Engaging diverse communities through leading and learning for social justice.

Course Number	EDUC 593
Title	Special Topics: CalTPA Performance Assessment
CRN Number	**Section 1: 23657 (Borrell)** **Section 2: 23658 (Van Steenbergen)**
Days	**Face to Face: N/A** **Online: TBD**
Time	**N/A**
Course Location	**Section 1: Via Zoom** **Section 2: Via Zoom**
Semester / Year	**Spring 2021**
Professor	**Leah Anne Borrell, M.Ed, Suzi Van Steenbergen, Ed.D.**
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Office	**TBD**
Hours	**TBD**

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 Education 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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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 preliminary 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, teaching 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 also 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 are 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 order 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 teacher credential program.

Course Objectives
Students completing EDUC XXX-B 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 materials 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 their 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 a passing grade, students must submit all materials for Cycle 2 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.

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REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

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Required Materials

     CalTPA Assessment Guides:
- Single Subject
- Multiple Subject
- World Languages

CalTPA Support Videos:
- Cycle 1 Support Videos (several)
- Cycle 2 Support Videos (several)

CalTPA Templates:
- Step 1: Plan
- Step 2: Teach & Assess

- Step 3: Reflect
- Step 4: Apply

CSUSM CalTPA Website:
- 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.html

Cougar Courses
Additional support materials will be provided in a Cougar Courses container.

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.
- 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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments
Teacher education is a professional preparation program. It is expected that teacher candidates will come to sessions prepared to discuss the readings, submit required materials, and participate in required activities. 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, writing that is original, clear and error-free is a priority for the School of Education.

- Attendance at CalTPA Support Workshops:

○ See the CalTPA Moodle for guidance and course materials.
- Successful submission of the CalTPA materials for Cycle 2 no later than May 20, 2021.

Assignment Descriptions

1. Attendance at CalTPA Support Workshops
Students are required to attend several face to face workshops offered throughout the semester which are designed to provide direct instruction on the CalTPA process. Students will learn about the structure and purpose of the CalTPA, how to register properly, how to access key CalTPA resources, and how to successfully submit their assessment materials. Students should come to workshops prepared as required by the TPA coordinators. ***Failure to attend one or more face to face workshops may make it more difficult to complete the CalTPA submission process.***

2. Successful Submission of the CalTPA
In order to earn a passing grade (the course is pass/no pass), students must successfully submit all of their CalTPA materials for Cycle 2 no later than TBA. ***Failure to submit materials on time may result in a failing grade.***

Course Grading Standards

- **Pass:** Student has successfully submitted all CalTPA materials by May 20, 2021.
- **Not Pass:** Student has failed to submit all CalTPA materials by May 20, 2021.

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, **TBA.** If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Student Collaboration Policy
The California Commission on Teacher Credentialing has provided guidelines for appropriate support that teacher candidates 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

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy
Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty 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 punctuated 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 the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/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.

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. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

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.

Course Format
This course format is offered is hybrid with some face-to-face meetings required.

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.

Suggested Timeline For Cycle 2

Note: This is a *suggested* timeline. All candidates are encouraged to look at their schedules, map out the semester, and coordinate with their CTs to plan and film their lessons.

Date(s)	Suggested Cycle 2 Tasks
January/February	❏ Meet your cooperating teacher. ❏ Get to know your students.
February	❏ Read through the Cycle 2 Assessment Guide thoroughly. ❏ Review all templates. ❏ **Review the Cycle 2 Videos in the CalTPA Moodle.** ❏ Review all rubrics - with a focus on level "3." Use them as a checklist. See the Cycle 2 Pre-Filming Checklist as a guide. ❏ Review the "pre-filming checklist". This will help you in your planning. ❏ Begin to collect data to complete "Contextual Information Template" from your CT.
February	❏ Complete the **Contextual Information Template (Step 1)**. ❏ Work with your CT to look ahead to review the semester scope and sequence. What will be the units of study planned for the weeks you will be conducting your Learning Segment lessons? ❏ Plan ahead with your CT on making arrangements to meet the student use of the technology requirement. ❏ **Review the Cycle 2 Videos in the CalTPA Moodle.**
March	❏ Specifically, determine the week you will plan to teach the Learning Segment lessons. ❏ Plan to PRACTICE teaching and videorecording a lesson prior to your Cycle 2 learning segment lessons. CTC wants your BEST work submitted! ❏ Practice working with rubrics, self-assessment and informal assessments with your students. ❏ Begin to plan for your Learning Segment lessons based on the Units of Study, filling out the **Learning Segment Template and Assessment Descriptions Template (Step 1)**. Will you be using a set curriculum? What are the 3 types of Assessments (Informal, Student Self Assessment and Formal Assessment) you will be using during your Learning Segment? What rubrics will you use to accompany each assessment? ❏ **Review the Cycle 2 Videos in the CalTPA Moodle.**
March	❏ Continue to plan for your Learning Segment lessons based on the Units of Study, filling out the **Learning Segment Template and Assessment Descriptions Template (Step 1).** Will you be using a set curriculum? What are the 3 types of Assessments (Informal, Student Self Assessment

	and Formal Assessment) you will be using during your Learning Segment? What rubrics will you use to accompany each assessment? ❏ **Review the Cycle 2 Videos in the CalTPA Moodle.**
Late March	❏ **Complete Learning Segment Templates (Step 1).** ❏ **Review the Cycle 2 Videos in the CalTPA Moodle.**
Mid-April	❏ Plan to teach and video record your Learning Segment lessons *no later than April,* if possible. ❏ Review your video footage right away to ensure recording meets your approval. ❏ Complete the **Analysis of Informal and Student Self-Assessments Template (end of Step 2).** ❏ Gather the formal assessments from your students after you are done teaching the learning segment. ❏ Complete the **Analysis of Assessment Results and Reflection for the Whole Class and 3 Students Template (Step 3).** ❏ **Review the Cycle 2 Videos in the CalTPA Moodle.**
Late April	❏ Plan for either your Reteach or Extension follow up lesson to your Learning Segment lessons. ❏ Complete the **Re-Teaching or Extension Activity Description Template (Step 4) no later than the end of April.** ❏ Plan to video record this follow up lesson. ❏ Review your video footage right away to ensure recording meets your approval. ❏ **Review the Cycle 2 Videos in the CalTPA Moodle.**
May	❏ Allow yourself time to complete and review your template narratives. ❏ **Review the Cycle 2 Videos in the CalTPA Moodle.** **Submission Deadline: Friday, May 20, 2021**