

Course Number	EDSS 571
Title	Clinical Practice in Secondary Schools 1
CRN Number	CRN # 40966
Days	Arranged Days
Time	Arranged Times
Course Location	Assigned School Site
Semester / Year	Fall 2015
Professor	
	Staff (Julie Rich, Lead, Program Coordinator)
Phone	760-750-8550
E-Mail	jrich@csusm.edu
Office	UH 453
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

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

TABLE OF CONTENTS

COURSE DESCRIPTION.....	3
Clinical Practice in Secondary Schools I.....	3
Course Prerequisites.....	3
Course Objectives.....	3
Unique Course Requirements.....	4
Credit Hour Policy Statement:.....	5
REQUIRED TEXTS, MATERIALS AND ACCOUNTS.....	5
TaskStream Account.....	5
TEACHER CANDIDATE LEARNING OUTCOMES.....	5
Authorization to Teach English Learners.....	5
Teacher Performance Expectation (TPE) Competencies.....	5
Teacher Performance Assessment.....	6
CalTPA.....	6
edTPA.....	6
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs).....	6
GENERAL CONSIDERATIONS.....	6
Assessment of Professional Dispositions.....	6
School of Education Attendance Policy.....	7
Clinical Practice Attendance requirements:.....	7
All University Writing Requirement.....	7
CSUSM Academic Honesty Policy.....	7
Plagiarism.....	7
Students with Disabilities Requiring Reasonable Accommodations.....	8
All University Writing Requirement.....	8
Course Format.....	8
Use of Technology.....	8
Electronic Communication Protocol.....	8
CLINICAL PRACTICE I COURSE REQUIREMENTS AND GRADING STANDARDS.....	8
Clinical Practice Expectations.....	8
Grading.....	9
Teacher Candidate Responsibilities.....	9
SINGLE SUBJECT FALL 2015 CP CALENDAR (SUBJECT TO CHANGE).....	11
SINGLE SUBJECT TEMPLATES.....	15
(Template) Lesson Plans for Week Of:.....	15
Academic Unit Plan Assignment model:.....	17
THE "PRENUPTIAL CONVERSATION".....	18
CLASS PROFILE: CONTEXT FOR LEARNING INFORMATION (edTPA and BTSA).....	19
Classroom Layout Plan and Rationale (based on a BTSA requirement):.....	21
Community Information: (based on BTSA requirement).....	21

COURSE DESCRIPTION

Clinical Practice in Secondary Schools I

Observation and teaching in selected secondary schools under the supervision of a classroom teacher and university supervisor. *Graded Credit/No Credit.*

Clinical Practice is a field work class that represents 6 units in the fall and 7 units in the spring. 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, pacing 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 (University Supervisors) 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 on Taskstream will be maintained and available (published) 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.

Credit Hour Policy Statement:

Per the University Credit Hour Policy: For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.) Candidates spend a minimum of 7 hours on the school site, Tuesday through Friday and are required to submit assignments weekly which entail anywhere from 2 – 4 hours outside of class.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

"TPE –full text" from the Clinical Practice Handbook forms page:

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

California State Standards:

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

California Content Standards:

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

TaskStream Account

TEACHER CANDIDATE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to demonstrate planning and presentation skills for their identified single subject content area, and that they are approaching proficiency on the Teacher Performance Expectations with specific 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, pacing and transitions)

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)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for a 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. You will be required to formally address the following TPEs in this course:

See COURSE OBJECTIVES ABOVE FOR SPECIFIC TPEs ADDRESSED.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Candidates must demonstrate competency in the classroom at the novice level as part of the successful completion of the first semester of the single subject credential program, as evidenced by the TPE rating sheet and CP I summary prepared by the instructor, the University Supervisor. Adequate progress is required to be recommended for advancement to CP II.

GENERAL CONSIDERATIONS

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.

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.

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

"Teacher candidates 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.

Candidates 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 teacher candidate 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

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.

Students with Disabilities Requiring Reasonable Accommodations

Students 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. 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.

All University Writing Requirement

The All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course through the writing of lesson and unit plans, reflections and weekly logs.

Course Format

This course is held exclusively on an assigned school site under the direct supervision of school site personnel and the University Supervisor.

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 feels 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. **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.

2. 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.
3. **Keep up-to-date and accurate lesson and unit plans during your Clinical Practice. *You are required to have a written record of all lessons presented in your site assignment AND 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.*
4. Attend regular meetings with your supervisor and On-site Liaison.
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 from 7:00 a.m. until 5 p.m. (subject to change). The core coursework (EDSS 511, 521 and 555) includes co-teaching by faculty, combined sessions and online work. Candidates will also have 10 methods sessions (2 units, 30 hours) spread over the semester on Tuesday or Thursday evening/s and with some Saturday sessions.

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 day before winter break. 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.

SINGLE SUBJECT FALL 2015 CP CALENDAR (SUBJECT TO CHANGE)

EDSS 571

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

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

Core Course information Weekly dates	Clinical Practice Assignment	School Sites/Candidates impacted
August 10 and 11 Orientation 9 -4 p.m.	General orientations Candidates report dates: Aug 10: PVHS Aug 11: OHS, ECHS and BVMS	All Candidates attend orientation
August 12 – Orientation 3 – 5 p.m.	CP orientation with University Supervisor Candidates report dates (subject to change): Aug 12: All Escondido high schools Aug 14: all Vista schools First day of school for students by site: Aug 12: Paloma Valley HS	All Candidates attend orientation
August 17	Candidates report dates: Aug 18: SDA, LCC First day of school for students by site: Aug 17: All Oceanside schools; All Vista Schools All Escondido schools Bear Valley MS, Escondido Elementary Aug 19: Mt. Carmel HS	Candidates with students complete lesson plan records for one week (5 days) – send to US (see template)
Aug. 24/26 (C1) Aug. 25/27 (C2) August 26 (SPHS), 27 (OHS) Sept 2 (SMHS) CT/TC co- teaching 4:30 – 6 p.m.	Technology Orientations Attend one session <u>with your CT</u> Check for locations Candidates report dates: Aug 26: SMHS Aug 28: CHS First day of school for students by site: Aug 24: HTH Aug 25: LCC and SDA	All Candidates attend technology training by cohort All Candidates attend one session of co-teaching training with your CT Candidates with students complete lesson plan records for one week (5 days) – send to US (see template)

Core Course information Weekly dates	Clinical Practice Assignment	School Sites/Candidates impacted
<p>Monday August 31 (Week one) Core courses F2F 7:00 a.m.</p>	<p>First day of school for students by site: Aug 31: SMHS Sept 2: CHS</p> <p>Assignments due: Sept. 4 Teacher Candidate Twice Monthly log #1 Email to US - See CP Handbook page Pre-nuptial Conversation' emailed to US (see form in syllabus)</p>	<p>All Candidates attend coursework</p> <p>All candidates complete lesson plan records for one week (5 days) – send to US Twice monthly log and pre-nuptial conversation</p>
<p>Sept 7 Holiday Core courses on-line</p>	<p>Assignments due: Sept 11 ***Class profile (see template and instructions) Classroom layout and community information from syllabus email to US</p>	<p>All Candidates</p> <p>All candidates complete lesson plan records for one week (5 days) – send to US</p>
<p>Sept 14 Core courses F2F</p>	<p>Assignments due: Sept 18 Teacher Candidate Twice Monthly log</p>	<p>All Candidates</p> <p>All candidates complete lesson plan records for one week (5 days) – send to US</p>
<p>Sept 21 Core courses F2F</p>	<p>Assignments due: Sept 25 Academic Unit Plan emailed to US (see model in syllabus)</p>	<p>All Candidates</p> <p>All candidates complete lesson plan records for one week (5 days) – send to US</p>
<p>Sept 28 Core courses F2F Do self-assessment for PD</p>	<p>Assignments due: Oct 2 Upload self-assessment into Taskstream-notify US Teacher Candidate Twice Monthly log</p>	<p>All candidates complete lesson plan records for one week (5 days) – send to US</p>

Core Course information Weekly dates	Clinical Practice Assignment	School Sites/Candidates impacted
Oct 5 Core courses F2F	Assignments due: Oct 9 Copy and save pgs. 7 and 8: School Site Information Checklist and School Site Participation Checklist from Teacher Candidate Clinical Practice Handbook Section – to be used for TPE 12	All Candidates All candidates complete lesson plan records for one week (5 days) – send to US
Oct 12 Core courses F2F	Assignments due: Oct 16 Teacher Candidate Twice Monthly log SS faculty to post PD rating on TaskStream this week	All Candidates All candidates complete lesson plan records for one week (5 days) – send to US
Oct 19 Core courses F2F TPA 1 Due		All candidates complete lesson plan records for one week (5 days) – send to US
Oct 26 Core courses F2F		All candidates complete lesson plan records for one week (5 days) – send to US
Nov 2 Core courses F2F	Assignments due: Nov 6 Teacher Candidate Twice Monthly log	All candidates complete lesson plan records for one week (5 days) – send to US
Nov 9 Core courses F2F	NOTE: US to post PD rating on TaskStream this week)	All candidates complete lesson plan records for one week (5 days) – send to US
Nov 16 Core courses F2F	Assignments due: Nov 20 Teacher Candidate Twice Monthly log	All candidates complete lesson plan records for one week (5 days) – send to US

Core Course information Weekly dates	Clinical Practice Assignment	School Sites/Candidates impacted
Nov 24 Core courses On-line	If school is in session this week; weekly lesson plan records are due	All candidates complete lesson plan records for one week (5 days) – send to US
Nov 30 Core courses F2F	Assignments due: Dec 4 Teacher Candidate Twice Monthly log	All candidates complete lesson plan records for one week (5 days) – send to US
Dec 7 Last Class: Core courses F2F		All candidates complete lesson plan records for one week (5 days) – send to US
Dec 14 Coursework finished	Assignments due: Dec 18 None –Last day of CP I	

SINGLE SUBJECT TEMPLATES

(Template) Lesson Plans for Week Of:

<p>M (Plans for your CT)</p>	<p><u>Standard(s)</u></p> <p><u>Objective(s)</u> (Remember-SWBAT **observable** BY **Measurable**.)</p> <p><u>Assessment(s)</u></p> <p><u>Instruction:</u> <i>Anticipatory set</i> <i>Instruction</i> <i>Guided Practice</i> <i>Independent Practice</i> <i>Closure</i> <u>Special Considerations:</u> (EL and SN)</p> <p><u>Co-Teaching Plan:</u></p>
<p>T</p>	<p><u>Standard(s)</u></p> <p><u>Objective(s)</u> (Remember-SWBAT **observable** BY **Measurable**.)</p> <p><u>Assessment(s)</u></p> <p><u>Instruction:</u> <i>Anticipatory set</i> <i>Instruction</i> <i>Guided Practice</i> <i>Independent Practice</i> <i>Closure</i></p> <p><u>Special Considerations:</u> (EL and SN)</p> <p><u>Co-Teaching Plan:</u></p>

W	<p><u>Standard(s)</u></p> <p><u>Objective(s)</u> (Remember-SWBAT **observable** BY **Measurable**.)</p> <p><u>Assessment(s)</u></p> <p><u>Instruction:</u> Anticipatory set Instruction Guided Practice Independent Practice Closure</p> <p><u>Special Considerations:</u> (EL and SN)</p> <p><u>Co-Teaching Plan:</u></p>
Th	<p><u>Standard(s)</u></p> <p><u>Objective(s)</u> (Remember-SWBAT **observable** BY **Measurable**.)</p> <p><u>Assessment(s)</u></p> <p><u>Instruction:</u> Anticipatory set Instruction Guided Practice Independent Practice Closure</p> <p><u>Special Considerations:</u> (EL and SN)</p> <p><u>Co-Teaching Plan:</u></p>
F	<p><u>Standard(s)</u></p> <p><u>Objective(s)</u> (Remember-SWBAT **observable** BY **Measurable**.)</p> <p><u>Assessment(s)</u></p> <p><u>Instruction:</u> Anticipatory set Instruction Guided Practice Independent Practice Closure</p> <p><u>Special Considerations:</u> (EL and SN)</p> <p><u>Co-Teaching Plan:</u></p>

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 (no more detail is needed – this is an overview)

[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 ?](#)

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?

Name _____ School _____ Semester _____

CLASS PROFILE: CONTEXT FOR LEARNING INFORMATION (edTPA and BTSA)

Respond to the prompts below (**no more than 4 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt.

Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)

Middle school: _____

High school: _____

Other (please describe): _____

Urban: _____

Suburban: _____

Rural: _____

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, remedial course, honors course) that will affect your teaching in this learning segment.
3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class

1. What is the name of this course?
2. What is the length of the course? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
One semester: _____
One year: _____
Other (please describe): _____
3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?
4. Is there any ability grouping or tracking in subject area? If so, please describe how it affects your class.
5. Identify any textbook or instructional program you primarily use for subject area instruction. If a textbook, please provide the title, publisher, and date of publication.
6. List other resources (e.g., electronic white board, graphing calculators, online resources) you use for subject area instruction in this class.

About the Students in the Class

1. Grade-level composition (e.g., all seventh grade; 2 sophomores and 30 juniors):
2. Number of
 - students in the class: _____
 - males: _____ females: _____
3. Complete your Class Profile & the Summary of your Students with Special Learning Needs Chart
 - a. Create a Class Profile with information on each of your students. Use Chart below.

Student Name	Student Label & Level: EL, IEP or 504	EL/IEP/504 Plans: Classification, Need – Readiness	Learning Profile	Interests	Supports, Accommodations, Modifications, Pertinent IEP Goals
Jose	<i>Example: EL CELDT Level 3</i>	<i>Example: Struggling Reader</i>	<i>Example: Visual processing</i>	<i>Example: Surfing</i>	<i>Close monitoring, translating information in word problems into sketches</i>

- b. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., English language learners, gifted students needing greater support or challenge, students with Individualized Education Programs [IEPs] or 504 plans, struggling readers, underperforming students or those with gaps in academic knowledge).

Students with Specific Learning Needs		
IEP/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Visual processing</i>	2	<i>Close monitoring, translating information in word problems into sketches</i>
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	5	<i>Provide oral explanations for directions and simplified text for word problems</i>

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.....)