

CALIFORNIA STATE UNIVERSITY SAN MARCOS
SCHOOL OF EDUCATION
EDMS 571 – Clinical Practice I in Elementary Schools
Fall 2012

Instructor:	
E-mail:	
Phone:	
Office:	
Office hours:	

Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. *(adopted by COE Governance Community October, 1997)*

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. Students successfully completing this program receive a credential with authorization to teach English learners. *(approved by CCTC in SB 2042 Program Standards, August 02)*

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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. Teacher candidates are responsible for honest completion of their work. There will be no tolerance for infractions. 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 educators, teacher candidates will do their own work and contribute equally to group projects and processes. Plagiarism and 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.

School of Education Attendance Policy – 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. If an absence is to occur during the teaching portion (weeks 9 – 16) the teacher candidate is responsible for developing substitute teacher lesson plans.

Electronic Communication

Electronic correspondence is part of your professional interactions. If you need to contact an instructor, cooperating teacher, on-site liaison, university supervisor, or classmate, email is often the easiest way to do so. Please be reminded that electronic correspondences are a very specific form of communication with their own nuances, meaning, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang often communicate more than the sender originally intended. With that said, please be mindful of all electronic messages and craft them with professionalism and care.

Things to consider in electronic communication:

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

Teacher Candidate Learning Outcomes and CalTPA

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of 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. 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 online through Moodle Cougar Courses. TPA related questions and logistical concerns are to be addressed during the seminars. Your attention 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 seminars, and other TPA support materials can be found on the SOE website.

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 - *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.

Course Requirements

Teacher Candidate Responsibilities:

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Week	ACTIVITY
Week 1 & 2	<ul style="list-style-type: none"> • Meet with your university supervisor and cooperating teacher at a time arranged by your university supervisor • Gather info on the school, i.e. handbooks, maps, schedules. Get to know your way around. • Familiarize yourself with available district and community resources for teachers. • Review your observation and participation schedule with your cooperating teacher. • Read the Clinical Practice Handbook, and sign the Clinical Practice Form.
Weeks 3 & 4	<ul style="list-style-type: none"> • Confer with cooperating teacher (CT) for assumption of teaching responsibilities based upon requirements of the TPEs. • Communicate with your supervisor on a weekly basis through meetings, phone calls, or email. • Attend university TPE and curricular seminars throughout the semester.
Weeks 4 to 6	<ul style="list-style-type: none"> • Confer regularly with CT to set short and long-range goals, planning units and topics to be utilized during the full-time experience in accordance with the TPEs. • Continue to communicate with your supervisor
Weeks 7 & 8	<ul style="list-style-type: none"> • Meet with supervisor and CT to discuss the required lesson plan format. • Meet with CT to discuss gradual assumption of language arts and math instruction for a minimum of two weeks. • Ask your CT to complete the "Observation/Participation Evaluation" Form found in the student teaching packet.
Fulltime Student Teaching Weeks 9 through 16	<ul style="list-style-type: none"> • Work according to your CT's contract hours. You will serve duty with your CT, attend faculty/staff meetings, in-services (as permitted), and other appropriate professional activities. <i>If you must be absent or leave early, inform your CT and supervisor in a timely manner. Time missed will be made up.</i> • Confer regularly with your university supervisor and CT regarding your performance, lesson planning, and other appropriate topics as based upon the requirements of the TPEs. • Prepare to take over Reading/Language Arts and Mathematics for a minimum of two weeks of consecutive lessons. • Your university supervisor will conduct at least 4 formal observations in Reading/Language Arts and Math. Additional observations may occur.
Last Week Week 16	<ul style="list-style-type: none"> • Gradually return teaching responsibilities to the CT. • Your supervisor will arrange for a three-way exit interview. • Retain a copy of the Clinical Practice I TPE form to be given to your Clinical II supervisor. • All signed documents will be returned to the university by the university supervisor • Attend an end-of-semester evaluation conference with the cooperating teacher and university supervisor. <i>Bring your filled out TPE Assessment Form and any written work as requested by your support team. The TPE Assessment Form must be filled in on the computer and then printed out. The form can be found at: http://www.csusm.edu/coe/ClinicalPractice/HandbookMS.html</i>

Throughout the Clinical Practice:

1. Attend all team, department, and faculty meetings and other professional responsibilities. Engage in professional development activities and document the number of hours of professional development. ***You are required complete 10 hours of professional development activities approved by your supervisors during the credential program.***
2. Maintain a TPE Notebook/Binder with evidence for all the appropriate TPEs. TPE Binder dividers are located in the Teacher Candidate Handbook Section at the following URL : <http://www.csusm.edu/education/ClinicalPractice/HandbookMS.html>

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 Form based on observations, and the TPE Binder artifacts. These documents (Summary and TPE Assessment Form) 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 7 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 the 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;**
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)**

WEEKLY TEACHER REFLECTION JOURNAL

Name _____ Week: from _____ to _____

1. Did I have all lesson plans completed before I taught them, and given to the cooperating teacher the previous week? What adjustments did I make or need to make based on informal assessment?
2. When did I feel the most connected, engaged, or affirmed as a teacher this week? When did I feel most confident and competent with my skills?
3. When did I feel the most disconnected, disengaged, or discouraged as a teacher this week? When did I doubt my competence and confidence?
4. If I could repeat this week, what would I do differently based on 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?

Other thoughts about this week: Questions I have:

What I would like help with next week: _____

Requested focus of next observation (check one or two). **Be sure to have a lesson plan available.**

_____ Interactions with students

_____ Management/Discipline

_____ Questioning Strategies

_____ Other _____

_____ Sociogram (calling on students, getting around the room. Be sure to have a seating chart available)

MONTHLY JOURNAL REFLECTION SUMMARY

Look at your weekly reflection journal, your Mentor Teacher's weekly feedback form, and any observation notes from your Clinical Supervisor. Use a highlighter to find themes or patterns to your responses about each question. Summarize your entries under each of the prompts.

1. Summarize the situations where you felt the most connected, engaged, or affirmed as a teacher this month. Summarize situations where you felt the most confident and competent.

Connected, Engaged, Affirmed	Confident and Competent with Skills

2. Summarize the situations where you felt the most disconnected, disengaged, or discouraged as a teacher this month. Summarize when you doubted your competence and confidence.

Disconnected, Disengaged, Discouraged	Not Confident and Competent with Skills

3. Summarize what you would do differently based on student learning and responses for the month.

Student Learning and Responses	What I'd Do Differently

4. Summarize what you are most proud of this month based on student learning and responses.

Student Learning and Responses	What I'm Most Proud Of