

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**

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**PROGRAM CHANGE PROPOSAL - Form P-2**

COLLEGE  CHABSS  CoBA  CoEHHS  CSM

**TITLE OF PROGRAM** Single Subject Credential Program

Discipline: Education

Check one:  Change to Program  Program Deletion

**TITLE OF DEGREE PROGRAM:** Single Subject Credential Program.

This form is the signature sheet for a change to, or deletion of, an existing program.  
Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

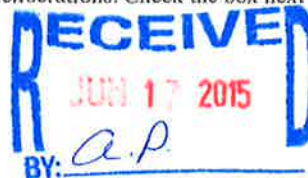
Does this proposal impact other disciplines or units? \_\_\_\_\_ Yes  No \_\_\_\_\_ If yes, obtain signature(s).  
Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Discipline/Unit	Signature	<input type="checkbox"/>	Date	_____ Support _____ Oppose
Discipline/Unit	Signature	<input type="checkbox"/>	Date	_____ Support _____ Oppose
Discipline/Unit	Signature	<input type="checkbox"/>	Date	_____ Support _____ Oppose
Discipline/Unit	Signature	<input type="checkbox"/>	Date	_____ Support _____ Oppose

1. <u>Pat Stall</u> Originator (Please Print)		<u>4/13/15</u> Date
2. <u>M. Lopez</u> Program/ Department - Director/Chair		<u>7.13.15</u> Date
<b>APPROVAL PROCESS</b>		
3. <u>John Robledo</u> College Curriculum Committee <sup>^</sup>	<input type="checkbox"/>	<u>6/9/15</u> Date
4. <u>Denise Cruz</u> College Dean (or Designee)*	<input type="checkbox"/>	<u>6-10-15</u> Date
5a. _____ University Curriculum Committee <sup>^</sup>	<input type="checkbox"/>	_____ Date
5b. _____ Budget and Long-Range Planning Committee (if applicable) <sup>^</sup>	<input type="checkbox"/>	_____ Date
6. _____ Academic Senate		_____ Date
7. _____ Provost (or Designee)		_____ Date
8. _____ President		_____ Date
9. _____ Date to Chancellor's Office (if applicable)		_____ Date

\* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.

<sup>^</sup> Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.



## Proposed change to the Single Subject Credential Program in the School of Education

The state of California mandates that teaching candidates take a Teaching Performance Assessment (TPA) as a requirement for credentialing. The Single Subject program is shifting from the CalTPA to the EdTPA, which we believe to be a more valid instrument and measure than the CalTPA that we are currently using. In our research of the EdTPA it has been highly recommended that we provide a 1 unit support class. Total program units are defined by the state; therefore, we cannot add a unit to the program overall. While the EdTPA is a performance assessment directly instituted in clinical practice, the 1 unit support will be administered as a part of EDSS 531, The Reflective Practitioner, which runs concurrently with EDSS 572, Clinical Practice II. To maintain the cap on total program units and to provide support for the EdTPA, we propose shifting 1 unit from EDSS 572 to EDSS 531. The result is that EDSS 572 shifts from 8 units to 7 units and EDSS 531 shifts from 2 units to 3 units.

Catalogue copy for EDSS 572 does not change, except for the unit value.

Advanced observation and teaching in selected secondary schools under the supervision of a classroom teacher and university supervisor.

Old EDSS 531 Catalogue Copy (which seems to have some awkward wording).

Seminar approach to the art of reflective professionalism. Teacher site-based curriculum meetings add to blend necessary for communication in multicultural settings. Development of professional portfolio, assessment of student outcomes.

New EDSS 531 (3 units) Catalogue Copy

Discussion approach to the art of reflective teaching with a focus on socially just practices and empathetic responses. Support for addressing the EdTPA assessment, required for credentialing, is also included.

May 11, 2015

Addendum to Single Subject P-2 form

Submitted by Pat Stall

Proposed change to the Single Subject Credential Program in the School of Education

This addendum is submitted to the COEHHS Curriculum Committee as per their request for more detail.

The state of California mandates that teaching candidates take a Teaching Performance Assessment (TPA) as a requirement for credentialing. The Single Subject program is shifting from the CalTPA to the EdTPA, which we believe to be a more valid instrument and measure than the CalTPA that we are currently using. In our research of the EdTPA it has been highly recommended that we provide a 1 unit support class. Total program units are defined by the state; therefore, we cannot add a unit to the program overall. While the EdTPA is a performance assessment directly instituted in clinical practice, the 1 unit support will be administered as a part of EDSS 531, The Reflective Practitioner, which runs concurrently with EDSS 572, Clinical Practice II. To maintain the cap on total program units and to provide support for the EdTPA, we propose shifting 1 unit from EDSS 572 to EDSS 531. The result is that EDSS 572 shifts from 8 units to 7 units and EDSS 531 shifts from 2 units to 3 units.

To reiterate, state accreditation and credentialing requirements include a performance assessment. We are transitioning from CalTPA to EdTPA. Support for students to take the EdTPA, which is part of clinical practice necessitates that we shift 1 unit from clinical practice and add it to this course. The EdTPA process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of students. Candidates' evidence is evaluated and scored within the following five dimensions of teaching:

1. Planning Instruction and Assessment establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/assessments. Candidates demonstrate how their plans align with content standards, build upon students' prior academic learning and life experiences and how instruction is differentiated to address student needs.
2. Instructing and Engaging Students in Learning includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning activities. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject matter understandings.
3. Assessing Student Learning includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students, and explain how their feedback guides student learning.
4. Analysis of Teaching Effectiveness is addressed in commentaries within Planning, Instruction and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs and principles of research and theory. In Instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs.
5. Academic Language Development is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

For each of the three tasks that address the five dimensions of teaching—planning, instruction, and assessment--candidates must submit artifacts and complete narrative commentaries. There are 5 rubrics for each task indicating the depth and quality of the written response. The rubric levels are additive and correspond to an expanding repertoire of skills and strategies and a deepening level of reflection and

analysis. They move from teacher focus to student focus, from whole-class teaching to teaching individuals and groups. They also reflect a progression in the level of justification and analysis of teaching, from fragmented and indiscriminate to intentional and carefully executed.

For Task1, candidates justify their planning based on their knowledge of the context and their knowledge of their students. They consider things such as academic, social emotional and language development as well as prior academic learning; lived experiences; and personal, community, and cultural assets.

Candidates submit lesson plans for 3-5 consecutive lessons (referred to as a learning segment), along with relevant instructional materials, such as assignment and handouts.

Task 2 involves filming and uploading 1-2 unedited clips of classroom instruction. Prompts in this section ask candidates to discuss how they create a positive learning environment and engage students in learning. They also reflect on what they would change about their instruction and justify their responses with evidence from the videos.

Task 3 focuses on assessing student learning. Candidates must select one assessment from the learning segment, submit the evaluation criteria for that assessment, and analyze whole-class and individual student learning. Artifacts include a summary of patterns in whole class learning, samples of work from three students, and the feedback given to these students; the commentaries include an explanation of how the assessment data will inform next steps for instruction, both for the class and for the individuals.

The one unit addition to EDSS 531 provides information, direction, and writing workshop support for responding to the EdTPA. Other institutions, such as SDSU, that have implemented EdTPA use a similar 1 unit support class and have extremely high pass rates as a result.

Catalogue copy for EDSS 572 does not change, except for the unit value.

Advanced observation and teaching in selected secondary schools under the supervision of a classroom teacher and university supervisor.

Old EDSS 531 Catalogue Copy (which seems to have some awkward wording).

Seminar approach to the art of reflective professionalism. Teacher site-based curriculum meetings add to blend necessary for communication in multicultural settings. Development of professional portfolio, assessment of student outcomes.

New EDSS 531 (3 units) Catalogue Copy

Discussion approach to the art of reflective teaching with a focus on socially just practices and empathetic responses. Support for addressing the EdTPA assessment, required for credentialing, is also included.