

ED225C: Teacher Assessment and Accountability
Mount Saint Mary's University

Course Syllabus

Fall semester 2020

Six Saturdays 9/12, 9/26, 10/10, 10/24, 11/7, 11/21, 8:00 – 10:15 a.m.

Join Zoom Meeting

Join Zoom Meeting

<https://us04web.zoom.us/j/76680384234?pwd=QXM4OXFwRkw0dm92Y29yMXArMzFpQT09>

Meeting ID: 766 8038 4234

Passcode: 9gwi2s

Instructor: Janette Tovar

Email: jtovar@msmu.edu

Phone: 213-477-2620, Catalina Hurtada

Office hours: Contact Janette Tovar at jtovar5000@gmail.com as needed

Education Department:

- *Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.*

Course Format: This course meets via Zoom on six Saturdays from 8:00 am - 10:15 pm. Students will meet whole group (i.e., ED225A and ED225C) from 8:00 am – 8:40 am. Then they will meet in breakout rooms according to their class with a coach/instructor from 8:40 am -10:00 am, reuniting again w/ the whole group from 10:00 – 10:15 am. All course documents, including assignment guidelines and rubrics, will be available on Google Classroom, and all assignments will be submitted through Google Classroom using a dedicated Gmail account.

Classroom Policies:

- **Submitting work:** All assignments will be due the Wednesday prior to the next class meeting by 11:59 p.m.
- **Formatting:** All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed.
- **Grading:** All assignments must be word processed, completed correctly, submitted to Google Classroom in order to receive credit for the course. This course is Credit/No Credit. You will earn 10 points for completing *all* of each weeks' assignments (no partial credit will be given) and 10 points for attendance, equaling 20 points per session, and 120 points for all 6 sessions.
- **Make-up Work:** Because all assignments require the reading of brief articles/texts and thoughtful, but brief responses, the expectation is that all will be completed by the due dates. Emergency situations in which it is not possible for the student to complete an assignment can be individually discussed with Instructor.
- **Tardiness:** Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.

- **Classroom Participation:** There is conclusive evidence that socialization is an essential link to learning for students of all ages. Our class time together will require your thoughtful participation through inquiry, discussion, problem solving, and action planning. In this way, both personal and interpersonal cognitive and affective development can place.
- **Peer Support:** I urge you to exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.
- **Grading Scale:** This course is Credit/No Credit.
 1. You will earn 15 points for each week (Sessions 1-6). These points include attendance (5 points) and completion of all listed assignments (10 points) due for the week on the course calendar below. PARTIAL or LATE assignments will receive 0 points. In addition, C.1 (Individualized Learning Plan), is worth 10 points.
 2. The final portfolio is assessed by an outside portfolio reviewer. You must earn "Thoughtfully Completed" or "Completed" in order to pass this class.
 3. All assignments must be word processed, completed correctly, saved in the Google Drive Folder (created and shared with you by Clear Director) in order to receive credit for the course.
 4. 0-79 points = No Credit / 85-100 points = Credit

Course Description:

This professional induction course teaches candidates about the use of self-assessment to analyze their competencies, set professional goals, and create a development plan for growth as an educator. Candidates will determine areas of professional growth utilizing an Individualized Learning Plan (ILP), and conduct an investigation regarding their personal context for teaching related to those areas of growth

Course Objectives and Student Learning Outcomes:

Students will:

1. Begin to assess their competencies and areas for growth as teachers, based upon the California Standards for the Teaching Profession (CSTP)
2. Investigate relevant demographics about their classroom, school site, and school community (through completion of Context for Teaching (CFT) documents.
3. Investigate available resources to assist their diverse student body, including English Learners & students with special needs.
4. Create an Individualized Learning Plan (ILP) for the duration of the Induction Program.
5. Develop a mentoring relationship with a more experienced mentor at their school site.
6. Move through Plan/Teach/Reflect/Apply cycle of an Inquiry Process.
7. Demonstrate growth in self-selected CSTPs.
8. Access and analyze academic literature related to self-selected content-area and/or CSTP topics.

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

Required Materials:

- Gmail account, Google Drive and Google Classroom for electronic portfolio
- MSMU Email account and password. You will need your MSMU email and password to access the MSMU library.

Required Texts (available at the Doheny Bookstore):

- Copy of CSTP Standards (Available in Google Classroom); <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>
- Copy of Continuum of Teaching Practice (available in Google Classroom).
- All documents for this course will be available in Google Classroom. If you're having any difficulties, contact our IT help desk. Their number is 213-477-2970.

Recommended Text (optional):

- *50 Strategies for English Language Learners (5th Edition)* by Adrienne I. Herrell, Michael L. Jordan (Pearson, January 2015) ISBN-10:0133802450
- *Pre-Referral Intervention Manual (4th Edition)* by Kathy Cummins Wunderlich, Samm N. House

SPECIAL CIRCUMSTANCES DUE TO COVID:

- This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.
- **Potential COVID-19 Disruption: Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.**

First Class Assignments: Due before first class 9/12.

Below are your first assignments for this course (contact Janette at jtovar.msmu@edu.com if you need assistance.)

- Create a Gmail account using your first name.last name.msmu@gmail.com
- Join Google Classroom code: rwopkcd (**using the Gmail account you created above)
- Read the following documents via Google Classroom:
 1. California standards for the Teaching Profession (CSTP's) CSTPs 1, 2, & 6
 2. Continuum of Teaching Practice (COTP) CSTP's 1, 2, & 6

Course Assignments ED225A

Due Date	Portfolio Folder	Course Assignment
9/12	-	Created a dedicated Gmail account (firstname.lastname.msmu@gmail.com)
9/12	-	Join Google Classroom
9/26	CFT	CFT.1 Class Profile Overview
9/26 10/10 11/24	CFT	CFT.4 Home/School Connection -Update at least 3 times

9/26	CFT	CFT.5 Site Orientation Checklist
9/26	CFT	CFT.6 Community Map and Resources
9/26	CFT	CFT.7.1 Pedagogy
11/24	CFT	CFT.7.2 Equity
9/26	CFT	CFT.7.3 ELs
9/26	CFT	CFT.7.4 Special Populations
*	CFT	<i>School Professional Development Calendar/Plan (if available)</i>
9/26	Inquiry 1	C.1 cells 1-4 Individual Growth Plan ** email to Reviewer
10/10	Inquiry 1	C.1 cells 5-6 Individual Growth Plan ** email to Reviewer
10/10	Inquiry 1	C.2 Essential Components for Instruction ** email to Reviewer
10/24	Inquiry 1	C.3 Entry Level Assessment Rubric
10/24	Inquiry 1	C.3 Blank copy of the assessment
10/24	Inquiry 1	C.3 Answer Key
10/24	Inquiry 1	C.3 Rubric
10/24	Inquiry 1	C.3 and C.7 Recording Sheet (C.3 column)
10/24	Inquiry 1	C.4 Graded Pre-Assessment for 3 focus students
10/24	Inquiry 1	C.4 Focus Student Selection
10/24	Inquiry 1	C.5 Lesson Plan Template/Formal Observation ** email to Reviewer
11/7	Inquiry 1	C.5 Lesson Video (15- 30 minutes) hyperlink or mp4
11/7	Inquiry 1	Formal Observation Self-Reflection (Inquiry 1 Lesson)
11/7	Inquiry 1	Mentor Lesson Observation Sheet (Inquiry 1 Lesson)
11/7	Inquiry 1	Formal Observation Mentor-Reflection (Inquiry 1 Lesson)
11/14	Inquiry 1	C.6 Analysis of Student Work
11/14	Inquiry 1	C.6 3 focus students' graded work sample from C.5 lesson
11/11	Inquiry 1	C.7 Summative Assessment Reflection Rubric
11/11	Inquiry 1	C.7 Blank copy of assessment
11/11	Inquiry 1	C.7 Answer Key
11/11	Inquiry 1	C.7 Rubric
11/11	Inquiry 1	C.3 and C.7 Recording Sheet (C.7 column)
11/11	Inquiry 1	C.1 cells 7-10 Individual Growth Plan
11/24	Ongoing	Slide Presentation: Colloquium
9/26	Ongoing	Individual Learning Plan (ILP) -Fall Triad Meeting
11/24	Ongoing	Individual Learning Plan (ILP) -Fall Evidence
9/12	Ongoing	Self-Assessment of CSTPs (Pre CSTP 1, 2, & 6)
11/24	Ongoing	Self-Assessment of CSTPs (Post for CSTP 1, 2, & 6)
11/24	Ongoing	Mentor/Mentee Collaborative Log (1st Semester)
11/24	Ongoing	Peer Portfolio Review (1st Review)
11/24		Email Portfolio Reviewer to please review completed Portfolio

- **Mentor Meetings:** Students should meet with their Mentors at least four times a month

(approximately 1 hour per week). All meetings of support, whether formal or informal, should be documented on the Mentor/Mentee Collaboration Log. In addition, your Mentor will have a Google Classroom account giving them access to ongoing Mentor Modules, which include resources, information, and virtual trainings aligned with your course expectations and a Mentor Guidebook provided at Mentor Orientation. *It is imperative* that you work with your Mentor in accessing this material as a form of accountability for your Mentor's compensation. Your Mentor is a key component in this program and according to California State guidelines evidence of Mentor training and participation is required.

- **Mentor, Teacher, Principal Triad Meetings:** At the beginning of the program, you are required to schedule a triad Zoom meeting with your Mentor and your school site administrator. In this meeting, you will discuss your ILP goals for the Induction Program. The goal of this meeting is to develop an action plan towards professional growth and competence within the program. The administrator should sign off on the ILP to acknowledge awareness of your ILP goals. In the middle and end of the program, you will schedule a second and third triad meeting with your Mentor and administrator. The goal of this meeting is to share evidence of your professional growth with your administrator and to discuss your reflections on what you learned through the Induction Program.
- **Induction Colloquium:** The Induction Colloquium (taking place week 6) is a required component of participation in the program. At the Colloquium, candidates will present Colloquium slides. This debrief will focus on key aspects of their growth throughout the Induction Program. Candidates will discuss their steps for growth as a professional educator, as evidenced through their Individual Learning Plan (ILP).
- **Course Calendar**

EDU 225A: Assessment of Teacher Development

***** TENTATIVE*****

Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.

Pre- Course Assignments

Tasks Due by 9/12

- Create a Gmail account: firstname.lastname.msmu@gmail.com
- Join Google Classroom: Code 2s2qqdc (use Gmail account created above)
- Read California Standards for the Teaching Profession (CSTPs 1,2 & 6)
- Continuum of Teaching Practice (COTP) CSTPs 1, 2, & 6

Weekend 1: September 12, 2020

Course Overview, Professional Learning, and Goal Setting

Zoom Whole Group 8:00 – 9:45 am	Zoom Breakout Rooms 9:45 – 10:15 am
<p><u>Topics</u></p> <ul style="list-style-type: none"> • Welcome/Introductions • EDU 225A & 225C - Big Ideas • 2 yr Induction Program/Documentation of evidence process; Support systems: Mentors, Coaches, Portfolio Reviewers • <i>CSTP Self-Assessment: 1, 2, & 6, COTPs 1, 2, & , Context for Teaching</i> (CFT) • Mentor Overview: Barbara Locker-Halmy • Greetings from Dr. Kim Nao • Introduce Google Classroom & Drive 	<p><u>Work Time with Coach/Instructor</u></p> <p>Group A</p> <ul style="list-style-type: none"> • Alignment - COTPs 1, 2, & 6 to CSTP 1, 2, & 6 d • Needs assessment for <i>CSTP 1: Management for Increased Learning</i> • Go over and begin work on assignments for Weekend 2, 9/26 <p>Group C</p> <ul style="list-style-type: none"> • Revisit/Update CSTP Self-Assessment 1, 2, & 6 • Update and prepare to send to Reviewer: C.1 (1 – 4) • Review Inquiry Cycle • Begin work on assignments due on 9/26
<p><u>Assignments to complete between Class 1 and 2 (due on 9/26)</u></p> <p>The following documents should be <i>shared, discussed, & completed w/ your Mentor, w/ signatures where indicated</i>, before Class Day 2:</p> <p>(Group A)</p> <ul style="list-style-type: none"> • CSTP Self-Assessment (CSTPs 1, 2, & 6) dated w/ evidence codes. • CFT 1: Class Profile Overview • CFT 2: Classroom Layout • CFT 3: School Information and Resources • CFT 4: Home/School Connection Site • CFT 5: Orientation Checklist • CFT 6: Community Map and Resources • Individual Learning Plan (ILP), cells 1 - 4 <p>(Group C)</p> <ul style="list-style-type: none"> • Update CFT 1, 4, 5, & 6 • Update CFT 7.1 (Pedagogy) 	

- Update ILP w/ Mentor
- C.1 cells 1-4 Individual Growth Plan ** email to Reviewer before 9/26
- Update: CFT 4, 7.3 (English Learners), 7.4 (Special Populations)

(Groups A and C)

(NOTE: Above documents, due to the university’s decision on using a remote learning model, will reflect your current set-up, e.g., how you manage Zoom – lessons, assessments, etc. Please include a document statement, e.g., “Due to the COVID 19 pandemic, classes are conducted virtually, w/ no actual face-to-face interactions”.)

Weekend 2: September 26, 2020

Special Education, Goals and Research

Zoom Whole Group 8- 8:35 am	Zoom Breakout Rooms 8:35 – 10:00 am	Zoom Whole group 10:00 – 10:15 am
<p><u>Topics:</u> <i>Special Education, Goals and Research</i></p> <ul style="list-style-type: none"> • Check-In: Peer feedback on ILP (C1), using SMART goals strategy (Specific, Measurable, Attainable, Relevant, and Time bound). • Overview of the Inquiry Cycle – Inquiry Strategy, Unit Plan, Assessments • Connect to <i>Continuum of Teaching Practice (COTP) 1, 2, & 6 and ILP</i> 	<p><u>Work Time with Coach/Instructor:</u></p> <p><u>Group A</u> (8:35 – 9:00)</p> <ul style="list-style-type: none"> • Discuss CFT7.1 (Pedagogy), CFT 7.2 (Equity), and CFT 7.4 (Special Ed). (9:00 – 9:45) Special Populations conversation w/ Greg Pitts. Join other Zoom class. (9:45 – 10:00) Debrief Special Populations talk – CFT 7.2, 7.4 <p><u>Group C</u> (8:35 – 10:00)</p> <ul style="list-style-type: none"> • Portfolio Folder Organization • Problem-solve Inquiry Strategies – Coach/Peers provide feedback • How to assess online journal databases for research • Reviewer Protocol: Email Reviewer C.1 cells 1-6 (w/ collegial conversation or corrections) by 10/21 • Work on documents due 10/10 	<ul style="list-style-type: none"> • Share work of the day • Review Portfolio Review protocol • Discuss assignments due at next class meeting (Oct. 10)

Assignments to work on between Class 2 and 3 (due on 10/10).

The following documents should be *discussed and completed w/ your Mentor before Class 3:*

Group A

- CFT 7.1: Pedagogy
- CFT 7.2: Equity
- CFT 7.4: Special Populations
- Set date to hold an October Triad Mtg. w/ your Mentor and a school Administrator to introduce and discuss action you are taking to realize your ILP.

Group C

- **C.1 – Add cells 5 & 6 (Observe/discuss your inquiry strategy with a work colleague or mentor to add to this document) – *these are due to your Reviewer before 10/21 (copy jtovar@msmu.edu.)***
Your Reviewer must approve C.5 Focus Lesson, before videoing.
- **C.2 – Complete Cells 1-3 & 11-14 – *these are due to your Reviewer before 10/21 (copy jtovar@msmu.edu)***
- **Scope out/plan your 4-6-week unit of study and be ready to share it in our next class (October 10, 2020). Remember you must implement your research strategy on a regular basis during instruction.**

Weekend 3: October 10, 2020

ELD, Differentiation and Inquiry: Unit Planning

Zoom Whole Group 8:00 – 8:20 am	Zoom Breakout Rooms 8:20 – 10:00 am	Zoom Whole group 10:00 – 10:15
<p><u>Topics: <i>Connecting Goals to Research, Observation and Feedback</i></u></p> <ul style="list-style-type: none"> • Check-In: Peer feedback (CFT 7.1/7.2 or Inquiry plans - looking for evidence of highly focused, measurable plans. Questions: What do you need to do in the next weeks to either meet your ILP or Inquiry plans? Discuss how your knowledge of student 	<p><u>Work Time with Coach/Instructor</u></p> <p><u>Group A</u></p> <ul style="list-style-type: none"> • (8:20 – 9:00) Introduce IATP 3 – 5 documents: Informal Mentor Lesson Observation, Post-Observation, and Reflection; In what area do you seek feedback from your Mentor in your upcoming observation/assessment? • (9:00 – 9:45) Freda Rossi: English Language Development. Join other Zoom class • (9:45 – 10:00) English Language Development talk w/ CFT 7.3 document 	<ul style="list-style-type: none"> • Share work from Breakout rooms • Discuss assignments due on 10/24

<p>learning is expanding during this planning process.</p> <ul style="list-style-type: none"> • Discuss expectations and deadlines for upcoming Informal & Formal Observations. 	<p>Group C (8:30 – 10:00)</p> <ul style="list-style-type: none"> • Discuss – What you learned from a colleague or mentor regarding your inquiry strategy (C.1, cells 5 & 6) • Reminders: C.1(5 & 6) and C.2 (1 – 3, 11 – 14) are due to Reviewer before 10/21; C.5 (focus lesson) MUST be approved by Portfolio Reviewer before video taping. • Discuss uploading Video for Observation - MP4 format or Private YouTube link • Work on all documents due 10/24 	
<p>Assignments to work on between Class 3 and 4 (due on 10/24).</p> <p>The following documents should be <i>discussed and completed w/ your Mentor</i> before Class 3:</p> <p>Group A</p> <ul style="list-style-type: none"> • Complete CFT 7.3 (English Learners) • Revisit ILP for progress • Complete IATP 2 -5 documents w/ Mentor to prep for the Informal Observation, Post-Observation, and Reflection process. • Participate (or plan to participate in Oct.) in a Triad meeting w/ Mentor & school Administrator. <p>Group C</p> <ul style="list-style-type: none"> • C.3 Entry Level Assessment Rubric • C.3 Blank copy of Assessment • C.3 Answer Key • C.3 Rubric • C.3 Recording Sheet • C.4 Graded Pre Assessment for 3 Students • C.4 Focus Student Selection • C.5 Lesson Plan Template • Due by 11/7: ***C.5 Lesson Video (15 – 30 min.), hyperlink or mp4 <p>***Heads up, Group C: C5 Focus lesson must be recorded before 10/28 (permission waivers must be signed by parents prior to recording). Portfolio Reviewer must approve C5 Focus lesson, before videoing. Email your Reviewer as soon as possible, but before 10/24.</p>		

Weekend 4: October 24, 2020

ELD, Differentiation and Inquiry: Unit Planning, Focus Lesson

Zoom Whole Group 8:00 – 8:25 am	Zoom Breakout Rooms 8:25 – 10:00 am	Zoom Whole group 10:00 – 10:15
<p><u>Topics:</u> <i>ELD, Differentiation & Inquiry: Unit Planning, Focus Lesson</i></p> <ul style="list-style-type: none"> • Check-In: Share problems of practice in teaching/assessing • Discuss Portfolio Reviewer’s dates and expectations 	<p><u>Work Time with Coach/Instructor</u></p> <p><u>Group A</u> (8:25 – 9:00)</p> <ul style="list-style-type: none"> • IATP 2- 5 documents (Informal Observation process) • Revised ILP • Outcomes of Triad meeting; signatures obtained. • Discuss process for sending in documents for review <p><u>Group C</u> (8:25– 10:00)</p> <ul style="list-style-type: none"> • Review all C.3 documents, C.4 Graded Pre Assessment for 3 Students and Focus Student Selection, and C.5 Lesson Plan Template • Reminders: Due by 11/7: C.5 Lesson Video (15 – 30 min.), hyperlink or mp4 • Trouble Shoot/Problem-Solve for C.5 –Lesson Video • Work on documents due 11/7 and plan for doc’s due by 11/14 	<ul style="list-style-type: none"> • Breakout sharing • Discuss assignments due on 11/21 • Discuss Goals & Expectations for Colloquium
<p>Assignments to work on between Class 4 and 5 (due on 11/7). The following documents should be <i>discussed and completed w/</i> your Mentor before Class 3:</p> <p><u>Group A</u></p> <ul style="list-style-type: none"> • Complete IATP 2, 3, and 5 documents (Informal Observation process) • Familiarize yourself w/ IATP 4 • If you haven’t already done so, hold a Triad meeting and obtain signatures • Send completed Portfolio documents to jtovar@msmu.edu <p><u>Group C</u></p> <p>Complete the following by 11/7:</p> <ul style="list-style-type: none"> • C.5 Lesson Video (15 – 30 min.), hyperlink or mp4 • With Mentor - View videoed lesson together via Zoom • Complete and Discuss with Mentor the following forms: 		

1. Mentor Lesson Observation Sheet
2. Formal Mentor Observation Reflection
3. Formal Observation Self-Reflection

Complete the following by 11/14:

- Complete C.6 Analysis of Student Work and 3 Focus Students graded work sample
- C.7 - Summative Assessment Rubric, Blank copy of Assessment, Answer Key, Recording Sheet
- C.1, 7 – 10 (ILP)
- CFT 7.2 (Equity)

Weekend 5: November 7, 2020

Inquiry Evaluation and Assessment Data

Zoom Whole Group 8:00 – 8:20 am	Zoom Breakout Rooms 8:20 – 10:00 am	Zoom Whole group 10:00 – 10:15
<p><u>Topics:</u> <i>Connecting Goals to Research, Observation and Feedback</i></p> <ul style="list-style-type: none"> • Check-In: Share problems of practice in completing Portfolio documents • Discuss Goals & Expectations for Colloquium • MSMU Course Evaluation 	<p><u>Group A</u> (8:25 – 9:00)</p> <ul style="list-style-type: none"> • IATP 2- 5 documents • Discuss Revised ILP • Protocol: IATP 2, 3, & 5 • Check: Outcomes of Triad meeting; signatures obtained. • Gather Evidence for ILP <p><u>Group C</u> (8:25- 10:00)</p> <ul style="list-style-type: none"> • Share findings from Formal Mentor & Self Observation Reflection • Work on Colloquium Slides • Work on ILP, Collaborative Log, C.6, C.7 	<ul style="list-style-type: none"> • Share Out • Discuss assignments due on 11/24
<p>Assignments to work on between Class 5 and 6 (due on 11/21).</p> <p>The following documents should be <i>discussed and completed w/ your Mentor</i> before Class 6:</p> <p><u>Group A and Group C:</u></p> <ul style="list-style-type: none"> • Sign, Complete, upload Collaborative Learning Logs • Gather evidence for and complete ILP • Prepare Colloquium Slide Presentation <p><u>Group C</u></p> <p>Complete the following by 11/14:</p> <ul style="list-style-type: none"> • C.6 - Analysis of Student Work and 3 Focus Students graded work sample • C.7 - Summative Assessment Rubric, Blank Assessment copy, Answer Key, Recording Sheet 		

Weekend 6: November 21, 2020

Inquiry Evaluation and Assessment Data

Zoom Whole Group 8:00 – 8:25 am	Zoom Breakout Rooms 8:25 – 10:15 am
<p><u>Topics:</u> <i>Presentations and Reflection</i></p> <ul style="list-style-type: none">• Final Peer Review• CSTP Self-Assessment• Colloquium Format• ILP Evidence• Final Course Evaluation	<p><u>Group A and C (8:20 – 10:15)</u></p> <ul style="list-style-type: none">• Colloquium: Presentations <p><u>Group C</u></p> <ul style="list-style-type: none">• Finalize Peer Portfolio Review• Post CSTP Self-Assessment form 1, 2 & 6 (dated with evidence codes)• Complete C.1, 7 – 10 (ILP)
<p>Group C:</p> <ul style="list-style-type: none">• Due 12/18 Complete all Portfolio Corrections **Email Reviewer when all corrections are made**	

Join Zoom Meeting

Join Zoom Meeting

<https://us04web.zoom.us/j/76680384234?pwd=QXM4OXFwRkw0dm92Y29yMXArMzFpQT09>

Meeting ID: 766 8038 4234

Passcode: 9gwi2s

EDU 225A: Assessment of Teacher Development

***** TENTATIVE*****

Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.

Weekend 1: September 12, 2020 Course Overview, Professional Learning, and Profession Goal Setting

Topics:

- Welcome/Introductions
- EDU 225A & 225C - Big Ideas
- 2 yr Induction Program/Documentation of evidence process; Support systems: Mentors, Coaches, Portfolio Reviewers
- *CSTP Self-Assessment: 1, 2, & 6, COTPs 1, 2, & , Context for Teaching (CFT)*
- Mentor Overview: Barbara Locker-Halmy
- Greetings from Dr. Kim Nao

Work to be done with Mentor (Due Sept. 26)

- Update CFT 1, 4, 5, & 6

- Update CFT 7.1 (Pedagogy)
- Update ILP w/ Mentor
- C.1 cells 1-4 Individual Growth Plan ** email to Reviewer before 9/26
- Update: CFT 4, 7.3 (English Learners), 7.4 (Special Populations) NOTE: *Above documents, due to the university's decision on using a remote learning model, will reflect your current set-up, e.g., how you manage Zoom – lessons, assessments, etc. Please include a document statement, e.g., "Due to the COVID 19 pandemic, classes are conducted virtually, w/ no actual face-to face interactions".*

Weekend 2: September 26, 2020 Special Education, Goals, and Research

Topics:

- Check-In: Peer feedback on ILP (C1), using SMART goals strategy (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime bound).
- Overview of the Inquiry Cycle – Inquiry Strategy, Unit Plan, Assessments
- Connect to *Continuum of Teaching Practice (COTP) 1, 2, & 6 and ILP*

Work to be done with Mentor (Due Oct. 10)

- C.1 – Add cells 5 & 6 (Observe/discuss your inquiry strategy with a work colleague or mentor to add to this document) – *these are due to your Reviewer before 10/21 (copy jtovar@msmu.edu.)* Your Reviewer must approve C.5 Focus Lesson, before videoing.
- C.2 – Complete Cells 1-3 & 11-14 – *these are due to your Reviewer before 10/21 (copy jtovar@msmu.edu)*
- Scope out/plan your 4-6-week unit of study and be ready to share it in our next class (October 10, 2020). Remember you must implement your research strategy on a regular basis during instruction.

Weekend 3: October 10, 2020 ELD, Differentiation, and Inquiry: Unit Planning

Topics:

- Check-In: Peer feedback (CFT 7.1/7.2 or Inquiry plans - looking for evidence of highly focused, measurable plans. What do you need to do in the next weeks to either meet your ILP or Inquiry plans? Discuss how your knowledge of student learning is expanding during this planning process.
- Discuss expectations and deadlines for upcoming Informal & Formal Observations.
- Introduce IATP 3 – 5 documents: Informal Mentor Lesson Observation, Post-Observation, and Reflection; In what area (think CSTP 1 & 2) do you seek feedback from your Mentor in your upcoming informal observation/assessment?
- Freda Rossi: English Language Development. Join other Zoom class
- English Language Development talk w/ CFT 7.3 document

Work to be done with Mentor (Due Oct. 24):

- C.3 Entry Level Assessment Rubric
- C.3 Blank copy of Assessment
- C.3 Answer Key
- C.3 Rubric
- C.3 Recording Sheet
- C.4 Graded Pre Assessment for 3 Students
- C.4 Focus Student Selection
- C.5 Lesson Plan Template
- Due by 11/7: ***C.5 Lesson Video (15 – 30 min.), hyperlink or mp4
- ***Heads up, Group C: C5 Focus lesson must be recorded before 10/28 (permission waivers must be signed by parents prior to recording). Portfolio Reviewer must approve C5 Focus lesson, before videoing. *Email your Reviewer as soon as possible, but before 10/24.*

Weekend 4: October 24, 2020 Focus Lesson

Topics:

- Check-In: Share problems of practice in completing Portfolio documents
- Discuss Portfolio Reviewer's dates and expectations
- IATP 2- 5 documents (Informal Observation process)
- Discuss revised ILP
- Outcomes of Triad meeting; signatures obtained.
- Discuss process for sending in documents for review

Work to be done with Mentor (Due Nov. 7):

Complete the following by 11/7:

- C.5 Lesson Video (15 – 30 min.), hyperlink or mp4
- With Mentor - View videoed lesson together via Zoom
- Complete and Discuss with Mentor the following forms:
 2. Mentor Lesson Observation Sheet
 3. Formal Mentor Observation Reflection
 4. Formal Observation Self-Reflection

Complete the following by 11/14:

- Complete C.6 Analysis of Student Work and 3 Focus Students graded work sample
- C.7 - Summative Assessment Rubric, Blank copy of Assessment, Answer Key, Recording Sheet
- C.1, 7 – 10 (ILP)
- CFT 7.2 (Equity)

Weekend 5: November 7, 2020 Inquiry Evaluation and Assessment Data

Topics:

- Check-In: Share problems of practice in completing Portfolio documents
- Gather Evidence for ILP

- MSMU Course Evaluation
- Discuss Goals & Expectations for Colloquium
- IATP 2- 5 documents
- Discuss Revised ILP
- Protocol: IATP 2, 3, & 5
- Outcomes of Triad meeting; signatures obtained.

Work to be done with Mentor (Due Nov. 21):

- Sign, Complete, upload Collaborative Learning Logs
- Gather evidence for and complete ILP
- Prepare Colloquium Slide Presentation

Complete the following by 11/14:

- C.6 - Analysis of Student Work and 3 Focus Students graded work sample
- C.7 - Summative Assessment Rubric, Blank Assessment copy, Answer Key, Recording Sheet

Weekend 6: November 21, 2020 Presentations and Reflection

Topics:

- ILP Evidence
- CSTP Self-Assessment
- Final Course Evaluation

Work to be done with Mentor:

- Due 12/18 Complete all Portfolio Corrections ****Email Reviewer when all corrections are made****

Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.

- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

MSMU University and Education Department Policies:

- **University PPE Policy:** All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.
- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.
- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).

- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
 - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
 - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
 - **Study Days:** The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
 - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.
- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance PRIOR to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**
- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
 - files the application no later than 1 week prior to finals
 - has completed the majority of assignments
 - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
 - is prevented from completing the final assignment
- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by

submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

- **Resource Binder Maintenance**

All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.

- **Student Resources**

Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.

Professional and Academic Resource Center (PARC)

- The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU: <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
- All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.

- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

MSMU Office Information:

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.

