Engaging diverse communities through leading and learning for social justice.

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Course Number	EDUC 593-1
Title	Special Topics: CalTPA Performance Assessment
Course CRN Number	Section 1: 43912 (Van Steenbergen) Section 2: 43913 (Heredia)
Semester / Year	Fall 2020
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Hours	By Appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of E ducation community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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Heredia & Van Steenbergen, Fall 2020
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COURSE DESCRIPTION

Required of all credential candidates. The purpose of this course is to prepare teacher candidates to successfully complete the California Teacher Performance Assessment (CalTPA). In California, all teacher candidates must complete a Teacher Performance Assessment (TPA) in order to earn a preli minary credential. The assessments require candidates to complete defined tasks relating to subject -specific pedagogy, designing and implementing instruction and student assessment, and culminating teaching experiences or events. When taken as a whole, tea ching performance assessment tasks/activities measure the Teacher Performance Expectations (TPEs). Candidate performances are scored by trained assessors against rubrics that describe levels of performance relative to each task/activity. Each model must al so meet and maintain specified standards of assessment reliability, validity, and fairness to candidates. The CalTPA consists of two instructional cycles completed over the course of a credential program. CalTPA cycles are scored by trained assessors who a re experts in the content for their assigned assessments. Candidates submit CalTPA materials on or before the provided due dates and receive their scores in approximately three weeks. Candidates must successfully complete and pass both CalTPA cycles in ord er to receive a preliminary California teaching credential. Workshops are provided to support candidates with CalTPA completion.

This course also requires:
- Attendance at CalTPA workshops throughout the semester.

Course Prerequisites
- Admission to a teach er credential program.

Course Objectives
Students completing EDUC 593 -1 will be able to:
- Access and navigate materials in preparation for the CalTPA.
- Using appropriate California Content Standards, candidates will be able to use CalTPA assessment material s to complete an instructional cycle with a class of students. They will plan, teach & assess, reflect on and apply knowledge gained in order to demonstrate mastery of the California Standards for the Teaching Profession (TPEs).
- Candidates will submit thei r assessment materials to the CalTPA assessment portal.

Unique Course Requirements
- Candidates must be appropriately assigned to a clinical practice placement to complete the CalTPA.
- In order to earn the 1 unit for this class, students must submit all mate rials for Cycle 1 of the CalTPA. Note: passing this course does not indicate whether students have met the California State requirement of passing the CalTPA; it only indicates that candidates have submitted their materials to the CTC prior to the due date set forth by the College of Education. *Students who do not submit the CalTPA prior to this deadline will not earn the 1 unit for this course.*

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Materials

CalTPA Community Moodle:

        All students should enroll in a community moodle:

- Go to https://community.csusm.edu/course/view.php?id=5728
- Using your CSUSM e-mail address, join the moodle. The passcode is **CALTPA2020**.

        CalTPA Assessment Guides:

- Single Subject
- Multiple Subject
- World Languages

CalTPA Templates:

- Step 1: Plan
- Step 2: Teach & Assess
- Step 3: Reflect
- Step 4: Apply

CSUSM CalTPA Website (for registration):

- https://www.csusm.edu/soe/currentstudents/tpa.html

California Content and ELD Standards:

- https://www.cde.ca.gov/ be/st/ss/

CTC CalTPA Website:

- Students must register to complete the assessment at:
  http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.ht ml

COURSE LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies
The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Middle Level, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to achieve a passing score on the California Teacher Performance Assessment. The CalTPA addresses numerous TPEs.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Upon successful completion of this course, students will (be able to):

- Read and have a thorough understanding of the relevant Assessment Guides, including rubrics, relevant resources, terms, and requirements.
- Register for the CalTPA successfully. *Students who choose not submit the CalTPA prior to this deadline will not earn the 1 unit for this course.*
- Complete all required templates.
- Plan and teach lessons using relevant content and ELD standards aligned with objectives and assessments.
- Complete video recording of required lesson(s) and provide annotations about teaching practice.
- Reflect on their teaching practice, using evidence to support their observations.

<div align="center">COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS</div>

Course Assignments

Teacher education is a prof essional preparation program. It is expected that teacher candidates will review and read through all provided course materials on the Community Moodle in order to fully prepare for their CalTPA Cycle 1 final submission. Teacher candidates are expected to   adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writ   ing that is original, clear and error   -free is a priority for the School of Education.

- Successful submission of the CalTPA materials for Cycle 1 no later than   **11:59 p.m. on December 17, 2020** .

Assignment Descriptions

1. Successful Submission of the CalTP   A

In order to earn the unit for this class (the course is pass/no pass), students must successfully submit all of their CalTPA materials for Cycle 1 no later than   **11:59 p.m. on December 17, 2020.** *Students who do not submit the CalTPA prior to this deadline*   *will not earn the 1 unit for this course.*

Course Grading Standards

- **Pass:** Student has successfully submitted all CalTPA materials by 11:59 p.m. on December 17, 2020.
- **Not Pass:** Student has chosen not to submit all CalTPA materials by 11:59 p.m. on December 17, 2020.

Final Exam Statement

This course does not have a final exam.

Policy on Late/Missed Work

No credit will be given if candidates do not submit the CalTPA by the due date assigned by the College of Education, **11:59 p.m. on December 17, 2020.**   If extenuating circumstances occur, the teacher candidate should contact their i   nstructor (Van Steenbergen or Heredia) as soon as possible to discuss how to best address any issues that arise.

Student Collaboration Policy

The California Commission on Teacher Credentialing has provided guidelines for appropriate support that teacher c andidates may seek out while completing the CalTPA process. Candidates must adhere to the Acceptable Support Guidelines, which can be found at the following link: https://www.csusm.edu/soe/currentstudents/acceptable_support_guidelines.pdf

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Ho nesty Policy. All assignments must be original work, clear and error -free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctua ted accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions . If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at th e University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/d ocuments/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html . If there are questions about academic honesty, please consult the University catalog. Note: The Commision on Teacher Credentialing takes plagiarism seriously. The Pearson site uses plagiarism software to scan candidate materials. Students risk their teac hing credential if they are found to have intentionally submitted work that is not their own.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750 -4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommoda tions should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- All students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning or a total of at least six hours outside of the classroom each week.

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Course Format
This course is taught primarily in an asynchronous format. Materials and guidelines will be provided via a Community Moodle, and office hours will be offered via Zoom for individualized support.

Contact Information for Technical Support Assistance
This may include customer support for software used in the course, please contact the CSUSM Help Desk. If students are having technical support issues with the Pearson submission portal, they should contact Pearson directly.

Electronic Communication Protocol
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lowercase) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and online discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Course Outline: Fall 2020

Date	Suggested Cycle 1 Tasks
Weeks 1-2 Aug. 31-Sept. 11	❏ Meet your cooperating teacher. ❏ Get to know your students. ❏ Sign on to CalTPA Community Moodle at CAL TPA 2020. ❏ Watch CalTPA Moodle overview video. ❏ Review all CalTPA Moodle components.

Weeks 3-4 Sept. 14-25	❏ Watch these videos: CalTPA Overview and CalTPA Cycle 1 video overview. ❏ Read through the CalTPA Cycle 1 guide thoroughly. ❏ Review all templates. ❏ Review all rubrics - with a focus on level "3." Use them as a checklist. ❏ Watch the CalTPA Cycle 1 Timeline video. ❏ Review the CalTPA Cycle 1 "pre-filming timeline/checklist" provided by the TPA advisors. This will help you in your planning. ❏ Begin to collect data to complete "Getting to Know Your Students" from your CT. ❏ Complete the **Getting to Know Your Students Temp late - Part A (Step 1)**.
Weeks 5-9 Sept. 28-Oct. 30	❏ Work with your CT to look ahead to review the semester scope and sequence. What will be the units of study this semester? ❏ With your CT begin to plan for your lesson based on the Units of Study and determine the best time for you to conduct your CalTPA lesson. Once determined, using either your school/district lesson plan format or the provided sample CalTPA lesson plan template establish the content -specific learning goals and develop one lesson plan. Complete the **Lesson Plan - Part B (Step 1)** . ❏ Complete th e **Lesson Plan Rationale template - Part C (Step 1)** , whereby you will provide a narrative explaining how the lesson plan addresses the learning needs of your students. ❏ Complete **Part D: Related Instructional Resources and Materials (Step 1)**, whereby you will provide key instructional resources and/or materials related to the lesson plan.
Weeks 10-11 Nov. 2 - 13	❏ Plan to PRACTICE teaching and videorecording a lesson prior to your Cycle 1 CalTPA lesson. CTC wants your BEST work submitted! ❏ Teach and video record your lesson. Plan to teach and video record your planned lesson *no later than this week,* if possible. ❏ Review your video footage right away to ensure recording meets your approval. ❏ **Part E (Step 2): Select 3 Annotated Video Clips,** no more than 5 minutes each with annotations as specified in guide.
Weeks 12-14 Nov. 16 - Dec. 4	❏ Complete the **Written Narrativ e: Reflection on What you Learned (Part F).** ❏ Complete a **Narrative (either written or no more than 5 minutes of video explanation): Application of What you Learned (Part G).**
Weeks 15-16 Dec. 7 - 17	❏ Allow yourself time to complete a nd review your template narratives.

Syllabus is subject to change.

ONLINE: Students submit their CalTPA materials through the Pearson Portal.	*CalTPA Cycle 1 Submission Due by 11:59 p.m., December 17 on the CalTPA website. DO NOT submit your materials to course instructors.*