



EDMI 573
Clinical Practice II in Middle Level Bilingual/ELD Settings
CRN
Days: Arranged
Time: Arranged
Course Location: Arranged
Fall 2018

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

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SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

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

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

COURSE DESCRIPTION

A clinical practice experience designed to prepare teacher candidates to obtain Bilingual Authorization certification. Bilingual teacher candidates will demonstrate the skills, knowledge, and attitudes to effectively teach in a bilingual/ELD classroom setting. *Graded Credit/No Credit. Enrollment is restricted to students who have obtained consent of instructor. Enrollment Requirement: Admission to the Middle Level Teacher Education Program.*

Material Needed

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>)

CLINICAL PRACTICE 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* including TPE 16: Biliteracy
- Use technology effectively to collect and analyze data about student learning and then use those data to adjust instruction accordingly

Student Learning Outcome Assessment Methods

Observation by University Supervisor of clinical performance objectives, Professional Dispositions and Teacher Performance Expectations, (TPEs), including *TPE 16: Biliteracy*

Observations by the school-based Cooperating Teacher of the clinical practice performance objectives, Professional Dispositions and the Teacher Performance Expectations, (TPEs), including *TPE 16: Biliteracy*

Completion of the Professional Dispositions rubric, the Teacher Performance Expectations form, and a Clinical Practice Summary, summarizing performance and professional growth

The evaluations are developed with input from the Candidate's University Supervisor and Cooperating teacher. The final summary is developed with input from the Candidate's University Supervisor and Cooperating Teacher and is approved and signed by the Candidate, the University Supervisor, and the Cooperating Teacher.

SUPERVISION REQUIREMENTS

1. Each Teacher Candidate attends this clinical practice at their assigned school site as scheduled by program requirements and the specific school site calendar. The Candidate should adhere to the Cooperating Teacher's contract hours, attend staff meetings and other professional responsibilities, and be available to remain afterschool to plan and prepare. In the Multiple Subjects Full Time program and the Middle Level Program, Candidates attend one day per week for the first eight weeks during the Observation/Participation period. Then, Candidates attend daily for the full-time experience during the second eight weeks. In the Integrated Credential Program (ICP), Candidates attend daily full-time for 8 weeks.
2. Each Teacher Candidate in this clinical practice is observed by the University Supervisor at least four times. Teacher Candidate should be observed using Spanish as a language of instruction. The Candidate meets with a University Supervisor at least four times to discuss his/her developing performance of the TPEs, including *TPE 16: Biliteracy*, and to discuss clinical experiences in order to expand participants' knowledge of various assessment, planning and instructional strategies in the bilingual instructional setting.

3. Each Teacher Candidate in this clinical practice works together with his/her Cooperating Teacher to plan and implement lessons. The Candidate plans lessons, including the ones observed by the University Supervisor, in collaborative co-teaching planning sessions. The Candidate writes a lesson plan for each of the lessons observed by the University Supervisor and provides the University Supervisor and Cooperating Teacher a copy of the written lesson plan in advance, prior to teaching the lesson.
4. Each Teacher Candidate takes advantage of opportunities presented during this clinical practice experience to fulfill *TPE 13: Professional Growth* to engage in professional development activities and document the number of hours of professional development. During the credential program, Candidates should complete 10 hours of professional development activities approved by their Supervisors/Instructors.
5. Each Teacher Candidate may develop a TPE portfolio binder to gather activities associated with each TPE to support conversations about their progress with their University Supervisor and Cooperating Teacher. TPE binder dividers are located on the School of Education Clinical Practice website. (www.csusm.edu/education/ClinicalPractice/HandbookML.html)
6. Each Candidate uses the specific enrollment code to enroll in Taskstream using to be able to access evaluations of their Professional Dispositions and TPEs. The Middle Level program code is *ML1415*.

Grading Scale

Credit/No Credit

The University Supervisor, in collaboration with the Cooperating Teacher, completes the *Middle Level Professional Disposition Rubric*, the *Assessment of Multiple Subject TPEs*, and prepares a *Middle Level Clinical Practice Summary* based upon the observations of the University Supervisor and Cooperating Teacher. These documents are presented to the Teacher Candidate at the final meeting-conference and all participants 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.

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 *Middle Level Teacher Performance Expectations* at an appropriate level, (“approaching” in CPI, “meets” in CPII) or the *Middle Level Professional Dispositions* at an appropriate level (“approaching” in CPI, “meets” in CPII), the Candidate may be required to extend or repeat the experience.
2. If a Teacher 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 Teacher 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 are used to verify inadequate performance in clinical practice, if the action plan is not achieved.
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.

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/HandbookML.html)

GENERAL CONSIDERATIONS

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

All teacher candidates are expected to be present at their assigned school site as scheduled by program requirements and the specific school site calendar and teaching contract. Should the teacher candidate have extenuating circumstances, s/he should contact the University Supervisor and Program Coordinator as soon as possible.

Taskstream Enrollment and Postings

The School of Education uses Taskstream to manage candidates' TPE and disposition assessments. Candidates must be enrolled in Taskstream throughout the Multiple Subject Credential program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. After enrolling, to access the Multiple Subject Full Time Program, from your home page, find the Self-Enrollment area and click the *Enter Code* button. Then enter *ML1415* as the program code. If this is the correct program, click the *Enroll* button. The Middle Level Program, now will show up on your Taskstream home page when you log in. Be sure to remember your enrollment name and password.

Assessment of Professional Dispositions

Assessing a Candidate's dispositions within a professional preparation program recognizes 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 the *Middle Level Professional Dispositions* rubric, there are three levels of performance for each disposition: “*unacceptable*”, “*approaches*”, “*meets*”. The rubric for the levels of performance offers measurable behaviors and examples for each disposition. The assessment of dispositions includes a self-assessment by the candidate and is designed to provide candidates with ongoing feedback for their growth in professional disposition. Candidates are expected to meet the level of “*meets*” during the program. See the rubric on the SoE website. (www.csusm.edu/education/ClinicalPractice/HandbookML.html)

Teacher Candidate Learning Outcomes

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

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. The Middle Level Education Program uses the CalTPA (California Teacher Performance Assessment). TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.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).

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)*

Students 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 Disability Support 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.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own

nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

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

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