentary: <i>Straightlaced, Reviving Ophelia &amp; Creating Gender Inclusive Schools</i> (TPE 1.1 Introduced)	<ul style="list-style-type: none"> <li>Do Gender <b>Blog</b></li> <li><b>DUE: Philosophy of Education by Friday evening at 5pm to <a href="mailto:jsapp@csudh.edu">jsapp@csudh.edu</a></b></li> <li>VIEW documentaries and films</li> </ul>
Week 12 Nov 11	<b>No Class – Veterans Day</b>	
Week 13 Nov 18	<b>Legal Issues in Education:</b> Dispositions; Creative Commons; Legal Issues in Education; Mandated Reporter (TPE 6.5 Introduced and TPE 6.6 Introduced)	<ul style="list-style-type: none"> <li>READ <u>The School-to-Prison Pipeline</u> by Marilyn Elias</li> </ul>
Week 14 Nov 25	<b>No Class – Fall Break</b>	
Week 15 Dec 2	<b>Sociological Foundations:</b> My Multicultural Self; (TPE 3.7 Introduced); Luis Moll's Funds of Knowledge	<ul style="list-style-type: none"> <li>READ Moll's Funds of Knowledge</li> <li>READ The History of Multicultural Education by Gorski</li> <li><b>DUE: Legal Issues Paper by Friday at 5pm to <a href="mailto:jsapp@csudh.edu">jsapp@csudh.edu</a></b></li> <li><b>DUE: Mandated Reporter Certificate by Friday 5pm to <a href="mailto:jsapp@csudh.edu">jsapp@csudh.edu</a></b></li> </ul>
Week 16 Dec 9	<b>Sociological Foundations:</b> Ending Curriculum Violence; Decolonizing the curriculum (TPE 1.3 Introduced and Practiced); <b>Closing: What have we learned?</b>	<ul style="list-style-type: none"> <li>Do the Curriculum <b>Blog</b></li> <li>READ Donato-Sapp's Brave &amp; Didn't Know It</li> <li><b>DUE: Documentation of Field Experiences Form filled out and sent to <a href="mailto:jsapp@csudh.edu">jsapp@csudh.edu</a> by Friday at 5pm</b></li> </ul>

TED 400 Grading Rubrics

Philosophy of Education (TPE 2.3, and 6.7)

1	2	3	4	5
Does not establish a learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn	Establishes and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe that <b>empowers</b> all students to learn, <b>anticipate</b> , recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
Do not recognize or acknowledge their own values and implicit and explicit biases and the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning. They do not exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Recognize in limited ways their own values and implicit and explicit biases and the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning. They exhibit limited positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students through a social justice lens. They exhibit and establish positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students through a social justice lens that incorporates an understanding of equity and justice within educational structures and contexts. They exhibit, establish, and reflect upon positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

Funds of Knowledge Assignment (TPE 6.6)

1	2	3	4	5
		Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.		

Documentation of Field Experiences (TPE 6.6)

1	2	3	4	5
		Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.		

**Legal Issues in Education Assignment (TPE 3.7 and 6.6)**

1	2	3	4	5
Does not provide any general understanding of the legal requirements for the teacher, student, children with disabilities, parents, or specific laws regarding the profession. Did not attach the certificate for the Mandated Reporter Educators Training.	Is able to describe the general legal requirements for the teacher (daily time requirements; supervision responsibilities; tutoring parameters; reporting accidents; reporting child abuse; sexual harassment; corporal punishment; truancy; student detention; student suspension; excluding students from school participation; student expulsion from the district; and teacher negligence). Is able to describe the school and district requirements for the teacher (teacher probationary period; tenure; revocation of teaching credential; leaves; textbook selection; first-aid; drugs/narcotics; and teaching and religion).	Is able to describe the general legal requirements for the teacher (daily time requirements; supervision responsibilities; tutoring parameters; reporting accidents; reporting child abuse; sexual harassment; corporal punishment; truancy; student detention; student suspension; excluding students from school participation; student expulsion from the district; and teacher negligence). Is able to describe the school and district requirements for the teacher (teacher probationary period; tenure; revocation of teaching credential; leaves; textbook selection; first-aid; drugs/narcotics; and teaching and religion).  Is able to describe the legal requirements for parents and students (physical or verbal abuse toward a teacher; parental custody; vandalism; student alcohol or drug abuse; and due process).	Is able to describe the general legal requirements for the teacher (daily time requirements; supervision responsibilities; tutoring parameters; reporting accidents; reporting child abuse; sexual harassment; corporal punishment; truancy; student detention; student suspension; excluding students from school participation; student expulsion from the district; and teacher negligence). Is able to describe the school and district requirements for the teacher (teacher probationary period; tenure; revocation of teaching credential; leaves; textbook selection; first-aid; drugs/narcotics; and teaching and religion). Is able to describe the legal requirements for parents and students (physical or verbal abuse toward a teacher; parental custody; vandalism; student alcohol or drug abuse; and due process). Explains and comprehends legislation like AB 537 and IDEIA. Is able to synthesize and explain a basic understanding of Special Education Law and the responsibilities that a general education professional has for students with disabilities.	Is able to describe the general legal requirements for the teacher (daily time requirements; supervision responsibilities; tutoring parameters; reporting accidents; reporting child abuse; sexual harassment; corporal punishment; truancy; student detention; student suspension; excluding students from school participation; student expulsion from the district; and teacher negligence). Is able to describe the school and district requirements for the teacher (teacher probationary period; tenure; revocation of teaching credential; leaves; textbook selection; first-aid; drugs/narcotics; and teaching and religion). Is able to describe the legal requirements for parents and students (physical or verbal abuse toward a teacher; parental custody; vandalism; student alcohol or drug abuse; and due process). Explains and comprehends legislation like AB 537 and IDEIA. Is able to synthesize and explain a basic understanding of Special Education Law and the responsibilities that a general education professional has for students with disabilities. Attached the Certificate of Completion for the Mandated Reporter Educators Training.

**Historical Foundations Assignment (TPE 6.7)**

1	2	3	4	5
Has some awareness of how the context, structure, or history of public education in CA affects and influences state, district, and school governance as well as state and local education finance.	Analyze how the context, structure, or history of public education in CA affects and influences state, district, and school governance as well as state and local education finance.	Critically analyze how the context, structure, or history of public education in CA affects and influences state, district, and school governance as well as state and local education finance.	Critically analyze how the context, structure, or history of public education in CA affects and influences state, district, and school governance as well as state and local education finance as well as addresses the disparity for large subgroups (e.g., English learners, struggling students).	Critically analyze how the context, structure, or history of public education in CA affects and influences state, district, and school governance as well as state and local education finance as well as addresses the disparity for large subgroups (e.g., English learners, struggling students). Includes important historical laws related to education (Brown v. Board).

**Elements of Writing**

1	2	3	4	5
The paper lacks logical progression of supporting ideas or evidence for paper content; the paper addresses topic but loses focus by including irrelevant ideas; frequent errors in spelling, grammar, and punctuation; no references or incorrect APA references.	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions with some supporting ideas and/or evidence for the paper content; errors in grammar and punctuation, but spelling has been proofread; few references or some incorrect references.	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions with some supporting ideas and/or evidence for the paper content; paper is focused on topic and includes few loosely related ideas; errors in grammar and punctuation, but spelling has been proofread; few references or some incorrect references.	Paper includes logical progression of ideas aided by clear transitions and support lacks specificity or is loosely developed; paper is focused on the topic and includes relevant ideas; occasional grammatical errors and questionable word choices; use of references indicate some research.	Paper includes logical progression of ideas aided by clear transitions and support lacks specificity or is loosely developed; the paper is focused, purposeful, and reflects clear insight and ideas; nearly error-free which reflects clear understanding and thorough proofreading; use of references indicate substantial research.

**Phase 1 – Purpose**

*How do teacher candidates’ ideologies, identities, and knowledge of community inform asset-based teaching practices and knowledge of self, supported by theoretical foundations?*

	Innovating (4 pts)	Integrating (3 pts)	Emerging (2 pts)	Contemplating (1 pt.)
Ideologies, Identities, and knowledge of community	<p>Candidate demonstrates understanding of communities’ knowledge, experiences, and histories:</p> <ul style="list-style-type: none"> <li>Evidence that teacher understands alternate perspectives, knowledge, and ideas that reflect indigenous and other ways of knowing.</li> <li>Teacher uses asset-based language to describe students, communities, and families.</li> </ul>	Candidate demonstrates understanding of 1 or 2 criteria listed.	Candidate demonstrates understanding of none of the criteria listed.	n/a
Asset based teaching practices	<p>Candidate lesson plan:</p> <ul style="list-style-type: none"> <li>Includes opportunities to elicit and incorporate students’ knowledge, experiences, histories, and assets.</li> </ul>	Lesson has 1 or 2 criteria listed.	Lesson has none of the criteria listed.	n/a
Knowledge of self	<p>Candidate demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>Their own privileges</li> <li>Their own positionality</li> <li>Systems of power and oppression</li> <li>Activism and ways to resist and disrupt systems of power and oppression</li> <li>Critical theories of student learning</li> </ul>	Candidate demonstrates 4 of 5 criteria listed.	Candidate demonstrates 3 of 5 criteria listed.	Candidate demonstrates 1 or 2 of 5 criteria listed.