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WELCOME

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

Clinical Practice in Middle Schools I

Observation and teaching in selected middle schools in grades 6-8 under the supervision of a classroom teacher, on-site liaison, and university supervisor, with clinical practice seminars. *May not be taken for credit by students who have received credit for EDM I 561.*

STUDENT LEARNING OUTCOMES

Candidates will:

- Assess and instruct young adolescent students of various cultural and linguistic backgrounds in middle school classrooms
- Demonstrate mastery of the Teacher Performance Expectations as assessed using the *TPE Assessment* form
- Demonstrate mastery of the Professional Dispositions as assessed using the *Middle Level Professional Dispositions Rubric*
- Use technology effectively to collect and analyze data about student learning and then use those data to adjust instruction accordingly

Assessment of Student Learning Outcomes

- Two formal observations each by the university supervisor and on-site liaison. Observations are grounded by the professional dispositions and teacher performance expectations (TPEs).
- Four formal observations by the cooperating teacher. Observations are grounded by the professional dispositions and teacher performance expectations (TPEs).
- Completion of the professional dispositions rubric, the TPE Assessment form, and the Clinical Practice summary form all of which summarize performance and professional growth.
- The evaluations are developed with input from the candidate's university supervisor and cooperating teacher. The final summary is signed by the candidate, the university supervisor, and the cooperating teacher.

REQUIRED MATERIALS

Because this is a supervised clinical practice experience, the materials for this class include the *Assessment of Teacher Performance Expectations Assessment* form, the *Middle Level Professional Dispositions Rubric*, and the *Clinical Practice Summary* that are found on the School of Education website for clinical practice. Additional materials on the website include the *Middle Level Clinical Practice Handbook* along with other forms used in clinical practice. (<http://www.csusm.edu/education/ClinicalPractice/HandbookML.html>)

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 1A—Subject Specific Pedagogical Skills for Multiple Subject Teaching Assignments (Reading-Language Arts)

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 2017-18 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).

GENERAL CONSIDERATIONS

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice.

Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For 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 cooperating teacher as soon as possible.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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 (course participant) 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.

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 Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. 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.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the signature assignments as described below.

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.

Credit Hour Policy

University credit hour policy: Candidates are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

Final Exam Statement

There is no final exam for this course.

GRADING STANDARDS

Credit/No Credit

The cooperating teacher and teacher candidate complete the *TPE Assessment Form* and send it to the university supervisor in advance of the exit conference. The university supervisor also completes the *Clinical Practice Summary* form. 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.

1. A grade of CREDIT (CR) or NO CREDIT (NC) will be assigned for Clinical Practice experiences by the University supervisor. If a teacher candidate has not successfully met the *Teacher Performance Expectations* for the Middle Level Education program (“approaching” in CPI, “meets” in CPII) and/or has not met the *professional dispositions* at an appropriate level (“approaching” in CPI, “meets” in CPII), the candidate may be required to extend or repeat the experience. This information will be provided through a Statement of Concern in advance of the exit conference.
2. If a teacher candidate does not meet the requirements addressed in the Statement of Concern, a grade of NO CREDIT may 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 second clinical practice experience be recommended, the Candidate must re-register for the clinical practice course prior to the new placement being made.

Conditions for Removal from School Site

A candidate will be removed from the school site and a Statement of Concern documenting the situation will be written immediately if a 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; and/or

3. Is dismissed from the classroom or school site by the cooperating professional or site or district administrator. (see Statement of Concern- Guidelines www.csusm.edu/education/ClinicalPractice/HandbookMS.html)

CLINICAL PRACTICE REQUIREMENTS

Teacher Candidate Responsibilities:

1. Observe classes and assist in routine tasks and responsibilities. Observe the contract hours scheduled by your site.
2. Be on site all day every day from March 20 through May 19. Call the cooperating teacher and on-site liaison in case of absence. Observe the contract hours and holiday breaks scheduled by your school site.
3. Week 1:
 - a. Begin teaching half days, following the lesson plans devised by the cooperating teacher.
 - b. Assist the cooperating teacher in the remaining classes.
 - c. By the end of the week, create a calendar of your curriculum/instruction plan with your cooperating teacher. Take into account the time that your students will be engaged in preparation for and administration of district/state testing. Clarify your teaching responsibilities during testing time. Give a copy of the schedule to your on-site liaison and university supervisor.
4. Week 2:
 - a. Continue teaching your half-day classes, writing your own lesson plans that are approved by your cooperating teacher. Use the CSUSM Middle Level lesson-planning template.
 - b. In addition, work with your cooperating teacher to take over teaching responsibilities in the remaining half-day of classes. With assistance, write lesson plans for the remaining classes. Your cooperating teacher may assist you in conducting instruction in those classes.
5. Week 3:
 - a. Take over teaching responsibilities for full days of teaching. Your cooperating teacher may assist you in conducting instruction in some classes.
 - b. Write your own lesson plans. Submit a complete lesson plan to the cooperating teacher and on-site liaison at least two days prior to teaching a lesson. Be sure to note any last minute revisions on your plan. Also include lesson plans in your TPE portfolio that demonstrate mastery of those TPEs.
 - c. Confer regularly with the cooperating teacher and on-site liaison.
6. Remaining weeks:
 - a. Continue your responsibilities for all classes and continue teaching through May 19.
 - b. Submit a complete lesson plan to the cooperating teacher and on-site liaison at least two days prior to teaching a lesson. Be sure to note any last minute revisions on your plan. Also put lesson plans in your TPE notebook, where appropriate.
 - c. Confer regularly with the cooperating teacher and on-site liaison.
7. Attend end-of-semester exit conference (during the week of May 20) with the cooperating teacher, on-site liaison, and university supervisor. Bring your typed responses to the Teaching Performance Expectations Summary to the exit conference and email your summary of your clinical practice experience to your university supervisor prior to the conference.
8. Attend all team, department, and faculty meetings, and other professional responsibilities. Engage in professional opportunities (e.g. extra-curricular duties, school events) as they arise. Attend seminars with the on-site liaison once full-time student teaching begins.
9. Be formally observed at least four times by the cooperating teacher and twice each by the on-site liaison and university supervisor; obtain written feedback using the CSUSM observation instrument.
10. Maintain TPE portfolio for use when writing TPE Checklist and other documents.

Cooperating Teacher Responsibilities:

1. Share ideas with teacher candidate about goals, unit and lesson planning, classroom organization, and other topics.
2. Assist teacher candidate with long-range planning calendar.
3. Provide materials and ideas for teacher candidate's lesson plans, while allowing and supporting the teacher candidate's creativity in instructional strategies.
4. Support the teacher candidate to take responsibilities for instruction for half days during the first week. Assist the teacher candidate as needed (i.e., "team teaching") with the remaining half day of responsibilities during weeks 2 and 3.
5. Review the teacher candidate's lesson plans two days prior to teaching and provide feedback to them.
6. Confer regularly with the teacher candidate.
7. Observe as many lessons as possible with written and verbal comments. Written feedback from four observations must become part of the teacher candidate's record (use the CSUSM observation instrument).
8. Confer with the on-site liaison and university supervisor as needed.
9. Attend end-of-semester exit conference with the teacher candidate, on-site liaison, and university supervisor. Bring your typed responses to the Teaching Performance Expectations Summary.
10. Assist teacher candidate in maintaining TPE portfolio when necessary.

On-Site Liaison Responsibilities:

1. Communicate with teacher candidates, cooperating teachers, and university supervisor; help solve field-related problems.
2. Observe two lessons using observation instrument; confer with teacher candidate soon after; confer with the cooperating teacher regarding the observation.
3. Arrange observations for teacher candidates with other school personnel to fulfill course-related requirements (e.g., science class, special education setting) and to provide a broader view of the school site.
4. Schedule and conduct seminars with teacher candidates during full-time student teaching.
5. Attend end-of-semester exit conference with the teacher candidate, cooperating teacher, and university supervisor.

University Supervisor Responsibilities:

1. Communicate with teacher candidates, cooperating teachers, and on-site supervisor; help solve program-related problems.
2. Observe two lessons using observation instrument; confer with the teacher candidate soon after.
3. Attend end-of-semester exit conference with the teacher candidate, cooperating teacher and on-site supervisor, and write the final evaluation for the teacher candidate's permanent file.
4. Post TPE and professional disposition scores in Taskstream.