



Department of
Curriculum and Instruction
Spring 2025

EDEL 4881: Reflection, Synthesis and Assessment of Directed Teaching
(3 units)

Course Information and Communication

Instructor:	Class Location:
Office:	Class Day/Time:
Telephone:	Office Hours:
Email:	

- I will return emails within 24 hours. I ask that students do the same. Emails sent on a Friday after 3pm may not be responded to by the following Monday.
- **You are required to check your CalState LA email and Canvas at least once a day for course updates and announcements**

Catalog Description:

This course is taken concurrently with the candidates' Directed Teaching. It provides the candidate with a place to formally reflect on their directed teaching experience with peers and a university faculty member. During the semester the candidate will complete and then present their program portfolio while discussing how to apply these skills, knowledge, and experiences to the Teacher Performance Assessment (TPA) which is based on the Teacher Performance Expectations.

This seminar is also intended to be a place where students can come together and share experiences, challenges, and victories. Student teaching is incredibly challenging and it's important to use this space as a place to collaborate and receive feedback from the instructor and other teacher candidates.

STUDENT LEARNING OUTCOMES (SLO'S)

As a result of the course and the accompanying Directed Teaching experiences, students will be able to demonstrate the knowledge, skills, and dispositions shown by the student learning outcomes outlined below. Directed Teaching experiences will be assessed by the university supervisor and cooperating teacher.

SLO 1: Candidates will complete written assessments and/or engage in course conversations to demonstrate reflection on their current practice, dispositions, knowledge, and how it relates to possible future theory and practice, including the following areas of emphasis:

- pedagogical practice (TPE 3, 4, 6)
- use of technology (TPE 4, 5, 6)
- meeting the needs of learners with special needs (TPE 1, 2, 3)
- meeting the needs of diverse learners (TPE 1, 2, 3)
- meeting professional, legal, and ethical obligations (TPE 6)
- connections to credential evaluation timelines and processes, Charter College of Education surveys, state examinations for teachers and other information impacting program completion and transition to the work environment.

SLO 2: Candidates will share through written assignments and/or engagement in classroom discussions how they have collaborated with their university supervisor and cooperating teacher to implement the following in their directed teaching assignment:

- demonstration of application of knowledge of educational research examined during previous credential program courses to inform practice and professional growth and development strategies.
- Demonstration of engagement in the process of gathering information to improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies considering state common core standards (TPE 6)

SLO 3: Candidates will complete written assignments and/or engage in course conversations and/or submit evaluations of directed teaching to share an analysis of their classroom observations and teaching performance during directed teaching in reference to the Teaching Performance Expectations, including the following areas of emphasis:

- Using peer coaching to collaboratively examine their performance (TPE 6)
- Creating a culturally responsive, healthy, and productive social environment (TPE 2).
- Creating a learning environment that promotes productive student learning, positive interactions among students, reflects diversity and multiple perspectives, is culturally responsive, physically, mentally, intellectually, and emotionally healthy and safe. (TPE 2).
- Recognizing and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (TPE 2).
- Communicating with students, families, colleagues, and other stakeholders (TPE 1, 2, 5,6).
- Making content accessible for all learners (TPE 2, 3, 4, 5).
- Planning & implementing the classroom environment & instruction to use instructional time effectively, engage students and promote learning for all students (TPE 1, 2, 3, 4, 5).
- Acquiring knowledge of students, including prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, socioeconomic backgrounds, academic progress, and special learning needs to inform instruction and engage them in learning. (TPE 1, 2, 3, 4, 5).
- Planning, designing, accessing, and using assessments and assessment data to inform instruction and engage students in learning (TPE 1, 2, 3, 4, 5).
- Monitoring students during instruction & adapting instruction to meet their needs (TPE 2, 5).
- Current pedagogical Strategies & developmentally appropriate teaching practices (TPE 1, 2, 3, 4).
- Meeting legal and ethical obligations (TPE 6).

SLO 4: Candidates will construct a summative credential program portfolio for review and presentation to their peers and university faculty, which, when considered in conjunction with signature assignments and other program documentation will include evidence of progression of pedagogical tasks and assignments related to CCTC Teaching Performance Expectations and Program Requirements at a holistic level, including the following:

- Development of some or all of components of the portfolio contents electronically (TPE 6).
- Selection of current and/or past program artifacts that:
 - reflect growth and ability, including current strengths and areas for growth (TPE 6).
 - show evidence of multiple strategies for managing and delivering instruction in relation to (1) content standards and curriculum frameworks; (2) student needs, interests and/or will include directed teaching evaluations assessing these areas. (TPE 1, 2, 3, 4, 5, 6).
- Inclusion of:
 - candidate performance feedback (TPE 1, 2, 3, 4, 5, 6).
 - a professional development plan for professional growth and development including a current assessment and goals for the future. (TPE 6).
 - a resume and letter of intent

SLO 5: Candidates who have not yet passed the CCTC Teaching Performance Assessment will prepare formally or informally through connections with a course assignment, conversations and/or concurrent enrollment in the edTPA preparation workshop. (TPE 6).

Course Structure

This course is to be conducted as Hybrid. We will be using a combination of in-class and asynchronous learning. You will participate in the course using Cal State LA learning management system Canvas. You are required to attend each in-person class meeting (Week 1, 2, 4, 6, 8, 10, 12, and 14). The other content you need for the week will be listed in your week's module. Your asynchronous work will be equivalent to the time you would have spent in-class.

REQUIRED COURSE MATERIALS

Computer Requirements

For our Zoom classes I will be requesting that cameras be on during class. You will find that this really enhances your learning. You will need Internet access to participate in our course. You will also need some type of word processing device, computer, or tablet. You may want to also have headphones and a microphone for our Zoom class sessions. If you need technical support, please use the IT student services: <http://www.calstatela.edu/its/helpdesk/studentresources>

Required Readings

The required readings for this course are the *Directed Teaching Handbooks* noted below, which can be downloaded from the [Directed Teaching Padlet](#), as well as:

- [California Common Core State Standards \(CCSS\)](#)
- [California English Language Development \(ELD\) Standards](#)
- [English Language Arts/English Language Development \(ELA/ELD\) Framework](#)
- [California Dyslexia Guidelines](#)

Technology Resources

The following links are student-dedicated tech resources:

- ITS Resources for Students: <http://www.calstatela.edu/its/helpdesk/studentresources>
- ITS Helpdesk Information: <http://www.calstatela.edu/its/helpdesk>

COURSE POLICIES

Attendance

Attendance is necessary for this course. Sharing your weekly experiences is a large part of the success of your meeting the outcomes so we need you in our in-class sessions to be able to engage in discussions and reflections. Attendance will be taken for each in-class session and your attendance for Asynchronous weeks will be based on completing Discussions and Assignments *on time*. Please email me before class if you are unable to attend *due to extenuating circumstances*. **You are allowed one in-class absence before your grade drops one letter grade.** Plan to arrive to in-class sessions on time. We will begin each class with an important “into” activity and review of the week. Anything **after 15 minutes will be counted as a tardy**. Two tardies result in a loss in grade (+ and -).

Week	Dates	Mode	Tuesday On-Campus Meetings
Week 1	January 20-26	In-Class	January 21

Week 2	January 27-February 2	In-Class	January 28
Week 3	February 3-9	Asynchronous	
Week 4	February 10-16	In-Class	February 11
Week 5	February 17-23	Asynchronous	
Week 6	February 24-March 2	In-Class	February 25
Week 7	March 3-9	Asynchronous	
Week 8	March 10-16	In-Class	March 11
Week 9	March 17-23	Asynchronous	
Week 10	March 24-30	In-Class	March 25
Spring Break	March 31-April 4	Spring Break	
Week 11	April 7-13	Asynchronous	
Week 12	April 14-20	In-Class	April 15
Week 13	April 21-27	Asynchronous	
Week 14	April 28-May 4	In-Class	April 29
Week 15	May 5-11	Asynchronous	
Week 16	May 12-18	Asynchronous	

**Please check your email throughout the day for announcements and/or changes to the in-class meeting schedule. **

Discussions

Please be prepared for class discussions by completing your readings for your discussion groups prior to class. We will be using the UCLA Center X norms for discussion:

- Be present
 - Listen intensely and intentionally
- Participate with an open heart (give yourself permission to be uncomfortable)
- Be curious and self-aware
 - Wonder and explore
- Monitor your words and your time
- Step Up and Step Back: If you are finding yourself not participating as you should, encourage yourself to “step up.” If you find yourself active in discussion and need to make space for others to share, “step back.”

Participation

Your participation grade will be based on you're a) attendance and b) involvement and commitment to discussions. As mentioned above, we will meet in-class on Weeks 1, 2, 4, 6, 8, 10, 12, and 14, and the remainder of the class sessions will run asynchronously with no in-class meeting though participation will be based on completing Discussion Boards and Assignments on time. These are indicated on Canvas and in this syllabus.

Professional Statements

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the Charter College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by: course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the CSULA Charter College of Education faculty.

B. Statement of Reasonable Accommodation

The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the Charter College of Education. The Charter School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, CSLA General Catalog). Academic honesty is expected of all students in the Charter College, in accordance with university policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

D. Technology

For formal admission to credential, certificate, or Master's Degree programs in the Charter College of Education, each student must:

1. Own or have ample access to a computer (ex. in Cal State LA computer labs, or at home or work)
2. Have general knowledge or operation and care of a computer, computer hardware/software, and be able to implement some basic troubleshooting techniques (ex. check connections, restart the computer, etc.)
3. **Use a Cal State LA email account for all course and university related communication.**

Students should anticipate that their use of these skills will be integrated within courses in their programs. Students who fail to meet any of the above expectations are strongly advised to take an introductory computers course before they are formally admitted to the Charter College of Education.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING STANDARDS

- 1.1 The design of the program follows an explicit statement of program philosophy and purpose. It is based on a sound rationale informed by current, confirmed, replicable and reliable research in literacy as referenced in the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework.
- 1.2 It begins at a point beyond the preparation received by the preservice teacher and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program,

- described in Standards 6 through 10. It includes the content of the RICA content specifications but with a deeper, richer level of understanding, a firmer grasp of the literacy research behind the content specifications, and more sophisticated knowledge of instructional strategies and approaches.
- 1.3 The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Standard 5 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California's diverse learners.
 - 2.2 Acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills;
 - 2.4 And fostering students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.
 - 3.5 ...as well as methods to incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically oriented society....
(California Model School Library Standards for Students)
 - 5.B1 Candidates plan and teach lessons to students who are different from the candidate, including, ethnic, cultural, gender, linguistic, and socio-economic differences.
 - 5.B3 Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.
 - 5.B4 Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills necessary for success in today's global economy.
 - 8.A7 The program provides opportunities for candidates to learn how to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.
 - 10.A3 Candidates select, plan and implement culturally responsive curriculum based on assessed needs and literacy experiences of students in a target population.
 - 10.A5 Candidates have an advanced level of knowledge about, and can advocate for resources to support students' acquisition of the critical aspects of multiple digital literacies for 21st Century skills necessary for success in today's global economy.

Teacher Performance Expectations

These TPEs will guide your work in your student teaching. Your University Supervisors will be evaluating you based on these expectations.

For this course, we will dissect the 7 CSTP's and their corresponding TPE's in which we will review them for 'Most Important Elements', as well as what we see as 'Missing Elements.' ****If you are in the Bilingual Section of this course, always come from that frame of reference.**

Example:

California Standards for the Teaching Profession: Developing as a Professional Educator			
TPE	Truncated Description	Most Important Element/s	Missing Element/s
6.1	Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.		

Please see the TPE Placement posted on Canvas for the complete language for each TPE.

Definitions:

CSTP California Standards for the Teaching Profession

TPE Teacher Performance Expectations

TPEs	
TPE 1: Engaging and Supporting Students in Learning Week 2	1. Apply knowledge of students... 2. Maintain ongoing communication with students and families... 3. Connect subject matter to real-life contexts and provide active learning experiences to engage students... 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... 5. Promote students' critical and creative thinking and analysis... 6. Provide a supportive learning environment for students' first and/or second language acquisition... 7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts... 8. Monitor student learning and adjust instruction...
TPE 2: Creating and Maintaining Effective Environments for Student Learning Week 4	1. Promote students' social-emotional growth, development... 2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning 3. Establish, maintain, and monitor inclusive learning environments... 4. Know how to access resources to support students 5. Maintain high expectations for learning with appropriate support... 6. Establish and maintain clear expectations for positive classroom behavior ...
TPE 3: Understanding and Organizing Subject Matter for Student Learning Week 6	1. Demonstrate knowledge of subject matter... 2. Use knowledge about students and learning goals to organize the... 3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy... 4. Individually and through consultation and collaboration..., plan for effective subject matter instruction... 5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning ... 6. Use and adapt resources, standards-aligned instructional materials...

	7. Model and develop digital literacy by using technology to engage students and support their learning...
TPE 4: Planning Instruction and Designing Learning Experiences for Students Week 8	<ol style="list-style-type: none"> 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals... 2. Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning... 3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas... 4. Plan, design, implement and monitor instruction, making effective use of instructional time... 5. Promote student success by providing opportunities for students... 6. Access resources for planning and instruction... 7. Plan instruction that promotes a range of communication strategies and activity modes ... 8. Use digital tools and learning technologies across learning environments....
TPE 5: Assessing Student Learning Week 10	<ol style="list-style-type: none"> 1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments 2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction... 3. Involve all students in self-assessment and reflection on their learning goals and progress... 4. Use technology as appropriate to support assessment administration, conduct data analysis... 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... 7. Interpret English learners' assessment data to identify their level of academic proficiency in English... 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 Educator Week 12	<ol style="list-style-type: none"> 1. Reflect on own teaching practice and level of subject matter and pedagogical knowledge... 2. Recognize own values and implicit and explicit biases... 3. Establish professional learning goals and make progress to improve practice.... 4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families... 5. Demonstrate professional responsibility for all aspects of student learning and classroom management... 6. Understand and enact professional roles and responsibilities as mandated reporters...
TPE 7: Effective Literacy Instruction for All Students Week 14	7.1 Plan and implement evidence-based literacy 1,2 instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

	<p>7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).</p> <p>7.3 Incorporate asset-based pedagogies,⁴ inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.</p> <p>7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</p> <p>7.5 Foundational Skills. Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p> <p>7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p>
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	<p>7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p> <p>7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p> <p>7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.</p> <p>7.10 Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.</p> <p>8 Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.</p> <p>9 If indicated, collaborate with families and guardians as well as with</p>
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	<p>teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.</p> <p>7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.</p>
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COURSE SCHEDULE, DISCUSSION BOARDS, ASSIGNMENTS AND POINTS

Use of Work Submitted

Any work submitted for this class may be used as examples/benchmarks for future classes. The name of the author of the work will only be revealed with the permission of the person who created it. I will always try to tell you that I intend to use your work as a model.

EDEL 4881 Discussion Boards and Assignments

See Modules for each week for discussion prompts, assignments and scoring criteria.

Week	Discussion Board (Due on Saturday each week, and respond to two others by Sunday each week)- 10 Points each (90 Total)	Assignment (Due on Saturday each week when one is due. The Final Portfolio is due on Friday, Week 16)- Points Vary (270 Total)
Week 1	Discussion Board #1- Mindful Teacher	Course Assignment #1 Due – Mindful Teacher (30 Points)
Week 2	Discussion Board #1- <i>California Standards for the Teaching Profession: TPE 1: Engaging and Supporting All Students in Learning</i>	Work on Course Assignment #2- Diversity, Equity, and Inclusion Statement
Week 3	N/A	Course Assignment #2 Due-Diversity, Equity, and Inclusion Statement (30 Points)
Week 4	Discussion Board #1- <i>California Standards for the Teaching Profession: TPE 2: Creating and</i>	Work on Course Assignment #3- Educational Technology Statement

	Maintaining Effective Environments for Student Learning	
Week 5	N/A	Course Assignment #3 Due- Educational Technology Statement (30 Points)
Week 6	Discussion Board #1- <i>California Standards for the Teaching Profession: TPE 3: Understanding and Organizing Subject Matter for Student Learning</i>	Work on Course Assignment #4- Communicating with Parents and Caregivers
Week 7	N/A	Course Assignment #4 Due- Communicating with Parents and Caregivers (30 Points)
Week 8	Discussion Board #1- <i>California Standards for the Teaching Profession: TPE 4: Planning Instruction and Designing Learning Experiences for All Students</i>	Work on Course Assignment #5- Collaboration with Colleagues *Mid-Term Evaluation Due Week 8 or 9
Week 9	N/A	Course Assignment #5 Due- Collaboration with Colleagues (30 Points) *Mid-Term Evaluation Due
Week 10	Discussion Board #1- <i>California Standards for the Teaching Profession: TPE 5: Assessing Student Learning</i>	Work on Course Assignment #6- Philosophy Statement
Week 11	N/A	Course Assignment #6 Due- Philosophy Statement (30 Points)
Week 12	Discussion Board #1- <i>California Standards for the Teaching Profession: TPE 6: Developing as a Professional Educator</i>	Work on Course Assignment #7- Resume and Letter of Intent
Week 13	N/A	Course Assignment #7 Due- Resume and Letter of Intent (30 Points)
Week 14	Discussion Board #1- The Interview Process Discussion Board #2- <i>California Standards for the Teaching Profession: TPE 7: Effective Literacy Instruction for All Students; CA Dyslexia Guidelines – Ch. 8: Pre-service/In-service Participation and Ch. 14: Frequently Asked Questions</i>	Work on Course Assignment #8- Final Portfolio-Demonstration of Competency in Planning for Reading, Math, Science, Social Studies, Writing, and PE, Art, or Health
Week 15	N/A	Work on Course Assignment #8- Final Portfolio-Demonstration of Competency in Planning for Reading, Math, Science, Social Studies, Writing, and PE, Art, or Health Letters of Recommendation Due (10 Points)

		* Transition to Induction Plan and Final Evaluation Due Week 15 or 16
Week 16	N/A	Course Assignment #8 Due on Friday of Week 16- Work on Course Assignment #8- Final Portfolio-Demonstration of Competency in Planning for Reading, Math, Science, Social Studies, Writing, and PE, Art, or Health (50 Points) Transition to Induction Plan and Final Evaluation Due
		Total Points-360

Grading Scale for Total Points

100.00% - 93.00 % A
 92.99 % - 90.00 % A-
 89.99 % - 87.00 % B+
 86.99 % - 83.00 % B
 82.99 % - 80.00 % B-
 79.99 % - 77.00 % C+
 76.99 % - 73.00 % C
 72.99 % - 70.00 % C-
 69.99 % - 67.00 % D+
 66.99 % - 60.00 % D
 59.99 % - 0.00 % F

Detailed Rubrics for each assignment are posted in Canvas for each Discussion Board and Assignment Module.

To help understand how to read and access your grades on Canvas, explore this link:

<https://community.canvaslms.com/docs/DOC-16532-4212829286>

CREDENTIAL EVALUATION

Credential Evaluation Application due Week 5 for all students completing their credential this semester.

HELPFUL STUDENT RESOURCES

Technical Resources

Information on Cal State LA technical support resources for students: [Technical Support Resources](#)

Student Support Resources

Information on Cal State LA student support resources for students: [Student Support Resources](#)

Academic Support Resources

Information on Cal State LA academic support resources for students: [Academic Support Resources](#). Please make a special note of the services provided by the Writing Center.

Canvas Student Support

Information for students on how to be a successful online student and how to use Canvas:

- [Canvas Student Guide](#)

Glazer Family Dreamers Resource Center

The [Erika J. Glazer Family Dreamers Resource Center](#) promotes the success of undocumented students and students from mixed-status families at Cal State LA through a variety of resources, services, and community engagement opportunities. Such programs and services are weekly immigration legal clinics, California Dream Act Application for Financial Aid Assistance, and professional and academic development workshops.

UNIVERSITY POLICIES

Student Conduct

Information on student rights and responsibilities, standards of conduct, etc., can be found by visiting the Cal State LA [University Catalog Appendices](#).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students should be aware of the current deadlines and penalties for adding and dropping classes by visiting the [GET home page](#). (Registrar news and information)

Americans with Disabilities Act (ADA)

Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation. For more information visit the [Office for Students with Disabilities](#) home page.

Requesting your Bilingual Added Authorization

To add a Bilingual Added Authorization (BAA) to your teaching credential, you must apply by the specified deadlines. The deadline for the Fall semester is early October, and for the Spring semester, it is early March (refer to specific dates here). If you already hold a teaching credential, you should submit your application in the semester when you will fulfill the BAA requirements. If your teaching credential is in progress, submit your application in the semester when you will complete all credential requirements. (CSULA students can apply for both simultaneously and save money.) For any inquiries about this process, please contact Edith Torres, Credential Analyst, at etorres@cslanet.calstatela.edu.

1. Passing grades (B average in BAA courses)
2. Apply for the BAA through the [credential evaluation portal](#)

3. Upload evidence of CSET III passing score in the target language (or waiver) under the "authorization section" for "subject matter competency".
4. Upload the FERPA form
5. Pay a \$65 processing fee through Transact (PaGE special session students are exempt from payment)
6. You will receive a notification from CT with next steps (Once a COMPLETE application has been submitted, processing of the BAA takes 8- 10 weeks.)

Charter College of Education

Division of Curriculum and Instruction

STUDENT	<i>(Last)</i>	<i>(First)</i>	SCHOOL	
DATE	GRADE/SUBJECT		TIME START	TIME END

Directed Teaching Observation Report # _____

*Prior to completing the Directed Teaching Observation Report, be sure to access the California Teaching Performance Expectations from the Commission on Teacher Credentialing Adopted in June, 2016 for detailed descriptions of the TPE's below.

TPE 1: Engaging and Supporting All Students in Learning	Observation Notes
<ol style="list-style-type: none"> 1. Apply knowledge of students... 2. Maintain ongoing communication with students and families... 3. Connect subject matter to real-life contexts and provide active learning experiences to engage students... 4. Use a variety of ... including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum... 5. Promote students' critical and creative thinking and analysis... 6. Provide a supportive learning environment for students' first and/or second language acquisition... 7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts... 8. Monitor student learning and adjust instruction... 	
TPE 2: Creating and Maintaining Effective Environments for Student Learning	Observation Notes
<ol style="list-style-type: none"> 1. Promote students' social-emotional growth, development... 2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning 3. Establish, maintain, and monitor inclusive learning environments... 4. Know how to access resources to support students 5. Maintain high expectations for learning with appropriate support... 6. Establish and maintain clear expectations for positive classroom behavior ... 	
TPE 3: Understanding and Organizing Subject Matter for Student Learning	Observation Notes
<ol style="list-style-type: none"> 1. Demonstrate knowledge of subject matter... 2. Use knowledge about students and learning goals to organize the... 3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy... 4. Individually and through consultation and collaboration..., plan for effective subject matter instruction... 5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language... 6. Use and adapt resources, standards-aligned instructional materials... 	

<ol style="list-style-type: none"> 7. Model and develop digital literacy by using technology to engage students and support their learning... 8. Demonstrate knowledge of effective teaching strategies w technology standards... 	
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Observation Notes
<ol style="list-style-type: none"> 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals... 2. Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning... 3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas... 4. Plan, design, implement and monitor instruction, making effective use of instructional time... 5. Promote student success by providing opportunities for students... 6. Access resources for planning and instruction... 7. Plan instruction that promotes a range of communication strategies and activity modes ... 8. Use digital tools and learning technologies across learning environments.... 	
TPE 5: Assessing Student Learning	Observation Notes
<ol style="list-style-type: none"> 1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments 2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction... 3. Involve all students in self-assessment and reflection on their learning goals and progress... 4. Use technology as appropriate to support assessment administration, conduct data analysis... 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... 7. Interpret English learners' assessment data to identify their level of academic proficiency in English... 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 Educator	Observation Notes
<ol style="list-style-type: none"> 1. Reflect on own teaching practice and level of subject matter and pedagogical knowledge... 2. Recognize own values and implicit and explicit biases... 3. Establish professional learning goals and make progress to improve practice.... 4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families... 	

<p>5. Demonstrate professional responsibility for all aspects of student learning and classroom management...</p> <p>6. Understand and enact professional roles and responsibilities as mandated reporters...</p> <p>7. Critically analyze how the context, structure, and history of public education in California affects and influences...</p>	
<p>TPE 7: Effective Literacy Instruction for All Students</p>	<p>Observation Notes</p>
<p>1. Plan and implement evidence-based literacy^{1,2} instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards...</p> <p>2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support ...</p> <p>3. Incorporate asset-based pedagogies,⁴ inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction...</p> <p>4. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals...</p> <p>5. Foundational Skills. Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness...</p> <p>6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension...</p> <p>7. Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression...</p> <p>8. Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions...</p> <p>9. Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading...</p> <p>10. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making...</p> <p>11. Provide instruction in English language development (ELD) for students identified as English</p>	

learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD...	
University Supervisor's Signature	Student Teacher's Signature



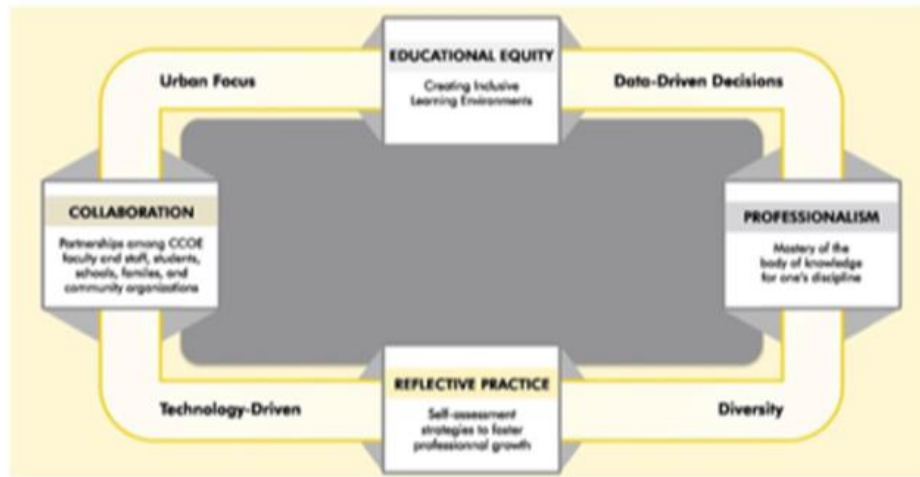
CONCEPTUAL FRAMEWORK

VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.

**CORE VALUES:**

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture, linguistic, and socioeconomic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.

REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.

