



**EDSS 571
Clinical Practice in Secondary Schools I
CRN # 20760
Arranged Days
Arranged Time
Assigned School Site
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

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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TABLE OF CONTENTS

COURSE DESCRIPTION	3
Course Prerequisites	3
Course Objectives	3
Unique Course Requirements	4
Required Texts	5
Authorization to Teach English Learners (CTEL).....	5
STUDENT LEARNING OUTCOMES.....	5
Teacher Performance Expectation (TPE) Competencies	5
California Teacher Performance Assessment (CalTPA).....	5
Assessment of Professional Dispositions.....	6
School of Education Attendance Policy.....	6
Clinical Practice Attendance requirements:	6
Teacher Candidates with Disabilities Requiring Reasonable Accommodations	6
All University Writing Requirement.....	6
CSUSM Academic Honesty Policy.....	6
Plagiarism:	7
Use of Technology.....	7
Electronic Communication Protocol	7
CLINICAL PRACTICE I COURSE REQUIREMENTS AND GRADING STANDARDS	8
Clinical Practice Expectations	8
Grading.....	8
Teacher Candidate Responsibilities.....	9
EDSS 571 CLINICAL PRACTICE COURSE CALENDAR, ASSIGNMENTS AND RUBRICS	10
Co-Teaching In Clinical Practice	10
Co-teaching timeline for CP I Spring 2015.....	11
Single Subject Spring 2015 CP II Calendar January 5, 2015	12
Single Subject Lesson Template	15
2015 Single Subject Lesson Rubric.....	16
Dispositions and Disposition Rubric for the School of Education California State San Marcos	18
Professional Dispositions Rubric.....	18
Models and Examples:	21
Class Profile Assignment Model:	22
Class Profile	23

COURSE DESCRIPTION

Teaching and observation in selected secondary schools under the supervision of a classroom teacher and university supervisor and with the support of the on-site liaison. *Graded Credit/No Credit.*

Clinical Practice is a field work class that represents 6 units for CP I and 8 units for CP II. Your course instructor is your University Supervisor, who has been chosen for the experience, coaching and knowledge they will bring to this field placement class. As your instructor they will make and collect assignments, observe you, give you feedback, review your Teacher Performance Expectations (TPE) digital portfolio requirement (see description on page 3) and assign your grade. Successful completion of both CP I and CP II are required for you to be recommended for your credential.

Clinical Practice I (part one of the Clinical Practice requirement) is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and dispositions at the novice level necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's; that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence on any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. Minimum competency will be considered a rating of 'approaching' for all TPE's considered for completion in CP I. A full-text version of the TPE descriptions can be downloaded from the School of Education website.

Course Prerequisites

Full admission to the Single Subject Program including but not limited to: EDUC 350, EDUC 364, & EDUC 422, CSET or waiver, CBEST, and participation in the admissions process.

Course Objectives

Clinical Practice provides the opportunity to practice the theories and instructional strategies learned in program coursework in an actual school setting under the direction of a Cooperating Teacher. Candidates will participate in planning, delivery of instruction, assessment and reflection in a controlled setting with daily feedback from a veteran teacher and observations completed by a highly qualified University Supervisor, including written feedback. Candidates are expected to demonstrate competency in all Teacher Performance Expectations. However, Clinical Practice I will focus on:

TPE 1B – Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

TPE 2 – Monitoring student learning during instruction

TPE 5 – Student engagement

TPE 6c – Developmentally Appropriate Practices in Grades 7-12

TPE 9 – Instructional planning

TPE 10 – Instructional time (routines and transitions)

Educator Preparation Program Standard 14 from the CTC states:

Supervised Fieldwork in the Program

Standard 14: Learning to Teach through Supervised Fieldwork

The teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in schools selected by the program sponsor. All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework.

Qualified members of the teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (a) being given instructional responsibilities with K-12 students, and (b) being given daily whole-class instructional responsibilities in a K-12 school. In addition, each candidate must demonstrate a fundamental ability to teach in the major domains of the *Teaching Performance Expectations*.

By design, this supervised fieldwork sequence (a) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to candidates' meeting the *Teaching Performance Expectations*, and (c) contributes to candidates' preparation for the teaching performance assessment. Candidates have extensive opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities.

As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (a) state-adopted student academic content standards and curriculum frameworks; (b) students' needs, interests and accomplishments; and (c) the observed results of the strategies.

The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each candidate for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or underperforming schools.

Prior to assuming daily responsibility for whole-class instruction, each candidate must have satisfied the basic skills and subject matter requirements.

During the supervised field experience, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Prior to or during the program each Multiple Subject teaching credential candidate observes and participates in two or more of the following grade spans: K-2, 3-5, and 6-9. Prior to or during the program each Single Subject teaching credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

Unique Course Requirements

Teacher education is a professional preparation program. Teacher Candidates in the SS program will be present on the assigned school site every Tuesday through Friday following the teacher contract for that site, and prepared with lesson plans and other assignments from the first pre-service day until the last teaching day before winter break.

Teacher Candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality, rules of conduct and professionalism as referenced at: <http://www.ctc.ca.gov/credentials/rules-of-conduct.html> and the 2013 Laws and Rules Manual, <http://www.ctc.ca.gov/educator-discipline/files/CTC-Laws-Rules-2013.pdf>

Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, all written communication is expected to be clear, appropriate and error-free. Lesson plans will be written for all teaching days and will be turned in on time, according to the schedule required by the University Supervisor and Cooperating Teacher. Digital TPE portfolios will be maintained and available to the University Supervisor upon request. Please discuss individual issues with the Cooperating Teacher, On-site Liaison and/or University Supervisor. Points will be deducted if assignments /lesson plans/TPE portfolios are submitted late.

Required Texts

“TPE –full text” from the Clinical Practice Handbook forms page:
<http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

Common Core State Standards:
<http://www.cde.ca.gov/re/cc/>

California Content Standards:
<http://www.cde.ca.gov/re/cc/>

Authorization to Teach English Learners (CTEL)

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)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

All Teacher Performance Expectations will be assessed and evaluated during the two Clinical Practice assignments which includes a digital portfolio review and a final report submitted by the University Supervisor using the TPE Rubric found on the forms page.

<http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

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. 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>

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition 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 each dispositional element, there are three levels of performance – *does not meet, approaching target and meets target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

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 Attendance requirements:

Be punctual and regular in attendance. In the case of unavoidable absence, inform your instructors (in the case of coursework) and your Cooperating Teacher, On-site Liaison, and University Supervisor (in Clinical Practice) in advance. Also, prepare substitute plans for your Cooperating Teacher to utilize as appropriate.

Extensive absences, for whatever reasons, jeopardize the learning of your students and your growth as a professional educator and could result in removal from Clinical Practice. The attendance policy for Clinical Practice mirrors what is expected of teachers, generally 1 absence per month (10 per year). Since candidates are on campus 4 days per week (80%) candidates are allowed 4 absences in Clinical Practice I and 4 Clinical Practice II.

Teacher Candidates 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 Disabled 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.

All University Writing Requirement

The writing requirement for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.

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.

Things to consider:

- 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.

CLINICAL PRACTICE I COURSE REQUIREMENTS AND GRADING STANDARDS

Clinical Practice Expectations

The Clinical Practice experience is an important part of your training to become a certificated teacher in the state of California. We want you to have a positive and helpful experience during this time when you can receive valuable coaching, mentoring and guidance from your Cooperating Teacher, On site Liaison and University Supervisor. Enjoy this experience. Teaching can be a very rewarding profession. As a teacher, you impact a student's life each day.

Your Clinical Practice is intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your On-site Liaison, University Supervisor and Cooperating Teacher(s) are there to offer advice and suggestions and to counsel you throughout the semester. Our main priorities are your personal and professional growth in education and success in your assigned classroom(s). If the University Supervisor, OSL or the Cooperating Teacher feel that a candidate is not progressing satisfactorily, a Statement of Concern with a Performance Contract will be issued. This is meant to support the candidate to successfully complete Clinical Practice and obtain the expertise and skills necessary to become a well-qualified teacher. Please refer to the forms page for a complete summary of the Statement of Concern process.

<https://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

As a Teacher Candidate you should become as familiar with your assigned school as quickly as possible. Familiarize yourself with important school information, such as attendance procedures, grading policies, important deadlines, department and school-wide meetings, expectations of your Cooperating Teacher(s), administrative assignments, and any other area of the profession which you should be aware of and which will enrich your Clinical Practice. Resources and tools to guide you in this process are located in the handbook—**which are required as part of the TPE electronic portfolio.**

Grading

University Supervisors, in collaboration with the Cooperating Teacher/s and On-site Liaison will prepare a **Clinical Practice I Summary** report and complete the **TPE Assessment** based on observations, site feedback and the TPE electronic portfolio artifacts. These documents (Summary and Assessment) will be presented to the Teacher Candidate at the exit meeting and all participants will 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. In addition, a grade for the 6 units of Clinical Practice I will be assigned by the University Supervisor.

1. **A grade of CREDIT (CR) or NO CREDIT (NC)** will be assigned for Clinical Practice experiences. If a Teacher Candidate has not successfully met the Teacher Performance Expectations at an appropriate level (approaching in CP I, met in CP II), the candidate may be required to extend or repeat the experience.
2. If a 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 candidate be in the potential situation of receiving NO CREDIT for Clinical Practice, the University Supervisor 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 will be used to verify inadequate performance in Clinical Practice if the action plan is not met.
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.

NOTE: A candidate will be removed from the school site and a Statement of Concern documenting the situation will be written immediately if 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; <http://www.ctc.ca.gov/credentials/rules-of-conduct.html>**
- 3. Is dismissed from the classroom or school site by the Cooperating Professional or district administrator.**
(See Statement of Concern Guidelines on the Single Subject Handbook forms page)

Teacher Candidate Responsibilities

1. You should be on campus every day Tuesday - Friday for a full day (mirroring a full-time teacher's day) to teach and observe classes, to assist in the AVID/SEI/ELD classes, to prepare for your classes and university assignments, to attend meetings, and to generally get a sense of what a contracted teaching day feels like. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as "Back to School Night" and "Open House" where applicable.
2. **Keep up-to-date and accurate lesson and unit plans during your Clinical Practice. *You are required to have a written lesson plan for each lesson that you teach.*** Be sure to confer with your Cooperating Teacher to insure that your lesson plan meets his/her expectations and satisfies the demands of the curriculum and the needs of students. ***You are required to use the single subject lesson plan from coursework. The one page form is located on the forms page.***
3. **Confer daily with your Cooperating Teacher** to discuss your program requirements, university schedule, observation feedback, planning guidelines, student progress and concerns, lesson implementation, progress on TPE's, TPA's and other appropriate topics.
4. Attend regular meetings with your supervisor and On-site Liaison. Submit any observation logs, assignments and lesson plans that are required by the University Supervisor (see calendar).
5. Follow the syllabus calendar and turn in all required logs and assignments to your University Supervisor on time.
6. Develop a professional electronic portfolio focusing on the TPE's. The purpose of this portfolio is to collect artifacts and evidence for demonstration of satisfactory completion of the TPEs. In addition to directly observable evidence, this portfolio will provide information that your University Supervisor may not see in classroom visits. It will also provide artifacts for inclusion in your professional portfolio that you develop in the second semester.

OVERVIEW:

Semester one—Clinical Practice I

Candidates will attend core coursework each Monday. Candidates will be at the assigned school site, following the teacher contract hours, with an interdisciplinary cohort group (3-4 candidates) each Tuesday – Friday beginning with pre-service days and continuing **until the last day of the semester**. A co-teaching approach to Clinical Practice will be used in all settings. Candidates will participate in all class activities and move gradually from assisting in the supportive co-teaching approach to leading all aspects from planning to presentation by the end of the experience. **University Supervisors (US), the instructors for Clinical Practice, will formally observe each candidate 4 times which will include observing one planning session. They will also evaluate the TPE portfolio and rate Professional dispositions in collaboration with your school site team.**

Candidates will be placed with one Cooperating Teacher (CT) for 2 periods of the same assignment (e.g. two English 9 classes) and one setting for assisting such as AVID (advancement via individual determination), SEI (structured English Immersion), ELD (English Language Development) or special education – whatever best suits the needs of the site. (This represents 50% of the day based on a 6 period day). During the remaining unassigned periods (3) candidates will be expected to plan with the CT and work with their cohort partners on site to complete university projects and assignments. Candidates will also have a standing weekly lunch with the OSL.

EDSS 571 CLINICAL PRACTICE COURSE CALENDAR, ASSIGNMENTS AND RUBRICS

Although this schedule is carefully planned, the **instructors** (University Supervisors – US) reserve the right to make changes based on unforeseen circumstances and teachable moments.

Observation protocol: Each Teacher Candidate (TC) will be formally observed four (4) times during the semester by the US. The observations may be scheduled or unannounced. You are expected to be prepared for an observation visit at any time. Discuss and plan with your US where they will be seated and always have a written lesson plan available for them and access to preceding and subsequent lesson plans/units. One of the early observations will be of a planning session between the Teacher Candidate (TC) and Cooperating Teacher/s. (CT)

The University Supervisor will confer with you during a post-observation conference which may occur immediately (if the schedule permits), later on the same day, the next day or a scheduled time that is mutually convenient. In some rare cases, a telephone conference may be held instead of a face to face meeting. You will receive written feedback from your US on the Single Subject Observation Form for each formal observation, which requires your signature. Note: An **"email" signature is an authorized option for signing each formal observation** (see forms page).

Co-Teaching In Clinical Practice

The Clinical Practice Program is founded on the goal of supporting each Teacher Candidate to demonstrate competent independent teaching performance that meets the professional and state standards described in the Teacher Performance Expectations (TPEs). The Co-teaching model is used in both Clinical Practice experiences. **Co-teaching is two or more people (i.e., Cooperating Teacher and credential candidate) sharing responsibility in planning for, teaching, and assessing the students assigned to them for instruction. In a co-teaching clinical practice approach, a Cooperating Teacher and credential candidate have an ongoing partnership in planning for and practicing four co-teaching approaches to collaboratively teach all students throughout the clinical experience.**

Co-Teaching in Clinical Practice provides meaningful opportunities for Teacher Candidates to demonstrate increasing competence and independence in their teaching performance. This timeline illustrates the typical evolution of Teacher Candidate performance from the beginning to the end of their Co-Teaching in Clinical Practice experience.

The timeline describes a typical sequence of increasing responsibility on the part of the Teacher Candidate. The timeline provides descriptions of actions by both the Cooperating Teacher and the Teacher Candidate that characterize what this sequence looks like within the context of Co-Teaching. The unique features of Co-Teaching in Clinical Practice include collaborative planning, teaching and reflection. In addition, the timeline suggests a typical pattern of progress in the designation of roles within the four Co-Teaching Approaches. Within the Co-Teaching in Clinical Practice model, it is the shift of responsibility from Cooperating Teacher to Teacher Candidate **to lead their collaborative work** that best describes the trajectory toward competent independent Teacher Candidate performance.

It is characteristic of the *beginning* of Clinical Practice that the Cooperating Teacher takes the lead of all collaborative planning, teaching and reflection processes. It is characteristic of the *end* of Clinical Practice that the Teacher Candidate takes the lead in each of these areas. **The description of each level of the co-teaching progression is followed by the weekly expectations and assignments which are required and due to the instructor as indicated.**

It is recommended that Cooperating Teachers, On-site Liaisons (OSL) and supervisors become familiar with this timeline in order to support and prompt the Teacher Candidate to gradually assume more responsibility within Co-Teaching until they independently demonstrate competence in teaching performance.

CO-TEACHING TIMELINE FOR CP I SPRING 2015

Clinical Practice	Teaching Responsibilities	US Support
Weeks 1 – 4/5	CT – Lead in planning, teaching, reflection Candidate – Complementary and Supportive	Planning Observation
Weeks 6 – 9	Candidate – Takes <u>teaching lead</u> for some portions of both classes daily (Intro, activity, closure, etc.) or more if appropriate CT – Lead in planning, teaching, reflection	May observe candidate teaching
Weeks 10--13	Candidate – teaches both sections daily Notify US if this does not happen by week 10! CT – Participates in planning, complements and supports candidate teaching, may include parallel teaching, coaches from the 'sideline'	Observes candidate teaching
Weeks 14 - 16	Candidate – solo teaching of both periods CT – Conducts more formal observations and provides time for solo teaching	Planning and Reflection Observation

SINGLE SUBJECT SPRING 2015 CP II CALENDAR **JANUARY 5, 2015
EDSS 571**

*** Handbook and forms link for all pertinent forms:

<http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

**Also, see forms page link above, "TPE Portfolio Binder Information form" for TPE Rubric and evidence examples

Core Course information	Clinical Practice Assignment days and information	School Sites/Candidates impacted
Course Meeting day: Jan 5 No meeting	Jan. 9 -- None	Jan. 5 - 1st day of CP for candidates at: OGHS, SPHS, EHS, Valley, RBV, MVHS, Vista, El Camino, VMMS
Course Meeting day: Jan 12 No meeting	Jan 16 Pre-nuptial agreement due - email to US (see form in syllabus)	Jan. 12 - 1 st day of CP for Paloma Valley HS, SMHS Assignment due for candidates at: OGHS, SPHS, EHS, Valley, RBV, MVHS, Vista, El Camino, VMMS
Jan. 19 Core courses on-line	Jan 23 Pre-nuptial agreement due – email to US (see form in syllabus) Academic Unit Plan emailed to US	Jan 20 – 1 st day of CP for candidates at: BVMS, Mt. Carmel Jan 23 – 1 st day of CP for CHS Assignment due for: Paloma Valley HS, SMHS Assignments due for all candidates
Jan. 26 Core courses F2F CP II review	Jan 30 Pre-nuptial agreement due – email to US (see form in syllabus)	Jan 27 – 1 st day of CP SDA Assignment due for candidates at: BVMS, Mt. C
Feb. 2 Core courses F2F	Feb 6 Prenuptial Agreement due - email to US (see form in syllabus) First Teacher Candidate Twice Monthly CP Log to US (see forms page link *** above)	Assignment due for candidates at: Carlsbad, SDA Assignments due for all candidates

Core Course information	Clinical Practice Assignment days and information	School Sites/Candidates impacted
Feb 9 Core courses F2F	Feb 13 ***Class profile, Classroom layout and community information to US (use forms provided—see syllabus) Due – email to US	Assignments due for all candidates
Feb 16 Core courses F2F	Feb 20 Teacher Candidate Twice Monthly CP Log emailed to US Update Professional Experiences pages in Taskstream	Assignments due for all candidates
Feb 23 Core courses F2F	Feb 27	
Mar 2 Core courses F2F	Mar 6 Saturday – March 7 – Attend (required) the Professional Development Workshop 8:30 – 12:30 Teacher Candidate Twice Monthly CP Log emailed to US (see forms page link *** above)	Assignments due for all candidates
Mar 9 Core courses F2F	Mar 13	
Mar 16 Core courses F2F	Mar 20 TPA Task 3 Due Mar 16 Upload ITU assignment to TPE 14 Teacher Candidate Twice Monthly CP Log emailed to US (see forms page link *** above)	Assignments due for all candidates
Mar 23 Core courses On-line	Mar 27 Update professional experiences	Spring Break 3-23—3-27-2015 All Vista schools
Mar 30 Core courses On-line	Ap 3 Teacher Candidate Twice Monthly CP Log emailed to US (see forms page link *** above) (US to post PD rating on taskstream this week)	Spring Break 3-30—4-6-2015 All Escondido High Schools, PVHS Spring Break 3-30—4-3-2015 SMHS Spring Break 3-30—4-10-2015 BVMS Assignments due for all candidates
April 6 Core courses On-line	Ap 10	Spring Break 4-6---4-10-2015 Mt. C, Carlsbad, SDA, ECHS

Core Course information	Clinical Practice Assignment days and information	School Sites/Candidates impacted
Apr13 Core courses F2F	Ap 17 Teacher Candidate Twice Monthly CP Log emailed to US (see forms page link *** above)	Assignments due for all candidates
Ap 20 Core courses F2F	Ap 24 TPA Task 4 Due Apr 20	
Ap 27 Core courses Tues Apr 29 5:30 pm for MA Program Poster Session Guest speakers: Alumni Panel	May 1 Teacher Candidate Twice Monthly CP Log emailed to US (see forms page link *** above)	Assignments due for all candidates
#16 May 4 Last Class 10am – 2pm? Joint Session to Reflect on Semester & Celebrate with a Potluck	May 8	
May 11 No Class report to site	May 15 Teacher Candidate Twice Monthly CP Log emailed to US (see forms page link *** above) Plan for exit meeting and final Viewing of TPEP by US	Assignments due for all candidates
May 19 No class-report to site	May 22	
May 26 No class - holiday	May 29	
June 1 No class-report to site if school in session	June 5	Last week(Day) for: Escondido High Schools and all Vista schools (6/4); ECHS (6/5);
June 8 No class-report to site if school in session	June 12	Last week(Day) for: BVMS (6/12), Mt. C (6/11) SDA and Paloma Valley (6/12)
June 15 No class-report to site if school in session	June 19	Last week(Day) for: SMHS (6/17);Carlsbad (6/19)

SINGLE SUBJECT LESSON TEMPLATE

For info on how to complete this form, see <http://lessoninstructions.weebly.com>

AUTHOR'S NAME _____

DATE _____

- 1. **TITLE OF LESSON**
- 2. **CURRICULUM AREA & GRADE LEVEL**
- 3. **DATE OF LESSON/TIME NEEDED**
- 4. **RESOURCES:** *Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organizer*
- 5. **CA CONTENT STANDARD(S):** *Address the content area and/or common core standards*
- 6. **CA ELD STANDARD(S):** *Address how this lesson helps develop language*
- 7. **BIG IDEA ADDRESSED/ENDURING UNDERSTANDING:** *Why this material is important to teach; how it fits in with the unit*
- 8. **ESSENTIAL QUESTIONS:** *Open-ended, arguable questions that organize the purpose of learning*
- 9. **OBJECTIVE(S) OR LEARNING GOAL(S):** *Choose one: Cognitive, Affective, Psychomotor or Language Development*
- 10. **ASSESSMENT(S):** *Choose one: Diagnostic - entry level, Formative - progress-monitoring or Summative – evaluative*

11. INSTRUCTIONAL STRATEGIES: *What the teacher does*

- 1. Anticipatory Set
- 2. State Objective
- 3. Input - Modeling
- 4. Check for Understanding
- 5. Guided Practice
- 6. Independent Practice
- 7. Closure

12. STUDENT ACTIVITIES: *What the students do*

- 1. Anticipatory Set
- 2. State Objective
- 3. Input - Modeling
- 4. Check for Understanding
- 5. Guided Practice
- 6. Independent Practice
- 7. Closure

2015 SINGLE SUBJECT LESSON RUBRIC

See Lesson Instruction Website for details: <http://www.lessoninstructions.weebly.com>

Name _____ Lesson Title _____ Date _____

Design Component & Criteria	Approaching	Meets	Exceeds
Title, Curriculum Area & Grade Level 5%	Provides a title that is related to the lesson activity.	Provides a title that is related to the lesson activity & addresses the unit it belongs to and in what curriculum area and grade.	Provides a title that is related to the lesson activity, addresses the unit it belongs to and in what curriculum grade level & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
Date of Lesson & Time Needed 5%	Provides the date or time.	Provides date the lesson will be taught and the time needed to teach the lesson.	Provides the day and time that the lesson will be taught indicating the period and the time needed, i.e. <i>Sept. 2nd, period 3, 10:00-10:50, 50 minutes</i>
Rationale: Big Ideas - Enduring Understanding & Essential Questions 10%	The <i>big ideas - enduring understandings</i> and <i>essential questions</i> area aligned with the standard, objective, and assessment.	The <i>big ideas - enduring understandings</i> provide a rationale that makes sense of the content and makes the content relevant to students' lives. The <i>essential questions</i> are open-ended, arguable and provide purpose for the learning.	The lesson not only describes the <i>big ideas - enduring understandings</i> and <i>essential questions</i> , but goes beyond and rationalizes how the instructional strategies and the student activities are suited to meet the standard, objective and assessment of the lesson.
Standards, Objectives & Assessments 30%	The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria.	The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria. In addition, each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative).	The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria. Each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative). In addition, expectations are clearly communicated to students with a rubric, a model or a sample of student work.

Design Component & Criteria	Approaching	Meets	Exceeds
Instructional Strategies 30%	Provides a list of instructional strategies the teacher will use in lesson.	Provides an <i>anticipatory set, stated objective, input - modeling, check for understanding, guided practice, independent practice and closure</i> activity for lesson with a <i>written script</i> of what the teacher will say and do including the times needed for each step.	The instructional strategies not only provide a written script for what the teacher will do and say in the <i>anticipatory set, stated objective, input - modeling, check for understanding, guided practice, independent practice and closure</i> , but scaffolds are provided for English Language Learners and students with special needs, i.e. graphic organizers, flipped instruction...
Student Activities 10%	Describes what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities of the lesson.	Describes what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities of the lesson that are student centered with multiple opportunities for the instructor to check for understanding and provides times for each activity.	The student activities not only describe what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities, but describes the criteria expectations that the students will have to meet for each activity.
Resources 10%	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson listed and <i>described</i> .	All materials that are needed for the lesson are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...
Self-Evaluation 10% will be deducted if not included	Provides a copy of the rubric with the lesson plan.	Provides a copy of the rubric with the lesson plan that highlights or circles the evaluated criteria for each lesson component.	Provides a copy of the rubric with the lesson plan that not only highlights or circles the evaluated criteria for each lesson component, but provides written explanation for each area.

Dispositions and Disposition Rubric for the School of Education California State San Marcos

Background Information:

Assessing a candidate's dispositions within a professional preparation program is validation of a core value of the CSUSM SOE: 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. In 2007, the School of Education (SOE) adopted six dispositions. In recognition of the need to determine levels of competence required for initial and advanced credentials and degrees, a 2011-12 SOE task force convened to develop a rubric which enables determination of skill levels of candidates and refines the process for assessing dispositions of candidates obtaining both initial and advanced credentials and degrees.

Professional Dispositions Rubric

Professional Dispositions Rubric for Initial Credential Programs (Revised Feb 14, 2013)

The School of Education of California State University San Marcos fosters the development of the following professional dispositions among our Teacher Candidates. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession. In 2007, the School of Education (SOE) adopted six dispositions: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning.

Disposition	Unacceptable 1	Approaching 2	Meets 3
<p>1. Social Justice and Equity</p> <p>Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.</p>	<p>Behaves in a manner that is discriminatory, intolerant, or close- minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background.</p> <p>Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others. Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when needed. Repeatedly excludes some students from learning experiences. Gives preferential treatment to some students.</p>	<p>Sometimes models respect and concern for equitable effort for all learners and responds to feedback on how to improve. Sometimes demonstrates understanding of diversity (race, gender, culture, exceptionalities) in written work and other expressions and revises according to feedback. Sometimes selects materials, designs activities and interacts with students in ways that demonstrate appreciation of diversity and demonstrates improvements based on constructive feedback.</p>	<p>Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Consistently advocates for inclusion and consideration of diverse perspectives.</p>

Disposition	Unacceptable 1	Approaching 2	Meets 3
<p><u>2. Collaboration</u></p> <p>Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community.</p>	<p>Interacts with others (students, parents, colleagues) in ways that does not communicate respect. Uses destructive criticism, derogatory remarks, threats, physical coercion, or inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.</p>	<p>Sometimes interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality and responds positively to feedback for improving. Sometimes encourages and supports participation and success for all and is responsive to constructive feedback.</p>	<p>Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all.</p>
<p><u>3. Critical Thinking</u></p> <p>Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.</p>	<p>Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.</p>	<p>Sometimes analyzes professional contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Sometimes seeks a variety of perspectives, asks questions and takes action to explore issues, achieve goals and/or solve dilemmas and responds to feedback for improving.</p>	<p>Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining resources.</p>
<p><u>4. Professional Ethics</u></p> <p>Candidates make and act on well-reasoned, principled judgments.</p>	<p>Fails to consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal religious or political views upon others.</p>	<p>Sometimes honors the needs and best interests of students, the work setting and the profession and responds positively to feedback on how to improve. Sometimes makes well-reasoned, principled judgments regarding professional behaviors and appropriate separation of personal and professional domains while actively responding to feedback on how to improve.</p>	<p>Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.</p>

Disposition	Unacceptable 1	Approaching 2	Meets 3
<p><u>5. Reflective Teaching and Learning</u></p> <p>Candidates critically review their professional practice and the impact it has on student success.</p>	<p>Does not critically evaluate own professional practice or performance (e.g., interactions, written work, assessments) and the impact on student success. Fails to see the need for positive change. Does not provide substantive suggestions for positive self-improvement. Rejects suggestions from others directly or by failing to act. Offers excuses and/or assigns blame for negative results to students, parents, colleagues, or supervisors.</p>	<p>Sometimes demonstrates understanding of the relevant teaching/learning standards while being responsive to feedback. Sometimes evaluates own professional performance and the impact on student success. Sometimes generates ideas for potential improvements. Sometimes is open-minded and positive when receiving feedback, and demonstrates acting on and responding to feedback with increasing frequency.</p>	<p>Consistently demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions.</p>
<p><u>6. Life-Long Learning</u></p> <p>Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.</p>	<p>Does not consistently demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). Verbal and written contributions do not demonstrate familiarity with required material. Fails to ask questions or make thoughtful references to concepts of study. Fails to meet professional standards in written work and participation. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or data-based evidence.</p>	<p>Sometimes demonstrates intellectual engagement and responds positively to feedback on improving. Sometimes seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge and is receptive to suggestions. May be familiar with relevant professional organizations and current research. Sometimes seeks and uses contemporary theory, research, and data-based evidence to inform instruction and is receptive to feedback and recommendations.</p>	<p>Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Consistently seeks and uses contemporary theory, research, and data-based evidence to inform instruction.</p>

Models and Examples:

THE “PRENUPTIAL CONVERSATION” for Issues About Instruction & Planning

What are issues for discussion?

Time for Planning

- How much time do we need?
- Where will we find the time that we need?
- When will we plan together?

Instruction

- What content will we be teaching?
- How will the content be presented?
- How will we share the teaching responsibility?
- How will we assess the effectiveness of our instruction?
-

Student Behavior

- If we could each have only three class rules, what would those be?
- Who carries out the disciplinary procedures and delivers the consequences?
- How will we be consistent in dealing with behavior?
-

Communication

- What types and frequency of communication do we each like to have with parents?
- How will we explain this collaborative teaching arrangement to the parents?
- What types and frequency of communication do we each like to have with students?
- How will we ensure regular communication with each other?
-

Evaluation

- How will we monitor students' progress?
- How will we assess and grade student performance?
- Who evaluates which group of students?
-

Logistics

- How will we explain our co-teaching arrangement to the students and convey that we are equals in the classroom?
- How will we refer to each other in front of the students?
- How will teacher space be shared?
- How will the room be arranged?

Academic Unit Plan Assignment model:

this is a calendar of the first semester months (Aug. - Dec.) that shows what units will be taught and the number of weeks per unit - example Algebra I

Unit 0: Introduction Activities (1 week-add dates)

Unit 1: Expressions and Equations (3 weeks -dates)

Unit 2: Problem Solved!--Linear Toolbox (2 week - dates)

Unit 3: Problem Solved!--Application of Linear Equations and Systems of Equations

Unit 4: A Standards-Based Approach to Polynomial Operations and Factoring Using Algebra Lab Gear

Unit 5A: Data Analysis

Unit 5B: Probability in Algebra

Unit 6: Radical and Rational Expressions

Unit 7: What if ?

Class Profile Assignment Model:

CLASS PROFILE OF ALL STUDENTS IN EACH SECTION: Using the form from EDSS 511 list all students as well as information about EL and special needs students, use 'no info available' if necessary for your chart

This initial assignment should include if possible:

Prepare a basic chart for your classes and then as you do a student survey, get to know the class, etc. you can add strengths, challenges, interests to your chart

Readiness level: please make an anecdotal comment for each student about readiness level: seems shy, speaks out, often late, unprepared, excited about learning, likes to work in groups, etc.

e.g. John or Jane Doe, absent frequently, lots of friends in class

EL: CELDT level, challenges noted, if any, in the testing file and what grade they entered the American school system: e.g. John or Jane Doe, CELDT 3, reading issues, entered Grade 7

Sped: what is their identified disability or designation (Sped, 504, GATE, etc.); any accommodations that have been given to the CT (sit in front, note taker, etc.) e.g. John or Jane Doe, 504, needs extra time for testing

Name _____ School _____ Semester _____

Class Profile

Name: For confidentiality reasons only include *first name*

EL Proficiency Level: Identify the students CELDT score

Special Education Category: Identify the IDEA category that qualifies the student for Sp Ed

Readiness Level: Prior Experiences, Background Knowledge, Linguistic Background - Home Language, Academic Language Abilities, Content Knowledge & Skills, Strengths & Needs

Learning Profile: Culture, Health Conditions, Physical, Social & Emotional Development, Multiple Intelligence Preferences, Personality Profile

Interests: Academic Interests, Personal Interests & Aspirations

#	NAME	EL PROF LEVEL	SPEC ED CATEGORY	READINESS LEVEL	LEARNING PROFILE	INTERESTS
1						
2						
3						
4						
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6						
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Based on the profiles above what trends do you need to keep in mind for instruction?

Classroom Layout Plan and Rationale (based on a BTSA requirement):

Directions: Thoughtful consideration of your classroom layout is important in meeting the needs of your students and establishing a positive learning environment. Discuss the current layout with your CP. How do you/would you address appropriate prevention and intervention issues for classroom safety concerns?

Draw or attach a layout of your classroom and include relevant seating chart information showing placement of student with special needs. Reflect on the current classroom layout and what things you will do in your own classroom to facilitate a positive, orderly and safe environment.

Community Information: (based on BTSA requirement)

Knowledge of the community will assist you in connecting with your students. Discuss pertinent community information with your CT and write a short profile. Include information about community services, local parks, libraries and cultural centers.

(e.g. XXXX town is a medium sized (pop. = xxx) suburban community 25 miles north of San Diego. There is one school district, XXX, with xxx students and a student demographic profile of xxxxxx and a strong cultural base of {Oceanside = Samoan influence}. It is considered to be (low, middle, high income) and reflects xxx values. Community services include..... Parent participation is.....)