

## CALIFORNIA STATE UNIVERSITY AT CHANNEL ISLANDS

**CSUCI Mission Statement**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

**Spring 2009**  
**INITIAL STUDENT TEACHING SEMINAR**

**EDMS 566 Section 1**  
**Tuesday (bi-weekly), 4:00-5:50 p.m.**  
**Broome Library Room 1750**  
**1 unit**

**Instructor:** Dr. Merilyn Buchanan  
 Bell Tower East #2756  
merilyn.buchanan@csuci.edu (805) 437-8579

Office hours: T 11 am - 12 pm  
 W 2:30 - 3:30 pm  
 and by appointment

**Pre-requisite:** Admission to the Multiple Subject Credential Program

**Co-requisite:** EDMS 565 Student Teaching

**Course Description:** This bi-weekly, two-hour seminar with university faculty and/or supervisors is designed to facilitate the preparation, implementation and completion of the California Teacher Performance Assessment task. It is a required course in the Multiple Subject Teacher Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

**Required texts:** None      **Required Web-based Portfolio technology:** *TaskStream* account

**Required readings:** PACT Candidates' Handbook plus Making Good Choices

**Supplemental readings:** Brief readings may be provided in class and/or through *Blackboard's* e-Reserves.

**Expected Learning Outcomes:** Students who successfully complete the course will be able to:

1. Plan a 3-5 day mathematics teaching event suited to a specific diverse K-8 teaching context
2. Develop and deliver an instructional plan that uses a repertoire of techniques and strategies to effectively deliver a quality program of study to diverse K-8 students and provide a rationale for choices made
3. Create, provide commentary on, and implement an assessment plan for the teaching event and analyse the data gathered
4. Examine and describe critical issues associated with teaching students with multiple needs and skills found in diverse, inclusive K-8 classrooms
5. Reflect on and critique a video taped episode of students' own teaching performance
6. Complete all component tasks of the Teaching Performance Assessment Learning Event

**Course Content:** Discussions and activities will address a range of possible topics, depending on identified student needs. Such topics may include:

1. Research and write a teaching context commentary (Task 1)
2. Plan a 5 day teaching event for a specific diverse K-8 setting (Task 2)
3. Utilize a repertoire of teaching techniques and strategies and provide a rationale for the activities included (Tasks 2, 3 and 6)
4. Critique video-taped episodes of teaching (Task 3)
5. Create an assessment plan, implement it and analyze the data gathered (Task 2 and 4)
6. Describe critical issues associated with teaching students with multiple needs and skills (Task 5 and 6)
7. Write critical reflections on teaching events (Task 2-6)
8. Complete all components of the Teaching Performance Assessment Tasks

**Class assumptions:**

- The process of learning is an *on-going process* for all involved in this class and requires constant critique, reflection, and action.
- Learning is seen as a *collective process*, where participants share and analyze experiences together in order to address issues, and rely on each others' strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.
- Content in this process is *emergent*. Students have to be involved not only in determining content but in explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in conjunction with expert opinion, research, and practice. It may range from the very immediate context of the classroom itself, from the family and community context, and/or from broader political issues.
- Progress is seen to be *cumulative and cyclical* rather than occurring in discrete, linear steps.

**Policies:**

1. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and for the course. (Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or outside of the university; and nondisclosure or misrepresentation in filling out applications or other university records.) Please refer to the University Catalog for more detailed information regarding standards for student conduct.
2. Attendance policy: Attendance for each full session and promptness are required.
3. Course evaluation: Grades for this credit/no credit class will be pass/fail. Grades will be determined by your performance throughout the semester in terms of your: (1) attendance; (2) participation in class discussions; (3) graduate level quality completion of all assignments and other activities.

**Students with special needs:**

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class are encouraged to provide Educational Access Services with a written verification of the disability. All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with me as soon as possible so that instructors can appropriately adapt methods, materials, testing, and learning activities to provide for equitable participation.

**Assignments:**

1. PACT: Students will complete the component parts of the Elementary Mathematics Teaching Event for PACT. This includes video taping an episode of teaching with permission. Each student will be prepared to share and discuss assignment materials in class. The series of assignments will serve as preparation for the PACT event that will be completed independently during the semester in which Advanced Student Teaching occurs.
2. Readings: Students will download from Blackboard and read the PACT Candidates' Handbook and Making Good Choices materials and other occasional materials as assigned. They will be prepared to share and discuss these materials in class.
3. Preparing for next semester: Students will create documents (i.e., resume, cover letter and application form) for practice interviewing for teaching positions that will take place during EDMS 576. It is critical to apply to these materials professional standards and academic language in preparation for entry into the teaching profession.

Date	CONTENT	Tasks following class meeting
January 22 <i>All Cohorts</i>	Placements & Supervisors; Calendar and Procedures; Paperwork <b>EDMS 566 –Hand out schedule (Group A and B)</b> TPEs, CSTP, and TPAs.	For 1/27: Download PACT Handbook and Making Good Choices and Overview from Blackboard.
1. January 27	Dispositions - questionnaire. Overview of semester Overview of PACT: The Learning Event and ESAs. Purpose of the 6 Tasks of the Learning Event Collecting evidence: of your and students' performances. ESAs –SS and Lit 1 (Science and Lit 2). Candidates' Handbook; Making Good Choices	For 2/3: Read through materials: become familiar with the Tasks and what is required from candidates.
2. February 3	<b>Letter for cooperating teachers** Math Unit decisions.</b> PACT scoring Rubrics & Guide questions; levels 1-4, average of scores.  What is important for a teacher to know about the learning/teaching context? Focus Task (2): Planning for Instruction and Assessment Aligning learning objectives, teaching methods and assessment strategies.	Give PACT letter to cooperating teacher. <b>Task 2: Planning:</b> read and become familiar with the prompts and rubrics 1-3. For 2/17: Read sample Task 2 materials found on BB.
3. February 17	Discuss and critique sample planning materials. Focus Task (2): Planning for scope and sequence and assessment plan	Related readings distributed through Blackboard e-Reserves.
4. March 3	Focus Task (2): Planning for all students. Focus Task (6): Examining the development of Academic Language Differentiated instruction and assessment; developing academic language.	For 3/17: Create assessment plan.
<b>8 week courses end – Full-time Student Teaching begins</b>		
5. March 17	Focus Task (2): Planning for all students. Bring EDMS 526 mathematics unit plans to class, including assessment plan. Differentiating tasks, appropriate assessments & academic language instruction. Entry-level assessment task. <b>Forms for parent permission for video-taping.</b>	Distribute Video waivers. For 3/31: Collect entry-level assessment data. Prepare 1-2 page analysis of the results. Read sample Task 4 on BB.
<i>March 24: CSUCI Spring Break: following class sessions date may be adjusted to fit with district SB dates.</i>		
6. March 31	Focus task (4): Analyzing and Reporting Assessment Data Rubrics and guiding questions 6-8. Examine sample assessment data: analyzing results, interpreting error patterns and identifying individuals who need assistance. Pair share: examine assessment data. Report on whole class and targeted students. How does the data impact planning next steps?	Task 3: Instruction: read prompts and rubrics 4&5. For 4/21: Video episode of <u>your own teaching</u> , self-score using rubrics 4-5. Prepare <u>1-2 page</u> written commentary.
7. April 7	Focus Task (3): Instruction. Collecting and presenting evidence & artifacts of learning. Watch and critique Benchmark Video 2: using guiding questions 4-5. Discuss Task 3 Commentary: Making and defending instructional choices. Introduction to video technology.	For 3/31: Read sample Task 3 commentary found on BB. Bring own video and commentary to seminar.
8. April 21	Focus Task (3): Instruction Small groups: critique own videos and share commentaries and self-scoring of rubrics 4-5. Focus Task (4): Find evidence of monitoring progress. Identify where academic language is used, is taught and is produced (Task 6).	For 5/5: From peer feedback on video and own experience write reflection. Prompts on Blackboard.
9. May 5	Preparation for job market component of EDMS 576: Resume, cover letter and application forms plus the interview Feedback for next semester's seminar – EDMS 576	Prepare draft resume, cover letter and application form for first Fall meeting.

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**Spring 2009**  
**ADVANCED STUDENT TEACHING SEMINAR**

**EDMS 576 Section 1**  
**Wednesday, 4:00-5:50 p.m. Broome Library 1750.**  
**2 units**

**Instructor:**

Dr. Merilyn Buchanan  
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Office hours: T 11 am - 12 pm  
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 and by appointment

**Pre-requisite:** Advanced status in the Multiple Subject Credential Program

**Co-requisite:** EDMS 575 Student Teaching

**Course Description:** This weekly, two-hour seminar with university faculty and/or supervisors is designed to:

- assist candidates in preparation for the job market;
- facilitate completion of the California Teacher Performance Assessment Task;
- provide opportunities for student teachers to discuss practical issues relevant to the student teaching experience.

EDMS 576 is a required course in the Multiple Subject Teacher Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

**Required texts:** None

**Required Web-based Portfolio technology:** *TaskStream* account

**Required reading:** *PACT Candidates' Handbook* plus *Making Good Choices*

**Supplemental readings:** Readings may be provided in class and/or through *Blackboard's* e-Reserves.

**Expected Learning Outcomes:** Students who successfully complete the course will be able to:

1. Describe and reflect upon their own professional practices;
2. Examine and expand their repertoire of teaching strategies and techniques in order to effectively deliver a quality program of study to diverse K-8 students;
3. Describe and evaluate critical issues associated with diverse K-8 students, considering multiple needs and skills found in classrooms;
4. Consider appropriate ways to collaborate with families and others in the school community to provide an inclusive and cooperative learning environment; and
5. Identify, discuss, and practice steps in securing a K-8 teaching position.

**Course Content: Discussions and activities will address a range of possible topics, depending on identified student needs. Such topics may include:**

1. Lesson planning, presentation, and reflection processes;
2. Assessment issues and methods;
3. Methods for developing positive parent communication;
4. Ways to support students with diverse educational needs and skills;
5. Analysis of videotaped lessons taught by student teachers;
6. Performance Assessment for California Teachers (PACT) support;
7. Job searching;
8. Processes for Multiple Subject Credential acquisition.

**Class assumptions:**

- The process of learning is an *on-going process* for all involved in this class and requires constant critique, reflection, and action.
- Learning is seen to be a *collective process*, where participants share and analyze experiences together in order to address concerns, and relying on each others' strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.
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2. Readings: Students will download from Blackboard and read the PACT Handbook and materials and other occasional materials as assigned. They will be prepared to share and discuss these materials in class.
3. Preparing for the Job Search: Students will create documents (i.e., resume, cover letter) and practice interviewing for teaching positions (i.e. mock interview), making a special point of applying high professional standards and appropriate pedagogical skills in preparation for entry into the teaching profession.
4. Bridging PACT/BTSA: Students will interact with BTSA guest speakers from the Ventura County Induction Program, who will help them build a better understanding of California's continuing professional development plan.

Date	TOPIC	Tasks: following seminar
1. January 22 <i>All Cohorts</i>	<b>All groups:</b> Placements & Supervisors Calendar, Procedures and Paperwork Seminar dates and outline distributed. TPEs, CSTP and TPAs. Dispositions – questionnaire.	Download ST Handbook from Blackboard. Drafts of résumé, cover letter and application to be brought to seminar on 1/28. Syllabus available in Blackboard
2. January 28	Applications I: Interview packet - Résumé, Cover Letter and Application <i>Outline of semester activities including PACT Timeline and structure.</i> <i>Feedback.</i> ESAs: Collecting evidence of performance for Science and Lit 2. Permission letters and CSUJCI letter for cooperating teachers / schools. Discussion of /feedback on initial Teaching Experience – Survey distributed.	Revise interview materials (RCA) for sharing with peers on 2/11. Read PACT Overview in BB and <i>Making Good Choices</i> . <b>ASAP</b> begin collecting Context data. <b>Letter</b> given to cooperating teacher. <b>Video permissions</b> distributed to class.
3. February 4	Looking at TaskStream: Collecting and presenting evidence of learning: assessment data, student work and video of performance. Examination and discussion of Pact submission samples from CSUCI candidates. Keeping and using daily reflective journals. Technology assistance for Flip video cameras and TaskStream.	<b>Task 1: Context:</b> Read sample <i>Context</i> responses available in BB and commentary prompts. Write <u>1-2 page</u> Context report for 2/11. <b>Math Unit</b> decisions for 2/25.
4. February 11	Applications II: in small groups, review revised materials. PACT: Task 1: Context – What information about students was important? Why? Pair-share Context commentary.	Revise interview materials (RCA) for final submission on 2/18. <b>Task 2: Planning:</b> read and be ready to discuss your prior experiences in light of commentary and rubrics. Sample Task 2 responses will be available in BB: read and critique.
5. February 18	Interview packet - materials due. * Sign up sheet for Mock Interviews. PACT: Task 2: Planning for Instruction and Assessment Rubrics and guiding questions 1-3 Differentiating instructional tasks and assessment plan Responding to needs; Dealing with changes to plans	<b>Task 1: Context:</b> written up. <b>Math Unit</b> decisions for 2/25. Bring Content Standards on 2/25. <b>Task 3: Instruction:</b> become familiar with docs and rubrics 4 & 5.
6. February 25	PACT: Task 2: Planning for Instruction and Assessment Math strands and topics: teaching concepts not standards Preparing unit plan outline for scope and sequence Theory-based decisions.. Aligning learning objectives and assessments PACT: Tasks 2 & 4: Assessment activity. Collecting and presenting evidence and artifacts.	<b>Task 1: Context:</b> revised and uploaded into TaskStream. <b>Tasks 2 and 4:</b> Design entry-level assessment activity for your class; bring to class on 3/4.
7. March 4	Preparing preliminary credential files:Tina Torres, Christina Canchola. PACT: Tasks 4: in small groups review assessment tasks and protocols. PACT: Task 3: Instruction: what will effective practice look like? View Benchmark Video: Use rubrics and guiding questions 4-5	<b>Tasks 2 and 4:</b> Revise and implement Assessment activity; collate data. <b>Task 3:</b> Video 15 min episode of your teaching; use rubrics/guiding questions 4-5 to self-score – complete for 4/15.
8. March 11	Preparing for the interview: Job searching tips: Panel discussion with previous CSUCI student guests Effective interviewing tips: Sample interview questions made available.	<b>Task 4:</b> Analyze assessment data and prepare commentary; bring on 4/8. Prepare for questions that might be asked during the interviews.

8 week courses end – Full-time Student Teaching begins

9. March 18	<b>MOCK INTERVIEWS</b> <b>Location TBA.</b>	<b>Task 2:</b> Lesson planning / assessment / structured ac. language plans finalized. Read <b>Task 3: Instruction</b> sample commentaries available in BB. Prepare 1-2 page commentary based on an examination of your own teaching video. <b>Task 1:</b> review and finalize Context in TaskStream by 3/29.
March 26	CSUCI – Spring Break No class session date likely to be changed to meet school districts' Spring Break	<b>Task 4:</b> prepare analysis of entry-level assessment data for sharing with small group 4/8. Sample <i>Task 4</i> responses available in BB.
10. April 1	Debrief mock interviews Impact of classroom experiences and issues. <b>PACT: Task 3 – Instruction:</b> Critique own videos in small groups. Bring rubrics and guiding questions 4-5 and 9 used to self-score and share reflective commentaries.	✓ <b>Task 5: Upload daily lesson reflection.</b> <b>Task 4:</b> If necessary, administer follow-up assessments. <b>Task 2:</b> complete commentary for 4/15.
11. April 8	<b>PACT: Task 4:</b> Small groups: examine entry level assessment data. Reporting on whole class, subgroups and targeted students. Describing and justifying next steps for all students.	✓ <b>Task 5: Upload daily lesson reflection.</b> <b>Task 4:</b> Write assessment commentary based on your examination of data and group feedback.; upload <b>Assessment</b> materials to TaskStream by 4/12.
12. April 15	<b>PACT: Task 2:</b> Planning for Instruction & Assessment: Commentaries shared in small groups. Theory-based decisions. Check for consistency, meeting students' needs and structured support.	✓ <b>Task 5: Upload daily lesson reflection.</b> <b>Task 2:</b> review and upload lesson plans and assessment plan (for all students) to TaskStream by 4/19.
13. April 22	<b>PACT: Task 6:</b> Finding the evidence: analysis of and commentary on students' development of Academic Language evidenced in their work samples and from your observations and the assessments. Use rubrics and guiding questions 11-12 to comment on students' math Academic Language development.	<b>Task 6:</b> add Academic Language examples to commentary. <b>Task 3: Video</b> should be completed and edited. Commentary complete for 4/26. <b>Task 3:</b> upload video and Instruction commentary by 4/29.
14. April 29	<b>PACT: Task 5: Reflection</b> What constitutes thoughtful reflection? Theory-based practice. Rubrics and guiding questions 9 – 10. Review of sample commentaries.	<b>Task 6:</b> upload Academic Language commentary by 5/1. <b>Task 5:</b> upload Reflection commentary to TaskStream by 5/3.
Monday May 4	<b>Final date for submission of PACT Portfolios</b>	
15. May 6	<b>Introduction to BTSA</b> <b>Meet at VCOE site, 5400 Adolfo Road, Camarillo.</b>	<b>Deep breath:</b> enjoy rest of student teaching. <b>Make appointment with credential office</b> (A-M/Canchola, (805) 437 8523; N-Z/Torres), (805) 437 8573.) <b>Complete CSU exit survey.</b>
May 11	<b>Student Teacher Gala</b>	Almost done - Celebrate the people who've supported you.

This schedule is subject to change and more details will be added as the series evolves or as external requirements demand.