

## ELED Signature Assignment Template

Course Title and Name:  
Signature Assignment Title  
Semester/Year

### **Rationale**

*Course specific description in a short paragraph...*

In order to provide all multiple subjects credential candidates with an experience that supports their understandings of valued course outcomes, the signature assignment for EDEL <insert course number> includes the common elements listed below. Each faculty member teaching <insert course number> has flexibility in designing and implementing the specifics of the assignment, and in developing course materials, activities and readings that scaffold candidates' preparation to complete it. Scoring guides or grading frameworks can vary across course sections to allow faculty to provide candidates with feedback and grades consistent with their own evaluation practices.

### **Common Assignment Elements**

*Bulleted description of assignment components*

### **Connections to the ELED Program Assessment System**

*Course specific language about connections to PACT (if appropriate)...*

SAMPLE = In addition, EDEL 108C faculty will use two of the PACT Teaching Event scoring rubrics (EH2 and EH3) to report student scores for department assessment system via Waypoint. A slightly revised version of EH3 highlights attention to graphic representations and other formats for accessing a variety of productive and receptive modalities to monitor student understanding.

### **Use of Data for Program Revision**

Faculty will meet at least once annually to discuss assignment variations, examine student performance (scores and work samples) and share instructional practices that support candidates to develop the knowledge and dispositions consistent with agreed upon course outcomes. Across all signature assignments and program assessments, faculty will engage in an annual retreat to examine patterns of performance across TPEs regarding candidate strengths and challenges; as well as corresponding changes necessary in curriculum, instruction and assessment by course and programmatically.

### **Alignment with Teacher Performance Expectations<sup>1</sup> (TPEs)**

*List of related TPEs and brief descriptive language*

### **Remediation Policy and Process**

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<sup>1</sup> The Teacher Performance Expectations as mandated by the Commission on Teacher Credentialing (September 2001) inform the multiple subjects credential programs at SJSU. However, these are not the only outcomes valued by the program and assignments and assessments we design and implement will often include knowledge, skills and dispositions not explicitly mentioned in the TPEs. The language of the TPEs is examined and modified as a resource for assessment design but not as the sole source of program outcomes.