CSUSB, College of Education

**Single Subject Credential Program**

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

**Assessment Seminar: Assessing Learning**

**Dr. Barry Last**

**Winter 1019**

**Class Day/Time/Location:**Saturday 11-12 pm, Online

**Office Hours: By Appointment Only call 909-801-4427**

**Office Telephone/E-mail: Room 272/blast@csusb.edu**

**Textbook:** Download at the following website or on the course website under External Links.

 <http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html>

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

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.

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 Single Subject Credential Program 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 is on connecting instructional planning to student characteristics for academic learning and demonstration of Teacher Performance Expectations 3, 6, 7, 8, 9, and 13. Credential Candidates must complete this course concurrently with ESEC 550C (Student Teaching Supervision) or ESEC 570C (Intern Supervision). Graded: Credit/No Credit. Prerequisite: Admission to the Single Subject Credential Program. (2 units)

**Overview / Rationale**

The purpose of this course is to provide assistance as candidates prepare to demonstrate their knowledge, skills and attitudes related to the Teacher Performance Expectations. During the course candidates will complete the required Teacher Performance Assessment Task 3.

**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 broad domains:

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 EELB/ESEC 520C will be able to

Respond in writing to given prompts to plan and implement an assessment in a **specific single subject content** based on specific student characteristics, make adaptations based on two focus students (an English learner and a student with an identified special need), analyze student learning, and reflect on the implementation of the assessment and analysis of student learning.

The following Teacher Performance Expectations will be demonstrated by responding to the Teacher Performance Assessment Task 3:

1. **TPE 3** - Interpretation and Use of Assessments
2. **TPE 6B** - Developmentally Appropriate Teaching Practices (4-8)
3. **TPE 6C** - Developmentally Appropriate Teaching Practices (9-12)
4. **TPE 7** - Teaching English Learners
5. **TPE 8** - Learning About Students
6. **TPE 9** - Instructional Planning
7. **TPE 13**- Professional Growth

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

**Dispositions for Single Subject Program**

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 lifelong learners and productive citizens.

Engage in ongoing 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 students can learn.

**Course Requirements**

A. **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 Assessment Task 3.\*

\*Based on our experiences over the past several years, one of the variables that determines success on Task 3 is attendance/participation in class. If you miss any of the mandatory class meetings it is more likely that you will not earn a passing score.

B. **In Preparation for Class**: Write draft responses to the Teacher Performance Assessment Task 3 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 mathematics class)***
2. Describe the purpose and type of assessment and the evidence of student learning that will be collected.
3. Describe the plan for implementation of the assessment.
4. Select two focus students, one English learner and one student with an identified special need. If an English Learner or Special Needs student is not available, you must obtain permission from the TPA Lead Assessor, Dr. Barry Last, to select alternative student(s) and complete a waiver form. This will be done on a very limited basis and all effort must be made to find students that fit the criteria. Moreover, the focus students chosen for this course will not be used in any other TPA assignment or task. Using a focus student from a previous task will result in failure of this task. **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.**
5. Describe adaptations made to the assessment design or implementation for each focus student.

**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.**

C. **Final Draft/Week 4 Procedures**: Respond in writing to the prompts of the Teacher Performance Assessment Task 3. This final draft is completed outside of the class sessions and submitted on the due date provided each quarter. **For the Winter Quarter 2019, all students must submit their task by 11:59 pm on Monday, Feb 11, 2019**

 To submit the task, students must upload their completed task into their Task Stream Account. TaskStream accounts should be purchased as soon as possible. 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, Feb 7 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.**

**B. 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.**

D. **Timeline Requirement**: Failure to submit a **complete response** to Task 3 on the due date and during the designated time period will result in ascore of NC and a student may not be able to resubmit. In addition, failure to upload due to the task being incomplete or for any technical reason will result in the task being scored NC.

**Additional Requirement**

 During the 6h class session you will evaluate your University Supervisor and if a student teacher is your resident teacher. In addition, you will be evaluating task stream as well as the Single Subjects Program. Attendance is mandatory at this class.

**Helpful web sites:**

For a quick reference handbook for adapting lessons for English Learners go to:

 coe.csusb.edu/piller/celdt2 username: guest password: pt3guest

For help with adaptations for Special Needs students go to

Help4teachers.com or The Iris Center: http://iris.peabody.vanderbilt.edu/

**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 3 with a minimum score of **level 3** on the given rubric. **If you do not submit your task on the due date, you will not earn credit for the course.**

**Failure to Submit**: Failure to submit a **complete response** to Task 3 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.

**Resubmission class**

Students choosing to resubmit must sign up for the Task 3 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 (Group A) will be held on Saturday March 9th from 9AM-12 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 3 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. In addition if you are a student teacher, you will be responsible for finding a classroom in which you can conduct the assessment required for Task 3.

**Course Policies**

**Written communication to students will be through each student’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.

No electronic devices such as cellular phones are to be operated in class without the consent of the instructor.

The CSUSB Policy on Academic Honesty states:

“Plagiarism and cheating are violations of the Student Discipline Code (see the 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 acknowledgements 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 members support the American 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, CSUSB 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: CSUSB Diversity Committee Statement of Commitment to Diversity, 1995]*

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

| **Module #** | **DATE** | **TOPIC & Assignments** |
| --- | --- | --- |
|  |  |  |
| 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 3**Mandatory Class**  |
| Module 3 | Feb 8 | Work in Lab (COE 205/207) on Uploading Materials to Task Stream (This will be held from 9am to 5pm in one of the COE Labs-Since this is schedule on Friday so that thetech personnel can assist you, there will be no class on Saturday) **If you will not be attending this lab, you must notify me and will have to report to your school.****Task Due Monday, Feb 11 by 11:59pm**  |  |
| Module 4 | March 2 | Review Grading and resubmissionprocedures**Mandatory Class Day Tasks Returned Monday,** **March 4****March 9 TPA resubmission Due by 11:59 PM** ***March 18 TPA resubmission due by 11:59 PM*** |

**\*Students who fail to complete their supervisor evaluations will have their supervision grade placed on hold and it will not be released until the evaluations are completed.**

Dear Parent/Guardian:

I am a participant this school year in an assessment for teacher candidates as a part of my work towards a teaching credential. One of the primary purposes of this assessment is to explore student learning and encourage excellence in teaching.

The assessment that I am currently working on requires;

* **that student work samples be submitted to California State University San Bernardino Teacher Preparation Program**

Your permission is requested that your child's work be allowed to be used. Understand that the work will only be shown to those assessing the examination and that the submission will be confidential. In that all names will be removed from the work and replaced with a student number which remains confidential.

Thank you so much for your help in this matter.

Sincerely

**Video/Student Work Participation Authorization**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School/Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the teacher candidate assessment and agree to the following:

(Please check the appropriate box)

\_\_\_\_\_\_**I Do** give permission to you to include my child's work as he or she participates in a class conducted at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name of school) by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Teacher Candidate Name)

\_\_\_\_\_\_**I Do Not** give permission to you to include my child's work as he or she participates in a class conducted at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name of school) by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Teacher Candidate Name)

Signature of Parent or Guardian:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my name will not appear on any materials that may be submitted

\_\_\_\_\_\_**I Do** give my permission for my work to be used for the TPA as I participate in a class conducted at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name of school) by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Teacher Candidate Name)

\_\_\_\_\_\_**I Do Not** give my permission to use my work as I participate in a class conducted at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name of school) by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Teacher Candidate Name)

Signature of Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_