CSUSB, College of Education

Multiple Subject Credential Program

**Course Syllabus for ESEC/EELB 520 B**

**Dr. Barry Last**

**Winter 2019**

# Assessment Seminar: Designing Instruction

**Class Day/Time/Location:**Saturday 10-11 am, Online

**Office Hours: Hours by appointment only Rm 272, call 909-801-4427**

**Office Telephone/E-mail: 909-537-5615**

**Email** [**blast@csusb.edu**](mailto:blast@csusb.edu)

**Textbook:** TPA Handbook online at Multiple Subjects Website

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**Web site:** — [www.TaskStream.com](http://www.TaskStream.com)

Conceptual Framework:

The College of Education at California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. Thus the wise teacher:

1. Possesses rich subject matter knowledge.
2. Uses sound pedagogical judgment.
3. Demonstrates practical knowledge of context.
4. Respects multiple viewpoints and priorities of their peers, students, clients and communities.
5. Reflects on professional practices and their consequences.

(College of Education *Conceptual Framework*, 2000)

It is the mission of the Teacher Credential Programs to educate future teachers for California's elementary schools. Program coursework is structured to promote reflective practice as credential candidates strive to understand the relationship of educational theory to sound pedagogical practice, state curriculum and teaching standards, the needs of English learners and students with special needs, the issues of cultural diversity, and the demands of modern society for education.

**Course Description**

Seminar focusing on knowledge, skills and dispositions required for first year teachers. Emphasis on content specific and developmentally appropriate pedagogy, characteristics of English learners and students with special needs, and preparation to document Teacher Performance Expectations 1, 4, 6, 7,8, 9, and 13

**Overview/ Rationale**

The purpose of this course is to provide assistance as candidates prepare to demonstrate their knowledge, skills and attitudes related to Teacher Performance Expectations. During the course candidates will complete the required Teacher Performance Assessment Task.

**Relevant Professional Standards: CSTP and TPE**

The California Standards for the Teaching Profession (CSTP) describe what an effective teacher should be able to do. A subset of these standards has been selected to describe what a beginning teacher should know and be able to do and they are called Teaching Performance Expectations (TPEs). The TPEs were developed, through rigorous research and consultation with California educators, by the California Commission on Teacher Credentialing (CCTC) to describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate. Teaching Performance Expectations describe teaching that falls into six broaddomains:

1. Making Subject Matter Comprehensible to Students
2. Assessing Student Learning
3. Engaging and Supporting Students in Learning
4. Planning Instruction and Designing Learning Experiences for Students
5. Creating and Maintaining Effective Environments for Student Learning
6. Developing as a Professional Educator

A full description of the Teacher Performance Expectations is available in the Handbook for the Single Subject Credential Program pages 41 -49.

**Course Objectives**

The following objective identifies the knowledge, skills, and dispositions that will be assessed by the end of this course. Candidates who successfully complete this course will be able to:

Respond in writing to given prompts to plan instruction in a **specific Language Arts or Reading content** based on specific student characteristics, to make instructional adaptations based on two focus students (an English learner and a student who presents a different instructional challenge), and to reflect on the connection between instructional planning and student characteristics. (Multiple Subjects)

Respond in writing to given prompts to plan instruction in your specific content area based on specific student characteristics, to make instructional adaptations based on two focus students (an English learner and a student who presents a different instructional challenge), and to reflect on the connection between instructional planning and student characteristics. (Single Subjects)

The following Teacher Performance Expectations will be demonstrated by responding to Teacher Performance Task 2.

* **TPE 1B** Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
* **TPE 4** Making Content Accessible
* **TPE 6B** Developmentally Appropriate Practices for 4 – 8
* **TPE 6C** Developmentally Appropriate Practices for 9-12
* **TPE 7** Teaching English Learners

1. **TPE 8** - Learning About Students
2. **TPE 9** - Instructional Planning
3. **TPE 13**- Professional Growth

**Note:** Review the complete text of these eight Teaching Performance Expectations before you begin, periodically as you prepare your response to this task, and as a final check before submitting your responses.

**Dispositions For Teacher Credential Programs**

Develop a teaching philosophy that views all students as gifts.  We cannot send them back to their parents and ask for a new student.  But as all gifts some are more appreciated at different times.

Develop a learning environment that hones the knowledge and skills of all our students to be life long learners and productive citizens.  
Engage in on-going self-assessment, self-examination and reflection and view change as a constant.

Practice a philosophy and pedagogy that honors and respects individuals, cultures, social class, family, gender, learning styles, language, sexual orientation, and paves the path for the success of all in society.

Be open-minded, respectful and considerate of multiple perspectives, particularly those that differ from your own as these pertain to best practices for teaching ALL adolescents, and those promoting social justice and democratic classrooms and that all student can learn.

**Course Requirements**

1. **In Class:** As a teacher candidate in the credential program your presence in class adds to the level of discussion and learning. Attendance and participation in discussions will assist you in writing your response to Teacher Performance Task 2 and success in the course.\*

\*Based on our experiences over the past several years, one of the variables that determine success on Task 2 is attendance/participation in class. Therefore**, If you miss any of the mandatory class meetings you will be dropped from class and not allowed to submit your task this quarter**

B. **In Preparation for Class**: Write draft responses to the prompts of the Teacher Performance Assessment Task and bring them to class for discussion.

1. Select a class and identify the content area, subject matter, academic content standards and unit of study. ***(Multiple Subject students complete the task in their language arts or reading class)***
2. Describe the ways you will learn about the students in the class and how you will use the information for instructional planning.
3. Select two focus students, one English learner and one student with a different instructional challenge. If an English Learner is not available, you must obtain permission from your instructor to select an alternative student and complete a waiver form. Every effort must be made to find students that meet the criteria as waivers will be given on a very limited basis. In addition, the focus student you choose for this course may not be used for any other TPA task or assignment. **You will need to submit the names of your Focus Students to me no later than Jan 12. You can download a form for your focus students from the CSUSB website** **and submit these names to me through my email at blast@csusb.edu.**
4. Select academic content standards and learning goals, then plan and describe a lesson.
5. Describe adaptations made to the lesson for each focus student.
6. Reflect on connecting instructional planning to student characteristics.

**You can also ask individual questions via email to the instructor. Responses are usually provided within 24 hours – please email again if you do not have a response. Please note however that the instructor can NOT provide feedback on your drafts as you work to complete the task. This task is to be your original work without collaboration with the instructor or your classmates.**

1. **Final Draft Procedures**: Respond in writing to the prompts of the Teacher Performance Assessment Task 2. The final draft is completed outside of the class sessions and submitted prior to Midnight on Monday Feb 11,

2019 (no later than 11:59 PM).

To submit the task students must upload their completed task into their Task Stream Account. TaskStream accounts should be purchased as soon as possible and must be active no later than week three of the quarter. After your first class you will receive your course code. This code is needed to download the task so you can begin work. Enter your code as soon as possible to your TaskStream account. **All codes must be entered no later than Monday, Jan 7, 2019 in order for assessors to be assigned to each student’s TPA**. **If you do not enter your code by date, you will be dropped from this course.**

1. **TPA Deadline:  2/11/19 at 11:59 PM.  Clarification on the process:  You must first upload all the required information for your TPA into your Taskstream account.  Once  you have everything submitted, you must then hit the *submit* button to have everything transmitted to Taskstream.   Using the *submit* button after 11:59 will result in your work being rejected by Taskstream.  To restate:  You must hit the *submit* button prior by 11:59.  If you simply begin uploading your work before 11:59 but do not hit the *submit* button until after 11:59 your work will not be accepted.**
2. **Failure to Submit**: Failure to submit a **complete response** to Task 2 on the due date and during the designated time period will not be scored. The student will be given a grade of No Credit (NC) and will not be allowed to resubmit using the resubmission course.
3. **Failure of ESEC 520B/EELB 520B more than once:** If a student fails either course twice they will be asked to meet with the Director of Teacher Education to determine if you will be allowed to retake the course a third time or be dropped from the program.

**Course Evaluation Plan/ Grading Scale**

This course is graded credit/no credit. To earn credit for the course you must complete Teacher Performance Assessment Task 2 with a minimum score of **level 3** on the given rubric and attend all the mandatory classes scheduled. If your completed task does not earn a score of level 3 for whatever reason you will be given the option to resubmit. Students choosing to resubmit must sign up for the Task 2 Resubmission Course through the College of Extended Learning. The cost of this course will be $175.00 and must be paid prior to resubmitting. The Resubmission Course will be held on Saturday March 9th, 2019 from 1-4 PM. Attendance is not mandatory but it is highly encouraged, however signing up for the course is required for you to be able to resubmit your task during the resubmission period. If a student does not choose to sign up for the Task 2 Resubmission Course, they will be given their original score, receive No Credit in the course and will have to retake the course in the following quarter.

**Course Policies**

**Written communication to candidates will be through each candidate’s campus email address.** If you do not know what yours is it is imperative that you find it. (Go to Records, Registration & Evaluations in UH 178, go to the window and ask for your email address.) If you want to forward mail from the campus address to another address it will be your responsibility to set that up.

There will be no electronic devices allowed in the class without prior permission of the instructor.

The ***CSUSB Policy on Academic Honesty*** states:

“Plagiarism and cheating are violations of the Student discipline Code (see Appendix of the CSUSB *Catalogue of Programs*) and may be dealt with by both the instructor and the Coordinator of Student Conduct. Plagiarism is the presentation as one’s own, the ideas and writing of another. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgments of the original source where material written or compiled by another is used.”

**Plagiarism on a Teaching Performance Assessment is grounds for dismissal from the Multiple and/or Single Subject Credential Program.**

Multiple Subject Program

**Students in Phase I MUST pass at least of one of TPAs 2 and 3 before she/he can do student teaching II. In other words, if a student fails both TPAs 2 and 3, she/he will be dropped from the next quarter student teaching. In addition, to take three TPAs in one quarter, a student will need approval from the program coordinator. Finally, a student will be advised to withdraw from the program after failing any aspects of TPAs three times.**

For the Single Subject

**Students in Phase I MUST pass at least of one of TPAs 1 and 2 before she/he can do student teaching II. In other words, if a student fails both TPAs 1 and 2, she/he will be dropped from the next quarter student teaching. In addition, to take three TPAs in one quarter, a student will need approval from the program coordinator. Finally, a student will be advised to withdraw from the program after failing any aspects of TPAs three times.**

**Statement of Reasonable Accommodation:**

The College of Education faculty fully supports the Americans with Disabilities Act (ADA). Faculty members will provide reasonable accommodations to a student with a disability who is registered with the Office of Services to Candidates with Disabilities and who needs and requests accommodations. Reasonable accommodations may involve allowing a student to use an interpreter, note taker or reader. Accommodations may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other Candidates, but simply to allow Candidates with disabilities to have an equal opportunity to be successful.

**Commitment to Diversity**

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. dimensions of diversity shall include, but are not limited to. the following: race, ethnicity, religious beliefs, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (from the CSU San Bernardino University diversity Committee Statement of Commitment to Diversity, 1995)

**ESEC/EELB 520B Course Calendar:**

| **Module #** | **DATE** | **TOPIC & Assignments** |
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| Module 1 | Jan 5 | Go Over syllabus and Task Stream, fill out forms **All codes due**  **Mandatory Class** |
| Module 2 | Jan 12 | Review of Task 1  **Mandatory Class** |
| Module 3 | Feb 9 | Review of turn in procedures  Introduction of Common Core  Questions and answers  **Mandatory Class Day**  **TASK DUE Monday, Feb 11th BY 11:59 PM** |
| Module 4 | March 2 | **Review Grading and resubmission** procedures  **Mandatory Class Day Tasks Returned Monday, March 4**  ***March 9 TPA resubmission course 1-4pm***  ***March 18 TPA resubmission due by 11:59 PM*** |