



**EDMI 572 Section 1
Clinical Practice in Middle Schools II
CRN #27541
Days: Arranged
Time: Arranged
Course Location: Arranged
Spring 2015**

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

Observation and teaching in selected schools under supervision of classroom teacher and university supervisor. *Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDMS 561. Enrollment Restriction: Admission to the Multiple Subject Credential Program/Middle Level Emphasis.*

Material Needed

Because this is a supervised clinical practice experience, the materials for this class include the *Assessment of Teacher Performance Expectations* form, the *Middle Level Professional Dispositions Rubric*, and the *Clinical Practice Summary* that may be found on the School of Education website for clinical practice. Additional materials on the website include the *Middle Level Clinical Practice*, along with other forms used in clinical practice. (www.csusm.edu/education/ClinicalPractice/HandbookML.html)

TaskStream Enrollment and Postings

The School of Education uses TaskStream to manage candidates' TPE and disposition assessments. Candidates must be enrolled in TaskStream (www.taskstream.com) throughout the Middle Level Credential program(s). After enrolling, to access the Middle Level Education Program, from your home page, find the Self-Enrollment area and click the *Enter Code* button. Then enter *ML1415* as the program code. If this is the correct program, click the *Enroll* button. The Multiple Subject Full Time Program, now will show up on your TaskStream home page when you log in. Be sure to remember your enrollment name and password.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

CLINICAL PRACTICE STUDENT LEARNING OUTCOMES

Candidates will:

- Assess and instruct young adolescent students of various cultural and linguistic backgrounds in middle school classrooms
- Demonstrate successful performance of the Teacher Performance Expectations as assessed using the *Assessment of Teacher Performance Expectations* form
- Demonstrate successful performance of the Professional Dispositions as assessed using the *Middle Level Professional Dispositions Rubric*
- Use technology effectively to collect and analyze data about student learning and then use those data to adjust instruction accordingly

Student Learning Outcome Assessment Methods

Observation by University Supervisor and On-Site Liaison of clinical performance objectives, Professional Dispositions, and Teacher Performance Expectations (TPEs)

Observations by the school-based cooperating teacher of the clinical practice performance objectives, Professional Dispositions and the Teacher Performance Expectations, (TPEs)

Completion of the Professional Dispositions rubric, the Assessment of Teacher Performance Expectations form, and Clinical Practice Summary form, summarizing performance and professional growth

Both the evaluations and summary are developed with input from the Candidate's University Supervisor, Cooperating Teacher, and On-Site Liaison and signed by all parties.

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of meeting Teacher Performance Expectations, and complete critical assessment tasks- specific assignments for this course. It is the Teacher Candidate's responsibility to understand expectations and complete assignments by stated due dates.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

SUPERVISION REQUIREMENTS

1. Each Teacher Candidate attends this clinical practice at their assigned school site as scheduled by program requirements and the specific school site calendar. The Candidate should adhere to the Cooperating Teacher's contract hours, attend staff meetings and other professional responsibilities, and be available to remain afterschool to plan and prepare. During the first six weeks of the semester, Candidates attend one day per week for the Observation/Participation period. During the second ten weeks of the semester, Candidates attend Monday through Thursday. They spend Fridays in their university courses.
2. Each Teacher Candidate in this clinical practice is observed by and meets with a University Supervisor and On-Site Liaison at least two times each to discuss his/her developing performance of the TPEs and to discuss clinical experiences in order to expand participants' knowledge of various assessment, planning and instructional strategies.
3. Each Teacher Candidate in this clinical practice works together with his/her Cooperating Teacher to plan and implement lessons. The Candidate plans all lessons, including the ones observed by the University Supervisor, in collaborative planning sessions. The Candidate writes a lesson plan for each of the lessons observed by the University Supervisor and On-Site Liaison and provides the University Supervisor, On-Site Liaison, and Cooperating Teacher a copy of the written lesson plan in advance, prior to teaching the lesson.
4. Each Teacher Candidate takes advantage of opportunities presented during this clinical practice experience to fulfill TPE 13: Professional Growth to engage in professional development activities and document the number of hours of professional development.
5. Each Teacher Candidate may develop a TPE portfolio binder to gather activities associated with each TPE to support their conversations about their progress with their University Supervisor, On-Site Liaison, and Cooperating Teacher. TPE binder dividers are located on the School of Education Clinical Practice website. Instead of a physical TPE binder, candidates may choose to include evidence of meeting the TPEs in the website begun in EDM1 512.
6. Each Teacher Candidate uses the specific enrollment code to enroll in Taskstream using to be able to access evaluations of their Professional Dispositions and TPEs.
7. Each Teacher Candidate integrates technology into instruction to enhance student learning and uses technology tools (such as spreadsheet/database programs or apps) or the district data management system (Schoolloop, Aeries, etc.) to collect and manage data on student learning. Work with your cooperating teacher to analyze student performance on assessments as well as attendance and discipline patterns to make adjustments to your instruction (this requirement addresses TPE 14).

Grading Scale

Credit/No Credit

The University Supervisor, in collaboration with the Cooperating Teacher and On-Site Liaison, completes the *Middle Level Professional Disposition Rubric*, the *Assessment of Middle Level TPEs*, and prepares a *Middle Level Clinical Practice Summary* based upon the observations of the University Supervisor, On-Site Liaison, and Cooperating Teacher. These documents are presented to the Teacher Candidate at the final meeting-conference, and all participants sign the documents. These documents serve as official verification of successful completion of Clinical Practice and are required for the University to be able to recommend a Candidate for a credential at the end of the program.

1. A grade of CREDIT (CR) or NO CREDIT (NC) will be assigned for clinical practice experiences by the University Supervisor. If a Teacher Candidate has not successfully met the *Middle Level Teacher Performance Expectations* at an appropriate level, (“approaching” in CPI, “meets” in CPII) or the *Middle Level Professional Dispositions* at an appropriate level (“approaching” in CPI, “meets” in CPII), the Candidate may be required to extend or repeat the experience.
2. If a Teacher Candidate is unsuccessful in a clinical practice experience, a grade of NO CREDIT will be given. Granting of an additional opportunity for clinical practice will be made based on the circumstances under which the original NO CREDIT was given.
3. Should a Teacher Candidate be in the potential situation of receiving NO CREDIT for clinical practice, the University Supervisor, On-Site Liaison, and Cooperating Teacher must complete a State of Concern (SOC) as soon as possible and provide copies to the Program Coordinator. The documentation in the SOC, the action plan, and the follow up steps to the plan are key documents that are used to verify inadequate performance in clinical practice, if the action plan is not achieved.
4. Should a second clinical practice experience be recommended, the Candidate must re-register for the clinical practice course prior to the new placement being made.

Conditions for Removal from School Site

A candidate will be removed from the school site and a Statement of Concern documenting the situation will be written immediately if a candidate:

1. Endangers students or others;
2. Violates recognized codes of conduct, e.g. CSUSM Student Code of Conduct, CSUSM Academic Honesty Policy NEA Code of Ethics, CA Education Code Section 44932; and/or
3. Is dismissed from the classroom or school site by the cooperating professional or site or district administrator. (see *Statement of Concern- Guidelines*
www.csusm.edu/education/ClinicalPractice/HandbookMS.html)

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a Candidate’s dispositions within a professional preparation program recognizes that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning - and developed an assessment rubric. For the *Middle Level Professional Dispositions* rubric, there are three levels of performance for each disposition: “unacceptable”, “approaches”, “meets”. The rubric for the levels of performance offers measurable behaviors and examples for each disposition. The assessment of dispositions includes a self-assessment by the candidate and is designed to provide candidates with ongoing feedback for their growth in professional disposition. Candidates are expected to meet the level of “meets” during the program. See the rubric on the SoE website. (www.csusm.edu/education/ClinicalPractice/HandbookML.html)

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Clinical Practice

All teacher candidates are expected to be present at their assigned school site as scheduled by program requirements and the specific school site calendar and teaching contract. Should the teacher candidate have extenuating circumstances, s/he should contact the University Supervisor and Program Coordinator as soon as possible.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.”

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of

Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Teacher Candidate Responsibilities

1. Observe classes and assist in routine tasks and responsibilities. Observe the contract hours scheduled by your site.
2. Be on site all day every day from March 22 through May 15. Call the cooperating teacher and on-site liaison in case of absence. Observe the contract hours and holiday breaks scheduled by your school site. You will observe your district's spring break; NOT that of CSUSM.
3. Week 1:
 - a. Begin teaching half days, following the lesson plans devised by the cooperating teacher.
 - b. Assist the cooperating teacher in the remaining classes.
 - c. By the end of the week, create a calendar of your curriculum/instruction plan with your cooperating teacher. Take into account the time that your students will be engaged in preparation for and administration of district/state testing. Clarify your teaching responsibilities during testing time. Give a copy of the schedule to your on-site liaison and university supervisor.
4. Week 2:
 - a. Continue teaching your half-day classes, writing your own lesson plans that are approved by your cooperating teacher. Use the CSUSM Middle Level lesson-planning template.
 - b. In addition, work with your cooperating teacher to take over teaching responsibilities in the remaining half-day of classes. With assistance, write lesson plans for the remaining classes. Your cooperating teacher may assist you in conducting instruction in those classes.
5. Week 3:
 - a. Take over teaching responsibilities for full days of teaching. Your cooperating teacher may assist you in conducting instruction in some classes.
 - b. Write your own lesson plans. Submit a complete lesson plan to the cooperating teacher and on-site liaison at least two days prior to teaching a lesson. Be sure to note any last minute revisions on your plan. Also include lesson plans in your TPE portfolio that demonstrate mastery of those TPEs.
 - c. Confer regularly with the cooperating teacher and on-site liaison.
6. Remaining weeks:
 - a. Continue your responsibilities for all classes and continue teaching through May 15.
 - b. Submit a complete lesson plan to the cooperating teacher and on-site liaison at least two days prior to teaching a lesson. Be sure to note any last minute revisions on your plan. Also upload lesson plans (as appropriate) to your website begun in EDM1 512. This also serves as a resource for filling out the TPE Assessment checklist at the end of the semester.
 - c. Confer regularly with the cooperating teacher and on-site liaison.
7. Attend end-of-semester exit conference (during the week of May 11) with the cooperating teacher, on-site liaison, and university supervisor. Bring your typed responses to the Teaching Performance Expectations Assessment Checklist to the exit conference and email a summary of your clinical practice experience to your university supervisor prior to the conference.
8. After the exit conference, upload your TPE and professional disposition scores to Taskstream.
9. Attend all team, department, and faculty meetings, and other professional responsibilities. Engage in professional opportunities (e.g. extra-curricular duties, school events) as they arise. Attend seminars with the on-site liaison once full-time student teaching begins.
10. Be formally observed at least four times by the cooperating teacher and twice each by the on-site liaison and university supervisor; obtain written feedback using the CSUSM observation instrument.
11. Maintain a website (begun in EDM1 512) for use when writing TPE Checklist and other documents.