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Preparing people to lead extraordinary lives

ECSE Sequence 7

TLLSC 370: Designing and Implementing Relevant Assessment and Instruction: Teacher Performance Assessment (edTPA) Preparation

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Fall Semester 2017

Instructor Information

Name: **Sheryl Covitt**

Email: scovitt@luc.edu

Phone: 847-502-0883

Office: N/A

Office hours: Before/after seminar or during site visits

Module Information

Dates: August 28, 2017 – December 8, 2017

Days: Monday Seminar (August 28, 2017 - November 17, 2017)

Times: 5:00 – 6:45

On-Campus Location: Mundelein 408

School-Site Location: Per student

Sequence and Module Description

During this rigorous module, ECSE candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow ECSE candidates to continue their growth in the areas of planning, instruction, and assessment. They also reflect on what ECSE teacher candidates must know and be able to do prior to student teaching and to licensure. ECSE candidates will work with their Co-teacher two days per week while being supervised at the school site by their Internship Coach. Monday night seminars will be held on campus and led by the coach. This sequence focuses extensively on the required edTPA project candidates must complete during their student teaching in Sequence 8. ECSE candidates will develop a complete pilot edTPA project ("practice" edTPA) AND complete the Context for Learning and Task One for their actual spring 2018 edTPA during Sequence 7. TLLSC 370 will represent the academic content required of ECSE candidates and will guide the fieldwork experience required by that work through on-site observation, feedback and reflection focusing heavily on professionalism in teaching and disposition. This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9.

Conceptual Framework

The conceptual framework of the School of Education is ***Social Action through Education***. This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional

dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. Our conceptual framework is described here: www.luc.edu/education/mission/. In TLSC 370, Conceptual Framework Standard 4 is assessed via your practice edTPA project. Please refer to the assignment description for the practice edTPA for further details.

Module Goals

Essential Questions:

- How does my knowledge and understanding of my students impact my assessment development and implementation?
- How do my curriculum and instruction choices impact the classroom environment?
- How does my use of data support student success?
- How does my formal and on-going reflection on the impact on my students' learning aid in my development as a professional educator?

As a part of this module, ECSE candidates will understand that effective educators:

- Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups.
- Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students.
- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Create and support safe and healthy learning environments for all students.

As a part of this module, ECSE candidates will:

- Support and deliver instruction in cooperation with their assigned co-teacher.
 - **EU1 S7** Apply strategies that recognize and account for students' developmental levels, prior knowledge and also address gaps in students' skills required for knowledge attainment, as well as individualizing for children with special needs. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 5I) (IL ECSE 1I, K; 2H-L, 4A-H, U-Y; 6G, 7E-J)
 - **EU2 S8** Provide students opportunities to develop and utilize collaborative communication, problem-solving and work skills. (4C, 4K, 4N, 5I) (IB)
 - **EU4 S7** Maintain student records with appropriate confidentiality. (7P, 9J)
 - Develop integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content areas: language and literacy (English language arts); mathematics (IL ECSE 3I-P); science (IL ECE 5E-L); health, safety, nutrition, and movement (physical development and health) (IL ECE 6G-K); art, music, and drama (fine arts) (IL ECE 7G-K); and social science (IL ECE 1A-E; 2J-R) IL ECSE 1C,D,G,H; 4J-M, N-T)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity, including assessment, intervention, instruction, and individualized program planning for children with special needs and their families (IL ECE 9E-I) (IL ECE 12H) (IL ECSE 2N, 3G, H; 3F, 6E, H-K; 8D-L, N-P).

- Develop positive working relationships with families and address family needs and priorities within the context of inclusive educational and specialized service planning and delivery (IL ECE 15D-I) (IL ECSE 2M; 11 I,K-M, 8M, 9K-S, X)
- Develop and maintain healthy, supportive, and inclusive learning environments and maintain and organize materials, instruction, and assessment practices so as to avoid bias or exclusion (IL ECE 8J-N; 10D-I) (IL ECE 11G-K; 13J-L) (IL ECSE 5A, G-K, 6B-D; 11T-V)
- Work effectively serving and advocating for children of a variety of age levels, including applying current practices, and understanding of issues, trends, legislation, local and broader policy and the unique features and roles of early childhood educators (IL ECE 16G, 17F-M)
- Implement appropriate, standards-based lesson plans to maximize learning for all students by using culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving.
 - **EU3 S9** Implement appropriate evidence-based strategies to maximize learning for all students including co-planning and co-teaching. (3N, 5L, 5I, 5M, 5Q, 5S, 8N) (IB)
 - **EU6 S10** Use questions and questioning to assist all students in developing skills and strategies in critical and high-order thinking, inquiry, and problem solving. (2K) (IB) (IL ECE 4C, D, 13E-I)
 - **EU6 S11** Use resources and multiple representations of content effectively, including technology, to enhance student learning. (2I, 2J, 2L, 2M, 2O) (IB)
 - **EU7 S6** Implement culturally responsive practices that support the unique learning needs of all students, including using technology to support and deliver instruction and meet individual needs. (4L) (IB) (IL ECSE 4I, 6F)
- Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs.
 - **EU3 S10** Adjust teacher's role in the instructional process as instructor, facilitator, coach, or audience in relation to content and purposes of instruction and needs of students. (5K) (IB) (IL ECE 11L, 12E-J) (IL ECSE 5M)
 - **EU3 S11** Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB) (IL ECE 14F-M)
 - **EU3 S16** Adjust plans on the basis of demographic and instructional data to maximize alignment of goals, content, assessments, instruction, and resources. (1H, 3J, 5P) (IB)
 - **EU3 S18** Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M, 5J, 5P) (IB) (IL ECSE 11S)
 - **EU4 S5** Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each student. (5H, 5P) (IB)
- Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families.
 - **EU6 S12** Collaborate and reflect and analyze past lessons to improve in the future including beyond the school. (9K) (IB) (IL ECE 15C, J 15K, 16F)
 - **EU2 S9** Reflect upon and integrate student qualitative feedback regarding instructional activities. (5H, 5J) (IL ECSE 10A-F)
 - Reflect on ethical practices with all children and families (IL ECSE 11W)
- Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning

and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion.

- **EU9 S6**Evaluate personal instructional style, use of technology, and collaboration to promote learning, curiosity, and socially and emotionally healthy interactions. (4K, 4N, 5K, 8J, 8R, 9G, 9K) (IB)
- **EU9 S8**Evaluate their instruction and their collaboration with others to determine if they are providing instruction that increases student success, self-esteem, and inclusion by addressing barriers to student learning. (1C; 4N (i.e., students with special needs, ELL, gifted). (II ECE 5M, 5N, 8I, 8O, 8S, 9K, 9N, 16H, I) (IB) (IL ECSE 5L; 9U-V)

TLSC 370 is aligned with the following NAEYC Standards for Initial Professional Preparation

- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
- 2b. Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c. Involving families and communities in young children’s development and learning.
- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.
- 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.
- 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
- 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c. Using broad repertoire of developmentally appropriate teaching/learning approaches.
- 4d. Reflecting on own practice to promote positive outcomes for each child.

TLSC 370 is aligned with the following CEC Standards for beginning special education professionals. A more specific alignment to indicators may be found in the TLSC 380 core assessments (Student Teaching Evaluation and Professional Portfolio):

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- 3.0 Beginning special education professionals use knowledge of specialized curricula to individualize learning for individuals with exceptionalities.
- 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the professions.
- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

IDEA Objectives:

- Learning to apply course materials
 - Developing specific skills, competencies, and points of view needed by professionals in the field
 - Acquiring skills in working with others as a member of a team
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- **Dispositions Assessment:**

- All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Fairness, and the Belief that All Students Can Learn*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. The specific disposition or dispositions for this course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.
 - D4 demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
 - D8 demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy. (1F, 9I, 9J) (IB)
 - D12 demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
 - D13 demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
 - D17 demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.
- To view the full disposition rubric for this module please go to go to your course in LiveText.

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

- 93% - 100% A
- 90% - 92% A-
- 87% - 89% B+
- 83% - 86% B
- 80% - 82% B-

77% - 79% C+
73% - 76% C
70% - 72% C-
67% - 69% D+
63% - 66% D
Below 62% F

Attendance:

- Arrive promptly and maintain excellent attendance records. (See attendance form) ECSE candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your instructor and co-teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your Instructor, Coach and Co-teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.
- Reference TLLSC ECSE Internship Handbook for more detailed information regarding attendance and notification policies.

Module Assignments

● **Professionalism and Participation: 10% of final grade**

- ECSE candidates are expected to consistently and actively participate in all class activities and discussions. Since much of this module takes place in a school, ECSE candidates are expected to dress and act professionally. ECSE candidates must establish a schedule with their co-teacher and arrive on time and stay for the duration of the session. **ECSE candidates must document their time using the attendance form provided and submit the form to their University Coach at the conclusion of their module.**
- Seminar sessions will build directly on assigned readings and field experiences; ECSE candidates must come to class having read all assigned texts and articles, as well as completing a reflective journal each week. Participation will make up 10% of your final grade for this course and be determined using the following common rubric:

Professional Attitude and Demeanor Part I

- 4-Always prompt and regularly attend classes.
- 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

Professional Attitude and Demeanor Part II

- 4-Always prepared for class with assignments and required class materials.
- 3-Rarely unprepared for class with assignments and required class materials.
- 2-Often unprepared for class with assignments and required class materials.
- 0-Rarely prepared for class with assignments and required class materials.

Level of Engagement in Class

- 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

Listening Skills

- 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 3-Listen when others talk, both in groups and in class.
- 2-Rarely listen when others talk, both in groups and in class.
- 0-Does not listen or interrupt when others talk, both in groups and in class

• **Teaching Evaluations: 50% of final grade**

- **Formal Evaluations (completed in person by TLSC 370 coach):** ECSE candidates, in collaboration with their Internship Coach and Co-teacher, will arrange for 3 formative teaching evaluations and 1 summative evaluation to take place on an approximately bi-weekly basis. ECSE candidates must submit a written lesson plan analysis (see template) to their Coach and Co-Teacher **no later than 24 hours prior to each observation via email and LiveText**. Formative evaluations will be averaged to represent one half of this percentage while the summative evaluation will reflect the other half. Evaluations should be signed by participants and uploaded to LiveText by the University Coach.
- **Video Evaluations (completed by the candidate and submitted to Box folder in peer evaluation groups):**

You will submit five video recordings of planned lessons from your Sequence 7 classrooms for evaluation in LiveText. You will select which videos to upload, but keep in mind that they must be spread out over the sequence, since the point of these videos is to receive feedback on your instruction and to make continual progress. At this point in your program, however, you have the responsibility for communicating with your mentor teacher, getting consent forms completed, developing a timeline for submitting your videos, and uploading them to Box. The start date for your videos should be no later than Week 5 of the Sequence. Videos should generally be submitted no more than two weeks apart but can be submitted more frequently. Also note that the final video should come from the concluding weeks of the sequence and demonstrate the progress you have made over the course of the term. No more than one clip can come from your practice edTPA. As in previous sequences, you be in peer feedback groups and will rate each other. However, during this sequence you will form the groups and you will be responsible for creating Box folders within which to upload your videos. Create Box folders for your videos and share those folders with your peer groups, TLSC 370 coach, and Dr. Kennedy.

You will be evaluated using the pre-K CLASS by your TLSC 370 coach with the expectation that you make progress over the course of the sequence. Response to feedback should be evident in your subsequent videos. Within your peer feedback groups, your responsibility is to use the language of CLASS to provide feedback but also to move beyond CLASS and provide feedback on the aspects of instruction assessed via edTPA.

• **Weekly Reflections: 10% of final grade**

- ECSE candidates will write weekly reflections using prompts given by Internship Coach. Reflections should focus on course topics, readings, discussions, and field experiences in response to prompts given in class. Reflections should discuss students' experiences, observations, and intellectual and professional growth in relation to teaching and learning in urban communities. Submit via LiveText.

- **Special Education Practice edTPA Project: 30% of final grade**

- ECSE candidates, with the support of their cooperating teacher, TLSC 370 University Coach, and CIEP M44 instructor(s), will plan, instruct, assess and analyze a 3-5 day individualized unit (called a learning segment) for ONE child using the edTPA format. edTPA handbooks and response templates will guide the design of this unit and are located in Sakai. The lesson plans submitted must use the ECSE lesson plan template available in Sakai. ECSE candidates must work to obtain proper consent (including video consent) at the very start of their experience for the student with whom they will work. ECSE candidates must immediately discuss with their co-teacher potential candidates for the assignment and a timeline for completion, using that discussion as a basis for writing goals and objectives and building assessments.
- This project will be submitted to LiveText (where the project rubric is also located), including all components (All task write-ups, videos, supporting documents and artifacts), just as it is submitted for the final edTPA in Sequence 8. Candidates will receive training in edTPA during Monday seminars and support in developing the project from their CIEP M44 course instructor. The CIEP M44 instructor provides ongoing feedback, the TLSC 370 coach provides information and on-site guidance and evaluates the finished product at the end of the term.

- **Summative Assessment: 10%**

Your TLSC 360 and 370 modules each host a part of your summative assessment. Instructors will check in with each other to ensure that all pieces have been submitted.

- **Documentation of TPSC 360 K-2 field placement hours:** Candidates will provide documentation that they have visited their TLSC 360 K-2 placement classroom for a MINIMUM of twelve half-days. The dates and times of these visits will be arranged between the candidate and the mentor teacher, and must not overlap with any Sequence 7 ECSE placement days. Document these visits on your TLSC 360 Attendance form and submit to your TLSC 360 instructor.
- **edTPA Context for Learning and Draft Task One:** You will submit the first parts of your final Sequence 8 edTPA project as your summative assessment for Sequence 7. Use and respond to instructor feedback from your Sequence 7 practice edTPA to develop the Context for Learning from your final edTPA. Then develop, in collaboration with your supervising teacher, a draft of Task One for the spring semester. Your Context for Learning and Task One must meet the expectations for Level 3 on the corresponding edTPA rubric(s) in order to earn full points for your summative assessment.

Module Texts and Readings

- Stanford Center for Assessment, Learning, and Equity (September 2016). *edTPA special education handbook*. Board of Trustees of the Leland Stanford Junior University.

- Stanford Center for Assessment, Learning, and Equity (Fall 2017). *Understanding rubric level progressions: Special Education edTPA*. Board of Trustees of the Leland Stanford Junior University.
- Stanford Center for Assessment, Learning, and Equity (Fall 2017). *Making good choices: Special education edTPA*. Board of Trustees of the Leland Stanford Junior University.
- All related ECSE program texts to help you develop your practice edTPA and summative assessment.

School of Education Policies and Information

DCFS Mandated Reporter Training:

As a teacher, you will be a mandated reporter of child abuse in the State of Illinois. In order to understand this role, you will need to complete an online training module that is provided by the state. It will take you approximately 60 to 90 minutes to complete and you will receive a certificate of completion. This certificate is to be uploaded to LiveText under your TLSC 360 course. Please print the certificate and keep it for your records. Here is the link to the module:

<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=D67FA56FC88615C0F4B772600B71A8EC>

Diversity

This module calls on candidates to meet the needs of diverse learners, and make diversity the substance of the content that they will teach. The unit that they develop with the mentor teacher educator and their peers will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, this module offers an opportunity to apply the candidates' understanding of diversity on multiple levels.

Technology

Teacher candidates are expected to use technology in the preparation of their work for this module, but are also expected to incorporate it into their lessons that they prepare for students when appropriate. All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Loyola University Chicago

School of Education

Syllabus Addendum

IDEA Course Evaluation Link for Students

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Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

Tentative Module Seminar Schedule

Week	Monday Date	Seminars and Other Activities	Assignments Due
1	August 28 th	Seminar Session #1-Each week, you will receive an agenda for each seminar. The primary focus will be to support you through your clinical experience and, most importantly, with the completion of the practice edTPA.	<ul style="list-style-type: none"> Download, Duplicate and Distribute edTPA consent
2	September 4 th	Labor Day- No Seminar	<ul style="list-style-type: none"> Internship Information Form Reflection #1-due Sunday, Sept.10th by 5:00
3	September 11 th		<ul style="list-style-type: none"> Reflection #2 - due Sunday, Sept. 17th by 5:00
4	September 18 th		<ul style="list-style-type: none"> Reflection #3 - due Sunday, Sept. 24th by 5:00
5	September 25 th		<ul style="list-style-type: none"> Reflection #4 - due Sunday, October 1st by 5:00 1st classroom video must be uploaded by today
6	October 2 nd		<ul style="list-style-type: none"> Reflection #5 - due Sunday, October 8th by 5:00 Peer feedback on videos should be completed as videos are uploaded
7	October 9 th	Loyola Fall Break- No Seminar- You still are to report to your clinical placement site this week.	<ul style="list-style-type: none"> Reflection #6 - due Sunday, October 22nd by 5:00
8	October 16 th		<ul style="list-style-type: none"> Reflection #7 - due Sunday, October 29th by 5:00
9	October 23 th		<ul style="list-style-type: none"> Reflection #8 - due Sunday, November 5th by 5:00
10	October 30 st	HAPPY HALLOWEEN!	<ul style="list-style-type: none"> Reflection #9 - due Sunday, November 12th by 5:00
11	November 6 th		<ul style="list-style-type: none"> Reflection #10 - due Sunday, November 19th by 5:00
12	November 13 th		
13	November 20 th	Continue on site in S7 placement ECSE PLC Session 1 meets at this time in Crown Center 141	
14	November 27 th	Continue on site in S7 placement ECSE PLC Session 2	
15	December 4 th	Continue on site in S7 placement ECSE PLC Session 3	Final videos must be submitted by this week

			Submit attendance form and documentation of 360 hours
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Practice edTPA Calendar

Fall ECSE Sequence 7

This calendar is meant to be a guide that keeps candidates on a reasonable trajectory for completion.

All completed tasks (Contextual Information, Task 1, 2 and 3) will be submitted into Box.

Task	Targeted Completion Date	Support Material
Download Handbook, Response Templates, Making Good Choices, Understanding Rubric Progression	By week of September 11th	This information has be uploaded into Sakai. You will be responsible for having carefully read all these required documents.
Review Task 1: Planning for Instruction and Assessment	September 11th	Assessment Handbook and Response Template,
Choose Instructional Sequence	September 18th	Assessment Handbook and Making Good Choices
Complete Contextual Information	September 18 th	Assessment Handbook and Response Template
Task 1 Write-up	September 25 th	Assessment Handbook and Response Template
Review Task 2: Instructing and Engaging Students in Learning	October 2 nd	Assessment Handbook and Response Template
Engage in Task 2: Video Taping	October 2 nd – November 3 rd	Assessment Handbook
Edit Video to 10-15 minutes and compress video		Editing Video/ Compressing Video Handouts
Task 2 Write-up	November 13 th	Assessment Handbook and Response Template
Review Task 3: Assessing Student Learning	November 20 th	Assessment Handbook and Response Template
Task 3 write- up	December 4 th	Assessment Handbook and Response Template
Upload Practice edTPA to LiveText once all documents have been reviewed and approved for submission.	Week of December 4 th	Submit into LiveText and into Box