INSTRUCTOR INFORMATION
Dr. Jodi Welsch
Frampton Hall 220
Email: jwelsch@frostburg.edu
Phone: 301-687-3096

REQUIRED TEXTBOOKS/MATERIALS
edTPA Handbook (Provided).
edTPA Resources (Provided).
TaskStream Required – www.taskstream.com
Canvas - https://frostburg.instructure.com/

Student Hours:
Monday – 9:00 – 10:00 am
Tuesday – 2:00 – 3:00 pm
Wednesday – 9:00 – 10:00 am
Thursday – 3:00 – 5:00 pm

To meet during available hours, either F2F or virtually, please make an appointment with me directly via email.
WebEx: https://frostburg.webex.com/meet/jwelsch

During the Spring 2021 semester, this course will be delivered as a blended course, with content provided online through Canvas and regular meetings. Candidates will be required to complete modules and assignments online and to attend weekly meetings with the instructor as scheduled.

Course Description
Educational leadership in schools, communities and professional organizations. Elements of developmentally appropriate planning, instruction, assessment and classroom management and the collection of evidence of candidate’s practices in the final internship. Management strategies for student behavior, curriculum, material and resources. Professional preparation, critical reflection and advocacy emphasized. Every semester. Prerequisite: Phase III admission. Capstone.

Course Purpose
This seminar designed to assist candidates as they continue their development as effective beginning educators and as strong instructional leaders. During the semester, candidates will be completing the edTPA assessment. This Teacher Performance Assessment is designed assess candidate’s knowledge and skills in three areas; Planning, Instruction and Assessment. Candidates will design and submit 3-5 lessons from a unit of instruction, will collect authentic artifacts from their clinical experience and will compose commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of the students. The capstone experience in the P-9 program is the Portfolio and Exit Interview. Candidates must receive a passing score on the Interview in order to pass the course and graduate from the program.
# COURSE OUTCOMES AND ASSESSMENTS

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>Assessment</th>
<th>Standard(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate will demonstrate a knowledge of:</td>
<td></td>
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<tr>
<td>a. The qualities needed to be a professional teacher at the early</td>
<td>Philosophy</td>
<td>– INTASC 1-9;</td>
</tr>
<tr>
<td>childhood/elementary/middle level synthesizing information from InTASC,</td>
<td>Portfolio</td>
<td>NAEYC 6;</td>
</tr>
<tr>
<td>NAEYC, CAEP Elem, AMLE standards.</td>
<td>EdTPA</td>
<td>CAEP Elem 5b ;</td>
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<tr>
<td></td>
<td></td>
<td>AMLE 1a,</td>
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<tr>
<td>c. Current topics and major areas of research such as instructional</td>
<td>EdTPA</td>
<td>– INTASC 6, 8,</td>
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<tr>
<td>strategies, assessment, and Professional Development Schools.</td>
<td></td>
<td>9; NAEYC 6c,</td>
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<td></td>
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<td>6d; CAEP Elem</td>
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<tr>
<td>d. Set goals for own professional development.</td>
<td>Portfolio</td>
<td>– INTASC 9;</td>
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<tr>
<td></td>
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<td>NAEYC 6c;</td>
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<td></td>
<td></td>
<td>CAEP Elem 5b;</td>
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<td></td>
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<td>AMLE 5a</td>
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<tr>
<td>e. School based procedures for helping all children learn-</td>
<td>EdTPA</td>
<td>– INTASC 1,2 ;</td>
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<tr>
<td>differentiating instruction, procedures for IEP/Family plans, behavior</td>
<td>Portfolio</td>
<td>NAEYC 3d;</td>
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<tr>
<td>plans.</td>
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<td>CAEP Elem 1a,</td>
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<td></td>
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<td>1b, 3d; AMLE</td>
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<td>f. Management theories and strategies.</td>
<td>EdTPA</td>
<td>– INTASC 3,7 ;</td>
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<td></td>
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<td>NAEYC 4a;</td>
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<tr>
<td></td>
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<td>CAEP Elem 3e;</td>
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<td></td>
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<td>AMLE 4d</td>
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<tr>
<th>SKILLS</th>
<th>Assessment</th>
<th>Standards</th>
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<tbody>
<tr>
<td>Student will demonstrate skills in:</td>
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<tr>
<td>1. Ability to reflect on personal effectiveness and student achievement.</td>
<td>Exit Interview</td>
<td>– INTASC 6,9; NAEYC; CAEP Elem 3b, 5b; AMLE 5a</td>
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<td></td>
<td>a.</td>
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<td>c.</td>
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<td>2. Ability to participate in collegial activities designed to make the</td>
<td>Exit Interview</td>
<td>– INTASC 3, 10; NAEYC 6c, 1c; CAEP Elem 5a, AMLE</td>
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<td>entire school a productive learning environment.</td>
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<td>5c</td>
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<td>b.</td>
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<td>3. Ability to communicate with others for the advancement of the</td>
<td>Exit Interview</td>
<td>– INTASC 6, 10, NAEYC 1c; CAEP Elem 5a; AMLE 5c</td>
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<td>educational environment of children.</td>
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<tr>
<td></td>
<td>a.</td>
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<td>b.</td>
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<td>4. Ability to document own teaching knowledge, skills and dispositions.</td>
<td>Resume</td>
<td>– INTASC 10, NAEYC 6a; CAEP Elem 5b; AMLE 5a</td>
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<td></td>
<td>a.</td>
<td></td>
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<td></td>
<td>b.</td>
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DIVERSITY:  *It is essential for an educator to have an awareness of diversity and develop strategies to meet the needs of all learners.* In this course, candidates will develop their **Philosophy of Education**, which would reflect their beliefs and values related to the education of all students in their care. Through the EdTPA process, candidates will communicate their awareness of the strengths and needs of individual students and their knowledge and skills related to engaging learners and providing equal access and support to all students through best practices for planning, instruction and assessment. Candidates will demonstrate dispositions related to diversity through their **Portfolio** development and their performance in the **Exit Interview**.

COURSE POLICIES:  *all policies are subject to change based on semester circumstances*

1) **Blended courses** are combination of online and in-person learning experiences. Candidates must log in regularly to the Canvas course and FSU email each week. Learning online can be reading and writing intensive and require significant time to complete tasks, much more than in face to face courses. Typically, a 3 credit course with online content would require a minimum of 9 hours of work time per week over the semester. candidates should expect to devote at least at least 3 hours of work time to each module and additional time on in-person meetings and outside assignments for this course.

2) **Professional dispositions** are critical for effective teaching and each candidate is expected to demonstrate those values, beliefs and practices in the course. He or she must be prepared for each meeting and must contribute to the community of learners by being a positive participant in discussions, presentations, and class activities conducted both online and in person. Module Completion Reports will represent the participation grade in this course.

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<td>5. Ability to effectively write a personal educational philosophy.</td>
<td>a. Philosophy</td>
<td>– INTASC 10, NAEYC; CAEP Elem 5b; AMLE 5a</td>
</tr>
<tr>
<td>6. Ability to effectively manage behavior.</td>
<td>a. EdTPA</td>
<td>– INTASC 5; NAEYC 4a, 4b; CAEP Elem 4e; AMLE 4d</td>
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<tr>
<th>DISPOSITIONS</th>
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<tr>
<td>Candidates will demonstrate a disposition to:</td>
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<tr>
<td>1. Dress professionally and conduct self in professional manner</td>
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<tr>
<td>2. Work with other educators in ways that promote mutual collaboration for children’s well-being.</td>
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Candidate will also be graded on professionalism, through a self-evaluation and an instructor evaluation at the end of the semester.

3) **Communication** will be important for everyone’s success in the course. All communication will be provided via Canvas Announcements, Canvas Inbox or FSU email. Any changes in the course schedule will be communicated via Canvas Announcements. Replies to email or inbox messages will be provided within 24 hours, except for messages sent after 5:00 pm during the week and any time on weekends. The best times to reach me via email or by phone would be during the stated student hours, which may be conduct in in my office or via video conference. If you are having difficulty with a task or assignment, please be sure to review the information and directions on Canvas and then contact me with specific questions. General questions can also be posed in the “Question and Answer” discussion area to allow for sharing of common questions and assistance from classmates and the instructor. Please reach out to me personally if you have having difficulty. I want to see you be successful in this course.

4) **Attendance** is expected in the form of weekly logs in to Canvas and scheduled in-person meetings. Attendance will be taken at each meeting. **More than one absence will result in a lowering of the final grade in course by one letter grade.** Candidates must contact the course instructor in the event of an absence. After the first absence, candidates may appeal the grade level deduction. A written letter of appeal, with corresponding documentation (Dr’s note, Brady Health receipt, etc), must be submitted to the instructor within one week of the absence. Candidates are expected to arrive on time to meetings. **More than 3 late arrivals will result in a grade level deduction from final grade.** Candidates will be required to wear a mask and engage in social distancing during face to face in-person meetings. A candidate will be asked to leave the meeting if these expectations are not followed. When in-person meetings are held via video conference, candidates should plan to have their video and sound activated, in order to be actively engaged in the learning community. Candidates are responsible for any work missed in the event of an absence or tardiness. Existing due dates will stand unless there is communication with the instructor.

5) **Assignments** should be submitted by the specified due date. Extensions for assignments are available if requested before the stated due date and time. Extension requests must be submitted in writing, via FSU email or Canvas Inbox. **Assignments turned in late (without extensions) are subject to a 20%point deduction from the final score. Assignments submitted more than one week late will not be accepted.** All assignments should be word-processed and submitted with the designated file type (.doc, .docx, rtf, .jpg, .mov or pdf files), unless otherwise specified and submitted appropriately (hard copy in class, Canvas, TASKSTREAM). Assignments not submitted appropriately will be considered late. Timely feedback is important, so assignments with feedback will be returned within a week of submission, if possible. Please read the feedback, so you will know in what areas you were successful in demonstrating learning and what areas need improvement for future activities. Module tasks and completion reports should be completed by Mondays at 11:59 pm, unless noted otherwise. For online modules, no extensions will be provided for the module tasks scored in completion report for each module.

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6) **Resubmission** of major assignments receiving below a B will be available in this course. The option for resubmission and due dates will be noted in feedback for the assignment. After revision, the resubmitted grade will be averaged with the original grade on the assignment. Assignments submitted after the due date (with or without extensions) will not be eligible for resubmission.

7) **Flexibility Clause:** The instructor reserves the right to modify the course requirements, schedule and other related policies as circumstances may dictate. Sufficient notification will be provided to all students. An unanticipated emergency - for the instructor, the university, or the community at large - may require changing the class. Any changes will also be posted to the online learning system.

**COURSE POLICIES AND EXPECTATIONS**

**Covid-19 Social Compact:**
Your health and safety are important. Therefore, during every physical in-person meeting of this course, everyone is required to follow state, local, and University public health mandates as outlined in the FSU Social Compact. **Everyone must wear a face mask that covers their nose and mouth, respect posted signage, and practice good social distancing by remaining at least 6 feet away from others.** The Code of Student Conduct notes that following these health and safety protocols constitute complying “with a reasonable request from authorized University personnel in the performance of their official duties,” and failing to do so is a Code of Student Conduct violation. Students who do not comply with these mandates will be asked to leave class. Students who refuse to leave will be referred to the Dean of Students and may be administratively removed from the class if found to be responsible for Code of Conduct violations.

**Academic Dishonesty:**

*Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty may not be admissible to other institutions within the University System of Maryland. Suspension or expulsion for academic dishonesty is noted on a student's academic transcript. (FSU Policy Statements).* **Academic dishonesty is taken very seriously by the University and may result in any of the following in this course: failing grade for assignment, failing grade for the course, and/or referral for disciplinary action which could result in expulsion from FSU.**
also read, discussed and signed the “Nondisclosure Agreement”, a confidentiality statement for edTPA. The forms were retained by the Assessment Office.

Disruptive Student Behavior:
“The University will not tolerate disorderly or disruptive conduct with substantially threatens, harms or interferes with University personnel, orderly processes and functions. A faculty member may require a student to leave the classroom when his or her behavior disrupts the learning environment. A student found responsible for disruptive behavior may be administratively withdrawn from the course” (Student Code of Conduct). Candidates may have cell phones in class, but are required to silence the phone when class begins and to refrain from texting or other non-course related activities during class time.

Reporting of Child Abuse:
Please be aware that according to state law in Maryland, educators are required to report current and past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose current or past abuse/neglect in class, in papers, or to me personally, I am required by law to report it. Please see me if you are interested in more information about this law.

Disability Accommodations:
Students with any type of recognized and confirmed disability that would require accommodations in assignments or assessment practices should provide written notification to the instructor by no later than 48 hours prior to an expected accommodation. Students are responsible for providing an accommodation letter prepared by Disability Support Services.

COURSE ASSESSMENTS:
Evaluation of student achievement will be based upon evaluation of assessments. Descriptions of all assessments and scoring tools will be provided.

Online Modules Point Value: 140 points (10 points each) Due Date: see schedule
Candidates will earn points for completed tasks in each required module on Canvas. The module completion report will be part of each module where candidates can engage in self-grading of their completion of the module tasks. The module reports will represent required attendance in the course. Module tasks and completion reports will need to be completed by Mondays at 11:59 pm. Completed activities (quizzes, organizers, strategies, discussions, wiki, etc) may be required evidence as part of the completion report. The completion reports will be verified by the instructor and scores may be revised if the completion report was not accurate. Extensions will not be provided on the module tasks or completion reports.

Professional Resume Point Value: 20 Due Date: February 1 11:59 pm
Candidates will develop and finalize a copy of their professional resume that may be used in their job search. This resume will be included in the Professional Portfolio.
Philosophy of Education  Point Value: 20  Due Date: February 8 11:59 pm
Candidates will develop an individual philosophy of education, which will reflect their values, attitudes and beliefs in education and the concepts they wish to incorporate in their teaching career. This philosophy will be included in the Professional Portfolio.

EdTPA Initial Review  Point Value: 20 points for each section = 60 pts total
Due Date: See Below
Each section of the EdTPA unit will be submitted for an initial review. Once the Planning section is completed, candidates will work with the seminar instructor to develop an individualized set of deadlines for the remaining sections, based on the dates for the unit delivery. Meeting the stated deadline will result in earned points for each section (Planning, Instruction and Assessment). Specific feedback will be provided to each person regarding the quality of the artifacts and commentaries for that section, as well as an informal rating related to the readiness of that section for final submission. Self-graded.

Review windows are listed below. All sections for initial reviews will not be accepted after Monday, April 19
- Planning – March 8 (class deadline)
- Instruction – March 15 – April 5 (individual deadline)
- Assessment – April 5 – April 19 (individual deadline)

EdTPA Final Review  Point Value: 20  Due Date: May 5 11:59 pm
Candidates will submit all three completed sections (Planning, Instruction and Assessment) of the EdTPA materials to Pearson for Official Scoring.

Portfolio  Point Value: 35  Due Date: April 26 11:59 pm
Candidates will develop a Professional Portfolio during their experiences in the P-9 program. The EdTPA artifacts will be included as a part of the Portfolio, in addition to other evidence from field experiences and prior coursework. The Portfolio, in electronic form, reflects the entirety of the candidate’s work in the program and will be housed in Taskstream. Self-graded.

Exit Interview  Point Value: 36  Due Date: April 26 11:59 pm
At the conclusion of their undergraduate program, each candidate will complete an Exit Interview, using the Portfolio as evidence. In order to pass the course and to graduate from the P-9 program, a candidate must receive a passing score (75%) or higher on the Interview. If a candidate does not receive a passing score, a second interview will be conducted. If the candidate passes on the second interview attempt, the original score will be calculated into the seminar grade.

Impact on Student Learning (MTTS #4)  Point Value: 48  Due Date: May 3 11:59 pm
Candidates will demonstrate the ability to collect, analyze and interpret student data within the planning, instruction and assessment process. Candidates will evaluate student learning and determine implications for future planning, based on assessment results. The artifacts for this project (Excel spreadsheet with Pre/post data, class means and score differences) are embedded within the requirements for the Internship II Instructional Unit. An additional “Final Analysis” reflection will be submitted for this seminar assignment. **This assignment will be submitted to the Tech folio on Taskstream by the stated deadline.**

**Professionalism Evaluation**

- **Point Value:** 23
- **Due:** May 3 11:59 pm

Candidates will be expected to be positive participants in a variety of online and in-class activities. At the end of the semester, each candidate will evaluate his/her level of professionalism, related to program dispositions, using a TASKSTREAM survey. This self-evaluation will be combined with the instructor evaluation and will count as 1/3 of the total score.

**Estimated Total Points: 342**

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
<td>Proficient, outstanding performance.</td>
</tr>
<tr>
<td>B</td>
<td>80% to 89.99%</td>
<td>Above average performance.</td>
</tr>
<tr>
<td>C</td>
<td>70% to 79.99%</td>
<td>Acceptable, satisfactory performance.</td>
</tr>
<tr>
<td>D</td>
<td>60% to 69.99%</td>
<td>Below satisfactory performance.</td>
</tr>
<tr>
<td>F</td>
<td>68.99%-Below</td>
<td>Unacceptable Performance.</td>
</tr>
</tbody>
</table>

**RESOURCES:**


Marzano, R. (2012). Becoming a reflective teacher. (2nd ed.) Bloomington, IN: Marano Research Laboratory
Alexandria, VA: Association of Supervision and Curriculum Development.
Alexandria, VA: Association of Supervision and Curriculum Development

**COURSE SCHEDULE:** *all course dates, topics and assignments may be subject to change.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Activities/Assignments</th>
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| 1 Jan 25 - Feb 1 | Internship II Orientation  
Course Introduction | • Class Meeting  
• Student Information Sheet  
• Internship Experience tasks – See Canvas Course  
• Resume due |
| 2 Feb 1 - 8 | EdTPA Overview | • Class Meeting  
• Submit link to Entrance Portfolio to TS  
• Philosophy of Education due  
• Confirm appropriate handbook  
  ○ Early Childhood  
  ○ Elementary Literacy  
  ○ Middle Subject Area |
| 3 Feb 8 - 15 | EdTPA Task 1  
  – Planning Requirements  
  – Central Focus  
  – | • Class Meeting  
• Handbook and MGC distribution  
• EdTPA Planning Sheet due |
| 4 Feb 15 - 22 | EdTPA Task 1  
  – Academic Language  
  – Context for Learning | • Academic Language Chart  
• Concept Map |
| 5 Feb 22 – March 1 | EdTPA Task 1  
  – Lesson Plans  
  – Instructional Materials  
  – Assessment Materials | • Planning Checklist  
• Planning Commentary Organizer  
• Evidence Chart |
| 6 March 1 - 8 | EdTPA Task 1  
  – Rubric Progressions  
  – Planning Commentary | • Class Meeting  
• Unpacking Rubric Progressions  
• Planning Thinking Organizer |
| Task 1 Planning Section Due March 8  (Request Comments in TS folio) |
|---|---|
| Tweener Day – March 8  
Candidates are strongly encouraged to have begun unit instruction by March 15. |
| **7 March 8 -15** | Preparing Your Portfolio for Exit Interviews  
Jobs and Certification |
| | InTASC Artifact Planner  
Prepare Portfolio artifacts |
| **8 March 15 - 22** | EdTPA Task 2  
• Video Evidence |
| | Video Planning Sheet  
Instruction Checklist  
Evidence Chart |
| **9 March 22 - 29** | EdTPA Task 2  
• Rubric Progressions  
• Instruction Commentary |
| | Unpacking Rubric Progressions  
Instruction Thinking Organizer  
**Task 2 Instruction Due by April 5  (Request Comments in TS folio)** |
| **10 March 29 – April 5** | EdTPA Task 3  
• Analyzing Data |
| | Assessment Analysis Guide |
| **11 April 5 – 12** | EdTPA Task 3  
• Focus Students |
| | Assessment Analysis Guide  
Feedback chart |
| **12 April 12 - 19** | EdTPA Task 3  
• Rubric Progressions  
• Assessment Evidence and Commentary |
| | Unpacking Rubric Progressions  
Assessment Checklist  
Evidence Chart  
Assessment Thinking Organizer  
**Task 3 Assessment Due by Monday, April 19 (Request Comments in TS folio)** |
| **13 April 19 - 26** | Preparing for Interviews |
| | Mock Interview questions  
Professional Portfolio link submitted to Taskstream |
| **Exit Interviews**  
**April 26  5:00 – 8:30 pm if held in-person**  
**Week of April 26(T,W,Th in evening) if held virtually** |
| **14 April 26 – May 3** | Impact on Students Submitting EdTPA |
| | Final Submission - Pearson Official Scoring (completed by May 5) |
| Impact on Students – MTTS #4 -  
Submit project to Tech Folio by May 3 |