



EDMX 571-01
Education Specialist - Clinical Practice: General Education Setting
CRN #48749
Days: Arranged
Time: Arranged
Course Location: Arranged
Fall 2014

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

Professor:
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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

Observation and teaching in a general education setting in selected K-12 schools under the supervision of a classroom teacher and university supervisor and includes participation in student teaching seminars. *May not be taken for credit by students who have received credit for EDMX 562 or EDMS 571. Graded Credit/No Credit. Enrollment Requirement: Successful completion of program prescribed coursework.*

CLINICAL PRACTICE STUDENT LEARNING OUTCOMES

Candidates will:

- assess and instruct students with and without disabilities in the elementary grades in accordance with the California Commission on Teacher Credentialing Multiple Subject Teaching Performance Expectations

Student learning outcome objective assessment methods:

Observations by university supervisor of clinical performance objectives indicated in the program's courses objectives and the California Commission on Teacher Credentialing Multiple Subject Teaching Performance Expectations (TPEs).

Observations by the school-based cooperating teacher of clinical performance objectives indicated in the program's courses objectives and the California Commission on Teacher Credentialing Multiple Subject TPEs.

MATERIALS NEEDED FOR CLASS

Because this is a supervised clinical experience, the materials for this class include the following:

- 1) Cal State San Marcos *Assessment of Multiple Subject Teaching Performance Expectations EDMX 571 Concurrent Credential Clinical Practice II* form,
- 2) *Multiple Subject Teaching Performance Expectations with Added CSU San Marcos TPEs (Full Text and TPE Portfolio Dividers in Multiple Subject Clinical Practice Handbook)*
- 3) Cal State San Marcos *Multiple Subject Handbook – Section I: Information for Teacher Candidates* and signed *Teacher Candidate Handbook Agreement*

All of the above forms and handbooks are posted online at the School of Education's clinical practice website location.

SUPERVISION REQUIREMENTS

1. Each candidate in this clinical practice meets with a university clinical practice supervisor at least five times to discuss clinical experiences in order to expand participants' knowledge of various assessment and intervention techniques and to practice participation in Individual Educational Program meetings.
2. Each candidate engages in a minimum of eight weeks of supervised clinical practicum hours in one or more elementary general education school setting. Education Service Field Experience Logs.
3. Attend all team and faculty meetings and execute other professional responsibilities.
4. Maintain a TPE Binder with evidence for all the appropriate TPEs. TPE artifact suggestions are located in the Education Specialist Special Education Handbook in Appendix H.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.

2. Word process all written plans for treatment and assessment. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.
3. Complete and submit all clinical experience documentation on the due dates for full credit. If you have extraordinary circumstances that impact timely submission, inform the university supervisor. Any time that you have questions or concerns, please contact the university supervisor immediately.
4. Profession behavior is expected at all school and community sites with educational and program personnel, students, families, and supervisory personnel.
5. Academic Honesty Policy and Plagiarism. Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material 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 accordingly. 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 a grade, a failing grade for the assignment or the class as a whole, or dismissal from the program or university.

GRADING SCALE

Credit/No Credit

University Supervisors, in collaboration with the cooperating teacher/s and on-site liaison will prepare a Clinical Practice Summary report and complete the TPE assessment based upon observations, site feedback and TPE Portfolio artifacts. These documents (Summary and TPE 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.

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 Teacher Performance Expectations at an appropriate level (approaching in EDMX 570, met in EDMX 571), 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 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 the site or district administrator.

COURSE FEATURES

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)

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 require 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 - *unacceptable*, *initial target*, and *advanced 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).*

This course: 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.

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standard.

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.

SUGGESTED WEEKLY SUPERVISOR/CANDIDATE REFLECTIVE COMMUNICATION

Name _____ Week: from _____ to _____

1. Prior to delivering a lesson, my lesson plan was completed and reviewed by my cooperating teacher? What adjustments did I make or need to make based on informal assessment and feedback?
2. When was an affirming or “aha” moment in my teaching this week? When did I feel most confident and competent with my skills?
3. What was my biggest challenge this week? When did I feel disconnected or discouraged?
4. If I could repeat this week, what would I do differently based upon the learning and responses of my students?
5. What am I most proud of this week based on the learning and responses of my students?

If you are in a co-teaching placement, which co-teaching approaches did you use this week?

_____ Supportive	_____ I led	_____ CT led	
_____ Parallel	_____ I led planning	_____ We jointly planned	_____ My CT planned
_____ Complementary	_____ I led, my CT complemented	_____ My CT led, I complemented	
_____ Team	_____ Guided by CT	_____ Jointly planned & delivered instruction	

Questions I have; help I would like: _____

Requested focus of next observation. (Be sure to have a lesson plan available.)

_____ Interactions with students	_____ Classroom management/discipline
_____ Questioning strategies	_____ Differentiation of instruction
_____ Use of technology in instruction and/or by student in learning	
_____ Other _____	

RUBRIC

To clarify the performance standard or criteria represented by the Does Not Meet (1), Approaching (2), and Meets (3) clinical rating for a TPE on the 3-point rating scale, the University Supervisor and Cooperating Teacher along with the candidate are offered the following rubric which describes the timeframe, conditions, and expected evaluated behaviors and artifacts for each of the three (3) performance levels on the *Assessment of Multiple Subject Teaching Performance Expectations* in EDMX 570 and 571 clinical practice general education experiences. The Cooperating Teacher and the University Supervisor can independently use this rubric and then confer as to the appropriate rating on a TPE for a candidate they both are mentoring. A candidate must earn at least a Meets (3) score on each TPE by the end of the second clinical practice (i.e., EDMX 571) to receive credit in clinical practice. See the full text of each TPE in the Cal State San Marcos Multiple Subject and Single Subject Teaching Performance Expectations Statements with Added Cal State San Marcos Local TPEs.

Does Not Meet (1) (the standard)	Approaching (2) (meeting the standard)	Meets (3) (the standard)
Requires significant more understanding, instruction, and/or experience	Understands but requires additional coaching or clarification	Meets the standard as stated in the MS TPE at the level of a novice teacher
<p>Given the timeframe of the general education clinical practice experience (i.e., 35 days for EDMX 570 clinical practice and 40 days for EDMX 571 clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, either or both the University Supervisor and/or Cooperating Teacher assess via their observations and/or examination of the artifacts (e.g., lesson plans and other evidences in the TPE portfolio) provided by the candidate for the given TPE that the candidate:</p> <ol style="list-style-type: none"> 1) has demonstrates the knowledge and/or practice articulated in the TPE el with little frequency and will require extensive modeling, coaching, instruction, and clinical experience to potentially achieve the criterion performance 2) has provided few or no evidences that are assessed as (a) relevant examples, (b) appropriate to the content of the TPE element, or (c) adequate to demonstrate the criterion as stated in the TPE 3) even when provided with prompting and direct questioning, has difficulty identifying ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and 	<p>Given the timeframe of the general education clinical practice experience (i.e., 35 days for EDMX 570 clinical practice and 40 days for EDMX 571 clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, either or both the University Supervisor and/or Cooperating Teacher assess via their observations and/or examination of the artifacts (e.g., lesson plans and other evidences in the TPE portfolio) provided by the candidate for the given TPE that the candidate:</p> <ol style="list-style-type: none"> 1) has demonstrated, but not yet consistently, the knowledge and/or practice articulated in the TPE and requires and will benefit from further modeling, coaching, and/or clarification to achieve the criterion performance 2) has provided some, but not yet sufficient, evidences that are (a) relevant examples, (b) appropriate to the content of the TPE, and (c) adequate to demonstrate the criterion as stated in the TPE 3) requires some prompting, when asked to describe and explain ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE 	<p>Given the timeframe of the general education clinical practice experience (i.e., 35 days for EDMX 570 clinical practice and 40 days for EDMX 571 clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, either or both the University Supervisor and/or Cooperating Teacher assess via their observations and/or examination of the artifacts (e.g., lesson plans and other evidences in the TPE portfolio) provided by the candidate for the given TPE that there is adequate evidence to conclude that the candidate:</p> <ol style="list-style-type: none"> 1) has consistently demonstrated the knowledge and/or practice articulated in the TPE criterion with minimal need for further modeling, coaching or clarification 2) has provided evidences that are (a) relevant examples, (b) appropriate to the content of the TPE, and (c) adequate to demonstrate the criterion as stated in the TPE 3) can describe and explain, with little to no prompting, ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE

collaborative behaviors illustrate performance of the TPE		
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