



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDSS 572
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Time	Arranged
Course Location	Arranged
Semester / Year	Fall 2015
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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

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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 (EDSS 571) and 8 units in the spring (EDSS 572). 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 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 every day (see format at end of syllabus) and will be turned in on time, according to the schedule required by the University Supervisor and Cooperating Teacher. Digital TPE portfolios (with a minimum of 2 artifacts) 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 Practitioner; and EDSS 541 Secondary Interdisciplinary Methods; content methods and EDSS 572 Clinical Practice II.

Authorization to Teach English Learners (CTEL)

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 (CTEL). (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>

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).

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 "Approaching" or "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.

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.

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;**
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)

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.

<http://www.csusm.edu/soe/currentstudents/clinicalpractice.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. 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 or special education 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.

Keep up-to-date and accurate lesson and unit plans during your Clinical Practice. **You are required to have a written lesson plan/record for each day during CP II.** 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 for your formal observations. The one page form for formal observations is located on the forms page. The basic form for lesson plan/records can be found at the end of the syllabus.** Follow the syllabus calendar and turn in all required logs and assignments to your University Supervisor on time.

2. **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.
3. Attend regular meetings with your supervisor and On-site Liaison and the Co-teaching training. Submit any observations logs, assignments and lesson plans that are required by the University Supervisor (see calendar).
4. 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 7 a.m. until 5 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 may 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.

Observation protocol: Each Teacher Candidate (TC) will be formally observed four (4) times during the semester by the US. The observations may be scheduled or unannounced. You are expected to be prepared for an observation visit at any time. Discuss and plan with your US where they will be seated and always have a formal written lesson plan using the SS format available for them and access to preceding and subsequent lesson plans/units. One of the early observations may be of a planning session between the Teacher Candidate (TC) and Cooperating Teacher/s. (CT) 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. See Timeline provided in the syllabus.**

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.**

Single Subject Spring 2016 CP II Calendar--January 4, 2016

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

<http://www.csusm.edu/soe/currentstudents/clinicalpractice.html>

Also, see forms page link above, "TPE Portfolio Binder Information form" for TPE Rubric and evidence examples; **Candidates are required to have a written lesson plan (simple format—see syllabus) for every class day and a detailed lesson plan for each observation

Core Course information	Clinical Practice Assignment days and information	School Sites/Candidates impacted
Course Meeting day: Jan 4 No meeting	Jan. 8	No assignments due
Course Meeting day: Jan 11 No meeting	Jan. 15	Lesson plans due to US from candidates whose sites are in session – check with US
Course Meeting day: Jan 18 No meeting	Jan 22	
Jan. 25 Core courses F2F CP II review 3:45 p.m.**	Jan 29 Send TPE website/password to US continue to update Pre-nuptial agreement due – email to US (see form in syllabus)	Lesson plans to US from candidates whose sites are in session – check with US Other assignments: all sites except SMHS, SMMS and MHHS
Feb. 1 Core courses F2F	Feb 5- * note, continue to submit lesson plans for remainder of semester to US Pre-nuptial Agreement due - email to US (see form in syllabus) Academic Unit Plan emailed to US First Teacher Candidate Twice Monthly CP Log to US (see forms page link *** above)	Assignment due for candidates at SMHS and MHHS, SMMS Assignments due for all candidates
Feb 8 Core courses F2F	Feb 12 ***Class profile, Classroom layout and community information to US (use forms provided—see syllabus) Due – email to US	Assignments due for all candidates
Feb 15 Core courses F2F	Feb 19 Teacher Candidate Twice Monthly CP Log	Assignments due for all candidates
Feb 22 Core courses F2F Principals' Panel ** 3:45 p.m.	Feb 26	

Core Course information	Clinical Practice Assignment days and information	School Sites/Candidates impacted
Feb. 29 Core courses F2F	Mar 4 Teacher Candidate Twice Monthly CP Log	Assignments due for all candidates
Mar 7 Core courses F2F	Mar 11	
Mar 14 Core courses F2F	Mar 18 Teacher Candidate Twice Monthly CP Log emailed to US	Assignments due for all candidates
Mar 21 Core courses On-line CSUSM spring break	Mar 25	
Mar 28 Core courses On-line	Ap 1 Teacher Candidate Twice Monthly CP Log emailed to US	Assignments due for all candidates
April 4 Core courses On-line	Ap 8 April 7 – edTPA World Languages	
Apr 11 Core courses F2F	Ap 15 April 14 – edTPA all other subjects Teacher Candidate Twice Monthly CP Log emailed to US	Assignments due for all candidates
Ap 18 Core courses F2F	Ap 22	
Ap 25 Core courses Tues Apr 28 5:30 pm for MA Program Poster Session	April 29	
#16 May 2	May 6	
May 9 Last Class	May 12 Plan for exit meeting and final Evaluation of TPEP by US	Assignments due for all candidates
May 16 Report to school site 5 days per week until last day of school		

FORMS AND RUBRICS

1. Teacher Performance Expectations Rubric and Examples:

<http://www.csusm.edu/soe/credential/singlesubject/clinicalpractice.html>

See Forms pertinent to Teacher Candidates: TPE Portfolio Binder Information

2. Single Subject Lesson Plan/Record form:

SS LESSON PLAN/RECORD FORMAT -- CP II Semester 2

Teacher candidate:

Subject:

Standards Addressed:

Date/s of Lesson:

Unit Title: Unit dates:	Topic/s for this lesson: What is being taught and how it is being taught.	Co-Teaching Approach(es) we choose to use during lesson
Lesson Objective (s)		
Anticipatory Set		
"Teaching to the Objective"- strategies used		
Guided Practice		
Closure		
Independent Practice & Assessment		

THE “PRENUPTIAL CONVERSATION”

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?

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: 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
<i>Jose</i>	<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, including EL.

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.....)

Co-teaching Timeline for CP II Spring 2016

Clinical Practice	Teaching Responsibilities	US Support
Weeks 1 - 3	CT – Lead in planning, teaching, reflection Candidate – Complementary and Supportive	Planning Observation
Weeks 4 - 5	Candidate – Takes <u>teaching lead</u> for some portions of both classes daily (Intro, activity, closure, etc.) or more if appropriate CT – Lead in planning, teaching, reflection	May observe candidate teaching
Weeks 6 – 12	Candidate – teaches both sections daily Notify US if this does not happen by week 6! CT – Participates in planning, complements and supports candidate teaching, may include parallel teaching, coaches from the ‘sideline’	Observes candidate teaching
Weeks 13 - 16	Candidate – solo teaching of both periods CT – Conducts more formal observations and provides time for solo teaching	Planning and Reflection Observation