

Course & Section Nos.	EDMS 560B-01
Course Title	Field Practicum II
Class Roster No.	40205
Course Day(s)	Arranged
Time	Arranged
Course Location	Arranged
Semester / Year	Fall 2019
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Office 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

COURSE DESCRIPTION

Integrated Credential Program (ICP) teacher candidates are undergraduate students who are concurrently taking their professional preparation coursework and their academic preparation. This experience puts the theory of their coursework into classroom practice. The field practicum experience occurs twice in the ICP program – in semesters 2 and 4, preceding the clinical practice experience in semester 5. They are expected to complete 96 hours during the semester. They will be required to develop and teach three appropriate lesson plans during the practicum. *Graded Credit/No Credit.*

FIELD PRACTICUM STUDENT LEARNING OUTCOMES

Candidates will:

- Maintain a teaching resource file of ideas and materials obtained during the experience (which has already been started in the Literacy course).
- Participate in meetings and duties with cooperating teachers as time allows.
- Tutor one or two students under the direction of the cooperating teacher. Additionally, support student learning by engaging in small group instruction under the direction of the cooperating teacher.
- Take over the regular morning routine as part of instruction. **Plan and teach at least three standards-based lessons** under the direction of the cooperating teacher. If possible, teach the lessons in three different curriculum areas. Lesson plans and written feedback from the cooperating teacher are required.
- Conference with the cooperating teacher on issues of planning. Discuss daily, weekly and yearly plans
- Spend at least two hours shadowing one or more staff members.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Because this is a supervised field practicum experience, the materials for this class include the *Field Practicum Preference Form*, the *Letter to the Cooperating Teacher*, *Expectations for Practicum I and II*, *Field Practicum Reminder*, *Field Practicum Attendance Record Form* and the *Field Practicum Evaluation Form* that may be found on the Teacher Credential Programs website under Programs Offered. Additional materials on the website may be found at: <http://www.csusm.edu/education/ICP/ICPfieldpracticum.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 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

Observations by the school-based cooperating teacher of the field practicum performance objectives.

Submission of end-of-semester packet including three lesson plans with written feedback from cooperating teacher.

Completion of the Integrated Credential Program Teacher Candidate Evaluation, both mid-term and end-of-semester, with signatures of the ICP Teacher Candidate, the Site Supervisor and the Cooperating Teacher.

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

A grade of CREDIT (CR) or NO CREDIT (NC) will be assigned for the field practicum experience.

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*).

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

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 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. Students 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.

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.