

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
EDEL/EDSC/SPED 502F (2 units)
Second semester
Pedagogy, Assessment, and Support for New Teachers

Day and Time: This course is asynchronous via Canvas.

Program Coordinator: Dr. Loretta Donovan

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Office hours: Check emails and schedule for dates and times

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COURSE DESCRIPTION (from catalog)

Formative assessment and professional development for new teachers via utilization of state-approved formative assessment system. Inquiry into teaching effectiveness, including action research, review and reflection on teaching and learning. (

TEACHER INDUCTION PROGRAM STRUCTURE

The Cal State Fullerton Teacher Induction Program is organized around the California Standards for the Teaching Profession (CSTP – updated 2024) and aligned with the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS) and International Society for Technology in Education (ISTE) Standards for Teachers. New teachers are expected to collaborate with their Support Providers to plan, implement, assess, and document professional growth experiences.

The unique mix of K-12 teachers employed in diverse public and private settings allows for exploration and reflection on a broad spectrum of educational opportunities for children and youth. Throughout the program, new teachers identify inquiry questions that guide their professional growth in these standards. **This sequence is for Traditional Completer Option Candidates only:**

- Semester 1 (502E): CSTP proficiency and introduction to teacher inquiry
- Semester 2:(502F): CSTP proficiency and action research
- Semester 2 (502G): Teacher Inquiry
- Semester 3 (502H): CSTP proficiency and teacher inquiry

NOTE: For early completer option candidates, semesters 1 and 2 are combined as 502A

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the [Assessment and Accreditation section of the COE website](#).

[URL:<http://ed.fullerton.edu/about-the-college/accreditation-assessment/candidate-dispositions.php>]

PROGRAM LEARNING OUTCOMES

Teacher Induction candidates will:

1. Reflect on and apply the California Standards for the Teaching Profession as they plan, implement, assess, and document professional growth experiences.
2. Create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
3. Utilize adopted content standards and performance levels for standards, curriculum frameworks, and instructional materials in the context of their teaching assignment.
4. Utilize technology to support teaching and learning, engage students, make subject matter accessible to all students, and assess student learning.
5. Plan and differentiate instruction using multi-tiered interventions as appropriate for student academic, physical, social, and language needs.
6. Interpret and utilize assessment data from multiple measures to inform instruction, including entry level, progress monitoring, and summative assessments of student achievement.
7. Utilize the process of teacher inquiry to assess their teaching practice; examine teaching standards and instructional strategies; and positively impact their teaching and student learning.
8. Examine prior knowledge and skills and assess their teaching practice for strengths and areas for growth.
9. Collaborate with colleagues to reflect on and improve teaching and learning.

COMMUNICATION AND RESPONSE TIME

The best way to contact Loretta is via Email. Please title all emails with CSUF 502F. In most cases, I will respond within 24 hours.

PROGRAM ARTIFICIAL INTELLIGENCE POLICY

In the Teacher Induction Program, "we consider Integrating ChatGPT [or other AI tools] into college education offers students a valuable tool for augmenting their learning experience. By leveraging the power of artificial intelligence, ChatGPT [or other AI tools] can provide instant access to a vast array of knowledge, assist in clarifying concepts, and engage in interactive discussions. However, it's essential to recognize that while ChatGPT [or other AI tools] can offer valuable insights, it should not replace the guidance of professors or the critical thinking skills developed through personal study and classroom interactions." (<https://chat.openai.com/>, 2023)

We understand that ChatGPT and other AI tools are invaluable for teachers to support productivity, lesson planning, and other administrative tasks.

We cannot stop candidates from using ChatGPT or AI to support their academic journey. However, we encourage you to think if they are truly learning if candidates are not generating their own ideas based on how they have processed course content. "We encourage candidates to approach information generated by ChatGPT [or other AI

tools] critically and verify facts from reliable sources. We expect them to understand that using ChatGPT [or other AI tools] to generate work without proper attribution is considered plagiarism." (<https://chat.openai.com/>, 2023). Information on academic integrity can be found on our [COE website](#)

Mentor Meetings

CTC requires that induction mentors and candidates spend an average of 5 hours per month during the program. This translates to about 15 hours per semester, including one hour per week for guided conversations and support, and for some courses (not all) completion of one pre-observation conference, observation and post observation conference that is aligned with the candidate's individualized learning plan and teacher inquiry. Candidates are provided a mentor log Google Doc that can be completed by candidate or mentor and is submitted at the conclusion of the course.

ASSIGNMENTS

The final grade in the class is based on the assignments in Table 1. Please note, in order to successfully complete the course, the candidate must earn at least 80%.

Table 1: Assignments and due dates

Assignment	Start Due	Points/% of grade
Participation (discussions and group activities)	Weekly	35/35%
CSTP 1 Evidence	Start Week 3 Submit Week 4	10/10%
CSTP 2 Evidence	Start Week 5 Submit Week 6	10/10%
CSTP 3 Evidence	Start week 7 Submit week 8	10/10%
CSTP 4 and 5 Evidence	Start Week 9 Submit Week 10	20/20%
Mentor Log	Weekly Submit week 12	5/5%

Assignment: Participation

35% of course grade

Description: Candidates are expected to be actively involved in their own learning in the distance learning environment. Please encourage your teacher colleague to join discussions sooner rather than later for greater benefit from the learning community. The deadlines are Saturday (Mid Module) and Wednesday (second week of module)

Assignment: CSTP Evidence

60% of course grade

Due: Final day of each module starting with Module 2

Description: For this assignment, candidates will be creating a digital portfolio of sorts that showcases your proficiency with each of the CSTP elements. As the mentor, your role is to guide them in understanding what the various CSTP elements mean, discuss ways you show proficiency at the elements and help them to demonstrate their own proficiency. Keep in mind the purpose of the whole program is to show growth as an educator.

Assignment: Mentor Log

5% of course grade

Due: Friday of Module 6/week 12

Description: Each week, you and your candidate need to document what occurs during your meetings. The candidate will download a Google Doc and use it each week. Either you or the candidate can complete the log. There is no need to physically sign it but please check for completeness each week.

TENTATIVE SCHEDULE

Please note that each module is two weeks long and includes two mentor meetings.

CSUF Spring Break is March 31- April 6. Your Spring Break may be at a different time. Please take your own Spring Break. Instructors will be flexible with candidate submissions to ensure everyone gets a week off!

Table 2: Schedule

Module/Dates	Topic	Mentor Meeting focus
1. Feb 3- 16	Course Intro. ILP refresher	Review course syllabus and intro video Set dates and times for meetings
		Revisit the ILP focus Is it still appropriate?
2. Feb. 17 – March 2	CSTPs 1 Engaging and supporting all learners	CSTP 1 implementation trying and sharing
		CSTP 1 Proficiency and documentation
3. March 3- March 16	CSTP 2 Equitable and inclusive learning environments	CSTP 2 implementation trying and sharing
		CSTP 2 Proficiency and documentation
4. March 17- March 30	CSTP 3 Understanding and organizing subject matter	CSTP 3 implementation trying and sharing
		CSTP 3 Proficiency and documentation
5. April 7- April 20	CSTP 4 and 5 Planning and assessing learning	CSTP 4 and 5 implementation trying and sharing
		CSTP 4 and 5 Proficiency and documentation
6. April 21- May 2	CSTP 6 Developing as a professional	CSTP 6 Proficiency and documentation
		Lunch and looking forward

Loretta's Office Hours

Thursday, February 13. 4:00-5:00pm

Monday, February 24. 3:30-4:30pm

Tuesday, March 11. 4:00-5:00pm

Wednesday, March 26. 3:00-4:00pm

Thursday, April 10. 4:00-5:00pm

Wednesday, April 23. 3:30-4:30pm

Updated January 2025