

San José State University
Department of Art and Art History
ARED 365: Art Credential Program, Section 1
Spring Semester 2020

Course and Contact Information

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Class Days/Time:	4-5:30/Alternating Tuesdays
Classroom:	Art 301
Prerequisites:	Teacher Candidate

Units: 1

Additional Contact Information

- * E-mail is generally the best method of contact during non-office hours.
- * Please allow 48-hours for an e-mail response.
- * Emergency: 911..... Campus Escort: 42222
- * Individuals with disabilities may contact the Disability Resource Center (DRC), Administrative Building 110, 408/ 924-6000, for a variety of formats such as Braille, large print, sign interpreters, assistive listening devices, audio tape and accommodations for physical accessibility.

Course Description

These seven seminars present topics in Art Education for middle and high school Art teachers. In addition as described below, the seminars provide the framework for the intensive experience in supervised student teaching, student teaching under contract, or intern teaching.

A. Traditional student teachers will work with one resident/master teacher at the middle or high school level and with a university supervisor, assuming full responsibility for two classes involving two preparations for 184YZ, or for one class for anyone taking only 184Y or 184Z.

The Teacher Candidate should try to assume her or his duties quickly. The exact schedule for the student teacher's taking over the classes will be worked out with the resident/master teacher(s). Generally, the student teacher will observe for one week before assuming full responsibility for the first class, and by the end of the second week the student will assume full responsibility for the second class. As soon as possible, Teacher Candidates must have complete responsibility for creating unit and daily lesson plans, for handling classroom procedures, for managing classroom behavior issues, for assessing student

work, and for completing grade documents, and so forth. Teacher Candidates rely on the guidance of resident teachers. They need to debrief with resident teachers regularly to discuss observations and concerns. “His/her” students should recognize the Teacher Candidate as the teacher in charge at the earliest possible convenience.

Teacher Candidates must be on campus one prep period for each class taught (normally a total of four periods per day). According to state requirements, the traditional student teacher must teach full-time for two weeks of the Cycle 2 semester. Thus, to accommodate this requirement, Teacher Candidates should start discussing and planning when and how they will assume three additional sections for a two-week period during the semester.

B. Teacher Candidates teaching under contract will take responsibility at once for their classes (one to five classes, depending on their contract). They will be evaluated by a university supervisor and by a designated on-site evaluator at the school site. Each candidate who is completing Cycle 1/2 student teaching under contract will need to have an administrator at the school site complete the agreement form developed by the English Education Program for an employed Cycle 1/2 candidate.

C. Intern teachers will assume responsibility for their assigned classes for the entire school year. Interns will be supervised in both the fall and spring semesters by both a university supervisor and an on-site evaluator. Each semester interns will have mid-semester formative evaluations and summative evaluations.

Course Format

Seminar

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](http://www.sjsu.edu/instructure.com) at <http://www.sjsu.edu/instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Goals

The purpose of the Single Subject Credential Program is to prepare scholar practitioners as critical thinkers and reflective decision-makers committed to educating youth for life-long learning in a technologically advanced, culturally-diverse democracy.

Students in this course will:

1. Attend and participate in each of the seven seminar meetings.
2. Complete the 4 Steps for the CalTPA Instructional Cycle 2.

Course Learning Outcomes (CLO)

Course Skill Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop a Lesson Plan that reflects the data they gathered, and engages and supports all learners. (TPE 1, TPE 2, TPE 3).
2. Teach and Assess using both informal and formal assessments. (TPE 4, TPE 5)
3. Describe their plan for a re-teaching or connecting activity. (TPE 5, TPE 6)

Course Content Learning Outcomes

Upon successful completion of this course, students will have mastered:

4. Completion of all four CalTPA STEPS.
5. Submission of all required materials by the due date.

PRIMARY TPE'S ADDRESSED IN ARED 365

TPE 1 Engaging and Support All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
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.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engage in learning.

TPE 2 Creating and Maintaining Effective Environments for Student Learning

2. Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or medically fragile.

TPE 3 Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
3. Plan, design, implement and monitor instruction consistent with current subject-specific pedagogy in the content area of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
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.

TPE 4 Planning Instruction and Learning Experiences for All Students

1. Locate and apply information about students' current academic status, content-and-standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skill development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies.

TPE 5 Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics.

2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

8. Use assessment data, including information from students' IEP, ISFP, ITP, and 504 plan, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6 Developing as a Professional Educator

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.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

Required Texts/Readings

Required Readings

- *CalTPA Assessment Guide, Instructional Cycle 2: Assessment Driven Instruction*
- *Performance Assessment Guide*
- *CalTPA Templates*

All resources available (with password) at this website:

http://www.ctcpa.nesinc.com/fieldMaterials_CalTPA.asp

- California Arts Standards. *California Arts Standards for Public Schools, Prekindergarten through Grade 12- Visual Arts*. (1/9/2019). <https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

Optional Materials

Optional materials and supplementary learning materials, such as web resources and writing guides will be available through the Canvas course website. **Candidates will have access to video recording equipment (cameras, tripods, wireless mikes) and editing software in CalTPA Resource Room (SH 446).**

Course Web Materials

- ART(H)/(PHOT) [course number] Course materials on-line on the SJSU Canvas site for the course at: <https://sjsu.instructure.com>. Your Username is your 9-digit SJSU ID number, and your password is your SJSU-One account password.
- ART(H)/(PHOT) [course number] Course Website. Available at <http://arth.sjsu.edu/>, select **Course Web Pages**. Access through User: and Password: (login instructions to be announced in class).
- Optional Resources include: Electronic Resources links to writing guides and Internet sites will be posted to the Course Website and/or to Canvas.

Library Liaison

Gareth Scott

email: gareth.scott@sjsu.edu

phone: (408) 808-2094

Dr. Martin Luther King, Jr. Library

4th Floor Administration Offices

Department Advising

For information about majors and minors in Art & Art History, for a change of major/minor forms and a list of advisors: <http://www.sjsu.edu/art/> or the Art & Art History department office in ART 116, [408-924-4320](tel:4089244320), art@sjsu.edu

Course Requirements and Assignments

1. **Attend and participate in each of the seven seminar meetings.**
2. **Complete the 4 Steps for the CalTPA Instructional Cycle 2.**

STEP 1: PLAN

Using the Learning Segment Template, develop a plan for a content-specific series of lessons that support the academic and language development needs of your students, including students' use of educational technology, and describe the assets and learning needs of the class as a whole.

Planned lessons should encourage students to engage in higher order thinking as they develop a deep understanding of the content and academic language. The formal assessment must allow students to demonstrate their understanding of the content through the development of a product process or performance. You will use a rubric and/pr scoring criteria to assess the qualities of the student work (product, process, or performance) and share the results of your analysis with students through detailed feedback that they will use to advance their learning. Submit a blank copy of one formal assessment instrument and rubric and/or scoring criteria and your completed Learning Segment Template.

Contextual Information Template-- as described below—This is due at the beginning of the seminar, and is to focus on one class that you are teaching. Explain how the factors addressed in your paper reflect effective classroom management issues.

A. Complete Contextual Information Template that addresses the following:

1. Grade level (s)
2. Content area or course name
3. Topic of content-specific instruction and assessment sequence
4. Number of days/lessons involved in the instruction and assessment sequence
5. Classroom setting (face-to-face, online, combination)
6. Educational technology or appropriate assistive technologies available in the classroom/school
7. Number of students
8. Number of students with an IEP, with a 504 plan, identified for GATE
9. Number of English learners
10. Number of Standard English learners
11. Dual-language setting, if applicable: bilingual, one-way immersion, two-way immersion

B. Description of students' assets and needs. Focus on key factors that influence your planning and teaching:

1. Academic development. Consider **prior** student knowledge, key skills, developmental levels, and other special educational needs related to the learning goals and objectives.
2. Language development. Consider aspects of English language proficiency in conversational and academic language as well as in the students' primary languages.
3. Social development. Consider factors such as the students' ability and experience in working independently and with others
4. Cultural and linguistic resources and funds of knowledge. Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources
5. Socioeconomic background.
6. Developmental considerations (typical and atypical).
7. Prior experiences and interests.
8. Students' experience using educational technology, including assistive technologies, inside and outside of the classroom.

STEP 2: TEACH & ASSESS

For this step, you will teach and video-record the three to five lessons within the learning segment, then review the videos to select 4 video clips (up to 5 minutes). Video clips may be selected from any part of the multiple day learning segment. Annotation Titles are provided that you will use to point out where you are using instructional strategies to teach and assess your students.

- Approached teaching to specific learning goal(s) and objective(s)
- Provided content-specific feedback to students
- Monitored student content learning and development of academic language

- Selected the assessment strategies to monitor student content learning and use of higher order thinking
- Chose the strategies you used to establish a positive and safe learning environment

1. **Select Video Clips**

- A. Video Clip 1: Instruction and informal Assessment of Academic Language Development (3 to 5 minutes)
- B. Video Clip 2: Students' Use of Educational Technology (3 to 5 minutes)
- C. Video Clip 3: Instruction and Informal Assessment of Content (3 to 5 minutes)
- D. Video Clip 4: Instruction and Student Self-Assessment of Content (3 to 5 minutes)

1. **Annotations**

Your annotations are brief text explanations you provide that are associated with specific points in the video clips (the **where**). For each annotation:

- include an annotation title to label your explanation (the **what**) and
- provide your brief rationale explaining the decisions that you made in your teaching practice at that specific point (the **why**)

Annotation Titles:

- A. Assessing Student Learning and Development of Academic Language
- B. Students Using Educational Technology
- C. Providing Content-Specific Feedback to Students
- D. Assessing Student Learning and Use of Higher-Order Thinking Skills

3. **Analysis of Informal Assessments Template**

- A. How did your “in the moment” informal assessment feedback to students help them understand what they need to do next to continue progress toward and/or beyond meeting the learning goal(s) and/or objectives(s)?
- B. How did you use informal assessment results to learn about and support students’ academic language development? How did you adjust your instruction based on these results?
- C. How did student self-assessment results provide insight about students’ own understanding of the content and their progress toward meeting the learning goal(s) and objective(s)? How did you adjust your instruction based on these results?

STEP 3: REFLECT

For the formal assessment, analyze student product, process, or performance using a rubric an/or scoring criteria. Using the table provided, summarize student results on the formal assessment for the whole class. Also submit 3 student formal assessment responses (product, process, or performance) and your feedback, representing a student who exceeded the learning goal(s), one who met the learning goal(s), and one who has not yet met the learning goal(s).

Reflect on what you discovered about student learning and academic progress based on your analysis of informal and formal assessments, including student self-assessment results. Explain how and why you changed or did not change your instruction to respond to your analysis of student achievement based on multiple informal and formal assessments.

STEP 4: APPLY

1. **Based on your analysis of all three types of assessment results, determine if you will teach to the whole class or a group from the class:**
 - a. **A re-teaching activity** because students did not demonstrate the content-specific learning goal(s) and/or objective(s) of the instruction.
- OR**
- b. **A connecting activity** to build on the instruction provided because students did demonstrate the content-specific learning goals(s) and/or objective(s) of the instruction.
2. **Describe your plan for the re-teaching or connecting activity.**
3. **Video-record the re-teaching or connecting activity and choose a clip (up to 6 minutes) that demonstrates your follow-up instruction based on your informal, formal and student self-assessment results.**

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Overview of the CalTPA Instructional Cycle 2

Assessment–Driven Instruction

[CalTPA_AssessmentGuide_SS.pdf \(SECURED\)](#)

Instructional Cycle 2 represents a complete teaching cycle (plan, teach and assess, reflect, and apply). This cycle emphasizes the interaction between standards, assessment, and instructional decision-making. While standards describe what students are expected to know, understand, and be able to do, assessment is the ongoing process of gathering evidence from multiple sources to determine what each student actually knows, understands, and can demonstrate. Assessment results are then used to improve instruction. Effective assessment will evaluate a student’s academic progress, but also may include measures that look at other aspects of their educational development. It provides valid, reliable, and fair data to support high-quality teaching and learning activities for teachers, parents, and students. Assessments help teachers make informed decisions about which curricular goals or strategies need to be strengthened, how instructional strategies can be modified or expanded depending on what students are understanding or misunderstanding in the course of instruction, and whether or not a particular sequence of instruction has been successful. (For additional information on assessment, refer to the California Department of Education at <http://www.cde.ca.gov/qu/as/>.)

For this instructional cycle, you will develop a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular

content area. This sequence of lessons may be part of a longer unit of instruction, and should have a clear starting point and ending point related to a particular learning goal. Your lesson sequence should introduce one or more interconnected concepts within the content area that build students' content knowledge and understanding over time. You will use several types of assessment and student results to support and promote deep learning of content, development of academic language, and engagement of students in the use of higher order thinking. For one class, you will use what you know about your students' assets and needs and learning context to plan and teach a learning segment based on California state standards using the content-specific pedagogy of your discipline. Throughout the content-specific learning segment, you will provide feedback to students about their academic performance (s) based on informal assessment (s), student self-assessment, and formal assessment results, and support students to use assessment feedback to advance their understanding.

Assessment of your Teaching Event

Your Teaching Event should clearly demonstrate how your practice meets the California *Teaching Performance Expectations* (TPEs). A list of the TPEs appears at the end of this Handbook. Scoring rubrics have been developed to align with these professional expectations for classroom teachers.

Student teachers, interns, and contract teachers are graded in ARED 365 and 184Y/Z with CR (Credit) or NC (No Credit). **The candidate must fulfill all course requirements. The candidate must also provide evidence of good teaching and potential for continued growth to meet the criteria for the grade of "CR."**

Your university supervisor and your on-site evaluator(s) will fill out **Formative Evaluations** (*subject to change with advance notice made in class*). You will be advised about areas of your teaching that you will need to improve in order to receive credit for the course. You should have ample opportunity to improve in those areas before the end of the semester. Formative Evaluations from **both** the university supervisor and on-site evaluators **must be** on file in the English Credential Office.

Academic Integrity Policy: The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. This policy sets standards for such integrity. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university's degrees are compromised.

Plagiarism: At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to full academic requirements. Plagiarism includes, but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work;
2. Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one's own.

(Adapted from the SJSU Academic Senate Policy, S07-2; **please check this web site for the full policy:** http://www.sa.sjsu.edu/judicial_affairs/index.html)

According to the SJSU policy, the minimum penalty for plagiarism is failure of the assignment/paper/exam. It is your responsibility to become informed about the Academic Integrity Policy.

Final Examination or Evaluation

CalTPA submission of materials by official due date.

Grading Information

Students should be prepared to attend and participate in each of the seven seminar meetings.

Determination of Grades

Grades are Credit or No Credit and will be based on participation and attendance for the seven seminars. As this course is Graduate level, a B+ or equivalent is required to pass.

Relative weight of course requirements:

- 1) Class Participation (100%)

Late assignments will only be accepted under unusual, extenuating, or emergency circumstances.

Numeric grade equivalents:

93% and above	PASS
92% - 90%	PASS
89% - 88%	PASS
87% - 83%	NO PASS
82% - 80%	NO PASS
79% - 78%	NO PASS
77% - 73%	NO PASS
72% - 70%	NO PASS
69% - 68%	NO PASS
67% - 63%	NO PASS
62% - 60%	NO PASS
below 60%	NO PASS

Please note: Except in cases of documented emergencies, incomplete grades are not given in this course.

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Additional Note:

This syllabus is subject to change, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course. Students will collectively have the opportunity to shape the ways in which the course unfolds.

Classroom Protocol

Students are expected to be punctual for class and actively engaged during all class meetings. Cell phones, smart phones, or other devices that detract from full attention should be turned off or silenced.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.”

Course Schedule

ARED 365: Art Credential Program Fall Semester 2019

Week	ACTIVITY	ASSIGNMENTS DUE
<p>Start of semester</p>	<p>CONTACT UNIVERSITY SUPERVISOR <i>Performance Assessment Guide, CalTPA Templates:</i> http://www.ctcpa.nesinc.com/fieldMaterials_CalTPA.asp <i>Student Teaching Handbook:</i> http://www.sjsu.edu/secondary/faculty/faculty_resources/Student%20Teaching%20Handbook%20rev%208_2_17.pdf</p>	<p>Download all Cycle 2 CalTPA Resources & Student Teaching Handbook</p>
<p>Week 1 STEP 1: PLAN 1/28</p>	<p>Review CalTPA Teaching Event Context Informational Template: Provide contextual information about one class you are teaching within a school placement Learning Segment Template: Develop a plan for a series of lessons and complete the Learning Segment Template that includes the following: 1. Content and standards 2. learning goal(s)</p>	<p>Candidates download CalTPA Assessment Guide and review Rubrics, Templates and Guide. Candidates make connections to previous coursework or signature assignments Written Narrative: Contextual Information and Learning Segment Template. (1.1, 1.3, 1.7, 2.4, 6.1)</p>

	<p>3. description of assessments of learning (informal, student self-assessment, and formal)</p> <p>4. how each lesson links to prior learning and/or builds on previous lessons</p> <p>5. learning activities, including how you and your students will use educational technology and how you will ensure equitable access to content</p> <p>6. instructional strategies</p> <p>7. description of language demands</p> <p>8. instructional adaptations and accommodations (1.1, 1.7)</p> <p>Share & review Lesson Plan resources. (1.1, 1.3) Share & review resources for social-emotional issues. (2.4) Share & review resources for classroom management. (2.6, 6.1)</p>	<p>Written Narrative: Assessment Descriptions (up to 5 pages, including additional materials, if necessary) (1.1, 1.3, 1.7, 2.4, 6.1)</p>
<p>Weeks 2-3 STEP 1: PLAN 9/10</p>	<p>Assessment Descriptions Template: Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content specific learning goals. Provide a blank copy of the formal assessment and scoring rubric/criteria, including definition of proficient student performance. (1.8, 2.2,)</p>	<p>Written Narrative: Assessment Descriptions (up to 5 pages, including additional materials if necessary)</p> <p>Blank copy of the formal assessment.</p> <p>Formal assessment rubric and/or scoring criteria.</p>
<p>Weeks 4-5 STEP 2: TEACH & ASSESS 2/11</p>	<p>Select Video Clips: Conduct the instruction and assessment activities in your learning segment. Video-record your learning segment. Select 4 clips that include (1) instruction and assessment of academic language development, (2) students' use of educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content (1.5, 1.6, 1.7)</p> <p>Provide samples of the informal and student self-assessments and/or description of the materials and criteria/rubric. Provide an analysis of the informal and student self-assessments. (5.1, 5.2, 5.3, 5.4, 5.8)</p>	<p>Candidates begin video-recording and provide practice videos for review.</p> <p>Video clips need to be at least 3 minutes long. 4 Annotated video clips (up to 5 minutes each, 3-5 minutes)</p> <p>Use all 4 Annotation Titles throughout the 4 clips. Annotations include a title and brief rational for assessment practices recorded. (1.5, 1.6, 1.7) Informal and student self-assessments and/or description of the materials and criteria/rubric. Written Narrative: Analysis of Informal and Student Self-</p>

		Assessments (up to 2 pages) (5.1, 5.2, 5.3, 5.4, 5.8)
<p>Week 6-7 STEP 2: TEACH & ASSESS</p> <p>2/25</p>	<p>Analysis of Informal Assessments Template: Conduct the instruction and assessment activities in your learning segment. (3.1, 3.3, 3.5)</p>	<p>Candidates complete Analysis of Informal Assessments Template (3.1, 3.3, 3.5)</p>
<p>Week 8-9 STEP 3: REFLECT</p> <p>3/10</p>	<p>Analysis of Formal Assessment Results and Reflection for Whole Class and Individuals Template: Pay special attention to identifying and describing emerging patterns of student errors, skills, and understandings for the whole class and for individuals. Refer to CONTEXT information. Cite evidence from the assessment results. Score the formal assessment results for the whole class, using a rubric and/or scoring criteria. Select 3 examples of student responses (products, processes, or performances) with your feedback from the formal assessment that demonstrates a range of achievement: exceeds the learning goal, meets the learning goal, and does not yet meet the learning goal—with feedback to these students. Analyze student results from the informal and formal assessments used in the learning segment. Reflect on the evidence you observed of student learning and accomplishment of the learning goal(s), and describe what was most and least effective as well as a target for increasing instructional effectiveness. (4.1, 4.3, 4.4)</p>	<p>Candidates will complete the template paying special attention to identifying and describing emerging patterns of student errors, skills, and understandings for the whole class and for individuals.</p> <p>Scored formal assessments from 3 students that represent evidence of learning with detailed, content-specific rubric and /or scoring criteria feedback to the 3 students.</p> <p>Written Narrative: Analysis of Assessment Results and Reflection for Whole Class and Individuals. (4.1, 4.3, 4.4)</p>
<p>Week 10-11 STEP 4: APPLY</p> <p>3/24</p>	<p>Re-teaching or Connecting Activity Description Template: Plan and conduct a follow-up instructional activity based on your analysis of all assessments: either a re-teaching activity with a new instructional approach for students who did not achieve the learning goal(s). OR an extension activity that builds on what your students demonstrated that they learned. Describe how you decided on your instructional approach in the follow-up re-teaching or extension activity and how that change was informed by your analysis of assessment results.</p>	<p>Candidates determine whether they will teach the whole class or a group from the class. (5.2, 5.3, 6.5)</p> <p>Candidates will determine whether they will re-teach an activity or teach a new connecting activity. (5.2, 5.3)</p>

	<p>Vide-record the entire follow-up and select 1 video clip that demonstrates how you adjusted or built on your instruction based on your analysis of all assessment results from Steps 2 and 3. (5.2, 5.3, 6.5)</p> <p>Teach and Video-record the re-teaching or connecting activity (up to 5 minutes) (5.2)</p>	<p>Re-teaching or extension activity description (up to 3 pages)</p> <p>1 Annotated video clip (up to 5 minutes) of follow-up instruction (re-teaching or extension activity) (5.2)</p>
<p>Week 12-13 STEP 4: APPLY 4/7</p>	<p>Assessment-Driven Instruction Template: Think about what you have learned about assessment-driven instruction both in terms of your teaching practice during the learning segment and your students' content-specific learning, including development of academic language. (5.1, 5.8)</p>	<p>Candidates will complete the Re-Teaching or Extension Activity Description Template</p>
<p>Week 14 <u>Pearson Website</u> Thursday May 7 by 4pm</p>	<p>Final preparation of all materials required by the Cycle II Teaching Event Submission CalTPA Preparation Materials: http://www.ctcexams.nesinc.com/TestView.aspx?f=HTMLFRAG/CalTPA_PrepMaterials.html</p>	<p>Candidates will have 3 days, to upload their work to the Pearson website.</p>