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| <b>Course &amp; Section Nos.</b> | <b>EDMS 573-01</b>   |
| <b>Course Title</b>              | <b>Clinical Practice in Elementary School Bilingual/ELD Settings</b> |
| <b>Class Roster No.</b>          | <b>40257</b>   |
| <b>Course Day(s)</b>             | <b>Arranged</b>  |
| <b>Time</b>                      | <b>Arranged</b>  |
| <b>Course Location</b>           | <b>Arranged</b>  |
| <b>Semester / Year</b>           | <b>Fall 2019</b>   |
| <b>Instructor</b>                | <b>John Heckman</b>  |
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| <b>Office Hours</b>              | <b>By Appointment</b>  |

### **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

### **Clinical Practice in Elementary School Bilingual/ ELD Settings**

Observation and teaching in a bilingual setting in selected schools under the supervision of a classroom teacher and university supervisor and participating in a student teaching seminar. *Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDMS 561. Enrollment Restriction: Admission to the Multiple Subject Internship Credential Program.*

### **Course Prerequisites**

Admission into the program.

## CLINICAL PRACTICE STUDENT LEARNING OUTCOMES

### **Candidates will:**

- Assess and instruct elementary school age students of various cultural and linguistic backgrounds in elementary school classroom, using English and Spanish as languages of instruction
- Demonstrate successful performance of the Teacher Performance Expectations as assessed using the *Assessment of Teacher Performance Expectations Multiple Subject Credential* form, including *TPE 16*
- Demonstrate successful performance of the Professional Dispositions as assessed using the *Multiple Subject Professional Dispositions Rubric*

### **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 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 his/her assigned school site as scheduled by program requirements and the specific school site calendar. During the eight weeks of Clinical Practice I, candidates attend daily, full-time. 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.
2. Each Teacher Candidate in this clinical practice is observed by and meets with a University Supervisor at least four times to discuss his/her developing performance of the TPEs and to discuss clinical experiences in order to expand participant's knowledge of various assessment, planning and instructional strategies.
3. Each Teacher Candidate in this clinical practice works together with his/her Cooperating Teacher to plan and implement lessons. The candidate plans all 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. The focus during Clinical Practice I is Reading/Language Arts instruction and Mathematics instruction.

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 their 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/HandbookMS.html](http://www.csusm.edu/education/ClinicalPractice/HandbookMS.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 Multiple Subject Full Time program code is msfttc.

### **REQUIRED TEXTS, MATERIALS AND ACCOUNTS**

Because this is a supervised clinical practice experience, the materials for this class include the *Assessment of Teacher Performance Expectations Multiple Subject Credential* form, the *Multiple Subject Professional Dispositions Rubric*, and the *Clinical Practice Summary* that may be found on the School of Education website for clinical practice. Additional materials on the website include the *Multiple Subject Clinical Practice Handbook section 1: Information for Teacher Candidates*, along with other forms used in clinical practice. ([www.csusm.edu/education/ClinicalPractice/HandbookMS.html](http://www.csusm.edu/education/ClinicalPractice/HandbookMS.html))

#### **TaskStream Account**

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

### **COURSE LEARNING OUTCOMES**

#### **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 the Multiple 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 2017-18 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

### **CalTPA**

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](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).

## **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.

## **COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

### **Candidates will:**

- Assess and instruct elementary school age students of various cultural and linguistic backgrounds in elementary school classroom
- Demonstrate successful performance of the Teacher Performance Expectations as assessed using the *Assessment of Teacher Performance Expectations Multiple Subject Credential* form
- Demonstrate successful performance of the Professional Dispositions as assessed using the *Multiple Subject Professional Dispositions Rubric*

### **Grading Standards**

The University Supervisor, in collaboration with the Cooperating Teacher, completes the *Multiple Subject Professional Disposition Rubric*, the *Assessment of Multiple Subject TPEs*, and prepares a *Multiple Subject 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 *Multiple Subject Teacher Performance Expectations* at an appropriate level, (“approaching” in CPI, “meets” in CPII) or the *Multiple Subject 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.

### **Final Exam Statement**

No final exam.

### **School of Education/Course Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

In the clinical practice experience, it is important to be present every day. In the event of illness or an emergency, Teacher Candidates need to contact their Cooperating Teacher and their University Supervisor ahead of time. Days may be made up.

## **GENERAL CONSIDERATIONS**

### **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](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.

### **Credit Hour Policy Statement**

Per the 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.

### **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.