Mount Saint Mary's University
LOS ANGELES

EDU 1/209A & B: TPA Lab
Course Syllabus
Fall 2021, Tuesdays 5:30 – 7:00 p.m.
Whole Group meets A: 8/31, 9/14, 9/28, & 10/12
B: 10/26, 11/9, 11/23, & 12/7
Independent meetings by appointment during office hours

Instructor: Kelli Agner
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Office hours: Tuesdays and Wednesdays, 4:00-5:00, by appointment.

Required Texts :
- *CalTPA Performance Assessment Guide* (pdf provided on Canvas)

Recommended Texts used in previous courses :
- Shinsky, E. John (1996) *Students with Special Needs: A Resource Guide for Teachers* (previously used in EDU 1/208A)
- Echevarria, J., Vogt, M., & Short, J. (any edition if fine) Making Content Comprehensible for English Learners (previously used in EDU 1/250 or 1/266)

Course Description:
EDU 109/209 A – Instructional Cycle I Seminar

Instructional Cycle I focuses on getting to know students' assets and needs and using that information for instructional planning. Candidates will be asked to demonstrate how they use knowledge of their students and instructional strategies, including developing academic language, implementing educational technology, monitoring student learning, and making appropriate accommodations and/or modifications during the teaching of a lesson to meet individual student needs. In addition, they will demonstrate how they establish a positive learning environment and provide social and emotional supports through interactions with students.

EDU 109/209 B – Instructional Cycle II Seminar

Instructional Cycle II focuses on assessing, during instruction, student learning and using multiple assessment outcomes to plan for and promote learning for all students. In this instructional cycle, for one class of students, candidates will use what they know about their students and learning context to plan and teach an instruction and assessment sequence based on California state standards and/or curriculum frameworks or equivalent and provide feedback to students about the qualities of their performance for two types of assessment: 1) informal—monitoring of student learning and adjusting instruction while teaching to maintain active engagement in learning and 2) formal—collecting and analyzing student assessment data to plan and modify further instruction.

Course Objectives

The objectives of this course are:
Demonstrate the competencies of a novice teacher and the readiness to serve as a self-contained elementary school teacher.

Student Learning Outcomes. In order to meet these objectives, students will:
- *Engage and support all students in learning*
- *Create and maintain effective environments for student learning*
- *Apply subject-specific pedagogy and organize subject matter for student learning*
- *Plan instruction and design learning experiences for all students*
- *Assess student learning*
- *Develop as a professional educator*

Course Assignments:

Completion and submission of both CalTPA Instructional Cycles. These submissions must be completed as directed and be score-able by Evaluation Systems group of Pearson.

Classroom Policies:

- **Submitting work:** Drafts will be submitted digitally to course Canvas site. Finalized tasks will be submitted digitally to course Canvas site AND to Evaluation Systems site

- **Formatting:** Both Instructional Cycles should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed into provided templates. Lesson Plan must use the MSMU template.

- **Grading:** Assignment must be completed on time according to published guidelines. Each 0.5-unit lab is taken for credit/no-credit. To receive credit, you must complete and submit the CalTPA Instructional Cycle associated with the course number. A passing score on CalTPA, as determined by the California Department of Education, is required to apply for a teaching credential. Credit for this lab does NOT meet the State passing requirement nor assure a passing score on your submissions.

- **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. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.

- **Classroom Participation:** Coming to session meetings prepared and participating in the class discussions are the best ways to get the support you will need to complete the *California Teaching Performance Assessment* (CalTPA).

- **Peer Support:** Please exchange phone numbers and/or e-mail addresses with your classmates/colleagues for mutual help and support.

- **TPA Seminar Instructor Support:** The program implements as indicated below the following support activities for candidates. (from CTC *Guidelines for Acceptable Support*) These activities constitute **required** forms of support for candidates within the TPA process:
- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.

- Explaining TPA tasks and scoring rubrics.
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

- These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:
- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

- These activities constitute **unacceptable** forms of support for candidates within the TPA process:
- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.

MSMU and Education Department Policies:
- **Absences:** Regular attendance is especially important in the Education Department's compacted evening and weekend classes. Missing even one of the four scheduled sessions of either lab could seriously jeopardize your success on this state required teaching performance assessment.

- **Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity in the on-line MSMU catalog. **All CalTPA task submissions must be the candidate's own work.**

- **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.

- **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.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

- **Student Credit Hour Policy** – A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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

- **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.

- **Assessment of Student Learning Outcomes:**
    Student learning is at the core of the MSMU mission. MSMU faculty 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. Our class assignment may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

EDU 109A&B/209A&B *TENTATIVE* COURSE CALENDER

Date	Topic(s)	Reading Due	Assignment(s) Due
August 31	Overview of the CalTPA and the two Instructional Cycles Understanding key terms used Permissions for video Planning for instruction and assessment of student learning – "unit of study"	Instructional **Cycle 1**: *Learning About Students and Planning Instruction* Select correct guide – MS or SS on Canvas	Complete the reading assignment BEFORE this first session.
September 14	MSMU Lesson Plan aligned w/Part B Rubrics Video evidence with annotations	Guide as needed Read sample task posted on Canvas.	Step 1 – First Draft * Getting to Know Your Students * Three Focus Students * Lesson Plan on MSMU template Submit in Course Canvas
September 28	Guided self-assessment using rubrics UDL elements identified in rationales. Planning for submission	Review Rubrics for Cycle 1 Teach & Video Record	Step 1 – Draft for * Lesson Plan Rationale * Related Instructional Recourses and Materials Video Clip Annotation Organizer
October 12	Uploading to CalTPA website of Education Systems Planning for assessment of student learning – "unit of study"	Remember to download annotation text files! **Testing service cut-off date October 14th.**	**Final Submission Instructional Cycle 1** Submit in Canvas (all except videos)AND upload into Education Systems (including videos)
October 26	Discussion of student-self assessment and student use of technology Including UDL elements in your assessment of learning	Guides and templates for **Cycle 2** in your credential type Deep read for Steps 1 & 2 including rubrics Read sample task posted on Canvas.	Step 1: Draft for * Contextual Information * Learning Segment Template * Assessment Descriptions Submit the above in Course Canvas
November 9	Rubrics Video evidence Planning for submission	Deep read for Steps 3 & 4 including rubrics Teach & Video Record	Step 2: Teach & Video record Video Clip Annotation Organizer Step 2: Draft * Analysis of Informal and Student Self-Assessments
November 23	Guided peer & self-assessment	Teach & Video Record (if needed)	Steps 3 & 4: Draft for * Analysis of Assessment Results & Reflection * Re-teaching or extension
December 7	Information about scoring and results Re-read your work. Have you applied what you learned from first submission?	Remember to download annotation text files! **Testing service cut-off date December 2nd or 16th**	**Final Submission Instructional Cycle 2** Submit in TPA Group Canvas AND upload into Education Systems