



EDMS 560B
Integrated Credential Program Field Practicum B
CRN #27534
Days: Arranged
Time: Arranged
Course Location: Arranged
Spring 2014

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

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Hours:	By Appointment

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

Continued classroom experience to implement course concepts, tutor, and other school-based experiences in selected schools under supervision of classroom teacher and program coordinator. Requires travel to assigned school for eight (8) hours each week. *Enrollment restricted to students in the ICP. Prerequisite: EDMS 560A.*

HECKMAN: ICP teacher candidates are undergraduate students who are concurrently taking their professional preparation coursework and their academic preparation. This experience puts the theory of their coursework into classroom practice. The field practicum experience occurs twice in the ICP program – in semesters 2 and 4, preceding the clinical practice experience in semester 5. They are expected to complete 96 hours during the semester. They will be required to develop and teach three appropriate lesson plans during the practicum. *Graded Credit/No Credit.*

Materials Needed

Because this is a supervised field practicum experience, the materials for this class include the *Field Practicum Preference Form*, the *Letter to the Cooperating Teacher*, *Expectations for Practicum I and II*, *Field Practicum Reminder*, *Field Practicum Attendance Record Form* and the *Field Practicum Evaluation Form* that may be found on the Teacher Credential Programs website under Programs Offered. Additional materials on the website may be found at <http://www.csusm.edu/education/ICP/ICPfieldpracticum.html>.

FIELD PRACTICUM STUDENT LEARNING OUTCOMES

Candidates will:

- Maintain a teaching resource file of ideas and materials obtained during the experience (which has already been started in the Literacy course).
- Participate in meetings and duties with cooperating teachers as time allows.
- Tutor one or two students under the direction of the cooperating teacher. Additionally, support student learning by engaging in small group instruction under the direction of the cooperating teacher.
- Take over the regular morning routine as part of instruction. **Plan and teach at least three standards-based lessons** under the direction of the cooperating teacher. If possible, teach the lessons in three different curriculum areas. Lesson plans and written feedback from the cooperating teacher are required.
- Conference with the cooperating teacher on issues of planning. Discuss daily, weekly and yearly plans
- Spend at least two hours shadowing one or more staff members.

Student Learning Outcome Assessment Methods

Observations by the school-based cooperating teacher of the field practicum performance objectives.

Submission of end-of-semester packet including three lesson plans with written feedback from cooperating teacher.

Completion of the Integrated Credential Program Teacher Candidate Evaluation, both mid-term and end-of-semester, with signatures of the ICP Teacher Candidate, the Site Supervisor and the Cooperating Teacher.

Grading Scale

Credit/No Credit

A grade of CREDIT (CR) or NO CREDIT (NC) will be assigned for the field practicum experience.

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

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.

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.