CAL POLY SCHOOL OF EDUCATION (SOE)
Course Syllabus Fall 2017
Course Number & Title:
EDUC 450-01: Teaching Performance Assessment Seminar
Instructor:
Jess Jensen, PhD
Class Location & Time:
Building 2, Room 126, Wednesdays 5:10-6:00
*Note that <u>some</u> class sessions will be online only. See calendar below for dates of in class sessions.

Contact Information:
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Office and Office Hours:
Building 2, Room 132
Wednesdays 1:00-3:00 pm and by appointment

This course will be taught through a hybrid method of instruction, which means that some class sessions will be delivered through online modules found on PolyLearn, and other class sessions will meet in person. The purpose of this method of delivery is to give you the opportunity to become familiar with the details and requirements of the edTPA at a pace that best suits your needs. This also frees up in person class time for more engaging work and discussions about the areas of the edTPA that are more demanding. During weeks where class is online, you should expect to spend just as much time working online as you would in the in person class, as well as additional time working on homework/your edTPA outside of class.

COURSE LEARNING OUTCOMES *Candidates will be supported in understanding:*	Assessment	MSTEP Learning Outcomes	University Learning Outcomes
1. Key concepts for planning, instruction, and assessing student learning in teaching mathematics that are being evaluated via the tasks in the edTPA for elementary mathematics.	Readings, discussions, and edTPA	2, 4, 6	1-6
2. Technical requirements for artifacts and commentaries in the edTPA for elementary mathematics.	Readings and edTPA	6	2
3. Differences in the levels of performance indicated by rubrics for each of the tasks in the edTPA for elementary mathematics.	Readings, discussions, written assignments, and edTPA		1
4. Characteristics of effective writing in conveying information about one's teaching that is expected in the commentaries on the tasks in the edTPA for elementary mathematics.	Readings, discussions, edTPA	6	1, 2

SOE Learning Outcomes:	University Learning Outcomes* *Graduates are able to…*
1. Be qualified, competent, and caring professional educators	1. Think critically and creatively
2. Integrate principles and practices of professional fields to support student learning	2. Communicate effectively
3. Engage in cross-disciplinary and collaborative practices	3. Work productively as individual and in groups
4. Demonstrate authentic assessments	4. Use knowledge/skills to make positive contribution to society
5. Effect sustainable communities in a multicultural environment	5. Make reasoned decisions based on understanding of ethics, respect for diversity, and awareness of sustainability issues
6. Engage in professional practices	6. Engage in lifelong learning
	*abridged

DAY/DATE	TOPICS & ASSIGNMENTS	ASSESSMENTS	TPE	SOE Prioritized Skill
Week 1 **9/20** **Online**	**Class Topics:** *Introductions:* Students will get to know each other and their teaching placements through introductory discussion posts and responses. *Review of Syllabus and Course Overview:* The syllabus will be reviewed as well as the major expectations for the course (including assignments, attendance and professionalism). *Overview of edTPA:* Students will read pages 1-7 of the edTPA Handbook to become familiar with the expectations of this assessment. *Expanding Understanding:* Students will review and reflect on material that discusses what it means to "understand mathematics." We will focus on the difference between conceptual understanding, procedural knowledge/fluency, and problem solving. Evidence of all three types of understanding are required within the edTPA. **Due:** • **Assignment #1—Overview of the edTPA** • **Context for Learning (pg. 38 in the edTPA handbook)** • **Completion of all materials in Module 1**	• Assignment #1—check for understanding of edTPA • Participation in discussion boards	1, 3, 6	**A1:** *Planning and Preparation* (Knowledge of Students) **D1:** *Professional Responsibilities* (Reflecting on Teaching)
Week 2 **9/27** **Online**	**Class Topics:** *Task 1-Planning and Assessment:* Students will learn about the requirements for Task 1 of the edTPA, which involves designing a learning segment and the key elements to lesson planning. Students will also review the evaluation rubrics for this task. *Learning Objectives:* Students will learn about writing effective learning objectives and create a draft of their learning objectives for their edTPA. *Language Functions and Demands:* Students will become familiar with the terms language functions and demands and understand how these can be used to aid in students' understanding of mathematical content. **Due:** • **Assignment #2—Key elements of Task 1** • **Completion of all materials in Module 2**	• Assignment #2—check for understanding of Task 1 requirements • Participation in discussion boards about relevant topics • Writing learning objectives • edTPA	1, 2, 4	**A2, A3, A5, A6:** *Planning and Preparation* (Setting Instructional Outcomes, Designing Coherent Instruction, Supporting Emergent Bilinguals, Supporting Students with Disabilities)
Week 3 **10/4** **In Class**	**Class Topics:** *Language Functions and Demands:* Students will practice deciphering appropriate language functions and demands for various mathematical topics. *Analytical Evaluation:* Students will use rubrics to analyze language functions, demands, and learning objectives, as well as discuss necessary elements in receiving high scores in Task 1. Students will also evaluate sample work using the Task 1 rubrics. *Workshop:* Students will use remaining time to begin working on Task 1 and clarify their understanding of the task.	• Analyzing sample work of Task 1 with rubrics • Creation of lesson plan for Task 1.	1-4	**A1, A2, A3, A5, A6:** *Planning and Preparation* (Knowledge of Students, Setting Instructional Outcomes, Designing Coherent Instruction, Supporting Emergent Bilinguals, Supporting Students with Disabilities)

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Comment [VM1]: TPE 1.1P, 1.3P, 3.2P, 4.1P, 4.5P, 5.8P – Students have opportunity to practice skills in facilitated environment, but receive **no formal instructor feedback**, as per edTPA guidelines.

Comment [VM2]: TPE 1.6P, 2.5P, 3.5P - Students have opportunity to practice skills in facilitated environment, but receive **no formal instructor feedback**, as per edTPA guidelines.

Comment [VM3]: TPE 1.6P, 3.5P - Students have opportunity to practice skills in facilitated environment, but receive **no formal instructor feedback**, as per edTPA guidelines.

	Due: • **Begin work on Task 1**			
Week 4 **10/11** **Online**	**Class Topics:** *Task 2 –Instructing and Engaging Students in Learning:* Students will learn about the requirements for Task 2 of the edTPA, which involves video recording the lesson and evidence of students' language use. Rubrics for the task will also be reviewed. *Assessment:* Students will learn about various ways to assess students' mathematical understanding and ways in which they can use this assessment data to inform their teaching. **Due:** • **Assignment #3—Key elements of Task 2** • **Completion of all materials in Module 3** • **Continue working on Task 1 and prepare for video recording**	• Assignment #3—check for understanding of Task 2 requirements • Participation in discussion boards about relevant topics • edTPA	1-3, 5	**A1, A4:** *Planning and Preparation* (Knowledge of Students, Designing Student Assessment) **B2:** *Classroom Environment* (Managing Classroom Procedures) **C4:** *Instruction* (Using Assessment in Instruction)
Week 5 **10/18** **In Class**	**Class Topics:** *Assessment:* Students will work in groups to create assessments that will produce useful student data about particular topics. They will also practice making instructional decisions based on a given data set. *Analytical Evaluation:* Students will use rubrics to analyze sample work from Task 2 of the edTPA. *Workshop:* Students will use remaining time to work on Task 1 and Task 2 and clarify their understanding of the tasks. **Due:** • **Work on Task 2** • ***Video recording should be completed by the end of this week****	• Creation of assessments • Instructional decision-making based on student data sets • Analyzing sample work of Task 2 with rubrics • edTPA	1-5	**A1, A3, A4:** *Planning and Preparation* (Knowledge of Students, Designing Coherent Instruction, Designing Student Assessment) **B2:** *Classroom Environment* (Managing Classroom Procedures) **C4:** *Instruction* (Using Assessment in Instruction)
Week 6 **10/25** **Online**	**Class Topics:** *Task 3 –Assessing Student Learning:* Students will learn about the requirements for Task 3 of the edTPA, which involves evaluation of student learning through assessment, and giving feedback to students. Rubrics for the task will also be reviewed. *Culturally Responsive Teaching and Learning:* Students will learn ways to confront their implicit biases, and become more aware of teaching moves that are culturally responsive. **Due:** • **Assignment #4—Key elements of Task 3** • **Completion of all materials in Module 4** • **Continue working on task 2**	• Assignment #4—check for understanding of Task 3 requirements • Participation in discussion boards about relevant topics • edTPA	1-3, 5, 6	**A1, A4, A5, A6:** *Planning and Preparation* (Knowledge of Students, Designing Student Assessment, Supporting Emergent Bilinguals, Supporting Students with Disabilities) **B1, B2:** *Classroom Environment* (Creating an Environment of Respect and Rapport, Managing Classroom Procedures) **C1, C4, C5, C6:** *Instruction* (Communicating with Students, Using Assessment in Instruction, Supporting

Comment [VM4]: TPE 5.1P, 5.2P, 5.8P - Students have opportunity to practice skills in facilitated environment, but receive **no formal instructor feedback**, as per edTPA guidelines.

Comment [VM5]: TPE 5.1P, 5.2P, 5.8P - Students have opportunity to practice skills in facilitated environment, but receive **no formal instructor feedback**, as per edTPA guidelines.

Comment [VM6]: TPE 6.2P - Students have opportunity to practice skills in facilitated environment, but receive **no formal instructor feedback**, as per edTPA guidelines.

				Emergent Bilinguals, Supporting Students with Disabilities) **D1:** *Professional Responsibilities* (Reflecting on Teaching)
Week 7 **11/1** **In Class**	**Class Topics:** *Analytical Evaluation:* Students will use rubrics to analyze sample work from Task 3 of the edTPA. *Culturally Responsive Teaching and Learning:* Students will discuss ways in which their teaching is culturally responsive and where this shows up within their teaching. *Workshop:* Students will use remaining time to work on Task 2 and Task 3 and clarify their understanding of the tasks. **Due:** • **Continue working on Task 2** • **Begin working on Task 3**	• Analyzing sample work of Task 3 with rubrics • Participation in whole-group or small group discussions • edTPA	1, 2, 4, 5	**A1, A5:** *Planning and Preparation* (Knowledge of Students, Supporting Emergent Bilinguals) **B1:** *Classroom Environment* (Creating an Environment of Respect and Rapport,) **C5:** *Instruction* (Supporting Emergent Bilinguals) **D1:** *Professional Responsibilities* (Reflecting on Teaching)
Week 8 **11/8** **In Class**	**Class Topics:** *Workshop:* Students will use remaining time to work on Task 2 and Task 3 and clarify their understanding of the tasks. **Due:** • **Continue working on Task 3**	• edTPA	5	**C4:** *Instruction* (Using Assessment in Instruction) **D1:** *Professional Responsibilities* (Reflecting on Teaching)
Week 9 **11/15** **In Class**	**Class Topics:** *Registration:* Students will register for the edTPA and overview submission information. *Workshop:* Students will use remaining time to revise and continue working on Tasks 1-3 and clarify their understanding of the tasks. **Due:** • **By the end of Thanksgiving Break you should have a completed draft of the edTPA**	• edTPA	1, 4, 5	**D1:** *Professional Responsibilities* (Reflecting on Teaching)
Week 10 **11/22 (Holiday)**	**No class meeting this week**			
Week 11 **11/29** **Online**	**Class Topics:** *Course Evaluation:* Students will complete course evaluations and give feedback to the instructor. The instructor will be available for individual support as needed.	• edTPA • Course evaluations		**D1:** *Professional Responsibilities* (Reflecting on Teaching)

Comment [VM7]: TPE 2.1P, 6.2P - Students have opportunity to practice skills in facilitated environment, but receive **no formal instructor feedback**, as per edTPA guidelines.

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(In person support as needed)	***edTPA submission deadline: Dec. 1st***			

*Course schedule is subject to change based on the needs of the students in the class. The edTPA due date will not change, regardless of the changes in the course schedule.

REQUIRED TEXTS

- The following texts are required of all students enrolled in this course:
  - *edTPA Handbook for Elementary Mathematics* (PDF on course PolyLearn site)

COURSE ASSIGNMENTS AND ACTIVITIES

Be certain your work reflects the professional and ethical educator that you are becoming. Punctuality, neatness, clarity of expression, including grammar and spelling, will be factors that influence the number of points you attain on ALL work turned in for a grade. Keep copies of everything you turn in for a grade. If you have questions about an assignment, please contact me as soon as possible. **Additional details regarding the following assignments will be discussed in class.***

- **STUDENT ENGAGEMENT:** Assignments, including readings, must be completed during the week that they are assigned as detailed on the calendar above. All work for the given week must be completed before the following week's class. Check in regularly on PolyLearn for specific due dates for activities in the online modules. You are to thoughtfully and actively participate in all class related activities. This course will include a variety of types of discussion and small group activities requiring your presence and active participation. Your attendance and preparation for class are crucial. Verbal participation in the class is expected. You are responsible for reading the edTPA Handbook as well as other assigned materials and be able to complete assignments related to the readings.
- **ASSIGNMENTS:** All assignments are to be turned in on time. If you cannot complete an assignment by the designated class period, please email me in advance to get a one-week extension.

edTPA Overview Questions	10%
Task 1 Questions	10%
Task 2 Questions	10%
Task 3 Questions	10%
Online Activities/Discussions/Class Participation	10%
Submission of completed edTPA for Elementary Mathematics	50%
	100%

GRADING

This course is credit/no credit. Failure to submit the required performance assessment (the edTPA) by the required deadline (Dec. 1st, 2017) will result in no credit for this course. To receive credit in this course, a B- or better must be earned.

Grading scale: 95-100 A   90-94 A-   87-89 B+   83-86 B   80-82 B-
A grade of B- or better is necessary for all students in order to receive credit for courses in the MSTEP program.

INSTRUCTOR POLICIES

Attendance:
MSTEP expectations are that you will make every effort to be on time and be ready to engage in class activities and discussions. We understand that emergencies may arise during the course of the quarter. Please let me know before class or as soon as possible if you must be absent. If you are absent, obtain the information you missed from another class member. You are held responsible for the information from each class session whether you are present or not.

MSTEP Absence Policy:
      First absence: Loss of daily participation points
      Second absence: Loss of daily participation points and grade drops by ½ (e.g., An A drops to a B+)
      Third absence: Possible removal from the MSTEP program

Tardiness: Please make every effort to come to class on time. If you are frequently tardy, it will result in a loss of participation points and negatively affect your rating on the Disposition Assessment form.

UNIVERSITY POLICIES

Academic Responsibilities: Students enrolled in a class are responsible for meeting standards of performance and conduct established by the University and the instructor. Students are responsible for completing and submitting all class assignments, examinations, tests, projects, reports, etc., by scheduled due dates, or face penalties. If any problem arises regarding course work or attendance, the student is held responsible for initiating communication and contact with the instructor. In addition, students are held responsible for behavior and conduct adverse to the preservation of order as established by the University and the instructor.

Non-discrimination Policy: Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of: race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, marital status, physical disability, mental disability, medical condition, and veteran status.
Cal Poly considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Cal Poly expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. For more information on resources related to diversity and inclusion, please visit the Office of University Diversity & Inclusivity website at diversity.calpoly.edu.

Accommodations: If you have a disability for which you are or may be requesting an accommodation, please make an appointment with me as well as the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

Plagiarism - Cal Poly's Campus Administrative Manual 684.3 states: "Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit."

Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. The course instructor must report all suspected incidences of plagiarism to the appropriate persons in administration. Cheating or plagiarism in any form is considered a serious violation of expected student behavior and may result in disciplinary action. For more information, see the Campus Administrative Manual, Section 6.

VISION	MISSION
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.	The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

Multiple Subject Teacher Preparation Program: Learning Outcomes

Upon program completion, each teacher candidate will be able to:
1. Effectively engage and support all students in learning.
2. Create and sustain environments that are culturally responsive and effectively support student learning.
3. Demonstrate sufficient understanding of subject matter to effectively organize content-specific pedagogy to promote student learning.
4. Effectively plan instruction and design learning experiences for all students.
5. Effectively create and use assessments to inform instruction and foster student learning.
6. Engage in professional practices and act in ways that foster their professional growth.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs)

1. **Engaging and Supporting All Students in Learning.**

2. **Creating and Maintaining Effective Environments for Student Learning.**

3. **Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy**

4. **Planning Instruction and Designing Learning Experiences for All Students**

5. **Assessing Student Learning**

6. **Developing as a Professional Educator**