California State University
SAN MARCOS | School of Education

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EDSS 572
Clinical Practice in Secondary Schools
CRN #48807
Days: Arranged
Time: Arranged
Location: Arranged
Fall 2014

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

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Table of Contents

COURSE DESCRIPTION

Advanced observation and teaching in selected secondary schools under the supervision of a classroom teacher (Cooperating Teacher) and university supervisor. *Graded Credit/No Credit.*

Clinical Practice is a field work class that represents 6 units in the fall and 8 units in the spring. Your course instructor is your <u>University Supervisor,</u> who has been chosen for the experience, coaching and knowledge they will bring to this field placement class. As your instructor they will make assignments, observe you, give you feedback, review your Teacher Performance Expectations 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 II (part two of the Clinical Practice requirement) is designed to help teachers seeking the Single Subject Credential to enhance and refine 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 in 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 'meets' for all TPE's upon completion of CP II. A full-text version of the TPE descriptions can be downloaded from the School of Education website.:
http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html

Course Prerequisites
Successful completion of first semester courses: EDSS 511, Teaching and Learning; EDSS 521 Literacy in the Secondary School; EDSS 555 Single Subject Multilingual Education; the appropriate content methodology course and Clinical Practice I.

Course Objectives
Candidates are required to meet all Teacher Performance Expectations. Clinical Practice II 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 9-12
TPE 9 –   Instructional planning
TPE 10 -   Instructional time (routines and transitions)

Unique Course Requirements
Teacher education is a professional preparation program. Teacher Candidates will be present on the assigned school site every Tuesday through Friday following the teacher contract for that site, through the end of the semester and prepared with lesson plans and other assignments. Teacher Candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and professionalism. http://www.ctc.ca.gov/credentials/rules-of-conduct.html   Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, all written communication is expected to be clear, appropriate and error-free.

Lesson plans will be written for all teaching days and will be turned in on time, according to the schedule required by the University Supervisor and Cooperating Teacher.   Digital TPE portfolios will be maintained and available to the University Supervisor upon request. Please discuss individual issues with the Cooperating Teacher, On-site Liaison and/or University Supervisor. Points will be deducted if assignments /lesson plans/TPE portfolios are submitted late.

Required Texts
TPE –full text from Handbook forms page
http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html

GENERAL CREDENTIAL REQUIREMENTS AND PROGRAM INFORMATION

Second semester core courses
EDSS 530 Secondary Education in the 21st Century; EDSS 531 The Reflection Professional; and EDSS 541 Secondary Interdisciplinary Methods; content methods and EDSS 572 Clinical Practice II.

Authorization to Teach English Learners (CLAD)
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) Competency
All Teacher Performance Expectations, standards identified by the state of California, will be assessed and evaluated during Clinical Practice, including a digital portfolio review and a final report submitted by the University Supervisor using the TPE Rubric found on the forms page.
http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, 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.

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 seminar schedule, and other TPA support materials can be found on the SoE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is a 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, Approaching target, Meets target.* 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. Candidates are expected to achieve the level of 'Meets target' by the end of the program. Single Subject Credential Data Points for assessing professional dispositions:

Second Semester
DATA PT. #1
By Week 5 of CP II candidates will upload a reflection and goals written in EDSS 511 to be used for CP II and will send this information to the identified University Supervisor.

DATA PT #2
By Week 10 or 11 the University Supervisor will meet with site personnel and submit a composite score on TaskStream.

DATA PT #3
Candidates will reflect on the ratings they have received and progress they have made toward their stated goals.

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).*

Instructor application of Attendance Policy:
Core courses and teaching in general are participatory; therefore, your attendance and participation are important. Students are expected to attend all live sessions during the course and to fully participate in online sessions. Absences and late arrivals/early departures will affect the final grade much as it would affect evaluation in the work place. One absence, late arrival/early departure is allowed without penalty. Additional full and partial absences will reduce your grade by 10%.

Late assignments and resubmissions will not be accepted. In the teaching profession, paperwork, reports, etc. due to the state, district, or school office must be submitted by the deadline and in the correct format. This is our expectation as well.

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

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

Teacher Candidates with Disabilities Requiring Reasonable Accommodations
Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of 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.**

Teacher 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 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.

COURSE REQUIREMENTS and GRADING STANDARDS

Grading

University Supervisors, in collaboration with the Cooperating Teacher/s and On-site Liaison will prepare a **Clinical Practice II Summary** report and complete the **TPE Assessment on TaskStream** 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. 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 8 units of Clinical Practice II 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;

Clinical Practice Expectations

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

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

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

Teacher Candidate Expectations

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 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. Submit any observations logs, assignments and lesson plans that are required by the University Supervisor (see calendar).

Follow the syllabus calendar and turn in all required logs and assignments to your University Supervisor on time.

5. 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 two—Clinical Practice II

Candidates will attend core coursework each Monday from 10 a.m. until 6 p.m. The core coursework (EDSS 530, 531 and 541) 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 last teacher day of the year for the assigned site. 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 hold an introductory meeting, formally observe each candidate 4 times which will include observing one or two planning sessions and an exit meeting. They will also evaluate the TPE portfolio.**

Candidates will be placed with one Cooperating Teacher (CT) for 2 periods of the same preparation (e.g. two English 9 classes) and two settings for assisting which includes one section of EL (English Learners or English Language Development), if possible, and another class such as AVID (advancement via individual determination), SEI (structured English Immersion), or special education – whatever best suits the needs of the site. (This represents 2/3rds of the day based on a 6 period day). During the remaining unassigned periods (2) candidates will be expected to plan with the CT and work with their cohort partners on site to complete university projects and assignments as well as do some observations as appropriate. Candidates will also have a standing weekly lunch with the OSL.

EDSS 572 CLINICAL PRACTICE COURSE CALENDAR, ASSIGNMENTS AND RUBRICS

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

<mark>**Observation protocol:** Each Teacher Candidate (TC) will be formally observed four (4) times during the semester by the US. <u>The observations may be scheduled or unannounced</u>. You are expected be prepared for an observation visit at any time. Discuss and plan with your US where they will be seated and always have a written lesson plan available for them and access to preceding and subsequent lesson plans/units. One of the early observations will be of a planning session between the Teacher Candidate (TC) and Cooperating Teacher/s. (CT)</mark> The University Supervisor will confer with you during a post-observation conference which may occur immediately (if the schedule permits), later on the same day, the next day or a scheduled time that is mutually convenient. In some rare cases, a telephone conference may be held instead of a face to face meeting. You will receive written feedback from your US on the Single Subject Observation Form for each formal observation, which requires your signature. Note: An **"email" signature is an authorized option for signing each formal observation.**

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

Co-Teaching in Clinical Practice provides meaningful opportunities for Teacher Candidates to demonstrate increasing competence and independence in their teaching performance. The unique features of Co-Teaching in Clinical Practice include collaborative planning, teaching and reflection. Within the Co-Teaching in Clinical Practice model, it is the shift of responsibility from Cooperating Teacher to Teacher Candidate *to lead their collaborative work* that best describes the trajectory toward competent independent Teacher Candidate performance.

It is characteristic of the *beginning* of Clinical Practice that the Cooperating Teacher takes the lead of all collaborative planning, teaching and reflection processes. It is characteristic of the *end* of Clinical Practice that the Teacher Candidate takes the lead in each of these areas and be able to experience some 'solo' teacher time. **The description of each level of the co-teaching progression is followed by the weekly expectations and assignments which are required and due to the instructor as indicated.** It is recommended that Cooperating Teachers, On-site Liaisons (OSL) and supervisors become familiar with this timeline in order to support and prompt the Teacher Candidate to gradually assume more responsibility within Co-Teaching until they independently demonstrate competence in teaching performance. (For more information open the handbook link and access the 'Co-teaching' site listed under the Clinical Practice segment: http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html

Single Subject Spring 2014 CP II Calendar
EDSS 572

*** Handbook and forms link for all pertinent forms:
http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html
**Also, see forms page link above, "TPE Portfolio Binder Information form" for TPE Rubric and evidence examples

Independent Study Course
Calendar arranged with instructor.

Forms and Rubrics

Teacher Performance Expectations Rubric and Examples:
http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html
See Forms pertinent to Teacher Candidates: TPE Portfolio Binder Information

Single Subject Daily Lesson Design Format (See Forms Page)
For resources on how to complete this form, see:
https://sites.google.com/site/lessondesignresources/home

TITLE OF LESSON	CURRICULUM AREA & GRADE LEVEL	DATE OF LESSON
CA CONTENT STANDARD(S) ADDRESSED	CA ELD STANDARD(S) ADDRESSED	
BIG IDEA ADDRESSED (Enduring Understanding: WHY this material is important; how it fits in with the unit or theme)	ESSENTIAL QUESTIONS ADDRESSED	
OBJECTIVE(S) OR LEARNING GOAL(S)—*choose type(s) as appropriate* • Cognitive • Affective • Psychomotor • Language Development	ASSESSMENT(S)—*choose type(s) as appropriate* • Diagnostic (entry level) • Formative (progress-monitoring) • Summative (evaluative)	

PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL *(possible misconceptions or assumptions)*

INSTRUCTIONAL STRATEGIES: *What the teacher does to help students cope with the difficulties in order to succeed*

STEPS (Fill in each box with specific information)	LEARNING STYLE(S)	REASONS/RATIONALES
Anticipatory Set ("Into")		
Instruction ("Through")		
Guided Practice ("Through")		
Independent Practice ("Through")		
Closure *(summarize; make meaning of the lesson)*		
Transfer ("Beyond") *(opportunities to apply the learning)*		

STUDENT ACTIVITIES: *What the students do*

STEPS (Fill in each box with specific information)	LEARNING STYLE(S)	REASONS/RATIONALES
Anticipatory Set ("Into")		
Instruction ("Through")		
Guided Practice ("Through")		
Independent Practice ("Through")		
Closure *(summarize; make meaning of the lesson)*		
Transfer ("Beyond") (opportunities to apply the learning)		

INFO ABOUT ENGLISH LANGUAGE LEARNERS: *Consider students individually and as a group*	INFO ABOUT STUDENTS W/ SPECIAL NEEDS (include gifted students) : *Consider students individually & collectively*
• Readiness level • Learning profile: strengths and challenges • Interests—academic and/or personal	• Readiness level • Learning profile: strengths and challenges • Interests—academic and/or personal
DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS—*choose area(s) as necessary based on information above* • Content (**what** *material—including key vocabulary—is learned*) • Process (**how** *the material is learned*) • Product (*how the learning is* **demonstrated**)	DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS— *choose area(s) as necessary based on information above* • Content (**what** *material—including key vocabulary—is learned*) • Process (**how** *the material is learned*) • Product (*how the learning is* **demonstrated**)
RESOURCES (*Attach materials needed to implement the lesson—e.g., power point presentation, text, graphic organizer*)	**REFLECTION (***Questions to consider after the lesson:* **What went well? Why? What evidence do I have that shows the extent to which the lesson was effective? What problems do students still have? How will I deal with the students whose understanding of the material is weak? How will I remediate? What changes will I make to enhance learning the next time I teach this lesson? Why?)**

Single Subject Lesson Design Rubric

Name _____ **Lesson Title** _____ **Date** _____

See Lesson Design Resources Website for more details:
https://sites.google.com/site/lessondesignresources/home

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Title, Curriculum Area, Grade Level & Date 5%	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
Rationale: Big Idea & Essential Questions 10%	Describes the rationale for teaching this lesson (*big ideas, enduring understandings, essential questions*) …	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson…	& explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning.
Standards, Objectives & Assessment 25%	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria and is assessed	& each objective is labeled by the type (*cognitive, affective, psychomotor or language*) and the number of the standard it addresses and the type of assessment is labeled (*diagnostic, formative or summative*)	& expectations are clearly communicated to students (rubric, model or student work)
Predication of Likely Difficulties 5%	Possible misconceptions or assumption are identified	& the misconception or assumptions are identified as being in the content, process or product of the lesson	& the instructional strategies, student activities &/or the differentiation strategies work to avoid these misconceptions or assumptions
Instructional Strategies 15%	Provides an *into*, *through* and a *beyond* activity for lesson…	& describes in detail the steps the teacher will take to implement the lesson and instructional materials (i.e. graphic organizer, ppt, model, rubric)…	& provides a written script for teacher and times for each activity.
Student Activities 10%	Describes what the students will do during the *into*, *through* and *beyond* activity of the lesson…	& each activity is student centered with multiple opportunities for the instructor to check for understanding…	& provides times for each activity.
Student Information 10%	Identify the names of the students that need differentiation (both ELL & Students w/ Sp Ed needs)	& describe each of the students readiness level, learning profile and interests	& includes prior successful differentiation strategies for each student.
Differentiation 10%	Describes the differentiation strategy for the ELL and the students with special education needs …	& labels the strategy (*content, process or product*) and the way it addresses the students identity and developmental needs (*readiness, interest or learning profile*)…	& provides how the strategy will be assessed for effectiveness and altered if needed.
Resources 5%	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson listed and described.	& all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...
Reflection 5%	Reflection is provided on the strengths, limitations, assessment and differentiation plan.	The reflection addresses all prompts and identifies what would be done next based on this reflection.	Reflection is complete and a new lesson is provided to address the concerns in the reflection.
Self-Evaluation (10% will be deducted if not included)	Provides a copy of the rubric with the lesson plan…	& highlights or circles the evaluated criteria for each lesson component…	& provides evidence for each criteria marked.

Professional Dispositions Rubric

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

The School of Education of California State University San Marcos fosters the development of the following professional dispositions among our Teacher Candidates. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession.

Disposition	Unacceptable 1	Approaching Target 2	Meets Target 3
1. Social Justice and Equity Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.	Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others. Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when needed. Repeatedly excludes some students from learning experiences. Gives preferential treatment to some students.	Frequently models respect and concern for equitable effort for all learners and responds to feedback on how to improve. Sometimes demonstrates understanding of diversity (race, gender, culture, exceptionalities) in written work and other expressions and revises according to feedback. Frequently selects materials, designs activities and interacts with students in ways that demonstrate appreciation of diversity and demonstrates improvements based on constructive feedback.	Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Consistently advocates for inclusion and consideration of diverse perspectives.
2.Collaboration Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community.	Interacts with others (students, parents, colleagues) in ways that does not communicate respect. Uses destructive criticism, derogatory remarks, threats, physical coercion, or inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.	Frequently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality and responds positively to feedback for improving. Frequently encourages and supports participation and success for all and is responsive to constructive feedback.	Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all.

Disposition	Unacceptable 1	Approaching Target 2	Meets Target 3
3.Critical Thinking Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.	Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.	Frequently analyzes professional contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Frequently seeks a variety of perspectives, asks questions and takes action to explore issues, achieve goals and/or solve dilemmas and responds to feedback for improving.	Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining resources.
4. Professional Ethics Candidates make and act on well-reasoned, principled judgments.	Fails to consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal religious or political views upon others.	Frequently honors the needs and best interests of students, the work setting and the profession and responds positively to feedback on how to improve. Frequently makes well - reasoned, principled judgments regarding professional behaviors and appropriate separation of personal and professional domains while actively responding to feedback on how to improve.	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.
5.Reflective Teaching and Learning Candidates critically review their professional practice and the impact it has on student success.	Does not critically evaluate own professional practice or performance (e.g., interactions, written work, assessments) and the impact on student success. Fails to see the need for positive change. Does not provide substantive suggestions for positive self-improvement. Rejects suggestions from others directly or by failing to act. Offers excuses and/or assigns blame for negative results to students, parents, colleagues, or supervisors.	Frequently demonstrates understanding of the relevant teaching/learning standards while being responsive to feedback. Sometimes evaluates own professional performance and the impact on student success.Frequently generates ideas for potential improvements. Sometimes is open-minded and positive when receiving feedback, and demonstrates acting on and responding to feedback with increasing frequency.	Consistently demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions.

Disposition	Unacceptable 1	Approaching Target 2	Meets Target 3
6.Life-Long Learning Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.	Does not consistently demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). Verbal and written contributions do not demonstrate familiarity with required material. Fails to ask questions or make thoughtful references to concepts of study. Fails to meet professional standards in written work and participation. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or data-based evidence.	Frequently demonstrates intellectual engagement and responds positively to feedback on improving. Frequently seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge and is receptive to suggestions. May be familiar with relevant professional organizations and current research. Frequenlty seeks and uses contemporary theory, research, and data-based evidence to inform instruction and is receptive to feedback and recommendations.	Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Consistently seeks and uses contemporary theory, research, and data-based evidence to inform instruction.

<div align="center">

THE "PRENUPTIAL CONVERSATION"
for Issues About Instruction & Planning

What are issues for discussion?

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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?

Other?
-
-

Academic Calendar Assignment Model:

This is a calendar of the second semester months (Jan – May/June) that shows what units will be taught and the number of weeks per unit - example Algebra I

Unit 0: Introduction Activities (1 week-add dates)
Unit 1: Expressions and Equations (3 weeks -dates)
Unit 2: Problem Solved!:--Linear Toolbox (2 week - dates)
Unit 3: Problem Solved!--Application of Linear Equations and Systems of Equations
Unit 4: A Standards-Based Approach to Polynomial Operations and Factoring Using Algebra Lab Gear
Unit 5A: Data Analysis
Unit 5B: Probability in Algebra
Unit 6: Radical and Rational Expressions
Unit 7: What if ?

Class Profile Assignment Model:

CLASS PROFILE OF ALL STUDENTS IN EACH SECTION: Using the Excel sheet or a word document with the same information; list all students as well as information about EL and special needs students, use 'no info available' if necessary for your chart

This initial assignment should include if possible:

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

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

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

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

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

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 relebant 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……..)

CLASS PROFILE
Excel format

Student Survey and Class Profile

	overall students	EL students	Sp Ed/needs students
District numbers			
School site numbers			
individual class #1			
individual class #2			

Student Name	EL	EL classification	Sp Ed	Sp Ed classification	readiness level	Interest/strengths