

# **Teach Lake County Teacher Development Training**

## **Part 1: Intensive Summer Institute**

**Time:** 40 hours

**Topics:** Foundational Classroom Management Strategies, Foundational Instructional Practices, Basic English Learner Strategies, Trauma Informed Practices, Introduction to the CCSS, Reflection and Mindset for Teachers, and Lesson Planning

**Texts:** [Teach Like a Champion](#) (LeMov), [The Classroom Management Book](#) (Wong)

## **Part 2: 120-Hour Pre-Service Coursework**

### **Classroom Management**

**Time:** 2 units, 10 meetings

**Texts:** [Teach Like a Champion](#) (LeMov), [The Classroom Management Book](#) (Wong)

#### **Course Description:**

This pre-service course focuses on classroom management, environment, and the importance of establishing a physically, socially, and emotionally safe environment where interventions are positive, proactive and respectful. The course will be split into two groups, one for education specialists and one for multiple subjects. Trauma and poverty informed instruction will be weaved throughout the course as a foundational understanding for managing behaviors, building relationships, and creating a calm learning environment. Use of common web-based tools and resources to meet the diverse learning needs of students will be integrated throughout the course, including specific instructional strategies to increase English Learner's access to the core curriculum.

### **Developing as a Reflective Practitioner**

**Time:** 1 unit, 5 meetings

**Texts:** [Mindset](#) (Dweck)

**Course Description:** This pre-service course focuses on an introduction to the California Teaching Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP), which provides the guide for teacher expectations in 21<sup>st</sup>-century classrooms. Candidates examine their own experiences as learners and explore how those experiences affect their beliefs as teachers. Candidates focus on the complexity of teaching and meeting the needs of a variety of learners. Teachers will learn about growth mindset and tools for reflection. English Learner, trauma and poverty informed instruction will be weaved throughout the course.

### **How the Brain Learns**

**Time:** 1 unit, 5 meetings

**Text:** [How the Brain Learns](#) (Sousa)

**Course Description:** This course is designed to enhance a participant's knowledge of brain

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research and its implications for teaching. The following themes will be explored: brain development, information processing, memory and retention, transferring learning, critical thinking and research about second language acquisition. Participants in this course will explore ways to design brain-friendly and effective classrooms and teaching strategies using research-based findings and discoveries. This course prepares teachers by providing them with the essential elements needed to translate the biology of brain-based learning from theory into classroom practice. Trauma and poverty informed instruction will be weaved throughout the course to examine trauma and poverty's effects on brain development. Use of common web-based tools and resources to meet the diverse learning needs of students will be integrated throughout the course.

### **Introduction to Curriculum, Instruction and Assessment**

**Time:** 2 Units, 10 Meetings

**Text:** [Universal Design for Learning](#) and/or [Understanding By Design](#) (tba)

**Course Description:** This pre-service course introduces candidates to the process of curricular planning, teaching, assessing, and analyzing student work to guide instruction for both short-term and long-term instructional goals, using CA Academic Content Standards. By the end of the course, candidates will have a better understanding of the assessment process, how assessments are part of the instructional process, how to monitor a student's current level of understanding, multiple ways to assess a student, and how to make sure assessments are culturally sensitive/fair. The course will be split into two groups, one for education specialists and one for multiple subjects. Trauma and poverty informed instruction will be weaved throughout the course to examine trauma and poverty's effects on learning and curricular design. This course will include samples of how to embed English Learner strategies into classroom instruction. Candidates will also learn the connection between engaging, developmentally appropriate instruction and classroom management. Use of common web-based tools and resources to meet the diverse learning needs of students will be integrated throughout the course.

### **Teaching Reading and Language Arts**

**Time:** 2 units, 10 meetings

**Text:** [The Reading Strategies Book](#), [The Writing Strategies Book](#)

**Course Description:** This pre-service course provides candidates with an introduction to the developmental stages of literacy, practices in a comprehensive literacy program, how to develop a literacy program and an understanding of the literacy challenges for English Learners and how to address them. Candidates will examine the five reading and language arts themes in the CA ELD/ELA Framework and understand the educator's responsibility to ensure all students become broadly literate. Use of common web-based tools and resources to meet the diverse learning needs of students will be integrated throughout the course.

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