Vision:
Equity & Excellence in Education
Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDSP 589

Student Teaching Seminar: Education Specialist

Fall 2022

Department of Advanced Studies in Education & Counseling

Education Specialist Credential Program

Course Information

Instructor: Kelli Sanderson	**Email**: kelli.sanderson@csulb.edu
Virtual Office Hours Days/Times:	**Office Hours Zoom Link:**
Class Days/Times:	**Class Zoom Link**:

Catalog Course Description
Seminar to support Education Specialist Credential Program candidates completing student teaching. Candidates will use the "plan, teach, assess, reflect, and apply" cycle to prepare for Teacher Preparation Assessments. Concurrent enrollment while student teaching in EDSP 587 or 588 and in EDSP 587/A or 588/A is required. Credit/No Credit.

Course Student Learning Outcomes and Goals
Upon successful completion of the course, candidates will:

1. Use a variety of developmentally, ability-appropriate, and culturally responsive instructional strategies, resources, and assistive technology, including principle of Universal Design of Learning (UDL) and Multi-Tiered Systems of Support (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment (Commission on Teacher Credentialing [CTC] Extensive Support Needs [ESN] Teacher Performance Expectation [TPE] U 1.4)

2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive (CTC TPE U 2.2)

3. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment (CTC TPE U 3.5)

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
- •appropriate use of instructional technology, including assistive technology;
- •applying principles of UDL and MTSS;
- •use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom;
- •opportunities for students to support each other in learning; and use of community resources and services as applicable (CTC TPE U 4.4)

5. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics (CTC TPE U 5.1)

6. 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 (CTC TPE U 5.8)

7. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement culturally responsive instruction that can improve student learning (CTC TPE U 6.1)

8. Demonstrate skills outlined in the Teacher Performance Expectations during formative assessment of Teaching Performance Assessment tasks; document and reflect on formative opportunities to prepare for the TPA tasks (CTC U & ESN & MMSN TPEs 1-6)

Teacher Performance Expectations (TPEs) Addressed in EDSP 589	Introduced (I), Practiced (P), Assessed (A)
U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	A
U1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	A
U1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	A
U1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	A
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	A

U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	**A**
U4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.	**A**
U5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	**A**
U5.8 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.	**A**
U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	**A**
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom. Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.	**A**
English Language Development (ELD) in Relation to Subject-Specific Pedagogy Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).	**A**

	A
Literacy Practices in Relation to Subject-Specific Pedagogy: Education Specialist understand that all teachers have a critical role in literacy development for all TK-12 students. They understand and demonstrate the ability to address the literacy, linguistic, and cognitive demands of different content areas (multiple subject/education specialist) or the discipline(s) of their credential (single subject/education specialist). They demonstrate foundational knowledge of identifying, assessing, and supporting struggling readers, including students with dyslexia, with research based effective reading strategies. They provide integrated instruction incorporating the five themes of literacy identified in the ELA/ELD Framework. They plan and implement lessons that support students' meaning making and subject-specific language development as students read, write, and converse in each content area. They support students' ability to effectively express themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication specific to each content area. They plan and implement literacy-based lessons and discipline-specific literacy practices that contribute to building students' content knowledge. They plan and implement lessons that address the foundational skills of literacy (e.g., decoding and word recognition) in the context of the content area(s) of instruction, as appropriate based on students' needs and students' literacy levels. Beginning teachers understand and plan lessons that build on students' increasing level of literacy skills across the grade levels and content area(s) to promote both continuity of literacy skills development and subject-specific learning in accordance with the applicable student content standards and framework. Beginning teachers observe and practice different approaches to literacy teaching and learning, including but not limited to inquiry-based learning, collaborating learning, and direct instruction. All beginning teachers identify challenges posed by complex texts in their discipline(s) and help students learn how to navigate increasingly complex text of a variety of forms and organizational patterns as appropriate to the content area, including but not limited to traditional texts, music, maps, graphica3, graphics, charts, timelines, images, artworks, and multimodal text such as podcasts and videos, to help students read strategically, analytically, critically, and with a critical lens across the curriculum, and to monitor their understanding. They use teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers and writers, and they integrate the use of language arts skills of reading, writing, listening, and speaking across the curriculum. **Teaching English Language Arts in a Multiple Subject/Education Specialist Assignment:** 1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills that assures that all students develop English proficiency and meet or exceed the California standards.	

Required Texts/Course Materials:
- California State Board of Education (2013). Content Standards https://www.cde.ca.gov/be/st/ss/
- Council for Exceptional Children & CEEDAR Center (2017). High leverage practices in special education

  https://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf
- National Center and State Collaborative Wiki (2020). Core Content Connectors

https://wiki.ncscpartners.org/index.php/Core_Content_Connectors

- Pearson (2021). Education Specialist CalTPAs registration http://pilotft.es.pearson.com/Home.aspx
- Pearson (2021). Education Specialist CalTPAs handbook. http://pilotft.**es.pearson.com/Home.aspx**

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk. The university provides a variety of technology resources to students.

Course Communication and Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of twice per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's Zoom Etiquette for Students @ the Beach.

Course Evaluation Components and Grading

Evaluation Components

==TPEs are assessed through TPA activities and submission, described below and in course schedule.==

Participation	**Due:** Ongoing	**TPEs:** n/a

Students are expected to attend class and actively participate in discussions and collaboratively engage with each other. Participation credit will be assigned for successful completion of activities during synchronous meetings. Participation points cannot be made-up (unless in the case of an excused absence). It is expected that students will have read the assigned readings and are prepared to make thoughtful contributions to class discussions and activities. Points may be deducted for instances of unprofessional behavior, including but not limited to failure to participate in class discussions and activities and/or disrespectful comments to their classmates or professor.

Cycle 1 Draft Submission of Lesson Plan, Video, Reflection, and Plan

Students will develop, deliver, and reflect on a lesson plan that represents the use of culturally responsive pedagogy (CRP), differentiation, assessment, and self-reflection. The project will be completed in four parts as follows:

Part 1 (Getting to Know Your Students Template)   **Due:** Week 4   **TPEs (A):** U1.1, U1.3, Developmentally Appropriate TPEs, ELD TPEs, Literacy TPEs

Using the provided template, candidates will describe their focus students using an asset-based approach. Narratives must be no more than 9 pages in length.

Part 2 (Lesson Plan)   **Due:** Week 5   **TPEs (A):** U1.4, U3.5, Developmentally Appropriate TPEs, LD TPEs, Literacy TPEs

Using the provided template, candidates will develop a lesson plan to be delivered at the candidate's fieldwork site that represents the use of CRP in the "plan, teach, assess, reflect, and apply" cycle. Complete the lesson plan rationale template.

Part 3 (Video)   **Due:** Week 7   **TPEs (A):** U2.2, U3.5, U4.4

Candidates will record the lesson being delivered at the candidate's fieldwork site, then present the video to the seminar, providing a description of the lesson, elements of CRSP, differentiation, assessment, and self-reflection.

Part 4 (Reflection)   **Due:** Week 9   **TPEs (A):** U1.8, U6.1

Candidates will write a reflection based on peer and instructor feedback of video lesson presentation. Describe what changes or modifications could be made to the lesson to best meet the needs of diverse learners with disabilities.

Cycle 2 Draft Submission of Lesson Plan, Video, Reflection, and Plan

Students will develop, deliver, and reflect on a unit plan that represents the use of culturally responsive pedagogy (CRP), differentiation, assessment, and self-reflection. Candidates will peer-review select portions of the Cycle 2 required submissions. Although there are more components required for the Cal TPA submission, for class, candidates will complete the project in four parts as follows:

Part 1 (Learning Segment Template)   **Due:** Week 11   **TPEs (A):** U3.5, Literacy TPEs

Using the provided template, candidates will develop a learning segment (unit plan) consisting of 3-5 lessons or activities.

Part 2 (Assessment Description)   **Due:** Week 12   **TPEs (A):** U5.1

In no more than 7 pages, candidates will provide a detailed description of their planned informal, formal, and student-self assessments. Candidates will be provided with a series of prompts to guide this narrative description.

Part 3 (Videos)   **Due:** Week 13   **TPEs (A):** U4.4, U5.1, U5.8, Literacy TPEs

Candidates will video record their learning segment lessons or activities and select 4 clips (each up to 5 minutes of unedited video) that include (1) instruction and assessment of academic language development and/or communication development, (2) student use of assistive technology and/or educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content. Videos must be annotated to highlight instruction and assessment practices.

Part 4 (Re-teaching or Extension Activity)   **Due:** Week 15   **TPEs (A):** ==U1.8, U5.8==

In no more than 7 pages, candidates will reflect on their students' progress toward learning goals and describe a follow-up activity (re-teaching or extension activity) to reinforce content. Candidates will be provided with a series of prompts to guide this narrative description.

Peer Reviews   **Due:** Weeks 6 & 8   **TPEs:** n/a

Throughout the semester, students will critically evaluate their peers assignments in order to provide meaningful feedback and help classmates prepare for the Cal TPA submissions. Rubrics will be available on Beachboard to structure and guide feedback.

Submission of CalTPA Cycle 1   **Due:** Week 11   **TPEs:** n/a

Students must submit verification of CalTPA Cycle 1 submission to Pearson.

Submission of CalTPA Cycle 2   **Due:** Week 16   **TPEs:** n/a

Students must submit verification of CalTPA Cycle 2 submission to Pearson.

Course Grading

This course will use a Credit (C)/No Credit (NC) grading system.

Evaluation Components and Weight

Evaluation Component	Points
Participation	C/NC
Cycle 1: Part 1 (Getting to Know Your Students Narrative	C/NC
Cycle 1: Part 2 (Lesson Plan)	C/NC
Cycle 1: Part 3 (Video)	C/NC
Cycle 1: Part 4 (Reflection)	C/NC
Cycle 2: Part 1 (Learning Segment)	C/NC
Cycle 2: Part 2 (Assessment Description)	C/NC
Cycle 2: Part 3 (Video Clips)	C/NC
Cycle 2: Part 4 (Re-teaching or Extension Activity)	C/NC
Peer Reviews	C/NC
Submission verification of CalTPA Cycle 1	C/NC

Submission verification of CalTPA Cycle 2	C/NC
Total	C/NC

Course Policies

Attendance and Participation
Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Behavior Expectations
It is expected that all students will engage in respectful and professional interactions at all times and with all participants, including fellow EDSP 589 students, the instructor, guest speakers, students, family members, teachers, and other personnel students might interact with in the context of this course. This includes using respectful, person-first language in describing, referring to, and interacting with all individuals, as well as maintaining the confidentiality of students and families at all times by withholding identifying information in both oral and written references.

Late Work/Make-up Policy
It is expected that students will submit their work on-time. Points will be deducted for each assignment turned in later than the scheduled due date (1 point per day including weekends and holidays). Late assignments may be submitted only up to one week after the original date due unless previous arrangements were made with the instructor. *Students in this course must be proactive and contact me if they anticipate absences/missed work or if they are falling behind.*

Plagiarism/Academic Integrity Policy
There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on Cheating and Plagiarism that governs your participation in courses at CSULB.

University Withdrawal Policy
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations
Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in

the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct
Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:
1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking
Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services
The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes
The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.

Course Schedule

Week	Topics	Readings Due	Assignment(s) Due

1	• Syllabus Overview
	• Introduction to CalTPA Process
	  o Registration/fees
	  o Technology
	  o Submission expectations
	  o Timelines
		Syllabus
		
		Pearson Policies & Guidelines	

2	• TPA Cycle 1 Overview
	  o Cycle 1 Resources
	  o Requirements
	  o Focus Students
	  o Asset-based approach
		Education Specialist Cal TPA Performance Assessment Guide Cycle 1 (p. 25 – 41)	• Discussion Board: Using an asset-based approach and CRSP in your teaching
			• Gather media consent forms from students

3	• Universal Design for Learning (UDL) • Culturally responsive sustaining pedagogy (CRSP) • Educational and Assistive Technology	Education Specialist Cal TPA Performance Program Guide (p. 10 – 23) and Glossary (p. 65-76)	• Talk to master teacher about what to teach for Cycle 1

4	• "Plan, teach and assess, reflect, then apply" cycle
	• Lesson Planning
	  o Deciding what to teach and how
	  o Incorporating technology
	  o Assessing learning
		High Leverage Practices (p. 17-25)
		
		TPA Performance Program Guide (p. 31 – 39)
		
		TPA Performance Assessment Guide: Instructional Cycle 1 (p. 10 – 24)
			• Cycle 1 Draft Part 1: Getting to Know Your Students Template (U1.1 A, U1.3 A)
			• Make sure you have media consent forms for all students

5	• Teaching and Assessing
	  o Positive learning environments
	  o Connect with prior learning
	  o Appropriate content
	  o Monitor student understanding
			• Cycle 1 Draft Part 2: Lesson Plan (including rationale; U1.4 A, U3.5 A)

6	• Reflecting and Applying
	  o Connecting lessons to student assets and needs
	  o Modifying or adapting learning
		Peer lesson plans (3)	• Peer review of lesson plan

7	• TPA Cycle 2 Overview
	  o Cycle 2 Resources
	  o Requirements
	  o Exemplars
	
	• Review videos
		Education Specialist Cal TPA Performance Assessment Guide Cycle 2 (p. 40-52)
		
		EdSp Cal TPA Assessment Guide MMSN: Instructional Cycle 2 Assessment-Driven Instruction (pg. 1-8).
			• Cycle 1 Draft Part 3: Video (U2.2 A, U3.5 A, U4.4 A)

8	• Assessment-driven instruction o Interaction between IEPs, content standards, assessment, and instruction	**Peer video clips (*3)**	• Peer review of lesson clip annotations, use rubrics

9	• Unit planning o Supporting students' needs • Instructional strategies		• Cycle 1 Draft Part 4: Reflection (U1.8A, U6.1 A)

10	• Measuring learning through multiple means
	  o Informal assessment
	  o Student self-assessment
	  o Formal assessment
			• Bring a copy of an informal and formal assessment

11	• Using rubrics in assessment • In-class Peer Review of Learning Segment		• Cal TPA Cycle 1 Submission Verification • Cycle 2 Draft Part 1: Learning Segment Template (U3.5 A)

12	• Analyzing assessment results
	  • Implications for lesson goals
	  • Implications for IEP goals
	• In-class Peer Review of Assessments
			• Cycle 2 Draft Part 2: Assessment Descriptions, Copies of Assessments, & Rubrics (U5.1 A)

13	• Applying Assessment Results • Re-teach vs. extension activities • In-Class Peer Review of Videos		• Cycle 2 Draft Part 3: Videos (U4.4A, U5.1A, U5.8A)
14	• Winter Break	No Class	
15	• Q&A for Cycle 2 • Peer-review of re-teaching/extension narrative		• Cycle 2 Draft Part 4: Narrative of Re-teaching or Extension Activity (U1.8 A, U5.8 A)

16	• Debrief on TPA process
	  o What are the take-aways?
	  o How can you apply this to your teaching?
			• Cal TPA Cycle 2 Submission Verification