Frostburg State University
EDUC 697: Seminar
Thursday, 3-4:30 pm
Spring 2021

Professor INFORMATION
Dr. McGee
USMH Campus
Email: Kmcgee@frostburg.edu

REQUIRED TEXTBOOKS/MATERIALS

CliffsNotes Guide to the edTPA Assessment: Navigating the edTPA Process
by Jane R. Burstein

edTPA Handbook (Provided).
edTPA Resources (Provided).
TaskStream Required

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 candidates 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

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<th>KNOWLEDGE</th>
<th>Standard(s):</th>
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<td>Candidate will demonstrate a knowledge of: Assessment:</td>
<td>• INTASC; NAEYC; CAEP ELEM; AMLE; GILG</td>
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The qualities needed to be a professional teacher at the early childhood/elementary/middle level synthesizing information from InTASC, NAEYC, CAEP Elem, AMLE standards.

- **Philosophy**
  - EdTPA
- **Portfolio**

Current topics and major areas of research such as instructional strategies, assessment, and Professional Development Schools.

- **EdTPA**

Set goals for own professional development.

- **Portfolio**

School based procedures for helping all children learn—differentiating instruction, procedures for IEP/Family plans, behavior plans.

- **EdTPA**
  - **Portfolio**

Management theories and strategies.

- **EdTPA**

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<th><strong>SKILLS</strong></th>
<th><strong>Assessment</strong></th>
<th><strong>Standards</strong></th>
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| 1. Ability to reflect on personal effectiveness and student achievement. | a. Exit Interview  
  b. Portfolio  
  c. EdTPA | INTASC 6.9; NAEYC; CAEP Elem 3b, 5b; AMLE 5a |
| 2. Ability to participate in collegial activities designed to make the entire school a productive learning environment. | a. Exit Interview  
  b. Portfolio | INTASC 3, 10; NAEYC 6c, 1c; CAEP Elem 5a, AMLE 5c |
| 3. Ability to communicate with others for the advancement of the educational environment of children. | a. Exit Interview  
  b. EdTPA | INTASC 6, 10, NAEYC 1c; CAEP Elem 5a; AMLE 5c |
| 4. Ability to document own teaching knowledge, skills and dispositions. | a. Resume  
  b. Portfolio  
  c. Exit Interview | INTASC 10, NAEYC 6a; CAEP Elem 5b; AMLE 5a |
| 5. Ability to effectively write a personal educational philosophy. | a. Philosophy | INTASC 10, NAEYC; CAEP Elem 5b, ; AMLE 5a |
| 6. Ability to effectively manage behavior. | a. EdTPA | INTASC 5; NAEYC 4a, 4b; CAEP Elem 4e; AMLE 4d |
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:

1) Each candidate is expected to exhibit professional dispositions. He or she must be prepared for each class and must contribute to the community of learners by being a positive participant in class activities, by showing engagement and preparation during conferences with the instructor and task commitment during individual work time.

2) In the event of class cancellation or university closure/delay, candidates will be required to complete course activities online.

3) Attendance is expected and will be taken at the beginning of each class. Candidates must contact the course instructor in the event of an absence. More than one absence will result in a lowering of the final grade in course by one letter grade. 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 class. More than 3 late arrivals will result in a grade level deduction from final grade. Candidates are responsible for any work missed in the event of an absence or tardiness. Existing due dates will stand.

4) All assignments should be submitted by the specified due date. Extensions are available if requested before the due date. Assignments submitted more than one week late will not be accepted. All assignments should be word-processed (.doc, .docx, rtf or pdf files),

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<th>DISPOSITIONS</th>
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<td>Candidates will demonstrate a dispositions to:</td>
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<td>1. Dress professionally and conduct self in professional manner</td>
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<td>2. Work with other educators in ways that promote mutual collaboration for children’s well-being.</td>
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COURSE POLICIES AND EXPECTATIONS

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. Candidates 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:**

*All assessments are completion tasks.*

_Evaluation of student achievement will be based upon evaluation of assessments. Descriptions of all assessments and scoring tools will be provided._

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<tr>
<th>Professional Resume</th>
<th>Due Date: Sat., February 13 11:59 pm</th>
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<tr>
<td>Candidates will develop and finalize a copy of their professional resume that may be used in their job search. This resume can be formatted using an FSU template. It will be included in the Professional Portfolio. <strong>Submit in Canvas.</strong></td>
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<th>EdTPA Initial Review</th>
<th>Due Date: TUESDAY, April 27th, 2021</th>
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<td><strong>Saturday Due Dates:</strong></td>
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<tr>
<td>Task 1 - Planning: between February 27th - March 6th</td>
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<td>Task 2 - Instruction: between March 20th - 27th</td>
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<td>Task 3 - Assessment: between April 10th-17th</td>
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<td>Candidates will work with the seminar instructor to develop an individualized set of deadlines for each portion of the EdTPA, as an initial review. Meeting the stated deadline will result in completion marks 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. <strong>Use Taskstream to request comments for review. DO NOT SUBMIT/UPLOAD.</strong></td>
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<th>Exit Interview</th>
<th>Due Date: TUESDAY, April 27th, 2021</th>
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<td>At the conclusion, of the MAT-E program, each candidate will complete an Exit Interview, using the Portfolio as evidence. To pass the course and to graduate, 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.</td>
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<tr>
<th>Impact on Student Learning (MTTS #4)</th>
<th>Due Date: April 29th, 2021 11:59 pm</th>
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<td>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. <strong>This assignment will be submitted to the Tech folio on Taskstream by the stated deadline.</strong></td>
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<tr>
<th>EdTPA Final Review</th>
<th>Due Date: April 29th, 2021 11:59 pm</th>
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Candidates will submit all three completed sections (Planning, Instruction and Assessment) of the EdTPA materials for a final review by the seminar instructor. This final submission for seminar should be completed following submission for national scoring.

**GRADING SCALE**

Complete/Incomplete- Pass/Fail

**RESOURCES:**


