

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION**

EDSS 571
CLINICAL PRACTICE I IN SECONDARY SCHOOLS
FALL 2011
DAY/EVENING COHORTS

Location: Assigned school site

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SCHOOL OF EDUCATION MISSION STATEMENT

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

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SINGLE SUBJECT COURSE WORK INFORMATION & REQUIREMENTS

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

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. Teacher 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 Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidate's responsibility to understand expectations and complete assignments by stated due dates.

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 online through Moodle Cougar Courses. TPA related questions and logistical concerns are to be addressed during the seminars. Your attention to TPA seminars will greatly contribute to your success on the assessment. Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminars, and other TPA support materials can be found on the SOE website.

School of Education Attendance Policy – Clinical Practice

All teacher candidates are expected to be present at their assigned school site as scheduled by program requirements and the specific school site calendar and teaching contract. Should the teacher candidate have extenuating circumstances, s/he should contact the University Supervisor and Program Coordinator as soon as possible. If an absence is to occur during the teaching portion (weeks 9 – 16) the teacher candidate is responsible for developing substitute teacher lesson plans.

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher 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. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with the Program Coordinator during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Teacher candidates are responsible for honest completion of their work. There will be no tolerance for infractions. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each teacher 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.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact an instructor, cooperating teacher, on-site liaison, university supervisor or other teacher candidates, e-mail is often the easiest way to do so. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all electronic messages 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 e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

Course Description – 6 units

Observation and teaching in selected secondary schools under the supervision of a classroom teacher (cooperating teacher) and University Supervisor. This course is aligned with California's SB 2042 Standards.

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 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 assignments, observe you, give you feedback, review your TPE portfolio and assign your grade. Successful completion of both CP I and CP II are required for you to be recommended for your credential.

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 Rubric** based on observations, site feedback and the TPE Portfolio artifacts. These documents (Summary and Rubric) 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;**
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)

CLINICAL PRACTICE EXPECTATIONS – CSUSM Handbook 2011

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.

TEACHER CANDIDATE RESPONSIBILITIES (found in the Handbook)

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).

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. Some resources and tools to guide you in this process are found later in this section (of the handbook) --see "Some Questions You May Want to Ask Your Cooperating Teacher," "School Site Information," and "School Site Participation Checklist" -- which you will be required to complete for the TPE portfolio.

OVERVIEW:

Observation/Participation Period (first 8 weeks of each semester)

In both semesters, during the observation/participation period (8 weeks), teacher candidates carry a full academic load and attend university classes. This is accompanied by teacher candidates spending six to eight hours one day per week at assigned school sites. Teacher candidates are expected to observe in their assigned cooperating teacher's classroom to become acquainted with students and their abilities and to learn classroom and school routines. Teacher candidates are expected to participate in their cooperating teacher's classroom by assisting with small group work, helping individual students, performing some in-class grading tasks, etc. (as designated by the cooperating teacher). Teacher candidates are NOT in the position to plan for and implement full lessons during the observation and participation period.

You will have specific things to observe in the classrooms as well as some assignments to gather information about the school (see Tentative Class Schedule).

Clinical Practice I

Single Subject teacher candidates (those in their first semester) will spend full days at their assigned sites Monday – Friday, mirroring a typical teacher's contracted hours once the observation/participation period has ended (8 weeks). All teacher candidates will work at their assigned sites until the site's winter break. Teacher candidates should ease into their teaching responsibilities, gradually increasing their classroom leadership to include planning and implementing lessons, grading and assessing work, participating in parent contacts, etc.

Two periods: Take over full responsibility to teach two classes, the same preparation, in teacher candidate's major area.

One period: Individual or small group tutoring (e.g. AVID/SEI/ELD class).

One period: Observations in major and/or supplemental areas; observations outside of subject area; observations of administration, counseling, attendance, etc.

One period: Preparation time for middle or high school class.

One period: Preparation time for completing university work related to clinical practice.

TEACHER CANDIDATE EXPECTATIONS

General Guidelines from the Handbook:

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 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 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 and lesson plans that are required.

In your Clinical Practice, you will develop a professional portfolio focusing on the TPEs. 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.

Objectives

Candidates are required to meet all Teacher Performance Expectations. 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 9-12

TPE 9 – Instructional planning

TPE 10 - Instructional time (routines and transitions)

Required Texts

TPE –full text from Handbook forms page

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

Course Requirements

Teacher education is a professional preparation program. It is expected that teacher candidates will come to school prepared with lesson plans and other assignments. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and professionalism. 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.

It is expected that lesson plans will be written for all teaching days and will be turned in on time, according to the schedule required by the cooperating teacher. 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.

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes 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 '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.

Teacher Performance Expectation (TPE) Competency

All Teacher Performance Expectations will be assessed and evaluated during clinical practice, including a 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>

EDSS 571 CLINICAL PRACTICE COURSE CALENDAR, ASSIGNMENTS AND RUBRICS

TENTATIVE CLASS SCHEDULE CLINICAL PRACTICE EDSS 571

Although this schedule is carefully planned, the instructors reserve the right to make changes based on unforeseen circumstances and teachable moments.

Observation protocol: Your University Supervisor will formally observe you four (4) times during the semester. Your observations may be scheduled or unannounced. You must be prepared for a visit from your University Supervisor at any time. Discuss and plan with your supervisor where they will be seated and always have a written lesson plan available for them and/or access to preceding and subsequent lesson plans/units. They will confer with you during a post-observation conference which may occur immediately (if your/their 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.

Date	Topic	Your Responsibilities
9/1 or 2 Thursday or Friday each week Week 1	Observation/participation focus: topic of lesson, content strategies, management techniques, student involvement, questioning techniques and participation, practice Management By Walking Around (MBWA)	Email <i>Teacher Candidate Weekly Experience Log</i> to US Add any relevant information to the TPE Portfolio Review <i>Cooperating Teacher Interview Sheet</i> (p. 22 handbook) and begin to prepare a <i>Calendar of Dates</i> for the site semester
9/8 Week 2	O/P period Observation focus: same as week one	Email <i>Teacher Candidate Weekly Experience Log</i> to US Add any relevant information to the TPE Portfolio Review <i>Cooperating Teacher Interview Sheet</i> (p. 22 handbook) and continue to prepare a <i>Calendar of Dates</i> for the site semester Informal introduction by CT to class/es
9/15 Week 3	O/P period—Observation focus: same as week one and two	Email <i>Teacher Candidate Weekly Experience Log</i> to US Add any relevant information to the TPE Portfolio Review <i>Cooperating Teacher Interview Sheet</i> (p. 22 handbook) and continue to prepare a <i>Calendar of Dates</i> for the site semester
9/22 Week 4	O/P period—Observation focus: script the classes of your CT(s) minute- by-	Email <i>Teacher Candidate Weekly Experience Log</i> to US Add any relevant information to the TPE Portfolio

	minute, present part of lesson, continue MBWA	<u>Complete</u> <i>Cooperating Teacher Interview Sheet</i> (p. 22 handbook) and <i>Calendar of Dates</i> for the site semester Begin making notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 23 and 24 (TPE 12)
9/29 Week 5	O/P period—Observation focus: same as week 4	Email <i>Teacher Candidate Weekly Experience Log</i> to US Email <i>Cooperating Teacher Interview Sheet</i> and <i>Calendar of dates</i> to US <u>Complete</u> <i>Student Survey</i> and email questions to US and OSL Make on-going notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 23 and 24 (TPE 12)
10/6 Week 6	O/P period—Clarify any questions you have, MBWA and present additional partial lessons	Email <i>Teacher Candidate Weekly Experience Log</i> to US Add any relevant information to the TPE Portfolio Plan overview of units for remainder of semester Begin draft of <i>Introduction Letter</i> home to parents Make on-going notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 23 and 24 (TPE 12)
10/13 Week 7	O/P period—Observation focus: same as week 6	Email <i>Teacher Candidate Weekly Experience Log</i> to US Add any relevant information to the TPE Portfolio Email <i>Introduction Letter</i> home to parents to US and OSL Develop and email plan for TC formal introduction and first full day to US and OSL Provide a copy of the CT(s) classroom management policies to the US at next meeting Provide a copy of the school discipline plan to the US at next meeting Make on-going notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 23 and 24 (TPE 12)
10/20 Week 8	O/P period—Observation focus: same as weeks 6 & 7	Email <i>Teacher Candidate Weekly Experience Log</i> to US Add any relevant information to the TPE Portfolio List units to be taught on <i>Calendar of Dates</i> , share with US at next meeting Make on-going notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 23 and 24 (TPE 12) Prepare for first week of Full-Time On Campus, October 24

10/27 Week 9	<p>Full Time Clinical Practice – Follow teacher contract and daily schedule for site Attend any staff, PLC, parent or other meetings Attend student events/activities as possible</p>	<p>Write daily lesson plans for all lessons to be taught Turn in daily or weekly lesson plans as requested by CT (OSL and US if requested) Reflect on lessons taught/review with CT (and US as appropriate/requested) Add any relevant information to the TPE Portfolio Make ongoing notations on Handbook pages 23 and 24 (TPE 12)</p>
11/3 Week 10	<p>Full Time Clinical Practice – Follow teacher contract and daily schedule for site Attend any staff, PLC, parent or other meetings Attend student events/activities</p>	<p>Write daily lesson plans for all lessons to be taught Turn in daily or weekly lesson plans as requested by CT (OSL and US if requested) Reflect on lessons taught/review with CT (and US as appropriate/requested) Add any relevant information to the TPE Portfolio Make ongoing notations on Handbook pages 23 and 24 (TPE 12)</p>
11/10 Week 11	<p>Full Time Clinical Practice – Follow teacher contract and daily schedule for site Attend any staff, PLC, parent or other meetings Attend student events/activities</p>	<p>Write daily lesson plans for all lessons to be taught Turn in daily or weekly lesson plans as requested by CT (OSL and US if requested) Reflect on lessons taught/review with CT (and US as appropriate/requested) Add any relevant information to the TPE Portfolio Make ongoing notations on Handbook pages 23 and 24 (TPE 12)</p>
11/17 Week 12	<p>Full Time Clinical Practice – Follow teacher contract and daily schedule for site Attend any staff, PLC, parent or other meetings Attend student events/activities</p>	<p>Write daily lesson plans for all lessons to be taught Turn in daily or weekly lesson plans as requested by CT (OSL and US if requested) Reflect on lessons taught/review with CT (and US as appropriate/requested) Add any relevant information to the TPE Portfolio Make ongoing notations on Handbook pages 23 and 24 (TPE 12)</p>
11/24 Week 13	<p>Full Time Clinical Practice – Follow teacher contract and daily schedule for site Attend any staff, PLC, parent or other meetings</p>	<p>Write daily lesson plans for all lessons to be taught Turn in daily or weekly lesson plans as requested by CT (OSL and US if requested) Reflect on lessons taught/review with CT (and US as appropriate/requested)</p>

	Attend student events/activities	Add any relevant information to the TPE Portfolio Make ongoing notations on Handbook pages 23 and 24 (TPE 12)
12/1 Week 14	Full Time Clinical Practice – Follow teacher contract and daily schedule for site Attend any staff, PLC, parent or other meetings Attend student events/activities	Write daily lesson plans for all lessons to be taught Turn in daily or weekly lesson plans as requested by CT (OSL and US if requested) Reflect on lessons taught/review with CT (and US as appropriate/requested) Add any relevant information to the TPE Portfolio Make ongoing notations on Handbook pages 23 and 24 (TPE 12)
12/5** Monday	UH 272 or 273 4:30 – 6 p.m.	Attend the” all candidates’ meeting” and fill out evaluations including an evaluation for the US and Project Speak. You will receive an email but wait to respond until you are with the group. We will also do a Gallery Walk.
12/8 Week 15	Full Time Clinical Practice – Follow teacher contract and daily schedule for site Attend any staff, PLC, parent or other meetings Attend student events/activities	<u>Prepare for and attend Exit meeting this week or next</u> Write daily lesson plans for all lessons to be taught Turn in daily or weekly lesson plans as requested by CT (OSL and US if requested) Reflect on lessons taught/review with CT (and US as appropriate/requested) Add any relevant information to the TPE Portfolio Make ongoing notations on Handbook pages 23 and 24 (TPE 12)
12/15 Week 16	Full Time Clinical Practice – Follow teacher contract and daily schedule for site Attend any staff, PLC, parent or other meetings Attend student events/activities	Write daily lesson plans for all lessons to be taught Turn in daily or weekly lesson plans as requested by CT (OSL and US if requested) Reflect on lessons taught/review with CT (and US as appropriate/requested) Add any relevant information to the TPE Portfolio Make ongoing notations on Handbook pages 23 and 24 (TPE 12) Finish CP I – thank students, CT/s and OSL

Teacher Performance Expectations Rubric

The following rubric describes the “meets” column on the TPE form. For CP I candidates must be at the approaching level and will display novice levels of performance.

A. Making Subject Matter Comprehensible To Students

TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction (for each area)

TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

- *Understands and uses the state-adopted academic content standards*
- *Develops planning instruction that addresses the standards*
- *Consistently demonstrates the ability to teach to the standards*

B. Assessing Student Learning

TPE 2 - Monitoring Student Learning During Instruction

- *Consistently paces instruction appropriately and re-teaches content based on evidence.*
- *Monitors student learning related to progress toward achieving content standards*
- *Provides specific and timely feedback*
- *Uses multiple strategies to respond to student needs consistently*
- *Uses a variety of methods to assess student progress (both formative and summative)*

TPE 3 - Interpretation and Use of Assessments

- *Consistently includes assessment in planning*
- *Uses assessment information to modify instruction*
- *Guides students to assess their own learning*
- *Can assess levels of proficiency of ELL students*
- *Maintains accurate records*

C. Engaging And Supporting Students In Learning

TPE 4 - Making Content Accessible

- *States in every lesson plan the State standards*
- *Uses activities and materials that support stated objectives*
- *Uses multiple ways to reinforce the content of the standard*
- *Follows a logical, sequence of instruction in the lesson plan*

TPE 5 - Student Engagement

- *Ensures students understand the objective of the lesson*
- *Actively involves students with the lesson*
- *Uses a variety of strategies to involve the students and increase their understanding of the lessons objectives*
- *Monitors of students' progress is ongoing*
- *Monitors of equitable involvement by all students is ongoing*

TPE 6 - Developmentally Appropriate Teaching Practices

TPE 6C - Developmentally Appropriate Practices in Grades 9-12

- *Understands the importance of the developmental age of the learners*
- *Designs instructional activities appropriate to the developmental age of the learners*
- *Provides developmentally appropriate educational experiences*

TPE 6D - Special Education

- *Articulates rationale for inclusive education for all students*
- *Understands and applies principles of universal design to differentiate instruction*
- *Develops modifications and adaptations in curriculum assessment and instruction for students with special needs*
- *Understands of roles and responsibilities as members of SST & IEP Teams*
- *Collaborates with others to plan, teach and assess students with special characteristics*

TPE 7 - Teaching English Learners

- *Applies pedagogical theories, principles and instructional practices in English Language Development in accord with state adopted standards*
- *Successfully draws information about students' backgrounds and prior learning*
- *Is able to assess levels of literacy in English and students' first language*
- *Analyzes student errors in oral and written language in order to understand how to differentiate instruction*
- *Designs lesson to make learning strategies explicit*

D. Planning Instruction and Designing Learning Experiences for all

TPE 8 - Learning about Students

- *Understands child and adolescent development to better understand students*
- *Uses formal and informal methods to learn about students to assess students' prior mastery*
- *Uses interpersonal interactions to learn about students' abilities*
- *Connects with the various factors that can affect student learning and modifies instruction to include all students*

TPE 9 - Instructional Planning

- *Consistently establishes short and long term goals*
- *Develops sequences of instruction and connects the learning to the students' prior knowledge and student backgrounds, needs and abilities.*
- *Selects strategies/activities/materials/resources that are appropriate for the students in that classroom*

E. Creating And Maintaining Effective Environments For Student Learning

TPE 10 - Instructional Time

- *Appropriately allocates instructional time to maximize student achievement*
- *Effectively and efficiently maximizes instructional time through management*

- based on reflection and consultation*
- *Adjusts the use of instruction time to optimize learning opportunities*

TPE 11 - Social Environment

- *Understands the importance of the social environment*
- *Establishes and maintains a positive environment for learning*
- *Creates classroom community through promotion of students' social competence and natural peer supports*

F. Developing As A Professional Educator

TPE 12 - Professional, Legal, and Ethical Obligations

- *Takes responsibility for student academic learning outcomes*
- *Applies professional and ethical obligations*
- *Knows and applies legal obligations*

TPE 13 - Professional Growth

- *Evaluates teaching practice and subject matter knowledge*
- *Uses reflection and feedback to improve teaching practice and subject matter knowledge*

TPE 14 - Educational Technology

- *Maximizes use of instructional technology reflecting all five of the ISTE National Educational Technology Standards for Teachers. See www.iste.org*
- *Appropriately applies technology in instructional setting to maximize student achievement*
- *Adjusts the use of technology to resources available to optimize learning opportunities*

TPE 15 - Social Justice

- *Values and uses socially equitable teaching, learning, and schooling in a variety of organizational settings*
- *Incorporates pluralism and divergent perspectives on educating diverse students*
- *Strives to democratize public education to achieve social justice and equity*

TPE 16 – Biliteracy

- *Applies pedagogy, theories, and principles for biliteracy programs*
- *Assesses and addressing the needs of biliterate students*
- *Designs biliteracy curriculum utilizing developmentally appropriate instructional approaches for biliterate students*

Single Subject Lesson Plan Format

1. TITLE OF THE LESSON	2. CURRICULUM AREA & GRADE LEVEL
3A. STUDENT INFORMATION: English Language Learners 1.) Readiness Level 2.) Learning Profile 3.) Interest	3B. STUDENT INFORMATION: Students w/ Special Needs 1.) Readiness Level 2.) Learning Profile 3.) Interest
4. RATIONALE A. Enduring Understanding B. Essential Questions C. Reason for Instructional Strategies and Student Activities	
5. CA CONTENT STANDARD(S)	6. CA ELD STANDARD(S)
7. LEARNING GOAL(S) - OBJECTIVE(S) A. Cognitive B. Affective C. Psychomotor D. Language Development	8. ASSESSMENT(S) A. Diagnostic/Entry Level B. Formative-Progress Monitoring C. Summative
9A. EXPLANATION OF DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS 1.) Content/Based on Readiness, Learning Profile or Interest 2.) Process/Based on Readiness, Learning Profile or Interest 3.) Product/Based on Readiness, Learning Profile or Interest	9B. EXPLANATION OF DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS 1.) Content/Based on Readiness, Learning Profile or Interest 2.) Process/Based on Readiness, Learning Profile or Interest 3.) Product/Based on Readiness, Learning Profile or Interest
10. INSTRUCTIONAL STRATEGIES (Describe what the teacher does. Include differentiation strategies.) A. Anticipatory Set/Into B. Instruction/Through	11. STUDENT ACTIVITIES (Describe what the students does. Include differentiation activities.) A. Anticipatory Set/Into B. Instruction/Through

<p>C. Guided Practice/Through</p> <p>D. Independent Practice/Through</p> <p>E. Closure</p> <p>F. Beyond</p>	<p>C. Guided Practice/Through</p> <p>D. Independent Practice/Through</p> <p>E. Closure</p> <p>F. Beyond</p>
<p>12. RESOURCES (Attach any materials needed to implement the lesson, such as a power point presentation, graphic organizer, reading...)</p>	

Single Subject Lesson Design Rubric

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Title, Curriculum Area & Grade Level 0.5 points	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.
Student Information 1 point	Identify the names of the students that need differentiation and their identity (ELL Level &/or Special Ed Label)	& describe each of the students developmental needs including readiness level, learning profile and interests	& includes prior successful differentiation strategies for each student.
Rationale 1 point	Describes the rationale for teaching this lesson (<i>big ideas, enduring understandings, essential questions</i>) ...	& 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 and reliable way to assess student learning.
Standards and Objectives 1 point	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria	& each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>) and the number of the standard it addresses	& identifies which of the six facets of understanding it is designed to address.
Assessment 1 point	Provides an assessment for each objective and articulates if it is <i>diagnostic, formative or summative</i>	& clearly communicates to students about the expectations (rubric)	& provides a sample of student work.
Explanation of Differentiation 1 point	Describes the differentiation strategy for each student that is an English Learner or with Special Education needs	& each strategy is labeled (<i>lesson content, process or product</i>) and an explanation is provided on how the strategy addresses the students identity and developmental needs (<i>readiness, interest or learning profile</i>)...	& provides how the strategy will be assessed for effectiveness and altered if needed.
Instructional Strategies 2 points	Briefly describes the steps the teacher will take to provide an into, through and	& describes in detail the <i>anticipatory set, instruction, guided practice, independent</i>	& provides script for teacher and times for each instruction.

	beyond activity for the lesson	<i>practice, closure</i> and a <i>beyond</i> activity for lesson and describes the differentiation strategies for each student within the context of the instruction	
Student Activities 1.5 points	Describes what the students will do during the <i>into, through</i> and <i>beyond</i> activity of the lesson	& describes in detail the student activities during the <i>anticipatory set, instruction, guided practice, independent practice, closure</i> and a <i>beyond</i> activities for the lesson & each activity is student centered with multiple opportunities for the teacher to check for understanding	& provides times for each activity.
Resources 1 point	All instruction materials are described for the lesson	& all instruction materials are provided, such as the power point, the graphic organizer, sample student work, assignment rubric...	& all instruction materials for the unit are provided.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric with the lesson plan...	& highlights or circles the criteria that reflects the completed lesson components	& in addition written evidence is provided for each criteria marked.