

**CAL POLY SCHOOL OF EDUCATION (SOE)
Course Syllabus**

Basis of SOE Conceptual Framework:

- ◆ **Learning for (purpose)**
- ◆ **Learning through (process)**
- ◆ **Learning about (content)**

Course Number & Title: Clinical Experience Seminar		Term & Year: Winter & Spring 2018			
Instructor:	Office Location:	Phone:			
Class Location & Time: Mondays 5:10-7	Office Hours:	Email:			
Course Description: The main objective of this clinical experience seminar is to support teacher candidates. Seminar discussions will supplement the content learned in EDUC coursework as it is applied in placement classrooms. Such content may include: classroom management; student motivation; differentiating instruction; professional development; planning; assessment; paper grading; relationships with students, parents, school personnel; and other topics participants request. Teacher candidates will also receive support in the preparation of the Teaching Event for edTPA, job application materials, and clinical experience packet. In addition, a portion of each class will be devoted to any topics of concern to each individual teacher candidate in his/her placement.					
COURSE LEARNING OUTCOMES. Teacher candidates will know, understand, and be able to:		Assessment	SOE Learning Themes	University Learning Objective	University Diversity Learning Objectives
1. Create and implement effective lesson plans appropriate to their student teaching grade level and the needs of individual students.		Weekly lesson plans & edTPA	InformED EmpowerED EngagED	1, 2, & 3	2 & 3
2. Translate the theory of their EDUC courses into practice in the classroom.		Weekly lesson plans & edTPA	InformED EmpowerED EngagED	1	1
3. Articulate personal teaching needs through thoughtful reflective practice.		Weekly reflections & seminar discussions	GroundEd TransformED	1 & 7	
4. Collaborate with colleagues on problem solving.		Seminar discussions & activities	ConnectED	4	4
5. Create, administer, and score appropriate assessments in instructional units.		Weekly lesson plans & edTPA	InformED EmpowerED EngagED	1 & 3	
6. Consistently incorporate appropriate academic language instruction for students of all linguistic backgrounds.		Weekly lesson plans & edTPA	InformED EmpowerED EngagED	6	1, 2, & 3
7. Successfully complete edTPA		edTPA materials	GroundED TransformED	1, 2, & 7	3
8. Prepare materials for job applications.		Job application materials	GroundED	7	
SOE Learning Themes: 1. InformED: Advancing Disciplinary Knowledge 2. EmpowerED: Responding to Diverse Learning Needs 3. EngagED: Building Cultural Responsiveness 4. ConnectED: Drawing on Knowledge and Partnerships across Disciplines & Communities 5. GroundED: Demonstrating Professionalism TransformED: Encouraging Continuous Growth and Reflection		University Learning Objectives*. Graduates are able to... 1. Think critically and creatively 2. Communicate effectively 3. Demonstrate expertise in scholarly discipline in relation to world of arts, sciences, and technology 4. Work productively as individual and in groups 5. Use knowledge/skills to make positive contribution to society 6. Make reasoned decision based on understanding of ethics, respect for diversity, and awareness of sustainability issues 7. Engage in lifelong learning *abridged		University Diversity Learning Objectives*: 1. See relationships among diversity, inequality, and social, economic, and political power 2. Know contributions from diverse/under-represented groups 3. Consider views of diverse groups when making decisions 4. Live/work with others who differ *abridged	

WEEK/QUARTER	TOPIC	edTPA & JOB SEARCH ASSIGNMENTS	CLINICAL EXPERIENCE ASSIGNMENTS	TPE (listed on p. 12)	COURSE LEARNING OUTCOME (listed on p.1)	SOE DISPOSITION (listed on p. 11)
Week 1, Winter	<i>Getting to Know Ourselves and the Profession</i> -Syllabus and assignments -Poly Learn -Clinical experience expectations <i>edTPA: Review</i> -Determining your submission calendar & update on edTPA progress -Questions since edTPA bootcamp Open Forum	-Draft of Context for Learning for edTPA	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	1, 3, 4, 6	1, 3, 4, 7	1.2
Week 2, Winter Joint Seminar	<i>edTPA: Task 1: Planning</i> -edTPA stations to facilitate revisions of lesson plans, instructional materials, & assessments -Writing the Planning Commentary Open Forum Topical Discussion: Using Knowledge of Students to Diverse Learners	-Draft of edTPA learning segment lesson plans, materials, and assessments brought to class -edTPA Calendar of due dates added to the Google spreadsheet by the start of class -edTPA video permission slips distributed to students	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	1, 3, 4, 6	1, 3, 4, 6, 7	1.2, 2.2
Week 3, Winter NO CLASS	NO CLASS - CAMPUS HOLIDAY	-Submit drafts of edTPA components by edTPA calendar of due dates	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	3, 4	1	
Week 4, Winter	<i>Job Search Workshop & Prep</i> -Peer review draft of resume and cover letter -Practice interview questions Open Forum	-Bring a draft of a cover letter and resume to class for peer review AND email to seminar instructor by the start of class -Submit drafts of edTPA components by edTPA calendar of due dates	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	3, 4, 6	1, 3, 4, 7, 8	1.2, 2.2

Comment [VM1]: Several class periods have time dedicated to Open Forum, when teacher candidates will discuss questions pertaining to student teaching and the credential program. Time will be allotted for sharing any issues/concerns teacher candidates may have about their placements. Weekly reflections, teacher candidate-generated topics/questions, and topics suggested by cooperating teachers and university supervisors will be a jumping-off point for the weekly open forums. The format of the open forum will vary from week to week (e.g., partner discussions, whole class discussions, wheel discussions, etc.). These open forums allow candidates to practice principles of reflectiveness and collaboration, as required for TPE 4.6, 6.1, 6.2, 6.3, and 6.5

Comment [VM2]: Practice: 1.1, 1.4, 1.6, 2.5, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.6, 5.8

WEEK/QUARTER	TOPIC	edTPA & JOB SEARCH ASSIGNMENTS	CLINICAL EXPERIENCE ASSIGNMENTS	TPE (listed on p. 12)	COURSE LEARNING OUTCOME (listed on p.1)	SOE DISPOSITION (listed on p. 11)
Week 5, Winter	<i>edTPA: Task 1: Planning</i> -Review sample Planning Commentary & discuss Planning Commentary questions -Planning workshop	-Submit drafts of edTPA components by edTPA calendar of due dates	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	1, 3, 4	1, 2, 7	1.2, 2.2
Week 6, Winter	<i>edTPA: Task 2: Instruction</i> -Task 2 Overview -Scoring of example video clip -Discussion of effective instruction (student engagement, higher-level thinking, monitoring student learning, textual references) -Tips on videotaping Open Forum Topical Discussion: Communication with Parents and Families	-Submit drafts of edTPA components by edTPA calendar of due dates	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	2, 3, 4, 6	1, 2, 3, 4, 7	1.2, 2.2
Week 7, Winter	<i>edTPA: Task 2: Instruction</i> -Viewing of TC video clips for feedback -Writing the Instruction Commentary -Instruction workshop Open Forum Topical Discussion: Teaching Students with Special Needs and participating in IEPs	-Submit drafts of edTPA components by edTPA calendar of due dates	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	2, 3, 4, 6	1, 2, 3, 4, 7	1.2, 2.2
Week 8, Winter	<i>Mock Interview Event</i> -Dress to impress!	-Submit drafts of edTPA components by edTPA calendar of due dates -Review sample interview questions in preparation for mock interview event	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	3, 4	1, 3, 7, 8	1.2, 2.2
Week 9, Winter	Open Forum <i>edTPA: Task 2: Instruction</i> -Viewing of TC clips for feedback -Writing the Instruction Commentary -Instruction workshop	-Submit drafts of edTPA components by edTPA calendar of due dates	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	2, 3, 4, 6	1, 2, 3, 4, 7	1.2, 2.2

Comment [VM3]: Practice 1.1

Comment [VM4]: Practice 1.3, 1.4, 1.5, 1.8, 4.4, 4.7

Comment [VM5]: Practice 1.2, 5.4, 5.5

Comment [VM6]: Practice 1.4, 1.6, 2.5, 3.4, 3.5, 3.6, 4.1, 4.2, 5.6, 5.8,

WEEK/QUARTER	TOPIC	edTPA & JOB SEARCH ASSIGNMENTS	CLINICAL EXPERIENCE ASSIGNMENTS	TPE (listed on p. 12)	COURSE LEARNING OUTCOME (listed on p.1)	SOE DISPOSITION (listed on p. 11)
Week 10, Winter	<i>edTPA: Task 2: Instruction</i> -Viewing of TC clips for feedback -Writing the Instruction Commentary -Instruction workshop <i>Open Forum Topical Discussion: Reflecting on School Board Observations/Engaging with Communities</i>	-Submit drafts of edTPA components by edTPA calendar of due dates	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	2, 3, 4, 6	1, 2, 3, 4, 7	1.2, 2.2
Finals Week, Winter	<i>edTPA Task 3: Assessment</i> -Overview of Task 3 -Qualities of effective feedback -Approaches to analyzing student learning <i>Open Forum</i>	-Submit drafts of edTPA components by edTPA calendar of due dates	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	3, 4, 5, 6	1, 3, 4, 5, 7	1.2, 2.2
Week 1, Spring NO CLASS	Spring break at placement sites	-Submit drafts of edTPA components by edTPA calendar of due dates	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	5	5, 7	
Week 2, Spring	<i>edTPA Workshop</i> -Creation of Pearson portfolio -Tips for drafting and revising -edTPA Workshop <i>Open Forum</i>	-Submit drafts of edTPA components by edTPA calendar of due dates	-Lesson plans posted to Poly Learn by 8am Monday	3, 4, 5, 6	1, 2, 3, 4, 5, 7	1.2, 2.2
Week 3, Spring Joint Seminar	<i>Submission of edTPA</i> -Submitting all final tasks online during seminar -All final drafts should be saved on your desktop -It is recommended that you upload your two video clips to the Pearson portfolio prior to coming to seminar	-Final submission of edTPA	-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	3, 4	1, 2, 5, 6, 7	1.2, 2.2

Comment [VM7]: Practice: 6.4, 6.7

Comment [VM8]: Practice 1.8, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

WEEK/QUARTER	TOPIC	edTPA & JOB SEARCH ASSIGNMENTS	CLINICAL EXPERIENCE ASSIGNMENTS	TPE (listed on p. 12)	COURSE LEARNING OUTCOME (listed on p.1)	SOE DISPOSITION (listed on p. 11)
Week 4, Spring	edTPA Submission Celebration Open Forum Topical Discussion: Cross Disciplinary Collaboration		-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	3, 4	1	
Week 5, Spring	Job Search -Tips for a successful teaching demo -Portfolio options -Interview question practice Open Forum Topical Discussion: Integrating visual and performing arts to engage students in learning		-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	3, 4	1, 3, 4, 8	1.2, 2.2
Week 6, Spring	Classroom Management -Classroom management self-assessment -Problem solving classroom management challenges Open Forum		-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	2, 3, 4	1, 2, 3, 4	1.2, 2.2
Week 7, Spring	First Days of School -How to build a positive classroom environment from day one -Establishing classroom policies and procedures -Envisioning the first days in YOUR classroom Open Forum		-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	2, 3, 4	1, 2, 3, 4	1.2, 2.2

Comment [VM9]: Practice 3.3, 4.3, 6.4

Comment [VM10]: Practice, 1.7, 3.3, 4.3

Comment [VM11]: Practice 2.1, 2.2, 2.3

Comment [VM12]: Practice 2.1, 2.2, 2.3, 2.5, 2.6

WEEK/QUARTER	TOPIC	edTPA & JOB SEARCH ASSIGNMENTS	CLINICAL EXPERIENCE ASSIGNMENTS	TPE (listed on p. 12)	COURSE LEARNING OUTCOME (listed on p.1)	SOE DISPOSITION (listed on p. 11)
Week 8, Spring	<i>Navigating the Policy Context of Schools</i> -Negotiating tensions between beliefs about teaching, instruction, and context requirements <i>Open Forum</i>		-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	3, 4, 6	1, 2, 3, 4	1.2, 2.2
Week 9, Spring Joint Seminar	<i>Applying for Your Credential</i> -Guest speakers: SOE credential analysts -BTSA, Retention, Tenure Open Forum Topical Discussion: Technology Integration		-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	3, 4, 6	1, 2, 3, 4	1.2, 2.2, 3.1
Week 10, Spring	<i>Learning from Each Other</i> -Middle and high school panels -Google Drive of best lessons, assessments, and resources <i>Open Forum</i>		-Weekly reflection submitted by 5pm Sunday & lesson plans posted to Poly Learn by 8am Monday	3, 4, 6	1, 3, 4	1.2, 2.2, 3.1

Comment [VM13]: Practice 6.1, 6.2

Comment [VM14]: Practice 3.7, 3.8, 4.6, 4.8, 5.4

COURSE FORMAT

During winter & spring quarters, seminar will help teacher candidates to prepare the edTPA and job search materials.

edTPA support in seminar will look like the following:

- Providing an overview of edTPA and each of the three tasks
- Examining example edTPAs and using the edTPA rubrics to score the examples
- Discussing effective planning, instruction, and assessment practices in order for teacher candidates to effectively demonstrate these skills in the edTPA
- Workshopping commentaries in class (time allotted for writing and for receiving feedback from peers)
- Viewing video clips in class in order to receive feedback from peers on whether the clips should be used for the purpose of edTPA
- Providing tips for staying organized and setting deadlines for drafts
- Troubleshooting technology issues

Job search support in seminar will look like the following:

- Joint seminars that provide an overview of the job search, how to create an Ed Join profile, and characteristics of effective resumes and cover letters
- Workshopping resumes, cover letters, and teaching portfolios in class (time for receiving feedback from peers)
- Practicing responding to interview questions
- Discussing the components of and options for a teaching portfolio

In addition to helping teacher candidates successfully complete edTPA and prepare their job search materials, a portion of most seminar classes will be dedicated to an **open forum** when teacher candidates will discuss questions pertaining to student teaching and the credential program. Time will be allotted for sharing any issues/concerns teacher candidates may have about their placements. Weekly reflections, teacher candidate-generated topics/questions, and topics suggested by cooperating teachers and university supervisors will be a jumping-off point for the weekly open forums. The format of the open forum will vary from week to week (e.g., partner discussions, whole class discussions, wheel discussions, etc.).

REQUIRED TEXTS

Teacher candidates will use the edTPA Handbook, FAQs, checklist, and templates as helpful course resources. These resources can be found on the Poly Learn site for clinical experience seminar for winter quarter.

Teacher candidates will also use the job search handbook, which can also be found on the Poly Learn site for clinical experience seminar for winter quarter.

COURSE ASSIGNMENTS AND ACTIVITIES

Class Participation:

You are expected to come to class on time with all required readings and assignments, to attend all classes, and to be actively involved and on task in class discussions and activities. If you need to miss class, please notify me in advance and arrange to make up the work you will miss. **One excused absence** is allowed **per quarter**. Two late arrivals or early departures equal one absence.

Additional absences will result in no credit (NC) for seminar.

edTPA Teaching Event:

Drawing upon your learning in your coursework and student teaching placement, you will be asked to successfully complete edTPA in order to demonstrate your readiness for a full-time teaching assignment. Throughout the quarter, the weekly readings, discussions, and activities will help you to be able to complete this assessment. Although teacher candidates will receive guidance on the completion of this assessment from their cooperating teacher, university supervisor, peers, and instructors, edTPA will document the teaching ability of the individual teacher candidate.

All teacher candidates will post to the appropriate discussion forum of Poly Learn an electronic copy of each component of edTPA (in draft format) by the deadlines determined by each individual teacher candidate. These draft deadlines will be inputted into a Google Doc at the beginning of winter quarter.

Teacher candidates will also be asked to bring a copy of the draft of each component of edTPA to class in order to be able to participate in a workshop. **Teacher candidates are given three opportunities to request an extension for an edTPA draft. After those three extensions, the remaining deadlines are firm. Failure to meet these agreed-upon deadlines without prior consultation with and approval by the seminar instructor could result in no credit (NC) for seminar. For spring quarter, failure to submit edTPA will result in an Incomplete for seminar.**

Job Application Materials:

In preparation for applying for teaching positions, you will write and receive feedback on drafts of job application materials (e.g., cover letter, resume, teaching portfolio, and mock interview). Throughout the quarter, the weekly discussions, materials, and readings will help you to prepare for your job search.

Weekly Lesson Plans:

You are expected to write a lesson plan for every lesson that you lead teach and submit weekly lesson plans to your cooperating teacher on an agreed-upon date (usually the Thursday before the week you will teach the lessons) by placing a paper copy of your lesson plans in your clinical experience binder. In addition, all teacher candidates will post to the appropriate discussion forum of Poly Learn an electronic copy of their weekly lesson plans by **8am Monday** in order for the instructor of seminar (a) to verify that lesson plans have been written and (b) to provide feedback on these lesson plans (only if feedback is requested by posting a feedback request on Poly Learn). If you are not lesson planning for a week, please post a message to Poly Learn explaining why you are not responsible for lesson planning for that week. **Failure to submit weekly lesson plans on time could result in no credit (NC) for seminar & EDUC 469/479.**

Weekly Reflections:

You are expected to reflect weekly on your teaching during your clinical experience. The written reflection should be in response to the questions included in the reflection form. In order to complete the weekly reflection, click on the link (included at the top of the Poly Learn site), and make sure to include your university supervisor's email as well as the email address of your advisor in the form so that both are able to view your reflection each week. The weekly reflection should be submitted by **5pm Sunday** in order for the instructor of seminar (a) to verify that reflections have been written and (b) to prepare for the open forum portion of seminar. **Failure to submit weekly reflections on time could result in no credit (NC) for seminar & EDUC 469/479.**

Comment [VM15]: Practice and Assessment of Lesson Planning: 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 3.1, 3.2, 4.4, 4.7, 5.1

Comment [VM16]: Practice and Assessment of reflection and comprehension of key instructional skills: 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 3.1, 3.2, 4.4, 4.7, 6.1, 6.2

GRADING

Teacher candidates will be graded **Credit/No Credit** for this course.

MISCELLANEOUS INFORMATION

- Teacher candidates should come to seminar prepared to participate in discussions and activities. Teacher candidates should not be engaging in work for other courses or engaging in other off-task activities during class time (e.g., sending text messages, using personal computers to check email/Facebook, completing assignments for another course, grading papers etc.).
- All cell phones should be turned off during class.
- At any point during the quarter if you are not doing satisfactory work, I will let you know in writing immediately.
- You are expected to maintain your responsibility towards academic integrity. Any instances of plagiarism will be considered grounds for failing the class. Specifically for this course, you should provide references for any ideas, lesson plans, assignments, or handouts that you reproduce or that you modify for your academic work in this class.
- **University supervisors will have access to our Poly Learn site, so it is important that you are professional in your weekly reflections and other materials that you post to Poly Learn.**
- Please see me or email me as soon as possible if you require special accommodations in class or for any assignment due to learning disabilities, religious practices, physical requirements, medical needs, or for any other reason. If you require accommodations or modifications for any learning, physical, or medical reason, please contact the Disability Resource Center on campus as well.

SCHOOL OF EDUCATION

VISION	MISSION
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.	<p>The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.</p> <p>School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.</p>

LEARNING OUTCOMES

1. InformED: Advancing Disciplinary Knowledge
2. EmpowerED: Responding to Diverse Learning Needs
3. EngagED: Building Cultural Responsiveness
4. ConnectED: Drawing on Knowledge and Partnerships across Disciplines & Communities
5. GroundED: Demonstrating Professionalism
6. TransformED: Encouraging Continuous Growth and Reflection

SOE DISPOSITIONS

Professionalism

- 1.1 **Responsibility and Accountability** – Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
- 1.2 **Creating Positive Climate** – Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

- 2.1 **Cross-Cultural Competence** – Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
- 2.2 **Collaboration** – Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

- 3.1 **Inquiry and Innovation** – Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.
- 3.2 **Social Justice** – Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs)

TPE 1: Engaging and Supporting All Learners in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator

