

ECE Credential Level 5 To Professional Educator License (PEL) Bridge



Introduction

This report is being prepared for the early childhood education field, as well as for the entities who provided funds for this project. The Illinois Governor's Office of Early Childhood Development (GOECD) received federal funding through the Preschool Development Birth to Five (PDG B-5) Renewal grant, that was allocated to Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), to oversee a statewide system project designed to support and increase access to early childhood (EC) teacher preparation for Illinois' highly diverse early childhood workforce.

The current state and national educator shortage affects all educational sectors including the field of early childhood education. Barriers exist for candidates and educators at multiple points in the teacher preparation pipeline including initial recruitment; access to, retention in and completion of preparation programs; and persistence and advancement in the profession. These obstacles disproportionately affect diverse candidates and low-income and rural areas, leading to inequities that ultimately impact young learners in the same groups and geographic regions.

As part of its strategic planning process and as mandated by Public Act 101-0654, the Illinois Board of Higher Education (IBHE), in the Spring of 2021, led a working group of higher education professionals and other stakeholders in a process to review the barriers to higher education and career advancement experienced by the early childhood workforce and develop systems to increase their attainment of postsecondary education and credentials. The result was The Early Childhood Access Consortium for Equity Act which outlines actions to make higher education more accessible and affordable and is supported by a companion set of strategies in the higher education strategic plan, [A Thriving Illinois](#). Both of which are supported by public university presidents statewide.

One possible solution that emerged in conversations with state ECE leadership was the development of a specific pathway for ECE professionals with a bachelor's degree and a Gateways to Opportunity® ECE Credential Level 5 from an accredited higher education program to obtain the Illinois ECE Professional Educator License (PEL) in an effective, streamlined, doable way that was cost- and time-effective for candidates to complete and fiscally sustainable for teacher preparation programs to offer. Three questions emerged when considering the creation of a Bridge pathway:

1. What standards or competency gaps exist between the competencies (Birth to age 8) and the standards/competencies that guide state early childhood professional educator licensure programs (Pre-K to 2nd grade)?
2. What curricular support materials could best address the identified gaps and serve licensure programs as they build Bridge programs?
3. What state licensure requirements (i.e., specific general education requirements in rule, passage of the content test, edTPA) could cause barriers to successful Bridge completion or need to be mitigated for Bridge program design?

In Illinois, the early childhood field is arguably leading the way in the state-wide movement towards competency-based teacher preparation. The early childhood field in Illinois has completely transitioned to competencies and is now moving toward a transformation of a range of competency-based learning and education models at higher education institutions. Three areas of competency-based work in Illinois and nationally have converged to inform the direction and outcomes of this project.

Illinois Gateways to Opportunity® Credential

For the early childhood workforce, the process to attain Gateways Credentials can be a combination of stacking high-quality approved training and college credit with supervised practicum(s) and/or accumulated work experience. Credential attainment can be an end point within itself and is combined with a degree at various levels. Gateways Credentials are awarded by the Illinois Department of Human Services (IDHS) Division of Early Childhood, administered through INCCRRA, and are in legislative rule. While there are core credentials spanning from Early Childhood Educator to Family Specialist, the work completed in this project focused solely on early childhood teacher preparation or the ECE Credential.

Beginning with the ECE Credential, between 2015-2017, all Illinois Gateways Credentials moved from standards and benchmarks to competencies. In 2015, the Illinois State Board of Education (ISBE) put in place a requirement that all entitled ECE licensure programs align to the Gateways ECE competencies within their redesign/ re-application

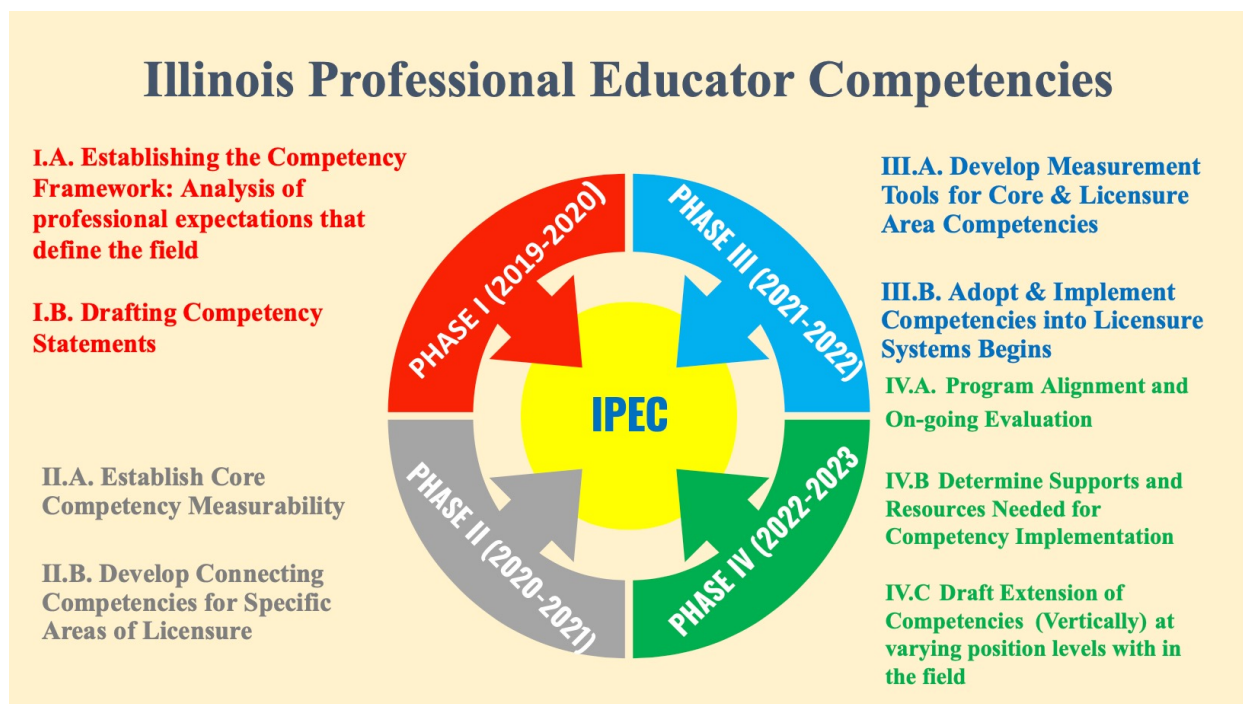
for licensure/entitlement by 2019. Additionally, in 2016, the Illinois Gateways ECE competencies were presented to early childhood faculty from across the State at the Gateways Higher Education Forum. Following the Forum, regional meetings were held across Illinois to help Gateways-entitled institutions move to competencies. To further support faculty, an online toolbox embedded on the Gateways to Opportunity website was created to store competency resources and assessment examples for faculty to use in implementing these new competencies. A pilot of the competency-based entitlement application was implemented, and technical assistance for programs at both two- and four-year institutions was established. That same year and continuing through 2017, technical assistance was provided to two- and four-year programs for aligning curriculum with the ECE competencies and completing the application for the new competency-based ECE credential. Three community college faculty consultants worked with 40 two-year early childhood programs to redesign curriculum to be leveled and in alignment with the ECE competencies. One four-year faculty consultant provided technical assistance to 32 four-year early childhood teacher licensure and non-licensure programs on aligning curriculum with the competencies and completing the application to become entitled to award the new ECE credential. The result was that today, 100% of two- and four-year early childhood programs are entitled or aligned with Gateways ECE competencies.

Illinois State Board of Education Professional Educator Licensure Requirements

All teacher preparation programs in Illinois are approved by the Illinois State Board of Education and must be in “good standing” annually to entitle teacher candidates for the Professional Educator License (PEL) in Illinois. When Illinois Higher Education (IHE) licensure programs entitle candidates for licensure, they are “assuring” the candidate has met all coursework and clinical expectations required in the program. To meet these requirements programs must be aligned with the 2013 Illinois Professional Teaching Standards (IPTS) which are legislated through Illinois Administrative Rule Part 24. While this project was emerging, ISBE had been simultaneously engaged in a revision of the 2013 IPTS. This revision included the goal of moving teacher licensure to a competency-based system.

In early 2019, ISBE licensure leadership began discussion and planning around the revision of the Illinois Professional Teaching Standards (IPTS) which were initiated in 2010 and last revised in 2013. In the Summer of 2019, the Illinois Professional Educator Competency (IPEC) Task Force was launched. The project was divided into four phases. Figure 1 overviews the project design.

Figure 1: Competency Development Process



In June 2019, the initial task force of 25 members was nominated and secured. The IPEC Task Force included membership from public and private school teachers and leaders, public and private higher education teacher preparation programs, state education agency and advocacy representatives, and educator union representatives. Phase I work was launched by conducting a content analysis of the over 250 applicable standards to be reviewed. These standards included the IPTS, the Interstate New Teacher Assessment and Support Consortium (InTASC) standards, and the social emotional standards for teachers (23 ILLINOIS ADMINISTRATIVE CODE 555, Appendix A). This in-depth content analysis resulted in the identification of specific redundancies, gaps, and updates needed. Between August 2019 and April 2020, task force sub-committees were formed and the findings from the content analysis were used to develop sixty competency statements, and from this an initial competency framework was created.

Phase II work began in August 2020. Two objectives of Phase II were to first, examine the sixty draft competency statements for comprehensive measurability and second, to examine the draft competency statements for compatibility through the lens of individual licensure grade-span areas. The work of the IPEC Task Force has resulted in fifty-four (proposed) vetted and reviewed competencies. These concise, measurable competencies are proposed to replace both the 2013 Illinois Professional Teaching Standards (IPTS) found in 24.130 of Illinois 23 Administrative Code 24, as well as the Social/Emotional standards found in 555.10 of Illinois 23 Administrative Code 23, Section 555.

In the late Fall of 2021, ISBE began the process for moving the proposed IPEC competencies into administrative rule. The development of a competency model for Illinois teacher preparation sets the stage for many innovative possibilities moving forward while hopefully providing targeted, concise, measurable preparation to meet the needs of Illinois schools and learners. To that end and ISBE's directive, the Bridge project was aligned to the proposed IPEC competencies as opposed to the existing IPTS.

National Early Childhood Teacher Preparation Standards

At a national level, the National Association for the Education of Young Children (NAEYC), through the Power to the Profession project, has published a Unifying Framework for the Early Childhood Profession (March 2020: <https://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03312020-web.pdf>) that incorporates standards and competencies for the preparation of early childhood educators at three levels (ECE I, II, and III). These levels align with the different roles and responsibilities of those working directly with young children (birth to age eight) in a variety of settings and with academic degree attainment at the associates and baccalaureate levels. The standards and competencies "represent these core domains of knowledge and practice, provide a baseline of expectations for mastery and are designed to drive accountability for the profession that is influenced by and responsive to the expertise of the profession" (p.19). NAEYC identifies six standards in which leveled competencies aligned with the ECE I, II, and III designations are embedded. These standards and embedded competencies are to be the basis for preparing and credentialing early childhood educators, and for nationally accrediting early childhood educator preparation programs.

This project is situated within the work already completed at the state level focused on early childhood competencies and teacher licensure competencies as well as the national move toward competencies. In Illinois, 67 undergraduate and seven master's degree programs offer opportunities to attain licensure in Early Childhood Education, Birth to Grade 2, and since 2016, a large majority of institutions of higher education at both the two- and four-year levels in Illinois offer the industry-recognized Gateways ECE Credential (96%) (Illinois Network of Child Care Resource and Referral Agencies, 2019).

Bridge Project Goals

The Bridge project was guided by five main goals established in consultation with the project consultants, INCCRRA Gateways leadership, and the State ECE Leadership Team:

- Goal 1: Recruit Bridge Project Task Force membership and establish the project “map” and timeline.
- Goal 2: Conduct competency gap analysis and develop Bridge competency set.
- Goal 3: Develop competency aligned learning journeys, curricula materials, and assessment tools.
- Goal 4: Analyze and identify non-curricular licensure requirement challenges to operationalizing Bridge pathways.
- Goal 5: Provide Bridge recommendations for implementation, including identified competencies, curricular learning journeys, support toolboxes, and recommendations, to INCCRRA, GOECD and the ECE State Leadership Team.

These five goals will provide a structure for this report. For each goal there is a description of the context of the goal within the project, and the related project activities and outcomes. If applicable, recommendations are provided.

Goal 1:

Recruit Bridge Project Task Force membership and establish the project “map” and timeline.

The Governor’s Office of Early Childhood Development (GOECD) utilized Illinois’ 2021 federal Preschool Development Grant, Birth to 5 (PDG B-5) funding for this project. A contract with INCCRRA was initiated in Spring 2021 with a work completion goal of on/before December 30, 2021. The overall project calendar process is in Appendix A and will also be outlined in this section. In Spring 2021, INCCRRA initiated this project by securing project consultants who served as the Core Team for the project. The Core Team included INCCRRA staff (project oversight and management) and two consultants with extensive experience in developing the Gateways competencies: Dr. Nancy Latham, Associate Dean of the College of Education and Executive Director of the Council on Teacher Education at the University of Illinois Urbana-Champaign, Dr. Kira Hamann, early childhood education faculty at Southern Illinois University-Edwardsville; and Dr. Tiffany Freeze of the Competency-Based Education Network (C-BEN) as a third consultant providing national expertise in competency-based curricular design and implementation. The Core team worked together to develop a project map and timeline (see Appendix A) which operationalized the project goals within the prescribed timeline and worked with INCCRRA to recruit the Bridge Task Force.

In addition to the Core Project Team, a Leadership Team was created to provide state agency guidance, insight, and advocacy over the course of this project. Representation in the Bridge Leadership Team included the Illinois State Board of Education (ISBE), the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), the Governor’s Office of Early Childhood Development (GOECD), and the Illinois Department of Human Services (IDHS) (Appendix B).

Bridge Task Force membership recruitment began in June 2021. Higher education institutions with a Professional Educator Licensure Program with an early childhood endorsement and entitled for the Gateways ECE Credential Level 5 were invited to join the Task Force.

Institutions who partnered in the Bridge project received a stipend to buy-out designated (or appointed) faculty time to ensure project completion by December, 2021. On June 17, 2021, the Project Core Team and state leadership met to finalize the project plan. At the same time Gateways was reaching out to all 75 early childhood teacher preparation programs to invite program representatives to attend an informational meeting (June 22, 2021) and learn about the project and project participation. Fifteen programs responded with initial interest and a statewide meeting was hosted in July 2021 by Gateways to overview the work for interested institutions. During August 2021, program recruitment continued with 43 programs signing on to the project. In August 2021, the Bridge Task Force was finalized (see Appendix B) and the project launched.

Goal 2:

Conduct competency gap analysis and develop Bridge competency set.

In August 2021, the Bridge Task Force began work with a deep content analysis comparing the 54 proposed Illinois Professional Educator Competencies (IPEC) to the 56 Gateways ECE Level 5 competencies. Sub-groups or “teams” within the Task Force were created, and each team determined a point person/lead which met weekly. Teams were assigned 8-10 IPEC competencies to review. A coding system was used by all teams which asked reviewers to label each IPEC competency as completely covered, partially covered, or not covered by Gateways competencies. Teams were also asked to cite Gateways competencies which covered or partially covered IPEC competencies. This review was conducted over a six-week period on a rotation that ensured each IPEC competency was reviewed two to three times. For competencies coded as “partially met” or “not covered” teams also included suggested language to cover the IPEC competency content.

The Leadership Team met in mid-September to synthesize the analysis work of the teams and bring draft competency language together. Twenty draft bridge competencies emerged from the work of the Task Force. It is important to note the final IPEC work was also being finalized and a revised IPEC set was developed. These additions and revisions were reviewed by the Bridge Task Force in and incorporated into the work resulting in 23 Bridge Competencies (Appendix C). In mid-September, Task Force sub-groups began reviewing draft competency language through an established process involving describing competency “look-fors” and the knowledge base required to support competency proficiency. This work resulted in a refining of the competency language and a final Bridge competency set emerged.

Goal 2: Recommendations

The Bridge Task Force recommends that ISBE immediately begin the rule-making process to move the 23 identified Bridge Competencies into Administrative Rule defining the specific competency needed and required for IHEs offering bridge licensure programs from the Gateways ECE Credential Level 5 to an ISBE initial ECE Professional Educator License (PEL). See the full recommendation summary at the end of this report.

Goal 3:

Develop bridge competency aligned learning journeys, curricula materials, and assessment tools.

In October, work began with instructional designers (IDs) from the Competency-Based Education. Network (C-BEN). The first step included grouping the 23 competencies into logical sets according to their content area focus. Six area groupings resulted with a specific Kindergarten through Second Grade focus. These areas were instructional planning and assessment, literacy content and instruction, math content and instruction, science content and instruction, social sciences content and instruction, and professionalism and collaboration. The project IDs were tasked with creating instructional course-like “learning journeys” that could be used by IHEs with a Bridge program to create individual modules for each identified competency area to increase access and provide additional avenues for the early childhood workforce to achieve credential(s) and degrees. The goal of the individualization of competencies into discrete modules was to reduce barriers for students and provide a way for colleges and universities to provide individualized and student-centered approaches to showing competence in the proposed IPEC. These learning journeys also allow for flexibility of design and nimble placement within a range of courses at higher education institutions.

Task force sub-groups were re-established based on content area expertise for this phase of the work and point persons assigned. Sub-groups, using the identified competencies for their areas, began developing module topics and activity ideas to cover and assess competency through the lens of their content area (i.e., instructional planning, math, literacy, social sciences, science, etc.). In addition, experts provided their own teaching materials, resources and activities to a learning journey “toolbox” for use by the IDs as they created the final learning journey for each area. Task force members also provided their expertise in creating the professionalism and collaboration learning journey. Appendix D provides the modularized outline for each of the six learning journeys developed for the Bridge. As the instructional designers began developing module content, task force sub-groups served as expert reviewers and editors to the learning journey scope, sequence, and content.

Goal 3: Recommendations

The Bridge Task Force recommends that Gateways host and disseminate the six Learning Journeys for IHEs to use in creating Bridge programs at their institutions. Additionally, we recommend that Gateways implement and direct a systematic review (every three years) of the learning journey materials including annual surveying of IHE users to provide annual feedback for improvement, revisions, and updating as needed.

Goal 4: Analyze and identify non-curricular licensure requirement challenges to operationalizing.

As the learning journeys were finalized in late November 2021, the full task force met with the state ECE Leadership Team and discussed non-curricular issues, concerns, and barriers for both students interested in the Bridge program, as well as for IHE programs interested in creating Bridge options. Some of these issues included passage of the ECE Content Test, the edTPA, the ISBE general education requirements, student teaching requirements, and ISBE Bridge program approval.

The ECE Content Test (206) required by ISBE for Admission to Student Teaching

The ECE Content Test 206 replaced test 107 in 2018 when the ISBE standards for Early Childhood teachers (birth to 2nd grade) were revised. The early childhood content test consists of 4 sub-areas: Child Development, Learning, and Assessment; Language and Literacy Development; Learning Across the Curriculum; and Professional Relationships and Responsibilities. In order to student teach, candidates must score at least 240 points on this exam. These passing scores were established by the State Educator Professional Licensure Board (SEPLB) based on recommendations from panels of Illinois educators. Initial cost for the ECE Content Test is \$125.00.

Cathy Main, from the University of Illinois Chicago and a member of the Bridge Task Force, has collected data on ECE Content Test passage and test issues over multiple cohorts of students. Her research has found that statewide the ECE Content Test has the lowest rates of passing in comparison to other content tests. In her study, candidates were passing on the second and third test attempts and 24% of students in her study took the test four times or more. Additional feedback from this study found that the ECE content test focused on primary grades (particularly curriculum) rather than on infants/toddlers and Pre-k and on “schools” rather than community-based programs. Both of these findings will be critical to the population being targeted by the Bridge Program. The content test has also been widely criticized for forcing test takers to “choose” the best response out of several close and viable responses begging the question of what is being tested: ECE content knowledge or test-taking skills. ISBE has currently charged a committee to examine the ECE Content Test questions, reliability, and validity and make test revision recommendations. Additionally, test costs for both the initial test and re-takes continue to be a heavy burden on candidates. ECE working professionals targeted by the Bridge Program will also be heavily burdened by these costs.

Task force members worked together to provide tools, resources, and supports they had developed at each of their institutions to assist candidates in general test-taking skills, test anxiety, and ECE-specific Content Test prep. These materials will be used to build a support “toolbox” that IHEs can access to build substantive test prep and content test success initiatives and opportunities into their program designs.

The Teacher Performance Assessment required for Licensure (edTPA)

The edTPA is a performance-based assessment used by teacher preparation programs across the country. This specific assessment was developed by Stanford University and is marketed and distributed by Pearson Publishing. In 2015, ISBE began requiring in rule that all candidates pass a “teacher performance assessment.” While a specific assessment tool is not specified, the general guidance state-wide has been the use of the edTPA. The edTPA performance-based assessment assesses a candidate’s ability to plan, instruct, and assess through a narrative portfolio of materials created during student teaching. Candidates must also submit video recordings of their teaching which is scored by edTPA evaluators. Cost for the edTPA is \$300 for the initial submission. Any parts that require re-submission require additional costs for the candidate.

The writing requirement involved in this assessment can be challenging for struggling writers and adult learners who have had a wide gap in coursework with heavy writing requirements. Task Force members worked together to provide tools, resources, and supports they had developed at each of their institutions to assist candidates in edTPA prep, support, writing supports, and successful video capture and submission. These materials will be used to build a support “toolbox” similar to the one for the ECE Content Test that IHEs can access to promote edTPA success initiatives and opportunities into their bridge program designs.

Goal 4: Recommendations

The Bridge Task Force recommends that ISBE charge a study in Spring 2022 to examine ECE Content score data and passage rate data from over a 15-year period controlling for gender, ethnicity, age, and program entry status to inform a re-examination of the cut scores by the State Educator Preparation Licensure Board (SEPLB). Additionally, the Task Force recommends that the Illinois Licensure Testing Service (ILTS) resolve, by July 2022, the findings from the Pearson analysis of ECE Content Test Bank questions related to invalid and unreliable questions and that ISBE continue the study outlined in recommendation #6 to follow patterns and trends in test scores after these revisions. It's also recommended that ISBE immediately move toward allowing super scoring on the ECE Content Test and that State agencies advocate for additional funding for content test taking and edTPA success initiatives, coaches, and supports as well as provide vouchers to cover test taking fees for candidates.

ISBE General Education Requirements

In ISBE Administrative Rule (Part 25, Section 25.96b), the ECE Endorsement requires a candidate to complete, as part of their general education requirements, "coursework that addresses physical, life, earth, and space sciences" as well as "coursework that addresses history, geography, civics and government, and economics of Illinois, the United States, and the world." The Task Force reviewed the general education requirements. Since many candidates with a bachelor's degree and a Gateways ECE Credential Level 5 may or may not have completed these specific general education courses, this will place an additional burden on Bridge candidates in time and cost to obtaining licensure. The Task Force, in its work on the learning journeys developed, were cognizant to include math, literacy, social sciences, and science primary grade content to undergird candidates' existing content knowledge in these areas.

Goal 4: Recommendations

The Bridge Task Force recommends that ISBE remove the specific general education coursework prescribed in rule and accept the general education sequence obtained in the initial bachelor's degree from an approved IHE.

ISBE Bridge Program Approval

Because the Bridge programs developed by IHEs will be initial Professional Educator Licensure (PEL) programs, it was critical for the Task Force to examine how ISBE approval for Bridge programs would be operationalized. Illinois State Board of Education Educator Preparation staff met with the Task Force and discussed program approval options. A fast track option is currently in place for those seeking licensure who have a bachelor's degree. A design was discussed which would require an 18-hour design which aligned to the 23 identified competencies and included clinical/student teaching experiences in Pre-K-2nd grade classrooms specifically and provided a setting for successful completion of the edTPA under the mentoring of a licensed teacher. To meet the ISBE rule of 32 hours of coursework, Bridge courses and courses completed as part of the initial bachelor's degree and ECE Credential Level 5 could be applied.

Goal 4: Recommendations

The Bridge Task Force recommends that ISBE immediately begin the rule-making process to move the 23 identified Bridge Competencies into Administrative Rule defining the specific competency needed and requirements for IHEs offering bridge licensure programs from the Gateways ECE Credential Level 5 to an ISBE initial ECE Professional Educator License (PEL). ISBE remove the specific general education coursework prescribed in rule and accept the general education sequence obtained in the initial bachelor's degree from an approved IHE. ISBE require IHEs seeking bridge licensure program approval include a minimum 18-hour design aligned to the 23 identified bridge competencies. ISBE require IHEs seeking bridge licensure program approval include clinical/student teaching experiences in Pre-K – 2 classrooms under the mentoring of a licensed teacher and/or a Gateways ECE Credential Level 5 teacher. ISBE specify and allow IHEs seeking bridge licensure program approval to use coursework typically completed as part of the initial bachelor's degree and Gateways ECE Credential Level 5 (i.e., child growth and development, families and community, educational or child psychology, introduction to special education, infant/ toddler and pre-k methods and clinical, etc.) to be applied to the 32-hour professional education requirement. This will allow programs to propose the 32 hours required for an initial licensure but still offer the bridge in 18 additional hours.

Goal 5:

Provide Bridge recommendations for implementation, including identified competencies, curricular learning journeys, support toolboxes, and recommendations, to INCCRRA and the ECE State Leadership Team.

This report serves as the final summary of this important work including the project outcomes and recommendations moving forward. The Task Force believes it is important that the learning journeys and support materials created in this project be supported, disseminated, and built upon to support the ECE workforce as we move to decrease teacher shortage and increase licensed ECE professionals state-wide.

Final Recommendation Summary

Related to the creation of a ECE Bridge Endorsement in Administrative Rule, the Bridge Task Force recommends:

1. ISBE immediately begin the rule-making process to move the 23 identified Bridge Competencies into Administrative Rule defining the specific competency needed and requirements for IHEs offering bridge licensure programs from the Gateways ECE Credential Level 5 to an ISBE initial ECE Professional Educator License (PEL).
2. ISBE remove the specific general education coursework prescribed in rule and accept the general education sequence obtained in the initial bachelor's degree from an approved IHE.
3. ISBE require IHEs seeking bridge licensure program approval include a minimum 18-hour design aligned to the 23 identified bridge competencies.
4. ISBE require IHEs seeking bridge licensure program approval include clinical/student teaching experiences in Pre-K – 2 classrooms under the mentoring of a licensed teacher and/or a Gateways ECE Credential Level 5 teacher.
5. ISBE specify and allow IHEs seeking bridge licensure program approval to use coursework typically completed as part of the initial bachelor's degree and Gateways ECE Credential Level 5 (i.e., child growth and development, families and community, educational or child psychology, introduction to special education, infant/ toddler and pre-k methods and clinical, etc.) to be applied to the 32-hour professional education requirement. This will allow programs to propose the 32 hours required for an initial licensure but still offer the bridge in 18 additional hours.

Related to ISBE licensure testing requirements, the Bridge Task Force recommends:

ISBE charge a study in Spring of 2022 to examine ECE Content score data and passage rate data from over a 15-year period controlling for gender, ethnicity, age, and program entry status to inform a re-examination of the cut scores by the State Educator Preparation Licensure Board (SEPLB).

6. The Illinois Licensure Testing Service (ILTS) resolve, by July 2022, the findings from the Pearson analysis of ECE Content Test Bank questions related to invalid and unreliable questions and that ISBE continue the study outlined in recommendation #6 to follow patterns and trends in test scores after these revisions.
7. ISBE immediately move toward allowing super scoring on the ECE Content Test.
8. State agencies advocate for additional funding for content test taking and edTPA success initiatives, coaches, and supports as well as provide vouchers to cover test taking fees test takes fees for candidates for test taking fees.

Related to operationalizing of the Bridge Pathway, the Bridge Task Force recommends that Gateways...

9. host and disseminate the six Learning Journeys for IHEs to use in creating Bridge programs at their institutions.
10. implement and direct a systematic review (every three years) of the learning journey materials including annual surveying of IHE users to provide annual feedback for improvement, revisions, and updating as needed.

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Appendix A

Gateways ECE Level 5 Credential to Early Childhood Professional Educator License (PEL)

Project Map & Timeline

Objective 1: Establish Bridge Project teams and logistics and create Gateways 5/ IPEC (Draft) competency gap analysis.			
Task/Activities/ Questions to Ponder & Understand	Timeline	Person/ Group Responsible	Status/ Notes
1a. Establish Bridge project core team membership/ logistics <ul style="list-style-type: none"> Nancy Latham, Kira Hamann, & C-BEN representation Create weekly meeting schedule Review and finalize (draft) project map 	6/1/21-6/15/21	Latham	
1b. Establish Bridge project leadership team membership/ logistics <ul style="list-style-type: none"> Representation: <ul style="list-style-type: none"> Gateways – Scritchlow IBHE- Bernoteit GOECD- Allen ICCB- Brown ISBE – Fox Create monthly meeting schedule Create reporting expectations 	6/1/21-6/15/21	Latham	
1c. Establish Bridge Task Force <ul style="list-style-type: none"> Membership, representation, and recruitment Create task force and sub-committee structure and expectations Create Task Force Meeting Schedule and Sub-committee meeting schedule 	6/1/21-6/29/21	Core Team	
1d. Align Gateways competencies to (draft) IPEC Competencies	7/1/21-8/1/21	Core Team Task Force	
1e. Identify IPEC Competencies NOT aligned with Gateways	8/1/21-8/15/21	Core Team Task Force	
1f. Identify additional ISBE PEL requirements NOT aligned with Gateways (based on current ISBE) Program approval standards matrix (not including IPTS) <ul style="list-style-type: none"> General Education Requirements (If needed) Other Standards /Rule Requirements (CRTLS, etc.) Student teaching / Clinical Gaps Licensure Testing Requirements (Content Test, EdTPA) 	8/1/21-8/15/21	Core Team Task Force	

<p>1g. Create identified “gaps” document to be addressed</p> <ul style="list-style-type: none"> Organize identified gaps by: <ul style="list-style-type: none"> Competency Gaps ISBE Rule “Other” Gaps Clinical & Student Teaching Gaps Licensure Testing Requirements (Content, EdTPA) Create Task Force working groups around gap organization Add expert ad hoc members as needed 	8/1/21-9/1/21	Core Team Task Force	
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Objective 2: Develop draft Bridge (endorsement) competencies and requirement recommendations.			
Task/Activities/ Questions to Ponder & Understand	Timeline	Person/ Group Responsible	Status/ Notes
<p>2a. Develop Bridge draft competencies to meet identified IPEC alignment gaps</p>	9/1/21-11/1/21	Core Team Task Force C-BEN	
<p>2b. Develop specific Bridge recommendations for all identified ISBE rule “gaps” including:</p> <ul style="list-style-type: none"> Any needed course templates Trainings/Potential Micro-credentials to be developed Tools to assist endorsement development (i.e., assessments, syllabi, alignment tables, etc.) ISBE Bridge approval 	9/1/21-11/1/21	Core Team Task Force C-BEN	
<p>2c. Develop specific Bridge recommendations for all identified clinical and student teaching “gaps” including:</p> <ul style="list-style-type: none"> Any needed course templates Trainings/Potential Micro-credentials to be developed Tools to assist endorsement development (i.e., assessments, syllabi, alignment tables, etc.) ISBE Bridge approval 	9/1/21-11/1/21	Core Team Task Force C-BEN	
<p>2d. Develop specific Bridge recommendations for all identified licensure testing “gaps” including:</p> <ul style="list-style-type: none"> Supports for ECE Content Test success Supports and tools for the edTPA assessment 	9/1/21-11/1/21	Core Team Task Force: Licensure/ Testing Working Groups C-BEN	

Objective 3: Vet and collect expert and constituent feedback on draft Bridge (endorsement) competencies and requirement recommendations.

Task/Activities/ Questions to Ponder & Understand	Timeline	Person/ Group Responsible	Status/ Notes
3a. Collect and incorporate expert/ constituent feedback on Bridge draft competencies :	10/1/21-11/15/21	Core Team Leadership Team C-BEN	
3b. Collect and incorporate expert/ constituent feedback on recommendations for all identified ISBE rule “gaps”	10/1/21-11/15/21	Core Team Leadership Team C-BEN	
3c. Collect and incorporate expert/ constituent feedback on recommendations for all identified clinical and student teaching “gaps”	10/1/21-11/15/21	Core Team Leadership Team C-BEN	
3d. Collect and incorporate expert/ constituent feedback on recommendations for all identified licensure testing “gaps”	10/1/21-11/15/21	Core Team Leadership Team C-BEN	

Objective 4: Develop Bridge (endorsement) competency support tools, course syllabi, assessments, tools, etc. based on Objective 2 recommendations.

Task/Activities/ Questions to Ponder & Understand	Timeline	Person/ Group Responsible	Status/ Notes
<p>4a. Develop Bridge draft competencies supports to meet identified IPEC alignment gaps</p> <ul style="list-style-type: none"> • Determine assessment tasks needed • Develop competency measurement instruments (binary & degree) • Determine specific sample tasks that will produce outputs or evidence which can be measured using the instruments created • Determine how tasks will be organized to represent competency expectations. • Has assessment task revision created a need to revise competency statements, descriptors, scope or sequence, or framework elements/organization? • Determine how assessments can be used in or organized for a variety of preparation and professional contexts/levels 	11/1/21-12/15/21	Core Team Task Force C-BEN	
<p>4b. Develop specific Bridge supports for all identified ISBE rule “gaps”:</p> <ul style="list-style-type: none"> • Develop and disseminate draft/ policies, procedures, forms, tools, models, and exemplars are needed to support competency users 	11/1/21-12/15/21	Core Team Task Force C-BEN	
<p>4c. Develop specific Bridge supports for all identified clinical and student teaching “gaps”:</p> <ul style="list-style-type: none"> • Develop and disseminate draft/ policies, procedures, forms, tools, models, and exemplars are needed to support competency users 	11/1/21-12/15/21	Core Team Leadership Team C-BEN	
<p>4c. Develop specific Bridge supports for all identified clinical and student teaching “gaps”:</p> <ul style="list-style-type: none"> • Develop and disseminate draft/ policies, procedures, forms, tools, models, and exemplars are needed to support competency users 	11/1/21-12/15/21	Core Team Task Force: Licensure/ Testing Working Groups C-BEN	

Objective 5: Vet, collect and incorporate expert and constituent feedback on competency support tools, course syllabi, assessments, tools, etc.

Task/Activities/ Questions to Ponder & Understand	Timeline	Person/ Group Responsible	Status/ Notes
<p>5a. Collect and incorporate expert/ constituent feedback on Bridge draft competencies assessments</p> <ul style="list-style-type: none"> • Examine stakeholder feedback received on assessment drafts and linked and rubrics • Revise assessment tasks and measurement tools as needed • Revise performance indicators or measurement tool language as needed • Revise draft competency statements needed 	12/1/21-12/31/21	Core Team Leadership Team C-BEN	
<p>5b. Collect and incorporate expert/ constituent feedback on draft supports for all identified ISBE rule “gaps”</p>	12/1/21-12/31/21	Core Team Leadership Team C-BEN	
<p>5c. Collect and incorporate expert/ constituent feedback on draft supports for all identified clinical and student teaching “gaps”</p>	12/1/21-12/31/21	Core Team Leadership Team C-BEN	
<p>5d. Collect and incorporate expert/ constituent feedback on draft supports for all identified licensure testing “gaps”</p>	12/1/21-12/31/21	Core Team Leadership Team C-BEN	

Objective 6: Utilize experts and constituents to anticipate barriers/ logistics/ considerations for policy/rule incorporation. .

Task/Activities/ Questions to Ponder & Understand	Timeline	Person/ Group Responsible	Status/ Notes
<p>6a. Map Bridge competency impact</p> <ul style="list-style-type: none"> • Map competency impact on pre-service and in-service professionals. • Map competency impact on employment requirements and performance evaluation. • Map competency impact on program evaluation. • Map competency impact on policies and procedures 	12/1/21-12/31/21	Core Team Leadership Team C-BEN	
<p>6b. Integrate Competencies into Preparation Requirements and Expectations (pre-service & in-service)</p> <ul style="list-style-type: none"> • Integrate competencies into relevant pre- and in-service professional development requirements. • Identify if integration into preparation requirements and expectations has created a need for revisions to competency statements, competency scope or sequence or any framework elements or organization. Revise as needed.. 	12/1/21-12/31/21	Core Team Leadership Team C-BEN	
<p>6a. Map Bridge competency impact</p> <ul style="list-style-type: none"> • Make recommendations for integrating competencies into ISBE and Gateways program evaluation expectations. Possible considerations: <ul style="list-style-type: none"> • What data will be collected? What are the data “touch points”? • How will data be collected/evaluated? • How do expectations align to support tools developed? • How will data be collected and maintained in a consistent, valid way over time? • How will data be requested? • How will data be securely transferred and securely maintained over time? • How will data be analyzed to best understand impact as determined in Step 6a? • How will analysis flexibly handle shifting mandates and shifts in the field? • How will findings be articulated for varying constituents? • How will findings be disseminated? Who should be part of the communication network? • What are expectations for data use? How will data be used to inform practice be encouraged regarding professional preparation programs, professional development in the field, evaluation of practice in the field, field leadership, state and national legislative mandates and decision making, funding, and policy)? 	12/1/21-12/31/21	Core Team Leadership Team C-BEN	

Appendix B

Gateways ECE Level 5 Credential to Early Childhood Professional Educator License (PEL)

Project Teams & Task Force

Core Team

Name	Role/Organization
Nancy Latham	Executive Director, Council on Teacher Education, UIUC
Kira Hamann	Assistant Professor, SIUE
Tiffany Freeze	C-BEN
Joni Scritchlow	INCCRRA
Stephanie Hellmer	INCCRRA

Leadership Team

Name	Role/Organization
Nancy Latham	Executive Director, Council on Teacher Education, UIUC
Kira Hamann	Assistant Professor, SIUE
Tiffany Freeze	C-BEN
Joni Scritchlow	INCCRRA
Stephanie Hellmer	INCCRRA
Emily Fox	Director of Educator Effectiveness, ISBE
Carisa Hurley	Director of Early Childhood, ISBE
Alicia Harney	ISBE
Zach Allen	GOECD
Stephanie Bernoteit	IBHE
Sophia Gehlhausen	IBHE
Marcus Brown	ICCB

Task Force

Name	Institution	Learning Journey Teams	Licensure Toolbox Teams	Team Lead
Inna Dolzhenko	Chicago State University	Social Sciences & Collaboration		
Patricia Steinhaus	Chicago State University	Literacy & Collaboration		Literacy
Kimberly Garrett	Dominican University	Social Sciences	ECE Content Test Prep	Social Sciences
Gillian McNamee	Erikson Institute	Literacy		
Mary Quest	Erikson Institute	Literacy & Collaboration		Collaboration
Elizabeth Tertell	Erikson Institute	Literacy & Collaboration		Collaboration
Barb Tackett	Greenville University	Literacy	ECE Content Test Prep	
Laura Schaub	Greenville University	Literacy	ECE Content Test Prep	
Amy Kelly	Governor State University	Literacy & Professionalism		
Jill Donnell	Illinois State University	Math	edTPA Prep	
Bilge Cerezci	National Louis University	Math & Professionalism		Math
Lisa Downey	National Louis University	Literacy		
Ayn Keneman	National Louis University	Literacy	edTPA Prep	
Melissa Clucas-Walter	Northern Illinois University	Science & Professionalism		
Laura Hedin	Northern Illinois University	Science & Professionalism		
Julia Auch	Quincy University	Science	edTPA Prep	
Meg Carroll	Saint Xavier University	Social Sciences	ECE Content Test Prep	
Christie McIntyre	Southern Illinois University, Carbondale	Literacy	edTPA Prep	
Stacy Thompson	Southern Illinois University, Carbondale	Math & Collaboration		
Stacie Kirk	Southern Illinois University, Edwardsville	Literacy & Collaboration		
Cathy Main	University of Illinois Chicago	Math	ECE Content Test Prep	
Stephanie Sanders-Smith	University of Illinois Urbana Champaign	Math	edTPA Prep	
Boh Young Lee	Western Illinois University	Math & Professionalism		Professionalism
Nancy Latham	Executive Director, Council on Teacher Education, UIUC	All + Instructional Planning		
Kira Hamann	Assistant Professor, SIUE	All + Instructional Planning		
Tiffany Freeze	C-BEN	All		
Joni Scritchlow	INCCRRA			
Stephanie Hellmer	INCCRRA			

Appendix C

Gateways Bridge Competency List

Citation	Bridge Competencies: The competency novice teacher...	Where is this represented in a Bridge Learning Journey?
1	...utilizes multiple perspectives, theories, and methods in collaboration	Collaboration & Professional Responsibilities
2	...collaborates with families and professionals in culturally sustaining ways	Collaboration & Professional Responsibilities, Literacy, Math, Social Sciences, Science
3	...investigates opportunities to collaborate with community and school partners for improving access and equitable opportunities for students' development/learning	Collaboration & Professional Responsibilities
4	...anchors instruction in deep content knowledge	Literacy, Math, Social Sciences, Science
5	...aligns instruction with learning goals and standards	Instructional Planning, Literacy, Math, Social Sciences, Science
6	...engages learners in challenging assumptions that sustain a system of inequity	Instructional Planning, Literacy, Math, Social Sciences, Science
7	...makes instructional choices that empower students to self-advocate	Instructional Planning, Literacy, Math, Social Sciences, Science
8	...integrates instructional technology and remote learning strategies that are accessible and developmentally appropriate for learners	Instructional Planning, Literacy, Math, Social Sciences, Science
9	...nurtures higher order thinking skills in instruction	Instructional Planning, Literacy, Math, Social Sciences, Science
10	...embeds collaborative experiences and student choice in instruction	Instructional Planning, Literacy, Math, Social Sciences, Science
11	...engages learners in using academic language	Instructional Planning, Literacy, Math, Social Sciences, Science
12	...incorporates methods of inquiry and standards specific to pedagogical content knowledge	Instructional Planning, Literacy, Math, Social Sciences, Science
13	...uses theory, research, and data as the foundation of assessment choices	Instructional Planning, Literacy, Math, Social Sciences, Science
14	...aligns assessments with standards	Instructional Planning, Literacy, Math, Social Sciences, Science
15	...differentiates assessment allowing learners to demonstrate progress in different ways	Instructional Planning, Literacy, Math, Social Sciences, Science
16	...collaborates with learners and colleagues in designing and implementing assessments	Instructional Planning
17	...facilitates self-and peer-assessment strategies to support student learning and development	Instructional Planning, Literacy, Math, Social Sciences, Science
18	...protects and safeguards learner and family privacy, personal information, and data	Instructional Planning
19	...implements assessment in ways that comply with professional and ethical standards	Instructional Planning, Literacy, Math, Social Sciences, Science
20	...uses assessment data analysis to inform instructional long-term and short-term planning	Instructional Planning
21	...uses assessment data analysis to inform instructional modification and differentiation	Instructional Planning
22	...critically analyzes policies that are discriminatory, oppressive, or otherwise harmful to students/ families/ communities/ teachers	Collaboration & Professional Responsibilities
23	...reflects on external professional feedback on practice from colleagues, mentors and/or leadership to improve practice	Collaboration & Professional Responsibilities

Appendix D

Modularized Learning Journey Outlines

Course Title: Instructional Planning, Assessment, & Learning Environments K-2 Learning Journey Outline

Module 1

I. Introduction to the course

- a. About this course
- b. A word about competencies
- c. How to complete this course
- d. Module overview

II. Module 1: Course introduction

- a. Course overview
- b. Learning objectives
 - i. Your Turn Activity—your experience with competencies
 - ii. Sample responses
- c. Topic—The instructional process
 - i. Step 1 of the instructional process and examples
 - ii. Step 2 of the instructional process and examples
 - iii. Step 3 of the instructional process and examples
 - iv. Steps 4, 5, and 6 of the instructional process
 - v. Step 7 of the instructional process
 - vi. Step 8 of the instructional process
 - vii. Your Turn Activities and sample responses
 - 1. Steps in the Instructional Process
 - 2. Video Analysis
 - 3. The Instructional Process
 - viii. Optional Discussion Prompt

Module 2: Deconstructing the Standards

I. Introduction

II Lesson 1—What are Learning Standards?

- a. Learning Objectives
- b. How are standards used?
- c. The Difference Between a Standard and an Objective
- d. Your Turn Activity—Identify Standards and Objectives and sample responses
- e. Topic—Illinois Priority Learning Standards
- f. Topic--Standards for teachers
- g. Your Turn Activities and sample responses:
 - i. Your Thoughts About Standards
 - ii. Identifying Standards Relevant to You
 - iii. Lesson 2—Decoding and Deconstructing Standards
- a. Learning Objectives
- b. Topic—Decoding Standards Acronyms
 - i. Your Turn Activity—Standards Alphabet Soup and sample response
- c. Topic—Decoding the Standard Citation
 - i. Your Turn Activity—Standards Treasure Hunt Quiz and answer key
- d. Topic—Deconstructing a Standard and examples
 - i. Steps and examples
 - ii. Your Turn Activity—Deconstruct Standards
- e. Optional Discussion Prompt

Module 3: Creating Instructional Objectives

I. Introduction

II. Lesson 1—Strong Objectives and Objective Types

- a. Learning Objectives
- b. Topic—Characteristics of Good Objectives
 - i. Your Turn Activity--Personal Objectives and sample response
- c. Topic--Types of Objectives
 - i. Your Turn Activity—Identify Objective Types and answer key
- d. Topic--Objective Parts (A, B, C, D)
 - i. Your Turn Activity--Analyzing Objectives and answer key
- e. Topic--Introduction to Standards and Objectives Project

III. Lesson 2—Topic Verbs, Behaviors, and Objectives

- a. Learning Objectives
- b. Topic--Bloom's Taxonomy
- c. Topic-- Lower and Higher Levels of cognitive engagement in Bloom's Taxonomy
 - i. Your Turn Activity--Bloom's Taxonomy and sample responses
 - ii. Your Turn Activity—Dissecting Objectives, Part I and answer key
- d. Topic--Lower-Level and Higher-Level Performance Descriptors with examples
 - i. Your Turn Activity--Dissecting Objectives, Part II and sample responses
- e. Module Your Turn Activity--Standards and Objectives Project with sample evaluation provided
- f. Optional Discussion Prompt

Module 4: Assessing Instruction

I. Introduction

II. Lesson 1—Understanding Assessment

- a. Learning Objectives
- b. Topic--Definition of Assessment
 - i. Your Turn Activity--Definition of Assessment and sample responses
- c. Topic--A Word about Summative versus Formative Assessment
- d. Topic--Assessment Terms and examples
- e. Topic—Reliability, Validity, Practicality and examples
 - i. Your Turn Activity--Reliability, Validity, and Practicality in Assessment with answer key
- f. Topic--What is Considered a Strong Assessment?
 - i. Your Turn Activity--Qualities of Strong Assessment
- g. Topic--Four Key Elements to the Assessment Cycle
 - i. Your Turn Activity--The Elements of the Assessment Cycle with answer key
 - ii. Lower-level Assessment: Measuring with a Checklist
 - 1. Your Turn Activity--Using a Checklist with sample response
 - iii. Higher Levels of Assessment--Measuring with a Rubric
- h. Your Turn Activity—Choosing a Measurement Tool with sample responses

III. Lesson 2—Formative Assessment and Other Assessment Strategies

- a. Learning Objectives
- b. Topic--Formative Assessment
 - i. Your Turn Activity—Formative Assessment Ideas with sample responses
- c. Topic—A Word about Student Self-Assessment
- i. Your Turn Activity--Self-Assessment Strategies with sample responses
- d. Topic--Peer Assessment
 - i. Your Turn Activity--Peer Assessment with sample responses
- e. Topic--Anecdotal Records
- f. Topic—Ethics & Safeguards in Assessment, Evaluation, and Data Collection
- g. Topic--Parents and the Assessment Process
- h. Topic--Using Assessment Data
 - i. Your Turn Activity--Analyze Data with answer key
- i. Module Your Turn Activity—Assessment Project
- j. Optional Discussion Prompt

Module 5: Instructional Planning

I. Introduction

II. Lesson 1—Whole Group Instruction

a. Learning Objectives

b. Topic—When to Use Whole Group Instruction

i. Your Turn Activity—Reflections on Whole Group Experience with response guidelines

ii. Topic—Characteristics of Whole Group Instruction

1. Your Turn Activity—Whole Group Instruction with sample responses

iii. Topic—Parts of a Whole Group Lesson Planning: Introduction—The Hook

1. Your Turn Activity—Choosing a Hook with sample response

iv. Topic—Parts of a Whole Group Lesson Planning: Introduction—The Link

1. Your Turn Activity—Planning a Link with sample responses

v. Parts of a Whole Group Lesson Planning—The Middle

vi. Parts of a Whole Group Lesson Planning—End

vii. Parts of a Whole Group Lesson Planning—Extensions and Transitions

viii. A Word about Remote Learning

c. Your Turn Activity for Lesson—Whole Group Lesson Plan

III. Lesson 2—Small Group Instruction

a. Learning Objectives

b. Topic—Characteristics of Small Group Instruction

i. Your Turn Activity—Small Group Instruction with sample responses

ii. Parts of Small Group Lesson Planning—Preparation

iii. Small Group Lesson Planning—The Beginning, Middle, and End with examples

iv. Additional Elements of Small Group Instruction—Transitions and Extensions

1. Your Turn Activity—More to Learn about Small Group Instruction

c. Your Turn Activity for Lesson—Small Group Lesson Plan

IV. Lesson 3—Individual Practice/Center Instruction

a. Learning Objectives

b. Topic—Characteristics of Independent Practice

i. Your Turn Activity—Planning for Independent Activities with sample responses

ii. Centers Lesson Planning— Materials with examples

iii. Centers Lesson Planning— Assessments with examples

iv. Centers Lesson Planning-- Additional Elements

v. A Word about Timing

vi. Your Turn Activity—Learn more about Independent Practice and Centers with sample responses

c. Your Turn Activity for Lesson: Independent/Center Lesson Plan

d. Optional Discussion Prompt

Module 6: Instructional Environment

I. Lesson 1—The Physical Environment

- a. Learning Objectives
- b. Topic—A Positive Learning Environment
 - i. Your Turn Activity—Classroom Environment and Behavior with sample responses
 - ii. Topic—Setting up the Instructional Environment
 - 1. Your Turn Activity—Setting up the Environment with sample responses
 - iii. Topic—Materials for your Classroom
 - 1. Your Turn Activity—Finding Free or Inexpensive Supplies with response guidelines
- c. Your Turn Activity for Lesson—Your Dream Classroom with sample responses

II. Lesson 2—The Instructional Schedule

- a. Learning Objectives
- b. Topic—Planning the Instructional Schedule
 - i. Your Turn Activity—Classroom Schedule: Student Perspective with sample responses
 - ii. Your Turn Activity—Allocate Time for Instruction with answer key
- c. Topic—Communicate the Schedule

III. Lesson 3—Alternative Instructional Experiences

- a. Learning Objectives
- b. Topic—Bring in the Experts with examples
 - i. Your Turn Activity: A Guest Speaker for Your Classroom with sample responses
- c. Topic—Technology Inside and Outside the Classroom
 - i. Your Turn Activity: Technology to Expand Your Classroom with sample responses
- d. Topic—Outdoor Projects
 - i. Your Turn Activity: An Outdoor Lesson with sample responses
- e. Topic—Field Trips
 - i. Your Turn Activity: Recollections of a Field Trip with sample responses
- f. Your Turn Activity for Lesson-Using Alternative Instructional Approaches in Lesson Planning with response guidelines
- g. Optional Discussion Prompt
- h. Topic--Course Wrap Up

Course Title: Literacy Methods K-2 Learning Journey Outline

I. Course Description

- a. About this Course
- b. A Word About Competencies
- c. Topic—How to Complete this Course

Module 1: Introduction to Literacy

I. Lesson 1—Introduction to Communication: Speech and Language

- a. Learning Objectives
- b. How We Communicate
- c. Your Turn Activity—Communication is Key with sample responses
- d. Your Turn Activity—Verbal and Nonverbal Communication with sample responses
- e. Your Turn Activity—Express Yourself!
- f. Your Turn Activity —A Word Web of Language Development with response guidelines

II. Lesson 2—Physical and Social-Emotional Environment

- a. Learning Objectives
- b. Topic—Literacy Standards and Physical Environments
 - i. Your Turn Activity—Standards and the K-2 Classroom
- c. Topic—Physical Environment
 - i. Your Turn Activity—Words Everywhere and the Use of Space in a Literacy Classroom with answer key
 - ii. Your Turn Activity—Design a Literacy Classroom with sample responses
- d. Topic—Social and Emotional Environment
 - i. Your Turn Activity—The Social and Emotional Environment with response guidelines
 - ii. Your Turn Activity—The Social and Emotional Environment with response guidelines
- e. Topic—Making Time for Reading
 - i. Your Turn Activity—Reading Throughout the Day with answer key

III. Lesson 3—Classroom Libraries

- a. Learning Objectives
- b. Topic—Building an Outstanding Classroom Library
 - i. Your Turn—Choosing What to Read with sample responses
 - ii. Your Turn Activity—Organizing the Library with answer key
- c. Topic—A Look at Leveled Books
 - i. Your Turn Activity—Leveled Books with sample responses
- d. Topic—Creative Ways to Build Your Library
 - i. Your Turn Activity—Obtaining Books for the Library with sample responses
 - ii. Your Turn Activity—Build a Library with response guidelines

Module 2: Phonological Awareness, Phonemic Awareness, and Phonics

I. Lesson 1—Foundational Skills and Standards

- a. Learning Objectives
- b. Topic—The Foundational Skills in Literacy
 - i. Your Turn Activity—Foundational Skills Matchup
- c. Topic—From Standards to Objectives
 - i. Your Turn Activity—Standard Deconstruction with sample responses

II. Lesson 2—Three Words With PH

- a. Learning Objectives
- b. Phonological and Phonemic Awareness
 - i. Your Turn Activity—Riddle Matchup with answer key
 - ii. Your Turn Activity—What Can You Do? with answer key
 - iii. Your Turn Activity—Working with Phonemes with sample responses
- c. Topic—Phonics and Word Recognition
 - i. Your Turn Activity— Quizlet: Know Your Standards with answer key
 - ii. Your Turn Activity—What Would You Do? with sample responses
- d. Topic—The Developmental Stages of Spelling
 - i. Your Turn Activity—Spelling Stage Matchup with answer key
 - ii. Your Turn Activity—Working with A Writing Sample with sample responses
 - iii. Your Turn Activity—Developmental Spelling with response guidelines

III. Lesson 3—Reading Throughout the Day

- a. Learning Objectives
- b. Topic— Interactive Read-Alouds
 - i. Your Turn Activity—Reflect on Best Practices when Conducting Read-Alouds with sample responses
- c. Your Turn Activity—Conducting a Read-Aloud with sample responses
- d. Your Turn Activity—Read-Alouds and Picture Books with response guidelines
- e. Topic— Guided Reading and Word Study
 - i. Your Turn Activity—Deconstruct a Word Study Lesson with response guidelines
- f. Topic— Using Context Cues in Reading
- g. Topic—Read on My Own and “Just Right” Books
 - i. Your Turn Activity—Finding a “Just Right” Book for a Child with response guidelines
- h. Topic—Making the Home Connection
 - i. Your Turn Activity—Write a Parent Letter with sample responses
- i. Your Turn Activity for the Module: Phonics Instruction—Whole Group Lesson Plan

Module 3: Fluency

I. Lesson 1—What is Fluency?

- a. Learning Objectives
- b. Topic—Fluency Defined
 - i. Your Turn Activity—Show What You Know with sample responses
- c. Topic—Fluency Standards
 - i. Your Turn Activity—Deconstruct a Standard with sample responses
- d. Topic—The Hierarchy of Fluency Instruction
 - i. Your Turn Activity: True or False with answer key
- e. Topic—Fluency and Observable Behaviors
 - i. Your Turn Activity—Learning Goal and Learning Activity with response guidelines

II. Lesson 2—Explicit Instruction in Fluency: A Model Lesson

- a. Learning Objectives
- b. Topic—Components of Fluency
- c. Topic—Grade 1 Intervention Fluency Lesson
 - i. Your Turn Activity – Recognize Best Practices with sample responses
 - ii. Your Turn Activity—Analyze a Child’s Fluency with response guidelines

III. Lesson 3—Research-Based Strategies to Improve Fluency

- a. Learning Objectives
- b. Topic – Fluency Strategies
- c. Topic—Example of Analyzing a Research-Based Article
 - i. Your Turn Activity— Analyze a Research-Based Strategy with response guidelines
- d. Topic—Fluency Assessment, K-2
 - i. Your Turn Activity—The Role of Assessment in Instruction with sample responses

Module 4: Vocabulary

I. Introduction

II. Lesson 1—Vocabulary Standards and Instruction

- a. Learning Objectives
- b. Topic—Vocabulary Standards
 - i. Your Turn Activity—Vocabulary and Reading with sample responses
- c. Topic—Common Core Standards
 - i. Your Turn Activity—Deconstruct a Vocabulary Standard with sample responses
 - ii. Your Turn Activity—Children’s Books and Vocabulary Standards, Part I with sample responses
 - iii. Your Turn Activity—Children’s Books and Vocabulary Standards, Part II with sample responses
 - iv. Your Turn Activity—Children’s Books and Vocabulary Standards, Part III with sample responses
- d. Topic—Stages of Vocabulary Learning
 - i. Your Turn Activity—Stages of Vocabulary Learning with answer key
- e. Topic—Teaching Individual Words
 - i. Your Turn Activity—True or False with answer key
 - ii. Your Turn Activity – Teaching Individual Words with sample responses
- a. Topic—Fostering Word Consciousness
 - iii. Your Turn Activity – Word Consciousness with sample responses
 - iv. Your Turn Activity—Fostering Word Consciousness with sample responses

III. Lesson 2—Read-Alouds and Vocabulary Development

- a. Learning Objectives
- b. Topic—Preparing to do a Read-Aloud with Children
 - i. Your Turn Activity—True or False with answer key
- c. Topic—Supporting Vocabulary Development During a Read-Aloud Activity
 - i. Your Turn Activity—Supporting Vocabulary Development Through Read-Alouds with answer key
 - ii. Your Turn Activity—Read-Aloud in Action with sample responses
- d. Topic—Creating a Read-Aloud Environment
 - i. Your Turn Activity—Reading Aloud in the Classroom with response guidelines
- e. Topic—Supporting Vocabulary After a Read- Aloud Lesson

IV. Lesson 3—Word Relationships and Word Activities

- a. Learning Objectives
- b. Topic—Homophones, Homonyms, Synonyms, and Antonyms
 - i. Your Turn Activity—Homonym Family, Antonyms, and Synonyms with answer key
 - ii. Your Turn Activity—Antonyms and Synonyms with sample responses
- c. Topic—Figurative Language
 - i. Your Turn Activity—Figurative Language with answer key
 - ii. Your Turn Activity—Figurative Language with sample responses
- d. Topic—Learning Tier 2 and Tier 3 Words
 - i. Your Turn Activity—Strategies to Learn Unknown Words –Part 1 with sample responses
 - ii. Your Turn Activity—Strategies to Learn Unknown Words–Part II with sample responses
- e. Your Turn Activity—Vocabulary to Support a Unit of Study with response guidelines

Module 5: Comprehension

I. Introduction

II. Lesson 1—Comprehension Skills and Standards

- a. Learning Objectives
- b. Topic—What Kind of Book Am I Reading?
 - i. Your Turn Activity—Fiction and Non-Fiction Books with answer key
- c. Topic—How to Model the Distinction between Fiction and Nonfiction
 - i. Your Turn Activity—Fiction and Nonfiction Lesson with response guidelines
- d. Topic—The Reading Standards for Comprehension
 - i. Your Turn Activity—Standard Deconstruction with sample responses
- e. Topic—The Questions We Ask
 - i. Your Turn Activity—Question-to-Skill Matchup with answer key
 - ii. Your Turn Activity—Question to Category Matchup with answer key
 - iii. Your Turn Activity—Ask Your Own Questions-Fiction with sample responses
 - iv. Your Turn Activity—Ask Your Own Questions-Nonfiction with sample responses
 - v. Your Turn Activity—Use Questions to Assess with sample responses

III. Lesson 2—An Introduction to Comprehension Strategies

- a. Learning Objectives
- b. Topic—The Strategies and Why They Are Important
 - i. Your Turn Activity—Why Activating Background Knowledge Is Important with sample responses
 - ii. Your Turn Activity—Questions for Activating Background Knowledge with sample responses
- c. Topic—The Strategies and Why They Are Important (continued)
 - i. Your Turn Activity—Deconstructing a Lesson on Visualizing with sample responses
- d. Topic—The Strategies and Why They Are Important (continued)
 - i. Your Turn Activity—Why Making Predictions Is Important with sample responses
- e. Topic—Making Inferences, or “Reading Between the Lines”
 - i. Your Turn Activity—Inference Strategy with sample responses
- f. Topic—The Strategies and Why They Are Important (continued)
 - i. Your Turn Activity—Synthesizing Nonfiction with response guidelines
 - ii. Your Turn Activity—Comprehension Strategies Matchup with answer key
- g. Topic—When and How to Teach the Comprehension Strategies
 - i. Your Turn Activity—Show What You Know with answer key
- h. Topic—The Gradual Release of Responsibility
 - i. Your Turn Quizlet—Review the Process with answer key
 - ii. Your Turn Activity—Write a Think-Aloud with response guidelines
- i. Your Turn Activity for the Module: Comprehension Strategy Instruction—Whole Group Lesson Plan

Module 6: Writing

II. Introduction

III. Lesson 1—Integrating Writer’s Workshop into Your Language Arts Curriculum

- a. Learning Objectives
- b. Topic—Components of the Writer’s Workshop
 - i. Your Turn Activity—Attributes of a K-1 Mini-lesson with answer key
- c. Topic—Components of the Writer’s Workshop (cont.)
 - i. Your Turn Activity—Components of the Writer’s Workshop with answer key
- d. Topic—Planning Procedures and Expectations
 - i. Your Turn Activity—Mini-lesson Matchup with answer key
- e. Topic—Planning Procedures and Expectations (cont.)
 - i. Your Turn Activity—Writing, Conferring, and Sharing Matchup with answer key
- f. Topic—The Writing Standards: Text Types and Purposes
 - i. Your Turn Activity—Examining the Standards with sample responses
 - ii. Your Turn Activity—Deconstructing a Standard with sample responses
 - iii. Your Turn Activity—Differentiating Support During Conferences with response guidelines

IV. Lesson 2—The Writing Process and the Importance of Explicit Instruction

- a. Learning Objectives
- b. Topic—Developmental Stages of Writing
 - i. Your Turn Activity—The Stages of Writing Development with answer key
- c. Topic—The Stages of the Writing Process: Prewriting
 - i. Your Turn Activity—Takeaways from a Prewriting Lesson with sample responses
- d. Topic—The Stages of the Writing Process: Prewrite (cont.)
 - i. Your Turn Activity—Using a Graphic Organizer with sample responses
- e. Topic—The Stages of the Writing Process: Drafting
 - i. Your Turn Activity—K-2 Expectations at the Draft Stage
- f. Topic—The Stages of the Writing Process: Revising and Editing
 - i. Your Turn Activity—Modeling the Revision Process with sample responses
- g. Topic—The Stages of the Writing Process: Revising and Editing (cont.)
 - i. Your Turn Activity—Edit and Assess Through Checklists with sample responses
- h. Topic—The Stages of the Writing Process: Publishing
 - i. Your Turn Activity—Review a Storytelling App with response guidelines
 - ii. Your Turn Activity—Identify/Review the Parts of the Writing Process with answer key

V. Lesson 3—The Role of Research and Technology in the Writer’s Workshop

- a. Learning Objectives
- b. Topic—Using Digital Tools with Young Writers
 - i. Your Turn Activity—Reflect on Using Digital Tools for Writing with sample responses
- c. Topic—The Role of Research in Writing Informational Texts
 - i. Your Turn Activity—Gathering Books for Opinion Writing and Informational Writing with sample responses

VI. Lesson 4—The Home-School Connection to Writing

- a. Learning Objectives
- b. Topic— Suggestions to Engage Families in the Writing Process
 - i. Your Turn Activity—Writing Activities for the Home with sample responses
- c. Your Turn Activity for the Module: Summative Assessment—Reflective Paper About the Writer’s Workshop Model with response guidelines

Course Title: Professional Responsibilities and Collaboration Learning Journey Outline

I. Intro

II. Modules in this Course

- a. Competencies in this Course
- b. How to Complete this Course

Module 1: Analyzing Policies

I. Introduction

II. Lesson 1—Ethics and Equity Standards in Education

- a. Learning Objectives
 - i. Your Turn Activity—The Definition of Professionalism with sample responses
- b. Topic—NAEYC Code of Ethical Conduct and Statement of Commitment
- c. Topic—How to Read the ideals and principles
 - i. Your Turn Activity—NAEYC Code of Ethics with answer key
- d. Topic—NAEYC Advancing Equity in Early childhood Education Position Statement
 - i. Your Turn Activity—Advancing Equity with sample responses
- e. Topic—INTASC Standards
 - i. Your Turn Activity—INTASC Standards and Ethical Practice with answer key
- f. Topic—Culturally Responsive Teaching and Leading Standards
 - i. Your Turn Activity—Ethical and Equitable Standards with response guidelines

III. Lesson 2—Race, Ethnicity, and Social Identities in Education

- a. Learning Objectives
- b. Topic—Social Identities
 - i. Topic—Social Identities and The Groundwater Approach
 - ii. Your Turn Activity—The Groundwater Approach
- c. Topic—Critical Race Theory
 - i. Your Turn Activity—An Article of Your Choice
- d. Your Turn Activity—Your Social Identity
- e. Topic—Systems of Oppression in Education
 - i. Topic—Racial Disparities in School Disciplinary Practices
- f. Topic—Key Policy Areas for Equity
 - i. Your Turn Activity—Equity and Policy
 - ii. Your Turn Activity—Local School Board Policies

Module 2: Reflect Upon Feedback

I. Introduction

II. Lesson 1—Professional Teaching Standards

- a. Learning Objectives
- b. Topic—Illinois Professional Teaching Standards related to reflection and professional practice
 - i. Your Turn Activity—The Illinois Professional Teaching Standards with answer key
- c. Topic—The Framework for Teaching
 - i. Your Turn Activity—The Framework for Teaching: Standards 1 to 5
 - ii. Your Turn Activity—The Framework for Teaching: Standard 6 with response guidelines
- d. Topic—NAEYC Professional Standards and Competencies
 - i. Your Turn Activity—NAEYC Professionalism Standard with sample responses
 - ii. Your Turn Activity—Professional Standards with answer key

III. Lesson 2: Professional Reflection

- a. Learning Objectives
- b. Topic—A Growth Mindset Approach
 - i. Your Turn Activity—Growth Mindset or Fixed Mindset? With answer key
 - ii. Your Turn Activity—Your Personal Mindset with sample responses
- c. Topic—Critical reflection
 - i. Your Turn Activity—Critical Reflection in Practice with sample responses
- d. Topic—Techniques for Critical Reflection
 - i. Your Turn Activity—Techniques for Critical Reflection with sample responses
- e. Topic—Planning and Reflecting with Colleagues
 - i. Your Turn Activity—Reflecting with Colleagues with sample responses
- f. Topic—Peer Observation, Feedback, and Reflection
 - i. Your Turn Activity—Peer Observation in Action with sample responses
- g. Topic—Making Time for Reflective Practice
 - i. Your Turn Activity—Time to Reflect with sample responses

Module 3: Theories and Strategies to Understand and Collaborate with Families

I. Introduction

II. Lesson 1— Understanding Families

- a. Learning Objectives
- b. Topic—What is a family?
 - i. Your Turn Activity—Defining “Family” with sample responses
- c. Topic—Family Engagement
 - i. Your Turn Activity—Your Experience with Family Engagement with sample responses
- d. Topic—The Benefits of Family Engagement
- e. Topic— Positive Family Engagement
 - i. Your Turn Activity— Qualities of Positive Family Engagement with response guidelines
- f. Topic—What is Collaboration?

III. Lesson 2— Models and Theories for Understanding Families

- a. Learning Objectives
- b. Topic—Bioecological Theory
 - i. Your Turn Activity—Bronfenbrenner’s Theory with answer key
- c. Topic—Other Theories
 - i. Your Turn Activity—Family Theories with answer key
 - ii. Your Turn Activity—Theories for Understanding Families with response guidelines

IV. Lesson 3—Strategies for Positive Collaboration with Families

- a. Learning Objectives
- b. Topic—Effective Communication Skills
 - i. Your Turn Activity—Positive Communication with sample responses
- c. Topic—Strategies to Increase Family Engagement
 - i. Your Turn Activity—Creative Approaches to Involve Families with response guidelines
- d. Topic—Strategies for Working with Diverse Families
 - i. Your Turn Activity—Strategies for Involving Diverse Families with response guidelines

Module 4: Schools, Families, and Cultural Sustainability

I. Introduction

II. Lesson 1—Cultural Sustainability

- a. Learning Objectives
- b. Topic—What is Cultural Sustainability?
 - i. Your Turn Activity—Your Experience with Multiple Cultures with response guidelines
- c. Topic—Funds of Knowledge
 - i. Your Turn Activity—Your Funds of Knowledge with response guidelines
- d. Topic—The Strengths and Stresses of Families
- e. Topic—Interviewing Families
 - i. Your Turn Activity—Family Interview with response guidelines
- f. Topic—Using an Ecomap
 - i. Your Turn Activity—Ecomap with response guidelines

III. Lesson 2—Strategies to Work with Families

- a. Learning Objectives
- b. Topic—Discovering Family Culture
 - i. Your Turn Activity—Discovering Cultures with response guidelines
- c. Topic—Bring Culture into the Classroom
 - i. Your Turn Activity—Culture in the Classroom with response guidelines
 - ii. Your Turn Activity—Case Study with response guidelines

Module 5: Building Relationships with Colleagues and Other Professionals

I. Introduction

II. Lesson 1—Why Collaboration with Colleagues is Important

- a. Learning Objectives
- b. Topic—Collective Competence
 - i. Your Turn Activity—Collective Competence in the Medical Field with answer key
 - ii. Your Turn Activity—Collective Competence in Education with sample responses
- c. Topic—The Value of Collaboration for Educators
 - i. Your Turn Activity—In the Words of Teachers with response guidelines

III. Lesson 2—Forms of Collaboration

- a. Learning Objectives
- b. Topic—Collaboration with Whom?
 - i. Your Turn Activity—Choose the Professional with answer key
- c. Topic—Forms of Collaboration
 - i. Your Turn Activity—Forms of Collaboration with sample responses and response guidelines

IV. Lesson 3—Strategies and Skills for Effective Collaboration

- a. Learning Objectives
- b. Topic—Strategies for Collaboration
 - i. Your Turn Activity—Strategies for Collaboration with response samples
- c. Topic—Communication Skills
- d. Topic—Virtual Collaboration
 - i. Your Turn Activity—Active Listening with response samples
 - ii. Your Turn Activity—Resolve a Conflict with answer key
- e. Your Turn Activity for the Module—Case Study: Collaboration Plan with response guidelines

Course Title: Math Methods K-2 Learning Journey Outline

I. Course Description

- a. About this Course
- b. A Word About Competencies
- c. How to Complete this Course
- d. Modules

Module 1: Math Identity

I. Introduction

II. Lesson 1: Standards and Practices

- a. Learning Objectives
- b. Topic—What is Mathematics?
 - i. Your Turn Activity—The Definition of Mathematics (Part 1) with sample responses
- c. Topic—Definitions of Mathematics
 - i. Your Turn Activity—The Definition of Mathematics (Part 2) with sample responses
- d. Topic—Mathematics Standards
 - i. Your Turn Activity—The Progression in Mathematics Standards with sample responses
- e. Topic—Mathematical Practices
 - i. Your Turn Activity—Your experience with Mathematical Practices with sample responses

III. Lesson 2—Connecting Math Identities and Mindsets

- a. Learning Objectives
- b. Topic: Reflecting on Your Mathematical Proficiency
 - i. Your Turn Activity—Your Mathematical Proficiency: Part 1 with sample responses
 - ii. Your Turn Activity—Your Mathematical Proficiency: Part 2 with sample responses
- c. Topic: Reflecting on Your Math Experiences
 - i. Your Turn Activity—Assess your Beliefs About Mathematics with sample responses
- d. Topic: Inequity in Math Education
- e. Topic: Mathematical Mindsets
 - i. Your Turn Activity—Identify Ideas that Promote a Growth Mindset with answer key
- f. Topic—Math Autobiographies
 - i. Your Turn Activity—Write Your Math Autobiography with response guidelines

IV. Lesson 3: Supporting Strong Math Identities

- a. Learning Objectives
- b. Topic: Math Is Everywhere
 - i. Your Turn Activity—Mathematics Instructional Theories and Strategies with answer key
 - ii. Your Turn Activity—Getting Parents Involved in Supporting Growth Mindsets with sample responses
- c. Topic—You Are a Math Teacher!
 - i. Your Turn Activity—Draft a Math Teacher’s Action Plan with sample responses

Module 2: Math Through Inquiry and Problem Solving

I. Introduction: Math Through Inquiry and Problem Solving

II. Lesson 1: Inquiry and Problem-Solving Practices and Standards

a. Learning Objectives

b. Topic—Inquiry and Problem-Solving Practices

- i. Your Turn Activity—Activities That Promote Practices in Inquiry and Problem Solving with answer key
- ii. Your Turn Activity—Reflecting on Mathematical Practices with sample responses

c. Topic—Inquiry and Problem-Solving Standards

- i. Your Turn Activity—Inquiry and Problem Solving in the Common Core with sample responses

III. Lesson 2: Key Concepts in Inquiry and Problem Solving

a. Objectives

b. Topic--What Is Inquiry?

- i. Your Turn Activity—Activities that Promote Inquiry with sample responses
- ii. Your Turn Activity—Inquiry Self-Assessment with sample responses

c. Topic--The Role of Math Manipulatives

- i. Your Turn Activity—Effective Use of Manipulatives with answer key
- ii. Your Turn Activity—Manipulatives and Student Choice with sample responses

d. Topic--Math Across the Curriculum

- i. Your Turn Activity--Embedding Math Throughout the Curriculum with sample responses
- ii. Your Turn Activity--Mathematize Your World: Define and Support

IV. Lesson 3: Instructional Practice in Math: Inquiry and Problem Solving

a. Learning Objectives

b. Topic: Inquiry and Problem Solving in the Classroom

c. Your Turn Activity for the Module: Inquiry and Problem Solving--Planning for Whole Group Instruction and Assessment

d. Optional Discussion Prompt

Module 3: Math: Counting and Cardinality

I. Introduction

II. Lesson 1—Math Standards: Counting and Cardinality

a. Learning Objectives

b. Standards that Address Counting and Cardinality

- i. Your Turn Activity—Learning Standard Deconstruction & Mapping: Math Standards with sample responses

III. Lesson 2—Math Content: Counting and Cardinality

a. Learning Objectives

b. Topic—What is Cardinality?

c. Topic—What is Subitizing?

- i. Your Turn Activity—Activities that Develop Cardinality and Subitizing

- ii. Your Turn Activity—Engaging Math Practice with sample responses

d. Topic—Understanding Meaningful Counting

- i. Your Turn Activity—Error Analysis with answer key

- ii. Your Turn Activity—Counting at Home with sample responses

e. Topic—Connecting Verbal and Written Counting

- i. Your Turn Activity—Activities that Support Counting and Connections with sample responses

f. Topic—Making Comparisons and Estimations

- i. Your Turn Activity—Comparison and Estimation in the Classroom with answer key

- ii. Your Turn Activity—Engaging Counting Activities

IV. Lesson 3—Math Instructional Practice: Counting and Cardinality

a. Learning Objectives

b. Topic—Using Manipulatives to Learn to Count

- i. Your Turn Activity—Counting Manipulatives in the Classroom with answer key

- ii. Your Turn Activity—Activities that Address Counting with Manipulatives with sample responses

c. Topic—Using Counting and Cardinality to Solve Real-World Problems

- i. Your Turn Activity—Real-World Counting at Home with sample responses

d. Your Turn Activity for the Module—Planning for Small Group Instruction and Assessment in Math: Counting and Cardinality

e. Optional Discussion Prompt

Module 4: Math—Number and Operations

I. Introduction

II. Lesson 1—Math Standards: Number and Operations

a. Learning Objectives

b. Standards that Address Number and Operations

- i. Your Turn Activity—Learning Standard Deconstruction & Mapping: Math Standards with sample responses

III. Lesson 2—Math Content: Number and Operation

a. Learning Objectives

b. Topic—Addition and Subtraction

- i. Your Turn Activity—Addition Strategies with sample responses

c. Topic—Addition and Subtraction, continued

- i. Your Turn Activity—Modeling Operations with answer key

d. Topic—Addition and Subtraction, continued

- i. Your Turn Activity—Addition and Subtraction Models with answer key
- ii. Your Turn Activity—Addition and Subtraction Resources with sample responses

e. Topic—Base Ten and Place Value

- i. Your Turn Activity—Base Ten and Place Value Concepts with answer key

f. Topic—Foundational and Developmentally Appropriate Multiplication and Division

- i. Your Turn Activity—Multiplication and Division Prompts with sample responses
- ii. Your Turn Activity—Building Foundational Knowledge at Home with sample responses

IV. Lesson 3—Math Instructional Practice: Number and Operations

a. Learning Objectives

b. Topic—Using Manipulatives to Understand Number Operations

- i. Your Turn Activity—Virtual Manipulatives with sample responses

c. Topic—Using Number and Operations to Solve Real-World Problems

- i. Your Turn Activity—Effective Word Problems with sample responses

d. Your Turn Activity for the Module: Planning for Small Group Instruction and Assessment in Math: Number and Operations

Module 5: Math—Measurement and Data Analysis

I. Introduction

II. Lesson 1—Math Standards: Measurement and Data Analysis

- a. Learning Objectives
- b. Lesson 1—Standards that Address Measurement and Data Analysis
 - i. Your Turn Activity—Learning Standard Deconstruction & Mapping: Math Standards with sample responses

III. Lesson 2—Math Content: Measurement and Data Analysis

- a. Learning Objectives
- b. Topic—The Principles of Measurement
 - i. Your Turn Activity—Measurement Vocabulary with answer key
- c. Topic—The Principles of Measurement, continued
 - i. Your Turn Activity—Measurement Activities that Support Understanding with answer key
 - ii. Your Turn Activity—Videos that Support Measurement with sample responses
- d. Topic—The Purposes and Procedures of Measurement
 - i. Your Turn Activity—Analyzing Measurement Procedures with answer key
 - ii. Your Turn Activity—Measurement Procedures in the Classroom with sample responses
- e. Topic—Data Analysis
 - i. Your Turn Activity—Representations of Data with answer key
 - ii. Your Turn Activity—Effective Data Investigations with sample responses
- f. Topic—Measurement and Data in Problem Solving
 - i. Your Turn Activity—Classify Real-World Activities with answer key
 - ii. Your Turn Activity—Adapting Video Resources with sample responses

IV. Lesson 3—Math Instructional Practice: Measurement and Data Analysis

- a. Learning Objectives
- b. Topic—Using Nonstandard and Standard Measurement Tools
 - i. Your Turn Activity—Using Non-Standard and Standard Units with answer key
 - ii. Your Turn Activity—Non-Standard Measurement and Grade Level with sample responses
- c. Topic—Using Measurement and Data to Solve Real-World Problems
 - i. Your Turn Activity—Measurement and Data in the Real-World with answer key
 - ii. Your Turn Activity—Measurement Skills at Home with sample responses
- d. Your Turn Activity for the Module—Planning for Independent/Center Instruction and Assessment in Math: Measurement and Data Analysis

Module 6: Math: Geometry and Spatial Reasoning

I. Lesson 1—Math Standards: Geometry and Spatial Reasoning

- a. Learning Objectives
- b. Lesson 1—Standards that Address Geometry and Spatial Reasoning
 - i. Your Turn Activity—Learning Standard Deconstruction & Mapping: Math Standards with sample responses

II. Lesson 2—Math Content: Geometry and Spatial Reasoning

- a. Learning Objectives
- b. Topic—Shapes
 - i. Your Turn Activity—Teaching Shapes with answer key
 - ii. Your Turn Activity—Respond to Student Work with sample responses
- c. Topic—Glossary of Shapes
 - i. Your Turn Activity—Geometric Definitions with answer key
 - ii. Your Turn Activity—Self Inventory with response guidelines
- d. Topic—Geometric Reasoning
 - i. Your Turn Activity—Geometric Reasoning with answer key
 - ii. Your Turn Activity—Geometric Reasoning and Blocks with response guidelines
- e. Topic—Spatial Reasoning
 - i. Your Turn Activity—Identifying Spatial Reasoning Topics with answer key
 - ii. Your Turn Activity—Spatial Reasoning at Home with sample responses

III. Lesson 3—Math Instructional Practice: Geometry and Spatial Reasoning

- a. Topic—Using Manipulatives to Learn Geometry
 - i. Your Turn Activity—Using Pattern Blocks with answer key
 - ii. Your Turn Activity—Analyze Pattern Block Designs with sample responses
- b. Topic—Using Manipulatives to Learn Spatial Reasoning
 - i. Your Turn Activity—Manipulatives in the Classroom with sample responses
- c. Topic—Using Geometry and Spatial Reasoning in Real-World Situations
 - i. Your Turn Activity—Classroom Routines, Geometry, and Spatial Reasoning with sample responses
- d. Your Turn Activity for the Module— Mini-Unit Summative Assessment

Course Title: Science Methods K-2 Learning Journey Outline

I. Introduction

- a. Course Description
- b. About this Course
- c. A Word About Competencies
- d. How to Complete this Course
- e. Modules

Module 1: Inquiry-Based Learning

I. Introduction

II. Lesson 1—Standards and Practices in Inquiry-Based Learning

- a. Learning Objectives
- b. Developmentally Appropriate Practice in Science
 - i. Your Turn Activity: Identify Developmentally Appropriate Practice with sample responses
- c. Overview of Next Generation Science Standards—Four Domains
 - i. What Are the Next Generation Science Standards?
 - ii. Your Turn Activity: What’s New? with sample responses
 - iii. The Three Dimensions of Science Learning
- d. How to Read the Science Standards
 - i. Your Turn Activity: Life in 3-D, Reading the Science Standards with sample responses
 - ii. Deconstructing a Standard
 - iii. Your Turn Activity: Deconstructing a Science Standard with sample responses
 - iv. Your Turn Activity—Standard Deconstruction with sample responses

III. Lesson 2: Inquiry-Based Learning Content

- a. Learning Objectives
- b. Defining Inquiry-Based Learning
 - i. A Word About the 5E Model
 - ii. Your Turn Activity—A Methods Matchup with answer key
- c. Asking Questions and Defining Problems
 - i. Your Turn Activity—Identify Good Questions with sample responses
 - ii. Your Turn Activity—Write a Good Question with sample responses
- d. Developing and Using Models
 - i. Your Turn Activity—Identify Models Already Used with sample responses
 - ii. Your Turn Activity—Using Models with sample responses
- e. Planning and Carrying Out Investigations
 - i. Your Turn Activity—Investigations with answer key
- f. Analyzing and Interpreting Data
 - i. Your Turn Activity—Graphing and Comparing Height with sample responses
 - ii. Your Turn Activity—Organizing Data in a Graph with sample responses

- g. Using Mathematics and Computational Thinking
 - i. Your Turn Activity—Quantitative and Qualitative Data with sample responses
 - ii. Your Turn Activity—Data for Investigations with sample responses
- h. Constructing Explanations and Designing Solutions
 - i. Your Turn Activity—Constructing Explanations and Designing Solutions with sample responses
 - j. Engaging in Argument from Evidence
 - k. Your Turn Activity—Claims and Evidence with sample responses
 - l. Obtaining, Evaluating, and Communicating Information
 - m. Your Turn Activity—Obtaining and Communicating Information with sample responses
- II. Lesson 3— Collaborating with the Community in Inquiry-Based Learning
 - a. Learning Objectives
 - b. Collaborating with the Community in Inquiry-Based Learning
 - i. Your Turn Activity: Using Community Resources with response guidelines
 - ii. Your Turn Activity for the Whole Module: Life Science—Planning for Whole Group Instruction and Assessment

Module 2: Life Science

I. Lesson 1—Standards and Practices in Life Science

- a. Learning Objectives
- b. Topic--Developmentally Appropriate Practice in Life Science Instruction
 - i. Your Turn Activity: Identify Developmentally Appropriate Practice with sample responses
- c. The Next Generation Science Standards: Three Dimensions of Science Learning
 - i. Your Turn Activity: Disciplinary Core Ideas in Life Science
- d. Deconstructing a Standard
 - i. Your Turn Activity: Deconstructing a Science Standard with sample responses
 - ii. Your Turn Activity—Standard Deconstruction

II. Lesson 2: Life Science Content

- a. Learning Objectives
 - b. Basic Needs of Plants and Animals
 - i. Your Turn Activity—Basic Needs of Plants and Animals with the answer key
 - ii. Your Turn Activity—Vocabulary about Basic Needs with sample responses
 - c. Animals and Plants: External Parts and Functions
 - i. Your Turn Activity—Plant Parts and Functions with sample responses
 - ii. Your Turn Activity— Animals and Plants: Parts and Functions with sample responses
 - d. Using the Senses
 - i. Your Turn Activity—Using the Senses with sample responses
 - ii. Your Turn Activity—Animals Use Their Senses with sample responses
 - e. Animals and Plants Grow and Change
 - i. Your Turn Activity— Animals and Plants Grow and Change with sample responses
 - ii. Your Turn Activity—Behaviors that Help Baby Animals Survive with sample responses
 - f. Inheritance of Traits
 - i. Your Turn Activity—Alike and Different with sample responses
 - ii. Your Turn Activity—Design a Chart with sample responses
 - g. Variation of Traits
 - i. Your Turn Activity—Variation of Traits with sample responses
 - ii. Your Turn Activity—Variation of Traits with sample responses
 - h. Interdependent Relationships in Ecosystems
 - i. Your Turn Activity—Plants Depend on Animals with the answer key
 - ii. Your Turn Activity—Make a Chart with sample responses
 - i. Biodiversity
 - i. Your Turn Activity—Habitats with sample responses
 - ii. Your Turn Activity—Biodiversity with sample responses
- ### IV. Lesson 3—Collaborating with Families in Life Science Instruction
- a. Learning Objectives
 - b. Collaborating with Families in Life Science Instruction
 - i. Your Turn Activity--Write Suggestions to Guide Life Science Learning at Home with sample responses
 - ii. Your Turn Activity for the Module: Life Science—Planning for Whole Group Instruction and Assessment

Module 3: Earth and Space Science

I. Lesson 1—Standards and Practices in Earth and Space Science

- a. Learning Objectives
- b. Developmentally Appropriate Practice in Earth and Space Science Instruction
 - i. Your Turn Activity: Identify Developmentally Appropriate Practice with sample responses
- c. The Next Generation Science Standards: Three Dimensions of Science Learning
- d. Deconstructing a Standard
 - i. Your Turn Activity: Deconstructing a Science Standard with sample responses
 - ii. Your Turn Activity—Standard Deconstruction

II. Lesson 2: Earth and Space Science Content

- a. Learning Objectives
- b. Understanding Weather
 - i. Your Turn Activity—Students and Weather (Content Review) with the answer key
- c. Severe Weather
 - i. Your Turn Activity—Students and Weather (Content Review) with sample responses
 - ii. Your Turn Activity—Weather (Application in the Classroom) with sample responses
- d. Resources and the Environment
- e. Plants and Animals Change Their Environment
 - i. Your Turn Activity—Plants and Animals Change Their Environment (Content Review) with sample responses
- f. Natural Resources
 - i. Your Turn Activity—Natural Resources (Content Review) with the answer key
- g. Human Impacts
 - i. Your Turn Activity—Conserving Natural Resources (Content Review) with sample responses
 - ii. Your Turn Activity—Self-Assessment on the 3 Rs: Reduce, Reuse, Recycle (Application in the Classroom) with sample responses
- h. Patterns in the Sky
 - i. The Sun, Moon, and Stars
 - 1. Your Turn Activity: Patterns of Motion (Content Review) with sample responses
 - ii. Patterns of Sunrise and Sunset
 - 1. Your Turn Activity—The Sun and the Seasons (Content Review) with sample responses
 - 2. Your Turn Activity—Patterns in the Sky (Application in the Classroom) with sample responses
- i. Processes that Shape the Earth
 - i. Fast and Slow Changes on Earth
 - 1. Your Turn Activity—Events that Change Earth (Content Review) response guidelines
 - ii. Weathering and Erosion
 - 1. Your Turn Activity—Erosion (Content Review) with sample responses
 - iii. Maps
 - 1. Your Turn Activity—Map Observations (Content Review) with sample responses
 - iv. Water on Earth
 - 1. Your Turn Activity—Water (Content Review) with the answer key
 - 2. Your Turn Activity—Processes that Shape Earth (Application in the Classroom) with sample responses
- j. Your Turn Activity for the Module— Planning for Small-Group Instruction and Assessment in Earth and Space Science

Module 4: Physical Science

I. Lesson 1—Standards and Practices in Physical Science

- a. Learning Objectives
- b. Developmentally Appropriate Practice in Physical Science Instruction
 - i. Your Turn Activity: Identify Developmentally Appropriate Practice with sample responses
- c. The Next Generation Science Standards: Three Dimensions of Science Learning
- d. Deconstructing a Standard
 - i. Your Turn Activity: Deconstructing a Science Standard with sample responses
 - ii. Your Turn Activity—Standard Deconstruction with sample responses

II. Lesson 2: Physical Science Content

- a. Learning Objectives
- b. Forces and Interactions
 - i. Pushes and Pulls
 1. Your Turn Activity—Pushes and Pulls (Content Review) with sample responses
- c. Changing Motion
 - i. Your Turn Activity— Changing Motion (Content Review) with sample responses
 - ii. Your Turn Activity—Force and Motion (Application in the Classroom) with sample responses
- d. Sound and Light
 - i. Sound
 1. Your Turn Activity—Sound (Content Review) with the answer key
 - ii. Light
 1. Your Turn Activity—Light (Content Review) with the answer key
 - iii. Using Technology to Communicate
 1. Your Turn Activity—Light, Sound, and Communication (Application in the Classroom) with sample responses
- e. Structure and Properties of Matter
 - i. Matter
 1. Your Turn Activity: Matter (Content Review) with sample responses
 - ii. Heating and Cooling Change Matter
 1. Your Turn Activity—Matter (Application in the Classroom) with sample responses

III. Lesson 3—Integrating Math in Physical Science Instruction

- a. Learning Objectives
- b. Topic—Integrating Math in Physical Science Instruction
 - i. Your Turn Activity—Integrating Math in Physical Science Instruction with sample responses
 - ii. Your Turn Activity—Integrating Math into Physical Science at Home with response guidelines
 - iii. Your Turn Activity for the Whole Module—Planning for Independent/Center Instruction and Assessment in Physical Science

Module 5: Engineering, Technology, and Applications of Science

I. Introduction: Engineering and Student Diversity

II. Lesson 1—Standards and Practices in Engineering, Technology, and Applications of Science

- a. Learning Objectives
- b. Developmentally Appropriate Practice in Engineering, Technology, and Applications of Science
 - i. Your Turn Activity: Identify Developmentally Appropriate Practice with sample responses
- c. The Next Generation Science Standards: Three Dimensions of Science Learning
 - i. Disciplinary Core Ideas in Engineering, Technology, and Applications of Science
 - ii. Deconstructing a Standard
 - 1. Your Turn Activity: Deconstructing a Science Standard with sample responses
 - 2. Your Turn Activity—Standard Deconstruction with sample responses

III. Lesson 2: Engineering, Technology, and Applications of Science Content

- a. Learning Objectives
- b. Topic—Identify the Problem and Gather Information
 - i. Your Turn Activity— Identify the Problem and Gather Information (Content Review) with sample responses
 - ii. Your Turn Activity—Identify the Problem and Gather Information (Application in the Classroom) with sample responses
- c. Topic—Make a Plan to Solve the Engineering Problem
 - i. Your Turn Activity—Learning Environments that Support Problem-Solving (Application in the Classroom) with sample responses
- d. Topic—Test and Improve the Engineering Design
 - i. Your Turn Activity—The Steps of the Engineering Process with the answer key
 - ii. Your Turn Activity—The Steps of the Engineering Process with sample responses

IV. Lesson 3—Collaborating with the Community in Learning Engineering, Technology, and Applications of Science

- a. Learning Objectives
- b. Topic—Collaborating with the Community in Learning Engineering, Technology, and Applications of Science
 - i. Your Turn Activity: Using Community Resources with response guidelines
 - ii. Your Turn Activity: Planning for Independent/Center Instruction and Assessment in Engineering, Technology, and Applications of Science
- c. Your Turn Activity for the Whole Module— Mini-Unit Summative Assessment

Course Title: Social Sciences Methods K-2 Learning Journey Outline Learning Journey Outline

I. Course Introduction

- a. Course Description
- b. About this Course
- c. Modules in this Course

II. Competencies in Social Sciences Instruction

III. How to Complete this Course

Module 1: Social Sciences: Standards and Practices

I. Lesson 1: Social Sciences: Standards and Practices

- a. Learning Objectives
- b. Topic—Lesson 1: Social Sciences Standards: State/National
- c. Topic—Lesson 1: Social Sciences Standards: Inquiry Skills
 - i. Your Turn Activity—Standard Deconstruction & Mapping: Inquiry Standards with sample responses

II. Lesson 2: Core Concepts in Social Sciences

- a. Learning Objectives
- b. Topic—Social and Emotional Learning
 - i. Your Turn Activity—Social and Emotional Learning with the answer key
 - ii. Your Turn Activity—Social and Emotional Learning with sample responses
- c. Topic—An Integrated Approach to Social Sciences
 - i. Your Turn Activity—An Integrated Approach to Social Sciences with sample responses
- d. Topic—Developmentally Appropriate Practices
 - i. Your Turn Activity—Developmentally Appropriate Practices in Social Sciences Instruction with the answer key
 - ii. Your Turn Activity—Designing Developmentally Appropriate Practices in Social Sciences Instruction with sample responses
- e. Topic—Social Sciences: Instructional Strategies
 - i. Your Turn Activity—Social Sciences: Instructional Strategies with sample responses
- f. Topic—The Use of Technology for Teaching and Learning in Social Sciences
 - i. Your Turn Activity—The Use of Technology for Teaching and Learning in Social Sciences with sample responses
- g. Topic—Anti-Bias Education
 - i. Your Turn Activity—Anti-Bias Education
- h. Topic—Global Education
 - i. Your Turn Activity—Global Education with sample responses

III. Lesson 3: Instructional Practice: Designing a Social Sciences Curriculum

- a. Learning Objectives
 - i. Your Turn Activity—Designing your Curriculum with sample responses
 - ii. Your Turn Activity—Evaluate Essentials Questions with sample responses
 - iii. Your Turn Activity—Developing Essential Questions with sample responses
- b. Optional Discussion Prompt

Module 2: Social Sciences: History

I. Introduction to Social Sciences: History

II. Lesson 1—Standards and Practices

a. Learning Objectives

b. Lesson 1—Social Sciences Learning Standards in History

- i. Your Turn Activity—Learning Standard Deconstruction & Mapping: History Standards with sample responses

III. Lesson 2—Content in Social Sciences: History

a. Learning Objectives

b. Topic—Chronological Reasoning (Change, Continuity, Time, and Context)

- i. Your Turn Activity—Chronological Reasoning (Change, Continuity, Time, and Context) with sample responses

c. Topic—Methods of the Historian (Historical Sources & Evidence)

- i. Your Turn Activity—Methods of the Historian (Historical Sources & Evidence) with sample responses

d. Topic—Perspective, Comparison, Causation, & Argumentation

- i. Your Turn Activity—Perspective, Comparison, Causation, & Argumentation with sample responses

e. Topic—Challenging Historical Stereotypes and Misconceptions

- i. Your Turn Activity—Challenge Historical Stereotypes and Misconceptions with sample responses

IV. Lesson 3—Instructional Practice in Social Sciences: History

a. Learning Objectives

b. Topic—Collaborating with Parents in History Instruction

- i. Your Turn Activity—History - Parent Collaboration Ideas with sample responses

c. Topic—History Instruction: Grouping Strategies, Objectives, and Assessments (Whole Group; Small Group; Individual/Center)

d. Your Turn Activity for the Module: History Instruction—Planning for Whole Group Instruction and Assessment

e. Optional Discussion Prompt

Module 3: Social Sciences: Geography

I. Introduction

II. Lesson 1—Standards and Practices

a. Learning Objectives

b. Lesson 1—Social Sciences Learning Standards in Geography

- i. Your Turn Activity—Learning Standard Deconstruction & Mapping: Geography Standards with sample responses

III. Lesson 2—Content in The Social Sciences: Geography

a. Learning Objectives

b. Topic— Geographic Representations: Spatial Views of the World

- i. Your Turn Activity—Spatial Relationships with sample responses
- ii. Your Turn Activity—Geographic Representations: Spatial Views of the World with sample responses

c. Topic— Human-Environment Interaction: Place, Regions, and Culture

- i. Your Turn Activity—Human-Environment Interaction: Place, Regions, and Culture
- ii. Your Turn Activity— Human-Environment Interaction: Place, Regions, and Culture with sample responses

d. Topic—Human Population: Spatial Patterns and Movements

- i. Your Turn Activity—Populations and Movement with the answer key
- ii. Your Turn Activity—Human Population: Spatial Patterns and Movements

e. Topic— Global Interconnections: Changing Spatial Patterns

- i. Your Turn Activity—Asking Essential Questions about Global Interconnections and Changing Spatial Patterns with sample responses

IV. Lesson 3—Instructional Practice in Social Sciences: Geography

a. Learning Objectives

b. Topic—Utilizing Community Resources in Geography Instruction

- i. Your Turn Activity— Utilizing Community Resources in Geography Instruction

c. Topic—Geography Instruction: Grouping Strategies, Objectives, and Assessments (Whole Group; Small Group; Individual/Center)

d. Your Turn Activity for the Whole Module: Geography Instruction—Planning for Small Group Instruction and Assessment

e. Optional Discussion Prompt

Module 4: Social Sciences: Economics and Financial Literacy

I. Introduction to Social Sciences: Economics and Financial Literacy

II. Lesson 1—Standards and Practices

a. Learning Objectives

b. Topic—Social Sciences Learning Standards in Economics and Financial Literacy

- i. Your Turn Activity—Learning Standard Deconstruction & Mapping: Economics and Financial Literacy Standards with sample responses

III. Lesson 2—Content in The Social Sciences: Economics and Financial Literacy

a. Learning Objectives

b. Topic—Economic Decision Making

- i. Your Turn Activity—Economic Decision Making: Essential Questions with the answer key
- ii. Your Turn Activity—Scarcity, Needs, Wants, and Choice with sample responses

c. Topic—Exchange and Markets

- i. Your Turn Activity—Research Goods and Services in Communities with response guidelines
- ii. Your Turn Activity—Create a Classroom Store with sample responses

d. Topic—Financial Literacy

- i. Your Turn Activity—Financial Literacy with the answer key
- ii. Your Turn Activity—Financial Literacy in the Classroom with response guidelines

e. Topic—National and Global Economy

- f. Your Turn Activity—Global Trade and Production with sample responses

IV. Lesson 3—Instructional Practice in Social Sciences: Economics and Financial Literacy

a. Learning Objectives

b. Topic—Mathematics and Economics Integration Ideas

- i. Your Turn Activity—Mathematics and Economics Integration Ideas with sample responses

c. Topic—Economics and Financial Literacy Instruction: Grouping Strategies, Objectives, and Assessments (Learning Center/Independent Practice)

d. Your Turn Activity for the Whole Module: Economics and Financial Literacy—Planning for Learning Center/Independent Practice Instruction and Assessment

e. Optional Discussion Prompt

Module 5: Social Sciences—Civics

I. Introduction to Social Sciences: Civics

II. Lesson 1—Standards and Practices

a. Learning Objectives

b. Lesson 1—Social Sciences Learning Standards in Civics

- i. Your Turn Activity—Learning Standard Deconstruction & Mapping: Civics Standards with sample responses

III. Lesson 2—Content in The Social Sciences: Civics

a. Learning Objectives

b. Topic—Civic and Political Institutions

- i. Your Turn Activity—Civic and Political Institutions: Essential Questions with the answer key
- ii. Your Turn Activity—Civic and Political Institutions: Instructional Example with the answer key with sample responses
- iii. Your Turn Activity—Civic and Political Institutions: Instructional Approaches with sample responses

c. Topic—Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- i. Your Turn Activity—Recognizing Civic Participation in a Classroom Lesson with sample responses
- ii. Your Turn Activity—Research Civic Participation in a Local Community with sample responses
- iii. Your Turn Activity—Development of a Service-Learning Volunteer Project with response guidelines

d. Topic—Processes, Rules, and Laws

- i. Your Turn Activity—Processes, Rules, and Laws: Best Practices with the answer key
- ii. Your Turn Activity—Processes, Rules, and Laws: Learning Activity with sample responses

IV. Lesson 3—Instructional Practice in Social Sciences: Civics

a. Learning Objectives

b. Topic—Technology and Civics Instruction

- i. Your Turn Activity—Practices in Civics Instruction with the answer key
- ii. Your Turn Activity—Research Technology in Civics Instruction

c. Technology, Students with Disabilities, and Civics Instruction with sample responses

d. Optional Discussion Prompt

Module 6: Social Sciences: Psychology, Sociology, and Global Connections

I. Introduction to Social Sciences: Psychology, Sociology, and Global Connections

II. Lesson 1—Standards and Practices

a. Learning Objectives

b. Lesson 1—National Curriculum Standards for Social Sciences: Thematic Strands

- i. Your Turn Activity— Creating Learning Objectives from the NCSS Thematic Strands with sample responses

III. Lesson 2—Content in the Social Sciences: Psychology, Sociology, and Global Connections

a. Learning Objectives

b. Topic—Psychology: Social and Emotional Learning

- i. Your Turn Activity—Self-Assessing Social and Emotional Learning Instruction with response guidelines
- ii. Your Turn Activity—Observation: Social and Emotional Learning in a Classroom with response guidelines

c. Topic—Sociology: Cultural Perspective

- i. Your Turn Activity—Culturally Responsive Practices with response guidelines
- ii. Your Turn Activity—Cultural Awareness of a School Community with response guidelines

d. Topic—Sociology: Diversity, Equity, and Inclusion

- i. Your Turn Activity—Diversity, Equity, and Inclusion Practices in Remote Learning Situations with sample responses
- ii. Your Turn Activity— School Policies, Resources, and Initiatives on Diversity, Equity, and Inclusion with response guidelines

e. Topic—Global Connections: Interconnectedness and Interdependency

- i. Your Turn Activity— Global Connections: Interconnectedness and Interdependency: Instructional Practices with the answer key
- ii. Your Turn Activity—Global Connections: Interconnectedness and Interdependency: Instructional Approaches with sample responses

IV. Lesson 3—Instructional Practice: The Social Sciences as an Integrated Unit of Instruction

a. Learning Objectives

b. Topic—The Social Sciences as an Integrated Unit of Instruction

- i. Your Turn Activity—Integrated Planning in the Social Sciences with sample responses
- ii. Your Turn Activity for the Whole Module: Social Sciences: Mini-Unit Summative Assessment

c. Optional Discussion Prompt



1226 Towanda Plaza | Bloomington, Illinois 61701 | Telephone: (866) 697-8278 | www.ilgateways.com

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