Syllabus – EDU 5351 - GROUP A (TPA C2)

Clinical Practice Seminar for Preliminary Education Specialist Credential (EdSp CalTPA Cycle 2)
Odd Tuesdays 5:00-5:50 - Synchronous

[Zoom Class Sessions Link](#)

Meeting ID: 833 0805 9434

Password for Class: Clinical24

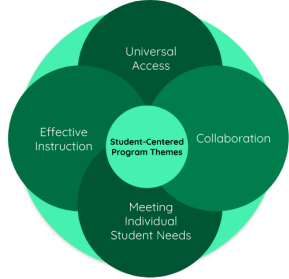**You must be signed into your CPP Account to access our Zoom sessions**

Instructor Information

Name: Dr. Heather Taylor
You can call me: Dr. Taylor or Professor Taylor
Virtual Office Hours: [Office hour appointments](#)
- Class-wide Canvas Chat (in left navigation tools) during office hours
- Send a private message through Canvas Inbox (far left green toolbar)
- Email hewizikowski@cpp.edu

Education Department Mission	Education Specialist Program Themes
The mission of the Education Department of the College of Education and Integrative Studies is to cultivate successful education professionals in a diverse community that practices innovation, discovery, and experiential student-centered learning.	

Course Information

Catalog Description

Seminar to support Education Specialist Candidates during their clinical practice experience as they plan, teach, assess, reflect, and apply theory to practice while promoting universally-designed learning environments based on equity, professional responsibilities, and the Teacher Performance Expectations (TPEs). Education Specialist candidates will successfully complete the Education Specialist Teacher Performance Assessment (CalTPA) Cycle 2 and develop an evidence-based plan for continuing their growth on the California Standards for the Teaching Profession. Required for the Preliminary Education Specialist Credential Authorization in Mild/Moderate (MMSN) Support Needs and/or Extensive Support Needs (ESN).

Prerequisites and Corequisites

Admission to Education Specialist Credential Program. Approved application to Clinical Practice by required deadline. Concurrent enrollment in EDU 5345, 5346, 5347, 5348, or 5421 required.

Course Learning Objectives

Upon completion of this course, students will

1. Apply Universal Design for Learning (UDL) principles, grade-level pedagogical content knowledge, and evidence-based strategies for students with disabilities to short-term and long-term instructional and behavioral plans and assessments. (PS1; PS2; PS3; U1.1; U1.3; U1.4; U1.5; U1.7; U1.8; MM1.3; U2.2; U2.3; MM2.1; U3.2; U3.3; U3.4; U3.5; U3.6; U3.7; U3.8; MM3.1; U4.3; U4.8; MM4.2; ESN 2.5; ESN 4.4)

2. Collect and analyze formative and summative student assessment data to learn about students, establish appropriate learning goals, adapt instruction, and address students' social emotional learning and communication needs. (PS1; PS2; PS3; U1.8; MM1.3; MM1.4; MM2.1; MM2.6; MM2.10; U3.2; U3.3; U3.4; U3.5; U3.6; U3.8; U4.1; U4.3; MM4.4; MM4.7; U5.1; U5.2; U5.3; U5.4; U5.5; U5.6; U5.7; U5.8; MM5.1; MM5.2; MM5.4; MM5.5; MM5.6; ESN 1.8; ESN 1.9; ESN2.13; ESN 3.1; ESN3.2; ESN 3.3; ESN 4.1; ESN 4.5; ESN 4.8; ESN 5.1; ESN 5.2; ESN 5.3; ESN 5.5; ESN 5.6; ESN 5.7)

3. Explain how lessons or activities incorporate or build on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of the lesson and/or activity plan. (PS1; PS2; PS3; U1.1; U1.3; U1.4; U1.5; U1.6; U1.7; MM1.6; MM1.7; U2.2; MM2.1; U3.1; U3.2; U3.3; U3.4; U3.5; U3.6; U4.3; U4.4; U4.8; MM4.2; ESN 4.4)

4. Apply effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (U1.2; MM1.2; MM1.3; MM1.5; MM1.7; MM2.1; MM2.4; MM2.5; MM2.7; U3.6; MM4.6; U6.1; MM6.2, ESN 1.5; ESN 1.10; ESN 2.4; ESN 2.10; ESN 4.7; ESN 4.8; ESN 6.1; ESN 6.2; ESN 6.3)

5. Develop and maintain positive, collaborative relationships with students, teachers, paraprofessionals, families, and the school community to create and maintain a positive learning environment that supports the learning and well-being of ALL students. (PS1; PS2; PS3; U1.1; U1.4; U1.5; U1.6; MM1.2; MM1.7; U2.1; U2.3; U2.5; U2.6; MM2.1; MM2.2; MM2.5; MM2.6; MM2.8; MM2.10; U3.5; U3.6; U3.7; MM3.1; U4.1; U4.5; U4.8; MM4.1; MM4.4; ESN 1.2; ESN 1.4; ESN 1.5; ESN 1.7; ESN 2.3; ESN 2.8, ESN 2.9; ESN 2.11; ESN 5.3)

6. Engage in self-reflection to evaluate how choices affect students, families, and other professionals in the learning community and actively seek and utilize feedback for ongoing professional growth. (PS1; PS2; PS3; U1.6; U1.8; MM2.10; U3.5; U4.1; MM4.7; U6.1, ESN 1.7; ESN 1.8; ESN 1.11; ESN 2.8; ESN 2.9)

7. Demonstrate the knowledge, skills, and dispositions required of the profession and department. Act in accordance with professional legal and ethical considerations and model ethical behavior as they interact with students, families, colleagues, and communities. (PS1; PS2; PS3; U1.2; MM1.1; MM1.7; U2.4; U2.6; MM2.2; MM2.3; MM2.4; MM2.6; MM2.7; MM2.8; MM2.9; MM2.11; U3.8; MM3.2; MM3.3; U4.2; U4.5; U4.6; MM4.1;

MM4.5; MM4.7; MM5.3; U6.1; U6.2; U6.3; U6.4; U6.5; U6.6; U6.7; MM6.2; MM6.3; MM6.4; MM6.5; MM6.6, ESN 1.1; ESN 1.2; ESN 1.3; ESN 1.7; ESN 1.8; ESN 1.10; EX 1.11; ESN 2.1; ESN 2.2; ESN 2.6; ESN 2.7; ESN2.11; ESN 2.12; ESN 2.14ESN 3.4; ESN 3.5; ESN 4.2; ESN 4.3; ESN 4.6; ESN 5.4; ESN 6.4; ESN 6.5; ESN 6.6; ESN 6.7)

8. Identify and explain the pedagogical tasks within the Education Specialist Teacher Performance Assessment (CalTPA Cycle 2) and the passing score standard for the assessment.
9. Successfully meet all competencies as listed and described in the *Teaching Performance Expectations: Clinical Practice Assessment* and submit evidence through a digital portfolio. (PS 1-6; Universal TPE's 1-6; MMSN TPEs 1-6; ESN TPEs 1-6)
10. Successfully pass the California Education Specialist Teacher Performance Assessment (CalTPA Cycle 2). (PS 1-6; Universal TPE's 1-6; MMSN TPEs 1-6; ESN TPEs 1-6)

PS= CTC Program Standards
TPE=Teacher Performance Expectations

Course Hours
The work in this class is meant to complement the daily work you are undertaking in your clinical practice or intern placement. The Carnegie unit formula defines a one unit course as 15 hours of class time + 30 hours of study outside of class.

California Teacher Performance Assessment Information (CalTPA)
Topics addressed in this course will prepare you for being successful on the CalTPA. Information on the EdSp CalTPA may be found at this link. I highly encourage you to visit this site, review the information, and download the Education Specialist CalTPA Assessment Materials prior to registering for the exam. You will be supported through CalTPA Cycle 2 during this course.

Please find a glossary of TPA terms at this link.

While faculty support candidates through the CalTPA process through discussions, coaching, and formative experiences, it is your responsibility to review all guidelines, rubrics, and other resources. We are not able to "teach to the test" or provide specific critiques or editing of draft responses. To learn more about acceptable and unacceptable forms of support from faculty, visit Education Specialist CalTPA Faculty Policies and Resources.

You will also need to access our CPP EdSp CalTPA Materials through Canvas. I suggest downloading these to your OneDrive account and organizing them in folders as you see fit. You will complete your Cycle 2 submission using the Word templates. Once you register for the TPA, you will be able to upload them to the ePortfolio System on the CTC Assessment website. Please have all these materials accessible each time we meet.
CPP's submission and scoring report dates are located on the schedule of course topics at the end of the syllabus. Please note these on your calendar. While you are not required to submit by this due date, you will not earn a passing grade in the course unless Cycle 1 is passed by the last

day of finals week. The schedule is set up so that you have time to resubmit and pass within the same semester if needed. Students who are not able to successfully pass Cycle 1 of the TPA will receive an Incomplete "I" grade and have one year to demonstrate documentation they have passed the exam. If candidates are not able to successfully complete the exam within that 1-year timeline, the "I" grade will become an F and the course will need to be retaken.

Personal SharePoint Folder

You will be required to upload your submission documents to your secure, personal SharePoint folder that was shared with your during EDU 5326. CTC requires us to keep copies of all your CalTPA submission materials for our accreditation and so we can provide remediation support (if needed).

When you upload your completed CalTPA templates and artifacts to Pearson's ePortfolio System (described below) you also need to you 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 often as you complete your submission.

Because of the IT security settings on these folders, once you have uploaded to this folder, you are not able to reupload or modify documents. Please be sure to only upload to this folder once you have finalized your submission.

Pearson's ePortfolio

Be sure that you have registered for Cycle 2 *Literacy*. (*Note: If you register for two cycles in the same content area, you will receive a condition code and will have to pay and wait to resubmit your cycle*). The cost to register is $150/cycle and your registration is good for one year from your registration date(s). Registration is currently free!

Guide for Using Person's ePortfolio System at:
http://www.ctcexams.nesinc.com/Content/Docs/UsingThePearson
System.
Once registered, you should update your ePortfolio often as you complete your Cycles (waiting until the submission deadline is not recommended).

Course Materials

Required Materials
- Clinical practice handbook (posted on our Canvas site)
- Access to CalTPA Cycle 2 Materials

Supplemental Materials

Supplemental Texts and readings and resources may include but are not limited to:
- Articles and readings posted on Canvas

- CA Common Core Standards for Literacy & ELA, Mathematics, History/Social Studies, Science
- California Dyslexia Guidelines
- Laptop or tablet for class activities (preferred)
- Access to Canvas
- Bookmark the CPP SPED Teacher website at https://sites.google.com/view/cppspedteachersite/home

Technical Requirements

Canvas

Course information, grades, and assignment feedback will be transmitted via Canvas. Most assignments will be turned in using Canvas. If you are unsure how to view feedback to assignments in Canvas, please read a tutorial at Viewing Grades in Canvas.

If you are in need of assistance with Canvas-specific tools or features, refer to this Canvas Student Overview . More complicated Canvas inquiries can be directed to the IT Service Desk.

OneDrive

As a CPP student, you have free access to 1 TB of storage through OneDrive. You will use this platform for your videos, draft video annotations, and draft narratives. You can access your OneDrive account through *Online Services* at my.cpp.edu.

GoReact!

GoReact is a video annotation platform that will be used in your Clinical Practice Canvas Course and you have probably used in your methods courses. Optionally, 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.

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)

Recording equipment listed above is available for check-out from Urooj Kahn for a one-week period. Please visit https://cppcaltpaequipment.wordpress.com to complete a rental form and to contact Ms. Khan (khan@cpp.edu). Her office is in Building 94-226 in the Educational Leadership Department.

> **The ES program also has equipment that can be checked out before or after class for a two-week period. Please schedule with Dr. Taylor (hewizikowski@cpp.edu) to reserve this equipment.**

Software

MS Office – available for CPP students to download at: https://cpp.service-now.com/ehelp?id=kb_article&sys_id=782770226f4eea000a146e4eae3ee4b3

Video Supports

Pearson provides multiple video recording tips and tools and resources for compressing and preparing videos for upload into the ePortfolio system. Resources will also be shared in class. 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](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 Acrobat Reader - download at: https://get.adobe.com/reader/

Java - download at: https://java.com/en/download/ Privacy and security for our class

Meeting Synchronously

For each synchronous session, you will need to be signed into your CPP account to access our Zoom link. The password for our sessions will always be: Clinical24.

When we meet online, I will do my best to post class recordings on Cal Poly Pomona's secure video streaming server and provide the links on Canvas. Please do not screen-capture and share the recordings of class or any other class activities or discussions outside of our class (it's creepy and you wouldn't want people to do it to you!). Here is some information about privacy and security policies for Canvas and the university:

- [Canvas privacy policy](#)
- [Canvas integrations privacy policies](#)
- [Online privacy notice](#)
- [University Library privacy policy](#)

Instructor Responsibilities

I am committed to your success and I fully embrace UDL principles for learning and I presume competence of all students. CPP's mission includes "learn by doing". As your instructor, I will be

ready to teach by being prompt, organized, and prepared with meaningful application activities aligned to learning outcomes. It is my privilege and joy to prepare inclusive educators.

Student Responsibilities

The Education Department is deeply committed to educational experiences and supportive services that engage and challenge our students, enhance personal well-being and growth, provide career opportunities in education, and foster ethical citizenship. Professionalism and respect for diversity are dispositions expected to be exhibited at all times in this course.

Getting Help

If you are having trouble understanding concepts, please reach out to me as soon as possible. I am committed to your success and clarifying misunderstandings will likely be a benefit to everyone in the course. Virtual office hour meetings are often helpful for students for individualized support with assignment expectations.

Assignments

1. EDSP TPA Cycle 2 Submission

The purpose of the TPA is provide you with a platform for reflection and to receive feedback on your teaching and your pedagogical skills development aligned to the California Teacher Performance Expectations and content frameworks. To complete Instructional Cycle 2, you will be required to provide instruction and assessment to students aged 3 and older and teach one set of 3-5 lessons to a minimum of 3 students with IEPs in a whole class/small group OR to an individual student with an IEP. Specific guidelines will be reviewed in class. Templates will be provided.

STEP 1: Plan

Using the Learning Segment Template, develop a plan for a series of **three to five** content-specific (literacy) lessons, and English Language Development (ELD) as appropriate, that occur over multiple days and support the IEP goals, the academic language development, and/or communication development needs of your student(s), including student use of educational technology and, if applicable, augmentative and assistive technology. Although your sequence of **three to five** lessons may be part of a longer unit of instruction, your sequence should have a clear starting point and ending point related to a particular content-specific learning goal(s)* and ELD goal(s), if appropriate. Use what you know about your student's(s') assets and learning needs, IEP goals, and learning context to plan and teach your lessons based on California Content Standards and/or Curriculum Frameworks and California English Language Development Standards (CA ELD Standards) as appropriate, using the content-specific pedagogy of your discipline. For this cycle, you also need to create a scoring rubric and a student self-assessment rubric.

STEP 2: Teach and Assess

You will video record all instruction and assessment activities and strategies **as you teach** the lessons of your learning segment. Select and submit **unedited** 5-minute clips that show both you and your student(s) engaged in the assessment strategies embedded in instruction. You also need a clip of you modeling use of your student self-assessment for students. You will write annotations for your video clips that provide a description of **what** you are doing and the rationale for **why** you are doing it for the following:

1. assessing student learning and development of academic language and/or communication development
2. student(s) using educational technology
3. providing content-specific feedback to the student(s)
4. assessing student learning and use of age and/or developmentally appropriate higher-order thinking skills (HOTS)
5. facilitating **instructional support personnel** to assist with access for the student(s) during the lesson

In addition to the annotated video clips, you will submit an analysis of the informal and **student self-assessments.**

Assessment Responses for whole or small group:	Assessment responses for individual student:
You will submit 3 student formal assessment responses (product, process, or recorded performance) and your **rubric-based feedback**, representing a student who exceeded the learning goal(s), one who met the learning goal(s), and one who has not yet met the learning goal(s).	You will submit 1 individual student's formal assessment response (product, process, or recorded performance*) and your **rubric-based feedback**, indicating whether the student exceeded the learning goal(s), met the learning goal(s), or has not yet met the learning goal(s).

STEP 3: Reflect

Reflect on what you discovered about student learning and academic progress based on your analysis of informal and formal assessments, including student self-assessment results. Describe what was most and least effective about your teaching and assessment, as well as a goal for increasing your instructional effectiveness. In addition, you will provide information on how you will share these results with the student's(s') families and/or guardians to support progress toward IEP goals and objectives. In this section, you will be scored on how reflective you can be on your lessons, NOT how well your lessons went.

STEP 4: Apply

Based on your analysis of all three types of assessment results, determine if you will teach to the whole class/small learning group or an individual student: **a re-teaching activity** with a new instructional approach for the student(s) who did not meet the learning goal(s) of the instruction **OR an extension activity** that builds on what your student(s) demonstrated that they learned by meeting or exceeding the learning goal(s) of the instruction.

Describe your plan for the re-teaching or extension activity. Video record the re-teaching or extension activity, and submit one video clip that demonstrates how you adjusted or built on your instruction.

2. Analysis of Student Work

The analysis of student work assignment will require you to collect work samples from one of your lessons from a weekly lesson plan, with student names protected, and analyze student

learning in relationship to lesson objectives. Using data-based decision-making skills, you will practice monitoring and adjusting instruction and intervention to respond to student needs. You will bring the work sample to the seminar for discussion and analysis using the Universal Design for Learning (UDL) framework. A student work analysis template will be provided.

3. Teaching Philosophy and Reflection

At the end of the seminar, you will submit your final pre-service teaching philosophy and reflection to engage in critical thinking about your clinical practice experience, including your growth in developing professional dispositions for teaching. This will be submitted as a **2-3 page maximum**, double-spaced narrative <u>with an APA cover page</u>. Ideas and examples may be found on <u>The University of Minnesota's Center for Educational Innovation website.</u> The intention is to create a living document that you can include when applying for teaching positions.

Your teaching philosophy and reflection should include:

1) A discussion of your values and beliefs about teaching (*What are your core ideas about being an effective teacher?*)

2) Discussion of your knowledge and skills development during your clinical practice experience (*What pedagogical methods and techniques are areas of strength and growth for you?*)

3) A reflection of your growth in developing professional dispositions for teaching throughout clinical practice (*What characteristics, behaviors, and core values make you an exemplary professional?*)

4) A review of your future goals for your first year *(Where do you see yourself in 5 years?)*

Grading

Please visit *Grades* on Canvas to monitor your progress frequently in our class. I have high expectations for your work and will provide constructive feedback so that you are able to meet those standards effectively. *Please give your best effort on each assignment as I do not give extra credit assignments or allow for resubmissions.*

Assignments and Points

Assignment	Total Points
CalTPA Cycle 2	P/F
Verification of Submission	P/F
Upload of final TPA Submission to official CPP One Drive folder	P/F
In-class/online assignments (20 points x 8 weeks)	160
Student Work Analysis	20
Teaching Philosophy and Reflection	40

Total Possible Points	220 points

You must earn a C (73%) in the course and pass TPA Cycle 2 to pass the course. Candidates who do not pass Cycle 2 by the end of the semester will need to request an Incomplete (I) and meet with me to create a plan for completing the TPA.

The university employs the following grading system for graduate courses:

CPP Grading Scale		
Percentage	**Grade**	**My Interpretation of the Scale**
94-100	A	*Superior work*, representing effective representation, unusual competence, and high skill. *Assignment was turned in on time.*
90-93	A-	
87-89	B+	*Very good work*, meeting full requirements for performance at the graduate level. *Assignment was turned in within 2 weeks of the due date and was of A quality.*
83-86	B	
80-82	B-	
77-79	C+	Satisfactory, meets minimum requirements of the course; *acceptable for graduate credit. Assignment was turned in within 4 weeks of the due date and was of A quality.*

Course Policies Based on Professional Dispositions

Academic Engagement

The more energy you invest into reading, writing, thinking, and discussing, the more we will learn from one another. You are expected to attend class regularly, to complete any reading or writing assignments on time, and to be prepared to bring study notes and offer your thoughts in person (orally and in writing). You are expected to refrain from using social media or other media for extra-curricular purposes during class time.

Treat this class as a serious professional obligation. In short, if you would not skip work or show up for an IEP unprepared, try not to miss class meetings or hand in late work. I do accept late work for reasonable reasons, but if you develop a pattern of lateness we will discuss grade implications. This is how professional life works – *patterns of problems result in consequences*.

Observable Behaviors of academic engagement

Additive contributions to class discussions (both in person and online); camera on during online sessions; additive contributions to small group work; Completion of in-class assignments (note taking, small group organizers, etc.); regular attendance.

Quality Interactions

A commitment to learning to teach and being a supportive colleague includes being punctual, respectful and responsible in responding to other people's talk and behavior, being cooperative in helping the group function well as a learning community, being open to new ideas and reserving judgment about others' reasons and actions.

Observable Behaviors of quality interactions

Demonstrated personal investment and best effort; Respectful and collaborative interactions with peers, professor, and community members in fieldwork placement.

What attendance looks like for this class:	What participation looks like for this class:
1. Attending all Zoom meetings from start to finish 2. Joining Zoom meetings promptly 3. Communicating excused absences in advance	1. Turning your Zoom camera on for class sessions 2. Participating in discussions through sharing ideas orally or through the chat feature 3. Turning in assignments each week 4. Keeping an open mind; sharing your perspective and considering perspectives of others

Attendance policy

- You are expected to be on time to our Zoom class sessions and remain engaged and present until class is finished, especially when working in breakout rooms.
- You are responsible for information and material if you miss a class. Although every effort will be made to record Zoom sessions, there is a possibility that this may not happen due to technical issues, so please be prepared to get notes from someone.
- **Two unexcused absences will result in a drop of a full letter grade.**
- Your attendance and engagement will be taken into consideration where rounding of your grade is possible. I will take attendance for Zoom sessions. In the case of borderline grades, consistent attendance and participation as defined above will bump grades up and unexcused absences and tardiness will bump grades down.

Communication Policy

- Please include EDU 5351 and a topic in the subject line of each email.
- Check your syllabus and course schedule of topics and assignments before emailing me.
- Cultivate the habit of always using professional language, including correct grammar and spelling, in your emails to me and your peers.
- If you are falling behind or do not think you can finish the course, please contact me as soon as possible so we can discuss options for you. Help me to help you.
- I will answer email received on a given day no later than close of work the next workday. I do not generally respond to emails on weekends or University holidays; or after 5PM.
- I will send out reminder Announcements on Canvas as needed. Make sure you have Canvas notifications set to allow emails and announcements to forward to your email.
- For an extra 10 points, email me a picture of a cute puffin.
- If it is clear there is a common question on a task (i.e. several students emailing with the same question(s), I will clarify the task through Announcements on Canvas.

Your cpp.edu email is the official method of communication. Check your CPP email *daily* for important info from around campus as well as this class.

Assignment Policies

AI Use in this Course: AI tools may not be used on the California Teacher Performance Assessment. We may explore the use of AI tools during in class work, but they may not be used during the formation of your TPA submission.

Use [strengths-based or asset-based language](#) in all assignments. Failure to use strengths-based language will result in loss of points. We will talk about strengths-based language our first two weeks of class so you understand what the expectations are. An asset-based approach to student learning focuses on strengths. This should guide our professional practice in: (1) the language we use to discuss students and their needs and (2) how we instruct and support students. This directly aligns with the mission and values of our program and faculty teaching philosophies. It views diversity in thought, culture, and traits as a positive asset. Students are valued for what they bring to the classroom rather than characterized by perceived deficits. Therefore, what K-12 students bring to the classroom is considered an asset. Examples of student assets include, but are not limited to, the following:

Assets of Diversity in Thinking	Assets of Culture	Assets of Personal Traits	Assets of Intelligence	Assets of Unique Experience and Skills
Critical thinking	Ethnicity	Temperament	Musical - Rhythmic	Community-based experiences
Creative thinking	Race	Introversion	Visual - Spatial	Travel
Inductive thinking	Gender-identify	Extroversion	Verbal - Linguistic	Hobbies
Deductive thinking	Religion	Social and emotional strengths	Logical Mathematical	Student club affiliations
Holistic thinking	Family structures	Creativity	Bodily - Kinesthetic	Family experiences
Detail-focused thinking	Community structures	Interpersonal strengths	Social - emotional	Passions and talents

- Assignments or links that are uploaded to Canvas and cannot be viewed will be graded as a zero. Resubmissions in this event will be graded as late.
- Use asset-based language in all assignments. Failure to use strengths-based language will result in loss of points (e.g. *low reader* vs. *developing reader*).
- With the exception of your TPA submission, all work for this class will be completed during our weekly synchronous session. If you are absent, there is no opportunity to makeup the 20 points for this work.
- Grades are transmitted via Canvas.
- Do not leave submissions to the last moment! Technical glitches always seem to arise the closer to the due date and time. Practice professional habits now and turn your assignments in on time, regardless of circumstances.

Writing Expectations
- Set margins to 1" all around
- Set font to New Times Roman, size 12.
- Set line spacing to **double** unless otherwise directed.
- Use standard written English, including accurate grammar, punctuation, and spelling.
- Please note that you cannot receive full credit (100%) on any assignment if there are multiple grammatical or spelling errors.

It never hurts to run spell and grammar check *one last time* before submitting your work.

Ethical Considerations

Cultural Accessibility

Our program works to ensure that all course content is representative of all diverse backgrounds. To this end, we encourage you to share information that is reflective of experiences of individuals and families of diverse identity, cultural, and linguistic backgrounds.

I am firmly committed to diversity and equity in all areas of campus and professional life. In this class, I will work to promote an anti-racist, anti-ableist, inclusive environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. Such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, or bias. The success of this policy relies on everyone in this class. We all have a responsibility to be respectful and non-offensive to each other, acknowledge the racist and ableist history of our educational institutions while working to change them, and to speak out about discrimination of any kind, now and in your K-12 classrooms.

Student Conduct Code

- Work for this class is expected to be original to this class. No AI tools may be used on your TPA submission.
- 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) 13 (Professional, Legal, and Ethical Obligations) and could result in the California Commission on Teacher Credentialing (CTC) refusing you a teaching credential.

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).

Issues of General Humanity

If you have preferred pronouns, please privately let me know.

It is expected that we will appreciate the diversity of our class and our campus and respect the rights and opinions of each class member. We will demonstrate civility and empathy for each of those with whom we work and study. We will also always strive to show a positive attitude and professional demeanor.

Any student who faces challenges securing food or housing is urged to contact the **Bronco Care Program**. They have an amazing wealth of resources available (including many not listed on their website) and are very responsive to students.

Student Health & Wellness Services/Counseling & Psychological Services (FREE services)
After Hours Counseling Crisis Line: (909) 869-3220 (After Hours: press "2")
Available FREE after 5PM or on weekends

The **Bronco Dreamers Resource Center** supports the holistic success (academic, personal, professional) of undocumented students at CPP. Their purpose is to educate the community about current issues and to convene campus allies in a dialogue of student success.

Office of Student Life and Cultural Centers
African American Student Center
Asian and Pacific Islander Student Center
César E. Chávez for Higher Education
Native American Student Center
Pride Center
Womxn's Resource Center

University Policies

All university policies are published in the university catalog. Please consult the catalog should you have any questions.

Students with Disabilities

Please feel free to discuss with me any concerns you have regarding your success in this class and ways I can support your learning.

The Disabilities Resources Center (DRC) provides support services to students with documented needs. The DRC has been designated as the campus authority to verify disabilities and to prescribe specific accommodations for students with documented disabilities. If you need DRC support, you must register with the center to be able to obtain services. Please see the DRC website for further information – Disability Resource Center.

Student Rights and Responsibilities

All members of the university faculty and staff have a primary mission of helping students to make progress toward a degree or credential. Nevertheless, each student is individually responsible for meeting all university requirements and deadlines, as presented in the current Cal Poly Pomona University Catalog and any other announcements of the university, center or department in which he/she is enrolled.

The University intends that every member of the campus community be afforded a work and study environment free of discrimination based on race, color, religion, national origin, sex, sexual preference, marital status, pregnancy, age, disability or veteran status. All persons are to be protected from abusive or harassing behavior.

Information regarding student rights and responsibilities and grievance procedures can be found in the "Statement of Student Rights, Responsibilities, and Student Grievance Procedures," copies of which are available in the Office of Student Conduct and Integrity. – *Source: Cal Poly Pomona Course Catalog.* Please refer to the following link for additional information: Office of Student Conduct and Integrity

Please note, a good faith effort to settle an issue of concern must be made before a formal grievance can be filed. Even after filing, efforts to resolve the dispute by informal means should continue.
Please consult with the Department Chair's Office as a first step in resolving any dispute. The next point of appeal would be the Associate Dean's Office, followed by the Dean of CEIS. In the event the matter is not resolved at this level, the Office of Judicial Affairs should be contacted.

We meet by Zoom on the weeks that are green

EDU 5351 Schedule of Topics and Assignments as of 1-24-24 (subject to change)		
Date	Topics	Assignment Due

Week 1 1/23 *Strike Week - no class	**See Canvas for Course Overview and Week 1 Tasks** ● TPA Overview: Start planning ● Create PLCs for group support with TPA Cycle 2 ● Templates and Forms for Cycle 2 ● Mapping your submission	Complete all Week 1 Tasks posted on Canvas (20 pts)
Week 2 1/30	**Getting Ready for TPA Cycle 2** ● Informal and Formal Assessments ● Student Self-AssessmentsRubrics	
Week 3 2/6	**Refining the Learning Units** ● Peer feedback	
Week 4 2/13	**Record your lessons** ● Use the Video Recording Guidance Document	
Week 5 2/20	**Developing Evidence** ● Annotations and Narrative ● Individual Coaching Meetings	
Week 6 2/27	**Shaping your submission** ● Revise evidence based on coaching feedback	
Week 7 3/5	**Finalize your submission** ● Drop in Zoom coaching (optional)	
Week 8 3/12	**Finalize your submission**	TPA Submissions due to Pearson 3/14 by 11:59 PM. Upload confirmation of submission to Canvas by 3/15 at 11:59 PM.
Week 9 3/19	Take a break this week - no class!	
Week 10 3/26	**No class - enjoy Spring Break!**	
4/2	 *Please note: District of Placement Spring Break may differ	Submission Scores returned from Pearson 4/4
Week 11 4/9	**Weekly Lesson Planning** **Analysis of Student Work Activity** ● Weekly Lesson Planning ● Behavior Supports	Resubmissions due to Pearson 4/11 by 11:59 PM Bring a student work sample to class!
Week 12 4/16	**Social Emotional Learning** Guest Speaker: Colleen Ferreira, Coordinator of Social Emotional Learning at Orange County Department of Education	**Be sure you have uploaded your final TPA submissions to One Drive - must be**

		completed to pass the course.
Week 13 4/23 We will not meet this week	● **Work on your Teaching Philosophy and Reflection** ● ~~Complete your CAC note sheet~~	~~Upload CAC note sheet to Canvas by 4/23 at 11:59PM~~
Week 14 4/30 We will not meet this week	**Work on your Teaching Philosophy and Reflection**	Resubmission Scores returned from Pearson 5/2 Teaching Philosophy and Reflection due Monday, 5/6 11:59 PM
Week 15 5/7	**Joint CP experience wrap up & celebration with Multi- and Single-Subject Candidates!** ● Induction ● Securing a Job ● Induction Transition Plan [ITP] ● https://cpp.zoom.us/j/85232036341	
5/14 **Finals Week**	No Class	