

## Module 2 Expanded Course Description

### Module 2, Topics 1-5

#### ***How Do We Create Inclusive and Playful Learning Environments for Young Children?***

**Course Overview TPE 3.6:** Candidates will discover how to set up a student-centered classroom and learning environment for PK-3. There is an introduction to principles of classroom management appropriate for this age range, the powerful role of play in the classroom, and differentiated instruction for children from different cultural backgrounds and with specific learning needs. They will learn how to strengthen differentiated instruction and diversity in children's approaches to learning with Universal Design for Learning (UDL).

Candidates, excepting Interns, will observe in a master teacher's classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom.

**Learning Objectives TPE 3.5, 3.6, and 8.2:** By the end of the course, candidates will:

- Understand the principles of a physical set-up for classroom learning, organization, and management.
- Participate in the learning, observing, and doing different classroom management options.
- Develop recognizing and planning lessons for differentiated instruction and Universal Design for Learning.
- Design a Lesson Plan using the UDL Guide for planning and implementation.
- Analyze master teacher's classrooms for pointers and suggestions.

**Instructional Methods:** The program includes observing a master teacher's classroom, faculty observations with feedback, online books, readings, videos, and peer conversations.

**Course Content – (Additional resources may be included in topics)**

Edutopia. (n.d.). *Ten Tips for Classroom Management*. Retrieved from Edutopia.org:

<https://drive.google.com/file/d/1nrjCVKb67bs8Rk0RIsdMYbmEf6wedwji/view>

- Alexandra Figueras-Daniel, B. V. (2024, Fall). *Engaging Families of Multilingual Learners: Using Families' Stories to Link Classroom Content with Children's Funds of Knowledge*. Retrieved from NAEYC: <https://www.naeyc.org/resources/pubs/yc/fall2024/engaging-multilingual-learner-families>
- Barbara Kaiser, J. S. (2020, January). *Valuing Diversity: Developing a Deeper Understanding of All Young Children's Behavior*. Retrieved from NAEYC: <https://www.naeyc.org/resources/pubs/tyc/dec2019/valuing-diversity-developing-understanding-behavior#:~:text=You%20can%20form%20authentic,%20caring#:~:text=You%20can%20form%20authentic,%20caring>
- BOLD. (2021). *Adaptive teaching: Rethinking the nature of learning in schools*. Retrieved from BOLD: <https://www.youtube.com/watch?v=vRqO30caJRO>
- California Department of Education. (2021). *The Powerful Role of Play in Early Education*. Sacramento, CA: California Department of Education.
- California Department of Education. (2022). *Creating Equitable Early Learning Environments for Young Boys of Color*. Sacramento, CA: California Department of Education.
- California Digital Learning Integration and Standards Guidance* . (2024). Retrieved from California Digital Learning Integration and Standards Guidance : <https://www.cadlsg.com/>
- Camp Stomping Ground. (2018). *What is Restorative Justice? Let's Restore Our Broken System*. Retrieved from Camp Stomping Ground: <https://www.youtube.com/watch?v=lq554Oxc8js>
- CAST. (2018). *UDL to Change the World*. Retrieved from CAST: [https://www.youtube.com/watch?v=shgJYEmD1\\_A](https://www.youtube.com/watch?v=shgJYEmD1_A)
- Centervention. (2025). *A Classroom Management Plan for Elementary School Teachers*. Retrieved from Centervention: <https://www.centervention.com/classroom-management-plan/>
- Django Paris, H. S. (2023). *Understanding Research Articles | Culturally Sustaining Pedagogy*. Retrieved from Teaching and Learning Central: <https://www.youtube.com/watch?v=JXek0q71Z0c>
- Edutopia. (2018). *Station Rotation: Differentiating Instruction to Reach All Students*. Retrieved from Edutopia: <https://www.youtube.com/watch?v=Kg38A1ggYiE>
- Hetzel, A. B. (2020). *What is Play-Based Learning?* Retrieved from AB Hetzel: What is Play-Based Learning?

Iris Center. (2025). *Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students*. Retrieved from Iris Center: <https://iris.peabody.vanderbilt.edu/module/udl/#content>

National Society for the Prevention of Cruelty to Children (UK). (3017). *How a child's brain develops through early experiences*. Retrieved from NSPCC: <https://www.youtube.com/watch?v=hMyDFYskZSU>

Teachings in Education. (2020). *Universal Design for Learning: UDL*. Retrieved from Teachings in Education: <https://www.youtube.com/watch?v=gmGgplQkrVw>

UDL Guidelines. (2024). *Universal Design for Learning Guideline Version 3.0*. Retrieved from CAST : <https://udlguidelines.cast.org>


#### **Other Resources:**

- Californians for Quality Early Learning [\(CQEL\) Classroom Design and Organization: Creating Engaging Spaces to Enhance Learning for Early Educators](#)
- EdSource [Don't Criminalize Homeless Students](#)
- Teachings in Education, *How do we incorporate Adaptive Teaching into our classroom?*

**Assessment Methods:** Written assignments reflections of readings and videos, observation of the planning, implementation, assessment and reflection, and application cycle, annotated teaching videos, and collaborative learning communities.

**Expected Outcomes:** By the end of Module 2, candidates will be able to set-up their own classroom and plan for 3-4 year olds and K-3 students. They will understand the principles of classroom organization and management and learn the special needs and learning differences of children in their classroom using differentiated instruction and UDL.

## 5 Topics: Coursework and Clinical Experience

Topics	TPEs
<p><b>Topic 1:</b> What is a student-driven education?</p> <p><u>Section 1: Introduction to a Student-Driven Education</u></p> <p>Throughout the program, Candidates will study the <a href="#">California Digital Learning Integration and Standards Guidance web site</a> that demonstrates how technology can be used to create a differentiated and inclusive classroom for all students.</p> <p>Before going further, Candidates will read <a href="#">pp. 9-13</a>.</p> <p>  dlintegrationsstnds  guide.pdf</p> <p>They will then view the following:</p> <ul style="list-style-type: none"> <li>• <a href="#">Overview of Guidance</a> (Video; 6:39)</li> <li>• <a href="#">Digital Learning Practices</a> (Video; 5:54)</li> </ul> <p><u>Section 2:</u> Candidates will create a safe, respectful and caring class community that reflects multiple perspectives and is culturally responsive.</p> <p>How will you set up your own classroom for PK-3 for student-centered learning? (Optional)  <a href="https://youtu.be/dk60sYrU2RU?si=sy3PnGJCcFxfWXCK">https://youtu.be/dk60sYrU2RU?si=sy3PnGJCcFxfWXCK</a></p> <p>Brain Builders</p>	<p><b>TPE 1.4</b></p> <p><b>TPE 2.1</b></p> <p><b>TPE 2.4</b></p> <p><b>TPE 1.7</b>  <b>TPE 3.1</b>  <b>TPE 8.5</b></p>

<https://youtu.be/hMyDFYskZSU?si=ALLnJAUFPOQOx1Ed> (National Society for the Prevention of Cruelty to Children (UK))

- Classroom Management Plan for Elementary School Teachers from Centervention  
<https://www.centervention.com/classroom-management-plan/>. (Centervention, 2025) This website outlines elements of developing and implementing procedures and norms for creating a productive classroom community. Candidates will read the articles carefully noting ideas to incorporate into their own classroom and comparing them to peers' classrooms for inspiration.
- [Classroom layout example](#) for PreK-TK

After reading and gathering notes on the Centervention report, Candidates will view the following resources presentation and add to their original notes or using a graphic organizer to determine how they would like to maintain the feeling tone of their classroom:

- Classroom Organization and Set-Up
- Classroom rules and procedures
- Classroom Management Strategies Using Rewards and Consequences
- Effective Classroom Management Throughout the Year
- Effective classroom community building throughout the year



Module2



Module 2

ResponsiveClassroom classroom manager

Candidates will complete two graphs, either printed or in a computer program, that one shows how a preschool and the second how a K-3 the room could be arranged.

- They will describe how they might like the arrangement to change as appropriate for the age group.



Classroom Design  
and Organization.pdf

<p><b>Clinical Experience 2.01</b></p> <p>The Candidate and site mentor will view the video Brain Builders together. They will discuss whether the Candidate has incorporated the concepts into their classroom organization and management plan. They will respond, “How does your plan contribute to Brain Builders in young children?” The reflection will be placed in their ePortfolio.</p>	
<p><b>Topic 2:</b> Why is play so important for young learners?</p> <ul style="list-style-type: none"> <li>• Play-based learning <a href="https://youtu.be/BJArt7_Rl_o?si=BzL6q9Tg4hmyk-f8">https://youtu.be/BJArt7_Rl_o?si=BzL6q9Tg4hmyk-f8</a> (Hetzel, 2020)</li> <li>• Candidates will read the CDE booklet, <a href="#">The Powerful Role of Play in Early Education</a>, and write a 5 page synopsis of <a href="#">pp 1-70</a> describing what it means to them.</li> <li>• Candidates will download poster <a href="#">Types of Play</a> reminding them that all play is on the playground.</li> </ul> <p><b>Clinical Experience 2.02</b></p> <ul style="list-style-type: none"> <li>• Candidates will develop two <a href="#">Module 2 Lesson Plans</a> that promote play-based activities: one which is teacher guided and on which is child-led. The objectives of the lesson will be CDE adopted standards to promote content learning. After implementing the lesson, Candidates will assess student learning and reflect with their observer whether the lesson met the learning objectives and how to adjust in the future.</li> <li>• In documenting the lesson, they will read <a href="#">pp 239-241</a> and describe briefly how their lesson promotes a response to, “They are just playing.”</li> </ul>	
<p><b>Topic 3:</b> What are important considerations of classroom management?</p> <p><a href="#">Valuing Diversity: Developing a Deeper Understanding of All Young Children's Behavior   NAEYC</a></p> <p>Building blocks of classroom behavior –</p> <ul style="list-style-type: none"> <li>• 1) Antecedent, Behavior, Consequence – the ABCs of Behavior <a href="https://youtu.be/yRj7pyBsJ2w?si=wVlhG2MXOvg3hdqQ">https://youtu.be/yRj7pyBsJ2w?si=wVlhG2MXOvg3hdqQ</a></li> </ul>	<p><b>TPE 2.6</b></p> <p><b>TPE 6.2</b></p>

## Challenging behaviors

<https://youtu.be/rUcG2-EFkNI?si=QVZpYkLjmycdjIR5>



pi2e-guide-children  
s-behavior.pdf

- Candidates will complete the [Monitoring Chart for A-B-Cs](#)
- 2) Candidates are introduced to the concepts of implicit and unconscious racism and understanding of how biases manifest and impact policies for instruction and classroom management as well as other early childhood program policies. [Boys of Color](#) – [pp 19-56](#). Candidates will view the following ([Boys of Color, p 31](#)):
  - [Preschool Suspensions and the Role of Implicit Bias](#) (3:03, 2015a)
  - [Preschool Suspensions: Racial Inequities in Disciplinary Practices](#) (3:15, 2015b)
  - Candidates will view the videos and complete the [Reflections on Readings and Video](#)
- How familiar am I with the various forms of exclusionary discipline that take place in early childhood environments?
- Do my actions contribute to the process of “soft expulsion”?
- How familiar am I with [AB 752](#) (Rubio) and [Education Code Section 49005.2](#)? Research these laws and write a synopsis of how they might impact your classroom management.

### Video resources and reading:

- Read [Boys of Color Restorative Justice/Restorative Processes p. 256](#)
- Restorative Practices Further Explained <https://youtu.be/lq554Oxc8js?si=o9kyUuY0bFvU8bA-> (Camp Stomping Ground, 2018)
- *Don't criminalize homeless students* EdSource AUGUST 28, 2024



Don't criminalize  
homeless students \_

Summary: How can the Restorative Practices and the A-B-C work in concert? If we can't change the A, how do we approach the B-C?

- Download [Ten Tips for Classroom Management \(PDF\)](#) from the Edutopia website, which is a valuable resource on many relevant topics.

<https://drive.google.com/file/d/1nrjCVKb67bs8Rk0RIsdMYbmEf6wedwji/view> ( Edutopia, n.d.)

### Clinical Experience 2.03

- The candidate will complete [What reinforces your behavior?](#)
  - Then they will complete the table with three focus students discovering what reinforces those students.
  - They will discuss the results with their site mentor.
- Based on [Guide Children's Behavior](#), readings, and videos, Candidates will state a personal philosophy of Classroom Organization and Management that includes all children – race, culture, ethnicity, and SES. The statement should be at least 3 pages. From observations in their classroom and colleagues' classrooms, they begin with the "What is" and the "What can be" of achieving their aims. It should end with an electronic or posterboard representation of practices for their present or future classroom. They will discuss this assignment in their Collaborative Zoom and with the University Supervisor. Due at end of term.

**Topic 4:** How to know and express the culture of your students and their families?

- Candidates will determine how their classroom will express the cultural values of their students.
- Refer to [Module 1 Class Profile](#) – Does it need updating or revising based on what you know?

Dr. Django Paris and H. Samy Alim, author of Understanding Research Articles | Culturally Sustaining Pedagogy

<https://youtu.be/JXek0q71Z0c?si=6n45uaxECFzO51qY> (Django Paris, 2023)

Funds of Knowledge

**TPE**



<p><a href="https://www.naeyc.org/resources/pubs/yc/fall2024/engaging-multilingual-learner-families">https://www.naeyc.org/resources/pubs/yc/fall2024/engaging-multilingual-learner-families</a> (Alexandra Figueras-Daniel, 2024)</p> <p>Asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Student assets include diversity in thinking, culture, traits, and intelligences, as well as unique experiences or skills.</p> <p><b>Clinical Experience 2.04</b></p> <p>Interns will be observed on how their classroom reflects the cultural values of the children in their classroom. Student teachers will be asked to provide a section of the classroom to express cultural values. If the master teacher already does this, the candidate will be asked to participate in the classroom set-up.</p> <p>The university supervisor's observation will include:</p> <ul style="list-style-type: none"> <li>• Does the cultural expression/s accurately reflect the children's lives, or are the walls covered with store-bought, stereotypical images?</li> <li>• Is there any authentic child-created artwork that demonstrates unique experiences or skills: posters, handmade items made by children or family members, and story writing with pictures?</li> <li>• Are labels (and other child-focused texts) repeated in each child's home language, or are they in English only?</li> </ul>	
<p><b>Topic 5:</b> What is Differentiated instruction – UDL and how do I incorporate it in my planning?</p> <ul style="list-style-type: none"> <li>• What is Adaptive Teaching? <a href="https://youtu.be/vRqO30caJR0?si=5wUGHYo5DwN_qxlx">https://youtu.be/vRqO30caJR0?si=5wUGHYo5DwN_qxlx</a> (BOLD, 2021)</li> <li>• How do we incorporate Adaptive Teaching into our classroom? <a href="https://youtu.be/gmGgplQkrVw">https://youtu.be/gmGgplQkrVw</a> (Teachings in Education, 2020)</li> <li>• Is your classroom environment ready for adaptive teaching?</li> </ul> <p>Read the <a href="#">PreK-K Environment</a> worksheet statements and note those most missing in your classroom environment. What are some strategies to adapt a more welcoming and friendly environment?</p>	<p><b>TPE 3.5</b></p> <p><b>TPE 1.3</b></p>

Candidates will begin to understand how differentiation flows into basic lesson planning.

<https://youtu.be/Kg38A1ggYiE?si=GptWzAjhNDK6YNFD> (Edutopia, 2018)

[CAST: About Universal Design for Learning](#)

[https://youtu.be/shgJYEmD1\\_A?si=a8Hf-IWOUiQ5URLB](https://youtu.be/shgJYEmD1_A?si=a8Hf-IWOUiQ5URLB) (CAST, 2018)

The Universal Design for Learning (UDL) Guidelines are grouped into three categories: Engagement, Representation, and Action and Expression. UDL is a set of principles educators can use to proactively design environments to be responsive to the learner variability demonstrated by all students. Educators implementing the guidelines demonstrate an understanding and belief that all students have assets and that successful academic, behavioral, and social outcomes are achieved when proactive changes are made in learning environments and are not required of students.

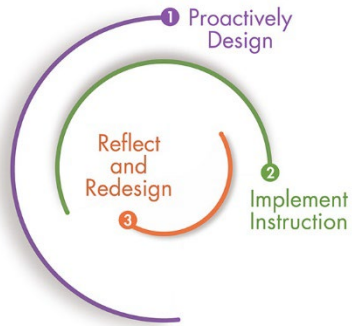
[IRIS | Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students \(Iris Center, 2025\)](#)

- At the beginning of the IRIS Center Module on UDL, Candidates will answer the following questions:
  1. Do these learning experiences sound familiar? Do you think they are effective?
  2. How can educators design instruction that engages and challenges all students?
  3. How can educators identify and address potential barriers when designing instruction?
- After reading and interacting with the module, view the Wrap UP for Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students.
  - Revisit Initial Thoughts to the above three questions.
  - Candidates will respond to the following questions:
    - Do you still agree with those responses? If not, what aspects about them would you change?
  - This assignment is required to complete Module 2.
- To complete the IRIS Center Module, respond to [IRIS UDL Assessment](#). The assignment will be evidence of completing the UDL Module.

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### **Clinical Experience 2.05**

Candidates will plan, implement, analyze results, document, and reflect on success of UDL Lesson. Notice that the [Lesson Template](#) follows the UDL recursive design.



Designing a learning experience using a UDL lens is an iterative process. Educators can make small changes to any lesson template and apply the UDL framework throughout the learning experience as they:

- Proactively design—*before* instruction
- Implement—*during* instruction
- Reflect and redesign—*after* instruction