

Course Number	EDSS 572
Title	Clinical Practice II in Secondary Schools 1
CRN Number	CRN # 20980
Days	Arranged Days
Time	Arranged Times
Course Location	Assigned School Site
Semester / Year	Spring 2018
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Hours	By Appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

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COURSE DESCRIPTION

Clinical Practice II in Secondary Schools (CP II)

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

Clinical Practice II is a field work class that represents 6 units in the fall and 7 units in the spring. Your course instructor is your University Supervisor, who has been chosen for the experience, coaching and knowledge they will bring to this field placement class. As your instructor they will make and collect assignments, observe you, give you feedback, review your Teacher Performance Expectations (TPE) digital portfolio requirement (see description on page 3) and assign your grade. Successful completion of both CP I and CP II are required for you to be recommended for your credential.

Clinical Practice III (part two of the Clinical Practice requirement) is the advanced experience designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and dispositions at the novice level necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's; that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence on any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. Minimum competency will be considered a rating of 'approaching' for all TPE's considered for completion in CP I and 'meets' in CP II. A full-text version of the TPE descriptions can be downloaded from the School of Education website.

Course Prerequisites

Includes but is not limited to Full admission to the Single Subject Program and passing grades in EDSS 511, EDSS 521, EDSS 555, content specific methods and successful completion of CP I.

Course Objectives

Clinical Practice provides the opportunity to practice the theories and instructional strategies learned in program coursework in an actual school setting under the direction of a Cooperating Teacher. Candidates will participate in planning, delivery of instruction, assessment and reflection in a controlled setting with daily feedback from a veteran teacher and observations completed by a highly qualified University Supervisor, including written feedback. Candidates are expected to demonstrate competency in all Teacher Performance Expectations.

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

Educator Preparation Program Standard 14 from the CTC states:

Supervised Fieldwork in the Program

Standard 14: Learning to Teach through Supervised Fieldwork

The teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in schools selected by the program sponsor. All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework.

Qualified members of the teacher preparation program (University Supervisors) determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (a) being given instructional responsibilities with K-12 students, and (b) being given daily whole-class instructional responsibilities in a K-12 school. In addition, each candidate must demonstrate a fundamental ability to teach in the major domains of the *Teaching Performance Expectations*.

By design, this supervised fieldwork sequence (a) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to candidates' meeting the *Teaching Performance Expectations*, and (c) contributes to candidates' preparation for the teaching performance assessment. Candidates have extensive opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities.

As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (a) state-adopted student academic content standards and curriculum frameworks; (b) students' needs, interests and accomplishments; and (c) the observed results of the strategies.

The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each candidate for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or underperforming schools.

Prior to assuming daily responsibility for whole-class instruction, each candidate must have satisfied the basic skills and subject matter requirements.

During the supervised field experience, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Unique Course Requirements

Teacher education is a professional preparation program. Teacher Candidates in the SS program will be present on the assigned school site every Monday through Thursday following the teacher contract for that site, and prepared with lesson plans and other assignments from the first pre-service day until the last teacher contract day of the assigned school site.

Teacher Candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality, rules of conduct and professionalism as referenced at: <http://www.ctc.ca.gov/credentials/rules-of-conduct.html> and the 2013 Laws and Rules Manual, <http://www.ctc.ca.gov/educator-discipline/files/CTC-Laws-Rules-2013.pdf>

Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, all written communication is expected to be clear, appropriate and error-free. Lesson plans will be written for all teaching days and will be turned in on time, according to the schedule required by the University Supervisor and Cooperating Teacher. Digital TPE portfolios on Taskstream will be maintained and available (published) to the University Supervisor upon request. Please discuss individual issues with the Cooperating Teacher, On-site Liaison and/or University Supervisor. Points will be deducted if assignments /lesson plans/TPE portfolios are submitted late.

Credit Hour Policy Statement:

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

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

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

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

California State Standards:

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

California Content Standards:

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

TaskStream Account and edTPA account

TEACHER CANDIDATE LEARNING OUTCOMES

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

Authorization to Teach English Learners

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

Teacher Performance Expectation (TPE) Competencies

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

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 2018-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2016, 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

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate and feedback from professors, the University Supervisor and Cooperating Teacher.

School of Education Attendance Policy

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

Clinical Practice Attendance requirements:

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

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

All University Writing Requirement

The writing requirement for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.

CSUSM Academic Honesty Policy

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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

Course Format

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

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

CLINICAL PRACTICE II COURSE REQUIREMENTS AND GRADING STANDARDS

Clinical Practice Expectations

The Clinical Practice experience is an important part of your training to become a certificated teacher in the state of California. Your Clinical Practice II is intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your On-site Liaison, University Supervisor and Cooperating Teacher(s) are there to offer advice and suggestions and to counsel you throughout the semester. Our main priorities are your personal and professional growth in education and success in your assigned classroom(s).

If the University Supervisor, OSL or the Cooperating Teacher feels that a candidate is not progressing satisfactorily, a Statement of Concern with a Performance Contract will be issued. This is meant to support the candidate to successfully complete Clinical Practice and obtain the expertise and skills necessary to become a well-qualified teacher. Please refer to the forms page for a complete summary of the Statement of Concern process.

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.

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** based on observations, site feedback and the TPE electronic portfolio artifacts. These documents (Summary and Assessment) will be presented to the Teacher Candidate at the exit meeting and all participants will sign the documents. These documents serve as official verification of successful completion of Clinical Practice and are required for the University to be able to recommend a candidate for a credential at the end of the program. In addition, a grade for the 6 units of Clinical Practice 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)

Teacher Candidate Responsibilities

1. **Confer daily with your Cooperating Teacher** to discuss your program requirements, university schedule, observation feedback, planning guidelines, student progress and concerns, lesson implementation, progress on TPE's, TPA's and other appropriate topics.
2. You should be on campus every day Monday through Thursday for a full day (mirroring a full-time teacher's day) to teach and observe classes, to assist in the AVID/SEI/ELD classes, to prepare for your classes and university assignments, to attend meetings, and to generally get a sense of what a contracted teaching day feels like. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as "Back to School Night" and "Open House" where applicable.
3. **Keep up-to-date and accurate lesson and unit plans during your Clinical Practice. You are required to have a written record of all lessons presented in your site assignment AND a written lesson plan for each lesson that you teach.** Be sure to confer with your Cooperating Teacher to insure that your lesson plan meets his/her expectations and satisfies the demands of the curriculum and the needs of students. **You are required to use the single subject lesson plan from coursework. The one page form is located on the forms page.**
4. Attend regular meetings with your supervisor and On-site Liaison.
5. Follow the syllabus calendar and turn in all required logs and assignments to your University Supervisor on time.
6. Develop a professional electronic portfolio focusing on the TPE's. The purpose of this portfolio is to collect artifacts and evidence for demonstration of satisfactory completion of the TPEs. In addition to directly observable evidence, this portfolio will provide information that your University Supervisor may not see in classroom visits. It will also provide artifacts for inclusion in your professional portfolio that you develop in the second semester.

OVERVIEW:

Semester two—Clinical Practice II

Candidates will attend core coursework each Friday from 7:00 a.m. until 5 p.m. (subject to change). The core coursework (EDSS 530, 531 and 541 and CP Workshops) 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 Monday - Thursday beginning with pre-service days at the beginning of the second semester and continuing until the last teacher contract day for that school 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 formally observe each candidate 4 times which will include observing one planning session. They will also evaluate the TPE portfolio.**

Candidates will be placed with one Cooperating Teacher (CT) for 2 periods of the same assignment (e.g. two English 9 classes) and two settings for assisting such as AVID (advancement via individual determination), SEI (structured English Immersion), ELD (English Language Development) or special education – whatever best suits the needs of the site. (This represents 2/3 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. Candidates will also have a standing weekly lunch with the OSL.

Single Subject Spring 2018 CP Calendar (subject to change)

EDSS 572

Key:

Lesson Plan Record (LPR) documents lessons observed/assisted

Lesson Plan Projection (LPP) documents planning of lessons to be co-taught

TC Reflection Logs (4) – reflection on the CP experience first week of the month beginning February 6, 2018*

Week #	Dates	CP Assignment	Due
1 (CSUSM spring semester)	January 22-26	Candidates with students complete lesson plan records (LPR) Template #1 for ALL week/s in session	LPR-January 30
2	January 29- Feb 2	All Candidates: complete lesson plan record (LPR) for this week – send to US TC Reflection Log – send to US (Template #2)	<ul style="list-style-type: none"> • LPR • Reflection *Tuesday, Feb. 6
3	February 5-9	All Candidates complete lesson plan record (LPR) for this week – send to US All Candidates Collegial Conference completed and emailed to US (Template #3)	<ul style="list-style-type: none"> • LPR • Collegial Conversation (PN agreement) Tuesday, Feb. 13
4	February 12	All Candidates complete lesson plan record (LPR) for this week – send to US	LPR-Tuesday, Feb. 20
5	February 19 *Note: changing from Lesson Plan Record to Lesson Plan Projection	Both LPR and LPP due the following Tuesday	LPR-Tuesday, Feb. 27
6	February 23	All Candidates complete lesson plan projection (LPP) for this week – send to US All Candidates ***Class profile Classroom layout and community information from syllabus email to US Template #4)	<ul style="list-style-type: none"> • LPP • Class profile, layout and community information Tuesday, Feb. 27
7	March 5	All Candidates complete lesson plan projection (LPP) for this week TC Reflection Log – send to US (Template #2)	<ul style="list-style-type: none"> • LPP • Reflection Tuesday, March 6

8	March 12	All Candidates complete LPP send to US Scope and Sequence emailed to US (Template #5)	<ul style="list-style-type: none"> LPP Scope and Sequence <p>Tuesday, March 13</p>
9	March 19	All Candidates complete LPP send to US All Candidates complete School resources interview (Template #6)	<ul style="list-style-type: none"> LPP School Resources Interview <p>Tuesday, March 20</p>
10	March 26 CSUSM spring break	All Candidates complete LPP send to US	LPP Tuesday, March 27
11	April 2	All Candidates complete LPP send to US TC Reflection Log – send to US (Template #2)	<ul style="list-style-type: none"> LPP Reflection <p>Tuesday, April 3</p>
12	April 9	All Candidates complete lesson plan projection (LPP) for this week	LPP Tuesday, April 10
13	April 16	All Candidates complete LPP send to US	LPP Tuesday, April 17
14	April 23	All Candidates complete LPP send to US	LPP Tuesday, April 24
14	April 30	All Candidates complete lesson plan projection (LPP) TC Reflection Log – send to US (Template #2)	<ul style="list-style-type: none"> LPP Final Reflection <p>Tuesday, May 1</p>
16	May 7	All Candidates complete LPP send to US	Tuesday, May 8
	May 14 – June 11	All Candidates Finish CP II According  To your school site calendar	Turn in weekly LPP until the end of the semester

FORMS AND SAMPLES:

TEMPLATE #1

Lesson Plan Record or Lesson Plan Projection for Week Of: _____

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

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

TEMPLATE #2

Teacher Candidate CP Reflection Log
Email to US According to the CP 2018 Calendar

Name: _____ Weeks: _____ Date: _____

What was a positive highlight in your teaching during these two weeks?

What was your biggest challenge?

What aspect of teaching do you hope to work on or refine for the next two weeks?

Check the co-teaching models you have used during this reporting time.

Co-teaching Model Used	Frequently	Occasionally	Not yet
Supportive			
Complementary			
Parallel			
Team			

Do you need to speak with the University Supervisor YES _____ NO _____

TEMPLATE #3 Collegial conference -- Issues for Discussion and Planning (“Prenuptial Conversation”)

Time for Planning

- How much time do we need?
- Where will we find the time that we need?
- How will we use our time together?
- What records can we keep to facilitate our planning?

Instruction

- What content will we include?
- Who plans for what content?
- How will we share teaching responsibility?
- Who adapts the curriculum and instructional and assessment procedures for select students?
- What are our strengths in the area of instruction and assessment?
- How will the content be presented -- will one person teach and the other(s) arrange and facilitate follow-up activities, or will all members share in the teaching of the lesson?
- How will we arrange to share our expertise? How can we arrange to observe one another and practice peer coaching?
- Do we rotate responsibilities?
- 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 decides on the disciplinary procedures?
- Who carries out the disciplinary procedures and delivers the consequences?
- How will we be consistent in dealing with behavior?
- How will we proactively address 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?
- Who will communicate with parents? Will there be shared responsibility for communication with parents of students with identified special education and other specialized needs, or will particular members of co-teaching team have this responsibility?
- What types and frequency of communication do we each like to have with students?
- Who will communicate with students?
- How will we ensure regular communication with each other?
- Who communicates with administrators?

Evaluation

- How will we monitor students' progress?
- How will we assess and grade student performance?
- Who evaluates which group of students -- do team members collaborate in evaluating all students' performances, or is each team member primarily responsible for evaluating a subset 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?
- Who completes the paperwork for students identified as eligible for special education?
- How is the decision made to expand or contract team membership?
- How will a balance of decision-making power be maintained among co-teachers?

TEMPLATE #4

Name _____ School _____ Semester _____

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

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

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

About the School Where You Are Teaching

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

Middle school: _____

High school: _____

Other (please describe): _____

Urban: _____

Suburban: _____

Rural: _____

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

About the Class

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

About the Students in the Class

- Grade-level composition (e.g., all seventh grade; 2 sophomores and 30 juniors):
- Number of
 - students in the class: _____
 - males: _____ females: _____
- 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
Jose	<i>Example: EL CELDT Level 3</i>	<i>Example: Struggling Reader</i>	<i>Example: Visual processing</i>	<i>Example: Surfing</i>	<i>Close monitoring, translating information in word problems</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
<i>Example: Visual processing</i>	2	<i>Close monitoring, translating information in word problems</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</i>

Classroom Layout Plan and Rationale (Template #4 continued):

Directions: Thoughtful consideration of your classroom layout is important in meeting the needs of your students and establishing a positive learning environment. Discuss the current layout with your CP. How do you/would you address appropriate prevention and intervention issues for classroom safety concerns?

Draw or attach a layout of your classroom and include relevant seating chart information showing placement of student with special needs. Reflect on the current classroom layout and what things you will do in your own classroom to facilitate a positive, orderly and safe environment.

Community Information (Template #4 continued):

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.....)

TEMPLATE #5

(1) DISTRICT Curriculum Map – Scope and Sequence Model

Directions:

1. Working with your CT, learn about the semester plan for your co-teaching class assignment. Use the template below to record the units and number of weeks per unit. Adjust accordingly to reflect the entire semester.

(A)DISTRICT Curriculum Map – Scope and Sequence Template (18 weeks total)

Purpose of Planning – Length of unit in weeks	<u>Unit # /weeks</u>	<u>Unit #/weeks</u>	<u>Unit #/weeks</u>	<u>Unit #/weeks</u>
Unit Topic and Overview				
Prerequisite Student Knowledge What should students have mastered prior to this unit?				

TEMPLATE #6

School Resources Interview form

RESOURCES INTERVIEW ASSIGNMENT – GROUP PROJECT FOR CPII

As a school site group - interview a counselor (or lead counselor) on your campus about resources and access to resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration and/or are medically fragile. You will **EACH** submit the information to your US using the grid below and also **include a 1-2 paragraph personal reflection.**

Use the following questions and add any you think would be important.

1. What is the process for identifying students who need support for the above groups (trauma, etc.)?
2. When are students identified?
3. How is staff informed about these students?
4. Where is the information kept?
5. What programs are available on your campus for these groups of students?
6. How are students informed? How can they access the services?
7. What programs are available in the district?
8. Are there any community programs for these groups that you know of?
9. Other?

GROUP	TRAUMA	HOMELESSNESS	FOSTER CARE	INCARCERATION	MEDICALLY FRAGILE	Family Issues: fear of separation,	Other
QUESTION #1							
QUESTION #2							
QUESTION #3							
QUESTION #4							
QUESTION #5							
QUESTION #6							
QUESTION #7							
QUESTION #8							
OTHER							

Personal Reflection: