

Syllabus – F24 EDU 5180.01

Performance Assessment for Elementary Teachers - Geary

Instructor Information

Name: Dr. Cynthia Geary

Zoom links for [F24 EDU 5180.01 Office Hours](#) & [F24 EDU 5180.01 Synchronous Class Session](#) **Office Location:** 94-249

Office Hours: Virtual: Mondays 3:15-4:45. Please email in advance if you would like a brief Team Meeting. For more in depth support, please email for an appointment. The Office hours Zoom link is located in the left navigation column of Canvas or above.

Email: ckgeary@cpp.edu

Meeting Times: Mondays, 5:30 – 8:15 PM

The following are exceptions to the alternating meeting format:

- **Week 2:** 9/2 is Labor Day. Please plan to attend the face-to-face class session on Wednesday, September 4. Meeting location TBA.
- **Week 11:** 11/4 Face to face meeting and alternating class session format going forward from this date.
- **Week 12:** 11/11 is a CPP Holiday. Please join the class session on 11/13 from 5:30-8:15 in building 6, room 122.
- **Week 16:** Career Workshop. Date and time TBD.

Module	One		Two		Three		Four	
Session Weeks	1	2	3	4	5	6	7	8
F2F Wks. 1-7 = Cycle 2	8/26	9/4		9/16		9/30		10/14
Synchronous			9/9		9/23		10/7 Cycle 2 due 10/10 Results 10/31. Assignments 1-9 finalized for credit 10/13.	

Module	Five		Six		Seven		Eight	
Session Weeks	9	10	11	12	13	14*	15	F
F2F		10/28	11/4		11/18			
Synchronous Wks. 9-16 = Cycle 1	10/21			11/13		11/25	12/2 Cycle 1 due 12/5 Results 12/27 Assignments 10-19 finalized for credit 12/8.	Career Wksp.

TPA Due Dates: Cycle 2 due 10/10, Cycle 1 due 12/5

Career and Induction Session: Week 16

Remediation Workshops with Jeanie McHatton TBD

Department of Education (CEIS) Mission Statement

The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application, and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.

Program Strands

In addition to the topic-specific nature of coursework and fieldwork, teacher candidates must continuously consider:

Meeting Student Needs - Learn how person, family, school, community, and environmental factors impact students' academic, emotional, and social well-being with a special emphasis on communication with parents and the use of school and community resources to support the needs of each student. (Related to Program Standard 2, TPEs 1, 2, 5)

Second Language Learners – Be able to utilize principles and practices in English Language Development to support English language learners' acquisition of academic content language, comprehension skills, knowledge and understanding of the subject area. (Related to Program Standard 2, TPEs 1, 3, 4, 5)

Students with Disabilities – Use basic knowledge, skills, and strategies for effectively meeting the needs of students with disabilities, behavior plans, & other challenges within the regular classroom by differentiating instruction to the degree possible in order to provide access to the curriculum in a positive inclusive classroom climate. (Related to Program Standard 2, TPEs 1, 3, 4, 5)

Reading and Writing Across the Disciplines – Demonstrate that every teacher is a reading & writing teacher with specific emphasis on the type of reading & writing that provides access to the curriculum & builds communication skills in writing (Related to Program Standard, 2, TPEs 1, 3, 4, 5).

Teaching with Technology – How to use a variety of technologies to support effective teaching, assessment, and student learning in the classroom while being mindful of the legal, ethical, and

safety issues that are continuously changing as students use technology more extensively in learning and as part of lifelong needs. (Related to Program Standard 2, TPEs 1, 3, 4, 5).

Course Information

Catalog Description

Elementary candidates connect theory to practice as they apply and reflect on their teaching practice and professional behaviors based on classroom equity, professional responsibilities, and Teacher Performance Expectations. Candidates complete the Teaching Performance Assessment and develop a plan for continuing their growth on the California Standards for the Teaching Profession. May be taken up to two times for a total credit of 6 units.

Important! This course section supports elementary candidates with completing the CalTPA Cycles.

Prerequisites

Admission to Clinical Practice.

corequisites

EDU 5160 Multiple Subject Clinical Practice or EDU 5410 Internship Multiple Subject Clinical Practice.

Attendance Policy

Students earn points for in-person class attendance (see assignment 20). Attendance to in-person class sessions develops deeper understanding of the requirements of the TPA, as well as cultivates collaboration amongst students. The theoretical and practical foundation, as well as the social support cultivated in in-person class sessions set a strong foundation for TPA completion, submission and receiving a passing TPA score.

Absent policy

Covid Flexibilities: If a student has been exposed to Covid, is awaiting Covid test results, has a positive Covid test or is quarantined due to Covid **they must email the instructor prior to class session to be counted as an excused absence.**

Family Emergency: If a family emergency arises, please email the instructor with **a brief description of the situation and attach available documentation prior to class session to be counted as excused absence.**

Zoom: If a family emergency arises or if covid precaution is necessary, students have the option to Zoom into the class session via a classmate's phone to be **counted as an excused absence** with prior authorization from the instructor.

Course Learning Objectives

Upon completion of this course, teacher candidates will:

1. Identify and access effective information sources; gather and analyze information to learn about their class & focus students; and apply the information to address their assets and needs and engage and support ALL students in learning (Assignments 1 - 7, 10, 12, 18, 20 TPEs 1.1, 1.3, 1.4, 1.5, 1.6, 2.4, 2.5, 3.2, 3.5, 3.6, 3.6, 4.1, 4.2, 4.4 - 4.7, 5.2, 5.7, 5.8, 6.1 – 6.7).
2. Identify and Implement strategies, resources, technology and assistive technology, including

principles of UDL and MTSS to promote a safe, positive, caring, inclusive, and engaging classroom learning community that supports students within and beyond the classroom and keeps students and families informed of expectations and progress (Assignments 3, 5 – 7, 9, – 16, 18 – 20 ; TPEs 1.2, 1.4, 1.5, 1.6, 2. - 2.6, 3.2, 3.6 - 3.8, 4.3, 4.4, 4.6 - 4.8, 5.4, 5.5, & 6.2 – 6.5.).

3. Plan, implement, adapt, reflect on, evaluate, and enhance standards-based lessons, assessment (summative, formal, informal, student-self-assessment) and learning sequences that actively engage students, promote critical and creative thinking, support the assets and needs of diverse learners, and enhance and celebrate learning and growth of all students California Schools (Assignments 4-20; TPEs 1.1, 1.3 - 1.8, 2.2 - 2.5, 3.1 – 3.6, 4.1 – 4.8, 5.1 – 5.8 & 6.1– 6.6).
4. Gather and use assessment data to plan instruction, adjust instruction while teaching, inform next steps, communicate student progress to students and families, and evaluate and improve the quality of teaching and assessments (Assignments 4, 5, 7-18 & 20; TPEs 1.1, 1.2, 1.8, 3.3, 4.1, 4.3, 5.1 – 5.8, 6.1, 6.4, & 6.5).
5. Responsibly and professionally capture, analyze and reflect on video evidence of classroom teaching to support ongoing teacher and student learning and promote safe positive, inclusive, and engaging learning communities (Assignments 1, 7, 10, 15, 17, 18, 19, TPEs 1.8, 2.2, 2 3, 4.1, 6.1– 6.6).
6. Utilize their clinical practice or intern placement to complete and submit their CalTPA Cycles to Pearson and Cal Poly Pomona and demonstrate their ability to meet the CalTPA requirement by passing at least one Cycle (Assignments 9, 18, & 20; TPEs 1.1, 1.4, 1.5, 1.6, 1.8, 2.1, 2.2., 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 3.8, 4.1, 4.2, 4.3, 4.4 4.5, 4.7, 4.8, 5.1, 5.2, 5.3, 5.8, 6.1, & 6.5).
7. Understand the preliminary and clear credential (induction) processes and assess their progress on the TPE and CSTPs to develop their Induction Development Plan with their university supervisor to enter the profession, continue their professional growth, and clear their Preliminary Credential (Session 8; All TPEs, especially 6.3).
8. Demonstrate professional responsibility and integrity by effectively, consistently and positively communicating, collaborating, and contributing to our course Professional Learning Community and providing constructive feedback to enhance peers' teaching and learning, along with the course and credential program (All Assignments, especially Assignment 21; TPEs 3.4, 4.6, & 6.1 – 6.6).

Course Materials

Required Materials

Readings

There are no assigned textbooks for this course. All of the assigned readings and materials are linked in this syllabus or will be made available on Canvas. For enhanced accessibility, you are encouraged to open and save all documents and PowerPoints to your computer as they may not accessible if viewed directly from your internet browser.

Read and review the CalTPA information and materials available on the California Educator Credentialing Assessments (CECA) website at: <http://www.ctcexams.nesinc.com/> by selecting CalTPA under “Assessments.” These include, but not limited to: *assessment materials and updates*; *preparation materials*, including video recording tips and tools; and *policies*, including registration and confidentiality and security of candidate materials and assessment data and video recordings. Pay close attention to the [Guidelines for completing the CalTPA in Online setting](#) and the [Guidelines for Candidate Concurrently Completing a Bilingual Authorization](#) (if applicable).

CalTPA Cycle Summary Sheets (Version 6)

The summary sheets below will serve as the “hub” for all TPA materials. Please bookmark these sheets for easy access to the TPA assessment guides, evidence tables, rubrics, exemplars (you will receive the password after completing the TPA policy survey), self-assessment guides, templates and submission requirements.

[Summary of LPA Cycle 2 Requirements with template links](#)

[Summary of Cycle 1 Requirements with Template Links](#)

[Summary of Cycle 2 Requirements with Template Links](#)

Read and review the information on our [Cal Poly Pomona CalTPA site](#) under *processes, materials and resources*. current CalTPA Model.

Download and read the CalTPA MS/PK-3 LitPilot & CalTPA V6 Cycle 1 and 2 Assessment Guide, Evidence Table, Rubrics, and Cycle 1 and 2 Templates from the single subject folder. (If you are completing your credential in World Languages, you will download the materials from that folder instead). You can access these materials from the Cal Poly CalTPA website under “materials” with the program password **BRNCOSUCCESS!**. You can also access these materials from the Cycle Summary Sheets linked above.

You will complete your MS/PK-3 LitPilot, C1 and C2 CalTPA submissions using the MS/PK-3 LitPilot, Cycle 1 and 2 MS Word templates. Once you register for the TPAs, you will be able to upload them to the ePortfolio System on the California Educator Credential Assessment’s website. Please have these materials readily accessible during our synchronous sessions. *Note: These materials are updated each July-August on the California Educator Credential Assessments Website, and we are using Version 7 for 2024-25*

Cal Poly’s Submission and Scoring Report dates *are posted on our* [Cal Poly, Pomona CalTPA web site](#) under “When do I submit and when do I receive my scores?” Additional submission and score report dates are available on the [California Educator Credential Assessments web site](#).

Course Management Systems

Canvas

The course Canvas site houses course announcements, information, content (including objectives, presentations, & assignments for our bi-weekly sessions), resources and grades.

Zoom

Zoom is the platform we will be using for our online sessions. To access the course synchronous/online class session, please go to Canvas left navigation column and open the Zoom tab. You may also set up your own Zoom Sessions to collaborate with peers by visiting

[Cal Pol, Pomona Zoom Support](#). Note: If you would like to use a virtual background, please visit: [Cal Poly, Pomona Zoom Backgrounds](#). To promote accessibility, our Zoom sessions may be recorded. Please email the instructor within the first week if you have any issues/concerns with recording.

Personal SharePoint Folder

Review and complete our [TPA Policy Survey](#). After completing our CalTPA Policy Survey and within the first 2-3 weeks of the term, you will receive an email with a private link to a secure, personal SharePoint folder. CTC requires us to keep copies of all your CalTPA submission materials for our accreditation and so we can provide remediation support (if needed). Thus, as you upload your completed CalTPA templates and artifacts to Pearson's ePortfolio System (described below) you also need to upload the same files to SharePoint. You are also expected to upload evidence that you have permission to record all individuals that appear on your videos (e.g., a roster of students with permission). You should update your SharePoint folder every two weeks as you complete your Cycles.

Pearson's ePortfolio

Before submitting your TPAs for scoring, you must register for CalTPA Cycles 1 and 2 by clicking on the button at the bottom of the [California Educator Credential Assessments CalTPA](#) site. When you register, from the multiple subject options you must select the Cycle 2 to complete in literacy and Cycle 1 to complete in math. Please discuss with your cooperating teacher before making your selection and double check your registration to be sure it is accurate. *(note: If you register for two multiple subject cycles in the same content area, you will receive a condition code and will have to pay and wait to resubmit your Cycle).* If concurrently completing a bilingual authorization be sure to indicate that you need a bilingual assessor. The cost to register is \$150/cycle cycle and your registration is good for one year from your registration date(s).

Once registered, read the Guide for Using Person's ePortfolio System at:
<https://www.ctcexams.nesinc.com/Content/Docs/UsingThePearsonSystem.pdf>

Once registered, you should update your ePortfolio every two weeks as you complete your Cycles (waiting until the submission deadline is not recommended).

GoReact!

GoReact is a video annotation platform that will be used in your Clinical Practice Canvas Course. Your university supervisor will set up a folder where you will upload videos so they can observe your lessons. Although not required, you may wish to use this platform to practice annotating videos for your CalTPA Cycle Submissions (although you will have to annotate your videos within Pearson's ePortfolio system when you submit your cycles). If you are using an external video camera and have good connectivity, the GoReact Application allows you to directly record, compress and upload videos as you teach.

Personal Learning Supplies

Please have the following available for our class sessions:

- Journal/Notebook
- Paper
- Pen/Pencils
- Colored Pens/Pencils

Computer or tablet with online access and audio and video capabilities

*An additional device is also recommended

Technical Requirements

Hardware

PC/Mac
Monitor with minimum resolution of 1024x768
Speakers or headphones
Access to a scanner
Access to a video recording device
Access to a tripod (optional)
Access to an external microphone (optional)

Software

MS Office – available for CPP students to download at: https://cpp.service-now.com/ehelp?id=kb_article&sys_id=782770226f4eea00a146e4eae3ee4b3

Video Supports

Pearson provides multiple video recording tips and tools and resources for compressing and preparing videos for upload into the ePortfolio system. For more information, please visit: http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_PrepMaterials.html

Some additional free Video Compression Software (for Videos over 500 MB) you can use are:

- For Mac OS X users: <https://itunes.apple.com/us/app/any-video-converter-lite/id479472944>
- For Windows users:

http://www.any-video-converter.com/products/for_video_free/ File

Conversion Software <http://www.zamzar.com/>.

[Adobe Flash Player](https://get.adobe.com/flashplayer/) - download at: <https://get.adobe.com/flashplayer/>

[Adobe Acrobat Reader](https://get.adobe.com/reader/) - download at: <https://get.adobe.com/reader/>

[Java](https://java.com/en/download/) - download at: <https://java.com/en/download/>

Other Covid19 Supports

Please visit the safe return website - <https://www.cpp.edu/safety/safer-return/> for up to date information and resources related to Covid 19. You are also encouraged to visit our student online learning support resources <https://www.cpp.edu/studentsuccess/zoom-resources.shtml>.

Students' Obligations

Face-to-Face Session Norms

Fully participate in our face-to-face sessions.
No eating or drinking.
Avoid distractions (mute phones, do not surf the web/grade papers, etc.)
Be respectful of time, others, and property. Only pose general course-related questions. Personal questions/issues should be communicated after class or via email.
Please raise your hand if you wish to be called upon.

Online Session Norms

- Fully participate in online sessions.
- Mute your microphone upon entry and when not speaking.
- Use your video (you can use a virtual background). Please email your instructor if you need an accommodation.
- Be respectful of time and others. (only pose course-related comments and questions in the group chat or during class discussions. Personal questions/issues should be communicated to the instructor via email, private chat and office hours, raise your hand if you want to be called upon).

Minimum Technical Skills

You are expected to have basic computer knowledge including, but not limited to:

Using email and attachments

Downloading, editing, saving, scanning, uploading, and submitting files

Word processing, copying and pasting

Downloading and installing software

Other Technical Expectations

Check the course Canvas site and your CPP email regularly for important campus, department and course communications.

Use Zoom. Padlet and other technologies (e.g., Pear deck Quizziz, Kahoot, etc.) during class sessions.

Use a video recording device (e.g., a phone, tablet, computer, camera) and software, to record and compress (if needed) video.

Cut and compress videos using tips and tools provided by Pearson, GoReact or our multimedia lab technician.

Use Person's e-Portfolio system to annotate, unedited video clips of your classroom instruction per

[Pearson's Specification](#)

<https://www.ctcexams.nesinc.com/Content/Docs/UsingThePearsonSystem.pdf> ns.

Keep evidence of your students' video permission/waiver forms and your CalTPA results (you do not have to submit these forms to Pearson). .

Getting Help

If you are having trouble understanding concepts, it is your responsibility to seek help by contacting the instructor.

If you are having difficulties with using Canvas-specific tools or features, refer to the [Canvas eHelp](#) page. More complicated Canvas inquiries can be directed to [the IT Service Desk](#): 909-869-6776. Links to the Canvas eHelp page and IT Service Desk can be found in Canvas under "Technical Support" on the left navigation menu.

Assignments

What is an Anchor Assignment?

An Anchor Assignment is an assignment that is completed in all sections of a course, regardless of the instructor. Anchor assignments help ensure candidates are prepared to meet the Teacher Performance Expectations (TPEs) and the program meets the Program Standards for the credential. The TPA program is set up to encourage qualified candidates to enter the teaching field. So candidates who do not pass, supported by remediation, may retake a cycle. In special circumstances there is a secondary pathway that a candidate may follow.

Anchor Assignments

The Anchor Assignments for this course are:

Assignment 9: Cycle 2 CalTPA Submission Evidence
Assignment 18: Cycle 1 CalTPA Submission Evidence
Assignment 20: Evidence of Passing a CalTPA Cycle

Attendance and Active Participation

Regular attendance and active participation in all-course related activities (e.g., synchronous and asynchronous sessions, presentations, discussions, and activities) will support your clinical practice, TPAs, and future teaching. Students perform best in this course and on the CalTPA when they attend all class sessions and complete all assignments in a timely manner (see assignments and late assignment policy below), come to class prepared, and actively engage with their peers. You will earn participation points for fully engaging in class session activities, coming to class prepared with artifacts and examples from your clinical practice and engaging with our course professional learning community in an active and professional manner (see assignment 20 below).

The course experiences are designed to help you become a highly effective teacher and to support your successful completion of the clinical practice and the Teaching Performance Assessment (TPA) requirements. If you do not 1) demonstrate you have the evidence you need to complete both cycles and 2) demonstrate your ability to pass the CalTPA requirement by passing at least one cycle before the end of the term, you will need to repeat the course and clinical practice (see **assignments 9, 18 & 20**). If you do not have evidence of submitting both Cycles by week 15 and passing one cycle by the end of finals week (i.e. previously submitted) you must complete a Late TPA Submission/Resubmission Plan and may need to enroll in our Performance Assessment Seminar I course through the College of the Extended University to remain in good standing with our program. The TPA Seminar I course is designed to keep you informed of any CalTPA updates, and provide you with continued, personalized support to facilitate your success. The 3-week course requires a minimum enrollment and is estimated to cost \$250. To enroll please contact agimino@cpe.edu and the College of the Extended University at: <https://www.cpe.edu/~ceu/professional-development/courses/teacher-performance/index.shtml>

Through our PLC activities you will routinely and effectively communicate and engage in inquiry with colleagues to support teacher and student learning. You will demonstrate your ability to conduct yourself with integrity; model ethical conduct; discuss and use classroom evidence in a professional, responsible manner; and exhibit positive dispositions of caring, support, acceptance, and fairness toward all students, families and colleagues (TPE 6).

When providing feedback to your colleagues, do so in a thoughtful, caring and clear manner. Start by pointing out specific strengths **citing evidence from their responses** to support your assessment. (For example, rather than simply saying, “I like your response” or nice job,” use “I like _____ because” or “This _____ was strong because ...”). Then, provide concrete suggestions for improvement (e.g., describe how your colleagues’ response could meet the elements set for the score levels 4 or 5 Cycle rubrics). You should follow the same feedback protocol with your Tk-12 students. For more information, see Assignment 20.

Bi-weekly Modules

Based on feedback we are offering this course as a hybrid of face-to-face and synchronous learning experiences with a few select asynchronous sessions (e.g., due to holidays submission weeks and added guest presentations and workshops). The course assignments below are paired into bi-weekly *modules*. Synchronous sessions are scheduled to allow dedicated time for you to collaborate with teammates, work on your TPAs and address questions. **The clinical practice workload increases**

each week so falling behind quickly becomes more and more difficult. Generally, assignments are due the start of the first class of each new module. The specific due dates are provided with the course schedule and within each Canvas module.

Modules and Assignments

Module Overview

See the full module with embedded assignment descriptions on Canvas. There are eight, two-week modules. Approximately four modules are dedicated to Cycle 2/LPA Pilot and four modules to Cycle.

Grading

Late Assignments

Due to the collaborative and time-sensitive nature of this course and CalTPA, late assignments will only be accepted if you email the instructor in a timely manner (preferably before the due date) with an appropriate justification for your request and receive written approval. Late assignments may be reduced 10% per day for unexcused absences and failure to gather the necessary CalTPA evidence and submit your cycles and pass at least one cycle, will require you to enroll in additional coursework. The last day to submit course assignments (other than TPA passing score evidence) is the Friday of finals week. Please check your grades and notify your instructor of any issues by that date.

Schedule/Evaluation of Outcomes/Assignments Overview

Assignment	Points	TPEs*
MODULE ZERO: DUE BY START OF FIRST CLASS		
CalTPA Policy Survey	Required to Access Modules Below	6.3, 6.4, 6.4, 6.6
CalTPA Module Zero Quiz on CalTPA Overview, Confidentiality, Security and Permissions, & Self-Care.		
MODULE ONE – Weeks 1 and 2 Begin CalTPA Cycle 2- Literacy/LPA		
Assignment 0: Cycle Planning (Discussion Board Post)	2	
Assignment 1: Assignment 1: Cycle 2 Preparation Discussion Board	2	6.3, 6.4, 6.5, & 6.6.
Assignment 2: Assignment 2: Strategies for Effective In-Person and Online Assessment	2	1.1, 4.1, 4.2, 4.5, 5.2, 5.6, 5.7, 5.8, 6.3
Assignment 3: Planning Learning Segments and Assessments Discussion Board	2	1.1, 1.3, 1.5-1.6, 1.8, 2.1-2.3, 2.5-2.6, 3.2, 3.4, 3.6, 5.1-5.2, 6.1-6.5
MODULE TWO – Weeks 3 and 4		
Assignments 4: Monitoring Student Understanding and providing effective feedback (discussion board)	2	1.1, 4.1, 4.2, 4.5, 5.2, 5.6, 5.7, 5.8, 6.3, 6.4, & 6.7.
Assignment 5: Evaluating Learning Segment and Video Plans Discussion Board	2	1.1, 1.3 – 1.8, 2.2, 2.3, 2.4, 2.5. 3.1- 3.6, 4.1- 4.8, 5.1, 5.8, 6.1 - 6.4.
Assignment 6: Capturing and Annotating Evidence of Teaching and Assessing (Cycle 2) Discussion Board	2	1.1, 1.3 – 1.8, 2.2, 2.3, 2.4, 2.5. 3.1- 3.6, 4.1- 4.8, 5.1, 5.8, 6.1 - 6.4.

MODULE THREE – Weeks 5 and 6		
Assignment 7 Analyzing and Reflecting on Assessment Results Discussion Board	2	1.1, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.3, 3.4, 4.6, 5.1, 6.1- 6.6
Assignment 8: Next Steps for Learning (Extension or Reteaching Activity) Discussion Board	2	5.2, 5.5, 5.8, 6.1 & 6.5
Assignment 9: Follow Up Instruction (Extension or Reteaching Activity) Discussion Board	2	
MODULE FOUR – Weeks 7 & 8		
Assignment 9: CalTPA Cycle 2-Literacy/LPA Submission Evidence (Cycle 2) SharePoint + Discussion Board Submit by 11:59 PM on due date for results in 3 weeks Score decreases 5 points for each missed posted California Educator Credential Assessments scoring deadline after the submission date and for any missing SharePoint items after the submission date(for Monday or Wednesday classes). Must demonstrate you have gathered all required LPA Pilot classroom evidence this term to pass the class and avoid having to re-enroll in clinical practice.	50	1.1, 1.4, 1.8, 3.1, 3.2, 3.3, 3.5, 3.6, 3.8, 4.3, 4.4, 4.7, 4.8, 5.1, 5.2, 5.3, 5.5, 5.8, 6.1, & 6.5.
Assignment 10: Cycle 2 Preparation Discussion Board	2	

Assignment	Points	TPEs*
MODULE FIVE – Weeks 9 and 10 CalTPA Cycle 1 Math		
	2	1.1, 4.1, 4.2, 5.2, 5.6, 5.7, 5.8, & 6.4.
Assignment 10: Identifying and Supporting Students' Assets and Needs (Google Doc and In-person activity)	2	1.2, 1.8, 2.1, 3.3-3., 3.7 – 3.8, 4.3, 4.6, 4.8, 5.1 – 5.5,,8, 6.1& 6.3.
Assignment 11: Frameworks for TPA	2	1.1 -1.3, 1.6 - 1.8, 3.1- 3.6, 3.8, 4.3, 4.4, 4.6 - 4.8, 5.1, 5.2, 5.3,

Success (Safe, Positive, Inclusive and Engaging Learning Environments) - In Class Carousel Activity		5.8, 6.1, 6.3, & 6.4.
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Assignment 12: Planning for Your Diverse Learners Discussion Board	2	5.2, 5.5, 5.8, 6.1 & 6.5
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MODULE SIX - Weeks 11 and 12

Assignment 13: Planning an Asset-Based Lesson for Your Class Discussion Board	2	
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Assignment 14: Adapting An Asset-Based Lesson for your Focus Students (Discussion Board)	2	1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 4.3, 4.4, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.8, 6.1, 6.3-6.4
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Assignment 15: Capturing, Annotating and Communicating Evidence of Teaching & Learning (Cycle 1)	2	1.4, 1.5, 1.6, 1.8, 2.1, 3.1 – 3.8, 3.3, 3.4, 4.3, 4.4, 4.5, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, & 6.2 – 6.6.
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MODULE SEVEN - Weeks 13 and 14

Assignment 16: Reflect and Apply Discussion Board	2	1.2, 2.5, 3.1 – 3.6, 4.1, 4.4, 5.1 – 5.5, 5.7, 5.8, & 6.1–6.5.
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MODULE EIGHT: FINALS – Weeks 15 and 16

Assignment 17: CalTPA Cycle 1 Math Submission Evidence (Pearson + SharePoint) Submit by 11:59 on due date for results in 3 weeks Score decreases 5 points for each missed scoring deadline after the due date and for any missing SharePoint items after the due date. <i>Must demonstrate you have gathered all required C2 classroom evidence this term to pass the class and avoid having to re-enroll in clinical practice.</i>	50	1.1, 1.4, 1.5, 1.6, 1.8, 2.1, 2.2., 2.3, 2.4, 2.5, 2.6, 3.1., 3.2, 3.3, 3.5, 3.6, 3.8, 4.1- 4.5, 4.7,4.8, 5.1, 5.2 5.3, 5.5, 5.8, 6.1, & 6.5.
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Assignment 18 : Course PLC Contributions (Session Contributions, Course Feedback, & Program Surveys) Positively Contribute to course and team PLC sessions (14 pts) Complete the Course Feedback Form (1 point) Complete the End of CP Surveys (3pts)	18	2.2-2.3, 3.4, 3.7, 4.4, 4.6, 6.2 – 6.6
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Assignment 19: Evidence of Passing a Cycle (Upload Evidence) The passing score standards effective August 23, 2019, are as follows: ✓ Cycle 1 (8 five-point rubrics): A final cut score of 19 points with one score of 1 allowed. ✓ Cycle 2 (9 five-point rubrics): A final cut score of 21 points with one score of 1 allowed	50	
Total	200	All TPEs

GRADING SCALE*

Score (out of 200)	Grade	<i>As your instructor, this means ...</i>
188 – 200	A	<i>Superior work</i>
180 – 187	A-	
175 – 179	B+	<i>Very good work</i>
168 – 174	B	
160 – 167	B-	
155 – 159	C+	<i>Adequate work</i>
147 – 154	C	<i>Minimally acceptable work</i>
140 – 146	C-	<i>Unacceptable work</i>
128-139	D	
<128	F	

*You must earn a C and meet the CalTPA evidence and passing requirements to pass this course.

What is a Teaching Performance Assessment?

Senate Bill 2042 (Chapter 548, Statutes of 1998) requires all candidates for a preliminary Multiple Subject and Elementary Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential. The California Commission on Teacher Credentialing (CCTC), in cooperation with Educational Testing Service (ETS), designed the California Teaching Performance Assessment (CA TPA). The redeveloped CalTPA Version 2.0, effective July 2018, measures the attributes of the Teaching Performance Expectations (TPEs) that describe the knowledge and abilities required of beginning California teachers that were adopted by the Commission in June 2016. The TPEs describe what all California preservice teachers need to know and be able to do to qualify for the Preliminary Multiple Subject or Elementary Teaching Credential. They are developmental and aligned with the California Standards for the Teaching Profession, which beginning teachers must demonstrate thru induction, to qualify for their Clear Credentials. This course is designed to support your development in meeting designated TPEs that are required to successfully complete the TPA. For additional information on the TPA, visit the CTC website <http://www.ctc.ca.gov/educator-prep/TPA-California.html> (Note: Candidates admitted to the MS and SS Credential Programs prior to July 1, 2018 are encouraged to complete the new TPA Cycles since they measure the current TPEs. However, they have until July 1, 2020 to complete a prior Task Model that measures the former TPEs, if they have passed at least one task. For more information, please contact our TPA Coordinator.

Course Policies

Academic Integrity

- All of the work completed in this course is expected to be your own. Plagiarism or cheating will not be tolerated in this course or on the CalTPA.
- Unauthorized recording, dissemination, or publication of academic presentations or materials for any purpose is forbidden.
- Any violation of any published University policy, rule, regulation, or presidential order will result in student discipline action.

The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offense that can diminish the quality of scholarship, the academic environment, your academic reputation, and the quality of a Cal Poly Pomona degree. All forms of academic dishonesty at CPP are a violation of University policy and will be considered a serious offense. Academic dishonesty includes, but is not limited to plagiarism, cheating, use of unauthorized study aides, falsifying university documents (such as fieldwork logs), and any action that gains an unfair academic advantage. Refer to the University Catalog for further information.

It is the responsibility of all students to be informed of what constitutes academic dishonesty and to follow the policy. A student who is aware of another student's academic dishonesty should report the instance to the instructor of the class, the test administrator, or the head of the department within which the course is offered.

Consequences for academic dishonesty will include a zero on the assignment with no opportunity for resubmission and the completion of a Statement of Concern for your CPP file. Additionally, students will be referred to the Office of Student Conduct and Integrity where they may face additional consequences. Students may also receive a possible F in the course and/or removal from the credential program.

Academic dishonesty is also a violation of Teacher Performance Expectation (TPE) 6 (Developing as Professional Educators) and could result in the California Commission on Teacher Credentialing (CTC) refusing you a teaching credential.

For more information, visit the [Academic Integrity Policies](http://www.cpp.edu/~judicialaffairs/academic-integrity-resources/academic-integrity.shtml) page:
<http://www.cpp.edu/~judicialaffairs/academic-integrity-resources/academic-integrity.shtml>.

ChatGPT/AI

A special note on ChatGPT and other generative AI tools that can compose coherent written or visual responses: The use of these resources must be disclosed and cited no matter when or how they are used. Use of these tools without disclosure is academically dishonest because it's pretending you did work you didn't do.

Before submitting to Pearson (to whom the CalTPA and LPA are submitted) candidates must attest that they have appropriately cited all references and provided their own original work. Pearson uses originality detection software on all CalTPA submissions. If Pearson indicates a significant amount of plagiarism or undisclosed AI use, the submission will be placed under administrative review and results may be voided. (click [here](#) for more information).

At Cal Poly, Pomona in the Teacher Education department, if a Teacher Candidate's score is voided, they will receive a 0 on the assignment and a Statement of Concern will be issued. The teacher candidate will also be referred to the Office of Student Conduct and Integrity where additional consequences may ensue.

Plagiarism

Researchers and educators do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism).

Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another person (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. ***The key element of this principle is that you do not present the work of another (in whole or part) as if it were your own work*** (APA, 2010).

For additional support on plagiarism, please reference the [CPP Library Tutorials](#). Also see Princeton's [Plagiarism Examples](#).

Netiquette

Netiquette refers to the behavior that you are expected to follow when communicating online. It covers both common courtesy in an online environment and the informal ground "rules" for navigating in cyberspace. For this course, you are asked to follow these basic guidelines:

- When writing an email to your instructor, include the class name and section, along with a description, in the subject line. For example: COM 206.01 RE: Design Project.
- Use a signature with your full name at the end of your emails.
- Remember that slang can be misunderstood or misinterpreted – use your "academic" voice. pls dnt use txt lang when sending messages 2 me.
- Be aware of your tone and avoid sentences typed in all caps – it implies online "screaming" or "shouting."
- Do not send angry messages known as "flaming."
- Do not use offensive language.

- Be sensitive to those with cultural and/or linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions.
- Provide constructive feedback and use good judgment when composing responses to your classmates.
- Be professional and use good grammar and spelling. Consider writing your discussion posts, assignments, and online correspondence in a text editor to check for spelling and grammar before pasting it into an online submission.

Respect for Others

Cal Poly Pomona is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. As your instructor, I am committed to providing an environment where we share common responsibility to safeguard each other's rights, encourage mutual concern for individual growth and appreciate the benefits of a diverse campus community. I expect we will all engage respectfully in a dynamic classroom environment and create and maintain a safe place in which diverse ideas and perspectives can be explored, shared, evaluated, &

appreciated. This includes, but is not limited to, photographing and videotaping classmates or the professor. This may result in a Statement of Concern put into the Teacher Candidates file. Please contact me with questions, concerns, or issues you feel need to be addressed.

TPA Submissions

All TPA Cycles must be submitted to the Pearson ePortfolio System and candidates must adhere and attest to all guidelines and specifications, including Pearson's and CPP's CalTPA Policies and updates. You are responsible for obtaining the necessary video permission forms, protecting the privacy and confidentiality of students and adhering to the constraints set forth in your video consent/waiver forms. For more information, visit:

http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_TestingPolicies_CalTPA.html

Submission deadlines and score release dates are available on the California Educator Credential Assessments website

Response Time and Feedback

Students will have multiple opportunities to ask questions and to receive feedback during each session to ensure your success in the course and on the TPAs. You are also encouraged to schedule office hour appointments or to email me if you have specific questions that do not apply to your peers. You can expect a response within 24 hours Monday – Fridays and by the end of the day on Monday if you contact me over the weekend.

Assignments are typically graded within two weeks and grades will be posted on Canvas.

University Resources

Accessibility

Cal Poly Pomona, as a learning-centered university, is committed to student success. Students with disabilities are encouraged to contact the instructor or to visit the Disability Resource Center (DRC) to coordinate course accommodations.

Canvas Accessibility

[Canvas accessibility information](#) [Navigating](#)

[Canvas using a screen reader](#)

Learning Resource Center

The Learning Resource Center (LRC) is a service designed to develop student success. Learn about opportunities available for tutoring, workshops, test preparation, and study skills.

Student Services

Student Services provides information about the various student services offered at Cal Poly Pomona such as advising, library resources, and health services.

Aligned Teacher Performance Expectations [TPES]

Teacher Performance Expectations (TPEs) to Which This Course Responds

TPE 1: Engaging and supporting all students in learning

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically

fragile.

5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student- to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.¹
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards

TPE 4: Planning Instruction and Designing Learning Experiences for All Student

1. Locate and apply information about students' current academic status, content- and standards- related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - i appropriate use of instructional technology, including assistive technology;
 - ii applying principles of UDL and MTSS;
 - iii use of developmentally, linguistically, and culturally appropriate learning activities,

- instructional materials, and resources for all students, including the full range of English learners;
 - i appropriate modifications for students with disabilities in the general education classroom;
 - i opportunities for students to support each other in learning; and
 - i use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
 6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
 7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
 8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educators

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to

mitigate any negative impact on the teaching and learning of students. They exhibit positive

dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media, and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Literacy Standard and TPE for Preliminary MS and SS Candidates

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12

Assignment Deadlines

For more information, please refer to the assignment descriptions in this syllabus and on Canvas.