

Course & Section Nos.	EDSS 571 (01) Rich
Course Title	Clinical Practice in Secondary Schools I
Class Roster No.	42078
Course Day(s)	Arranged Days
Time	Arranged Time
Course Location	Assigned School Site
Semester / Year	Fall 2019
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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

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COURSE DESCRIPTION

Teaching and observation in selected secondary schools under the supervision of a classroom teacher and university supervisor and with the support of the on-site liaison. *Graded Credit/No Credit.*

Clinical Practice 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 I (part one of the Clinical Practice requirement) is 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 2 or 3 for all TPE's considered for completion in CP I. A full-text version of the TPE descriptions can be downloaded from the School of Education website.

CANDIDATES WHO DO NOT SUBMIT OR FAIL TO PASS CALTPA CYCLE 1 WILL RECEIVE NO CREDIT FOR CP I AND WILL BE REQUIRED TO RE-ENROLL IN THE SPRING.

Course Prerequisites

Full admission to the Single Subject Program including but not limited to: EDUC 350, EDUC 364, & EDUC 422, CSET or waiver, CBEST and other state requirements.

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, based on the California Standards for the Teaching Profession (CSTP).

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

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 Tuesday through Friday following the teacher contract for that site, and prepared with lesson plans and other assignments from the first pre-service day until the last teaching day before winter break.

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.

OVERVIEW:

Semester one—Clinical Practice I

Candidates will attend core coursework each Monday from 7:00 a.m. until 5 p.m. (subject to change). The core coursework (EDSS 511, 521 and 555) 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 Tuesday - Friday beginning with pre-service days and continuing until the day before winter break. 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 6 times which will include observing one planning session. They will also evaluate the TPE portfolio and rate Professional dispositions in collaboration with your school site team.**

Candidates will be placed with one Cooperating Teacher (CT) for 2 periods of the same assignment (e.g. two English 9 classes) and one setting 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. Candidates will attend the assist class daily (or as scheduled) and will participate but will not be required to plan lessons (This represents 50% of the day based on a 6 period day). During the remaining unassigned periods (3) 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.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

“TPE –full text” from CTC:

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

California State Standards: (also known as common core)

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

California Content Standards:

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

California English Language Development Standards:

<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

TaskStream Account (1 year \$50)

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

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

Teacher Candidates develop a **TPE Portfolio** on Taskstream with artifacts and/or evidence for each TPE. This Portfolio, along with observations, coursework assignments, conferences and other communication form the basis for evaluation which is done by the University Supervisor.

- Educator Preparation Program Standard 14 from the CTC states:

Supervised Fieldwork in the Program

- **Standard 14: Learning to Teach through Supervised Fieldwork (CTC)**
- 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*.
- 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.

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 2019-19 academic year all CSUSM credential programs will use the CalTPA 2 (California Teacher Performance Assessment) to have candidates meet this requirement.

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.

Candidates participate in a self-assessment designed to provide candidates with ongoing feedback for their growth in professional dispositions. 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.

EDSS 571 CLINICAL PRACTICE COURSE CALENDAR, ASSIGNMENTS AND RUBRICS F19

Although this schedule is carefully planned, the **instructors (University Supervisors – US)** reserve the right to make changes based on unforeseen circumstances and teachable moments.

Week #	Dates MONDAY, Core classes	CP Assignment NOTE: All assignments due on Sunday except Week #1	Due to your US by midnight on Cougar Courses
1	August 26	Complete Lesson Plan Projection (LPP Template #2) Date of your first student day – Sept 6	***Wednesday, August 28
2	Sept 2	All Candidates – CT & TC Collegial Conversation (aka Pre-nuptial Conversation) completed (Template #1) Reflection Log Template #3	Sunday Sept. 1
3	Sept 9	Complete Lesson Plan Projection (LPP Template #2) for Sept 9 – Sept 20 Complete the Scope and Sequence (Template #5) for your content area	Sunday Sept 8
4	Sept 16		
5	Sept 23	Complete Lesson Plan Projection (LPP Template #2) Sept 23 – Oct 4 Class Profile: Context for Learning (Template #4)	Sunday, Sept 22,
6	Sept 30		
7	Oct 7	Complete Lesson Plan Projection (LPP Template #2) Oct 7 – Oct 18 Reflection Log Template #3	Sunday, Oct 6
8	Oct 14	Complete School Resources Interview Assignment (Template #6)	Sunday, Oct. 13
9	Oct 21	Complete Lesson Plan Projection (LPP Template #2) Oct 21 – Nov 1	Sunday, Oct 20
10	Oct 28		
11	Nov 4	Complete Lesson Plan Projection (LPP Template #2) Nov 4 – Nov 15 Reflection Log Template #3	Sunday, Nov 6
12	Nov 11		
13	Nov 18	Complete Lesson Plan Projection (LPP Template #2) Nov. 18 – Dec 6 CaITPA submission November 21	Sunday, Nov. 17
14	November 25	THANKSGIVING	
15	Dec 2		
16	Dec 9	Complete Lesson Plan Projection (LPP Template #2) Dec 9 – Dec 20 Reflection Log Template #3	Sunday, Dec. 8
17	Dec 16	Finish CP I 😊	

ASSIGNMENTS IN BRIEF

CP I ASSIGNMENTS IN BRIEF Fall 2019 SUBMIT ALL ASSIGNMENTS TO U.S. ON COUGAR COURSES

**See full details and rubric for each assignment after the course calendar.

TITLE OF ASSIGNMENT #1: COLLEGIAL CONVERSATION CP I

Assignment Description: At the beginning of each semester, candidate will conduct an interview/collegial conversation with the CT in order to be able to understand the professional responsibility for all aspects of student learning and classroom management, including learning outcomes for all students in the co-teaching model in the assigned classroom. The candidate will use this information for consultation and collaboration throughout the semester to plan for effective subject matter instruction.

TPE 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

TPE 6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

Title OF ASSIGNMENT #2 (on-going): LESSON PLAN PROJECTION, weekly plans submitted every two weeks

Assignment Description: Candidates will meet with the CT each Friday (or convenient day) to discuss planning and instruction for the following week (including information for Monday) to facilitate student understanding of subject matter and any necessary accommodations or modifications. Candidate will then complete the Lesson Plan Projection template and submit to the US each two weeks by Sunday before the week of instruction.

TPE 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

TITLE OF ASSIGNMENT #3 (on-going): REFLECTION LOG – Monthly

Assignment Description: Candidates will complete the Reflection Log Template monthly including a positive highlight, challenge and goal for the next month for improving instruction and student learning. In addition, candidate will reflect on co-teaching with your CT and how you will continue to refine your co-teaching skills.

TPE 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning

TITLE OF ASSIGNMENT #4: CLASS PROFILE – Context for learning and Reflection

Assignment Description: Candidates will complete a Class Profile for ALL co-teaching classes. This will allow the candidate to gain knowledge of students in the class, including prior experiences, interests and social-emotional learning needs, current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background, as well as their funds of knowledge, for both short-term and long-term instructional planning purposes and to engage them in learning. Candidate will:

1. Complete the Class Profile Template
2. Write a reflection

TPE 1.1

Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

TPE 4.1

Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

TITLE OF ASSIGNMENT #5: SCOPE AND SEQUENCE for Fall Semester

Assignment Description: Candidates will have the opportunity to work with the CT and other department members to learn about the semester plan for the assigned co-teaching classes. Candidate will record the unit title/topic and description, the number of weeks for each unit, as well as the California State Content Standards (CCSS, NGSS, etc.) covered in the unit, key concepts and/or Big Ideas and include materials/resources if available and any cross-disciplinary standards as appropriate.

Long Beach Scope and sequence

http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs.cfm

EUHSD curriculum guides <https://www.euhd.org/departments/educational-services/curriculum-instruction-professional-learning/euhd-curriculum-2/#1553120993442-a3ea8bb4-d0cd>

TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

TPE 4.6 Access resources for planning and instruction, including the expertise of community and school

TITLE OF ASSIGNMENT #6: SCHOOL RESOURCES INTERVIEW-- GROUP PROJECT

Assignment Description: Candidates will have the opportunity to learn about school site, district and community resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile, and how to access them.

1. As a school site group - interview a counselor (or lead counselor or social worker) on your campus about resources and access to resources to support students.
2. Write an individual summary and reflection that demonstrates your understanding of how to access and use the resources.

TPE 2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

FORMS AND SAMPLES:

TEMPLATE #1 Collegial Conversation with your CT

TEMPLATE #2 Lesson Plan Projection - LPP

TEMPLATE #3 Reflection Log

TEMPLATE #4 Class Profile

TEMPLATE #5 Scope and Sequence

TEMPLATE #6 School Resources

Title of Assignment #1: COLLEGIAL CONVERSATION

Submit the Template and Reflection to your US on Cougar Courses

TPE 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

TPE 6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

Assignment Description: At the beginning of each semester, candidate will conduct an interview/collegial conversation with the CT in order to be able to understand the professional responsibility for all aspects of student learning and classroom management, including learning outcomes for all students in the co-teaching model in the assigned classroom. The candidate will use this information for consultation and collaboration throughout the semester to plan for effective subject matter instruction.

#1 Schedule a Collegial Conversation/Interview with the cooperating teacher and submit the Collegial Conversation Template, with notes/responses to the US on Cougar Courses.

#2 Write a reflection that demonstrates your understanding of your professional responsibility. What is your plan for continuing the collaboration? Include with the Template and submit to the US on Cougar Courses.

Scoring Rubric: Collegial Conversation (must meet at 2 or 3)

Scoring areas	3	2	1
Completeness	All areas are filled out with appropriate notes	All areas are filled out	Information missing
Process fidelity	+ Candidate adds additional questions	Instructions have been followed and information reflects meaningful conversation to lead to successful co-teaching	Instructions not followed, information too general
Reflection	+ Plan for on-going collaboration with department as well as CT	Summary reflects understanding of professional responsibility by identifying plans and actions to take for addressing student learning, safety and overall success as well as co-teaching collaboration.	Information too general

TEMPLATE #1 Collegial Conversation with your CT

AKA “Prenuptial Conversation” Issues for Discussion and Planning

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 addressing 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?

REFLECTION:

Title OF ASSIGNMENT #2 (on-going): LESSON PLAN PROJECTION, weekly plans

Submit the Template to your US on Cougar Courses every two weeks

Assignment Description: Candidates will meet with the CT each Friday (or convenient day) to discuss planning and instruction for the following 2 weeks (including information for Monday) to facilitate student understanding of subject matter and any necessary accommodations or modifications. Candidate will then complete the Lesson Plan Projection template and submit 2 one-week templates to the US each two weeks by Sunday before the week of instruction (see calendar). Submit to US on Cougar Courses.

TPE 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

Scoring Rubric: Lesson Plan Projection (must meet at 2 or 3)

Scoring areas	3	2	1
Completeness	All areas are filled out with appropriate information	All areas are filled out	Information missing
Process fidelity	Instructions have been followed with appropriate and accurate information	Instructions have been followed	Instructions not followed

TEMPLATE #2 Lesson Plan Projection

DATES	AGENDA/PLAN (What, How, Why)	NOTES/ideas/reflection
<u>Monday</u>	Lesson Title (What): (How) Anticipatory set Strategies/activities Assessment/s Purpose of lesson (Why);	
<u>Tuesday</u>	Lesson Title (What): (How) Anticipatory set Strategies/activities Assessment/s Purpose of lesson (Why);	
<u>Wednesday</u>	Lesson Title (What): (How) Anticipatory set Strategies/activities Assessment/s Purpose of lesson (Why);	
<u>Thursday</u>	Lesson Title (What): (How) Anticipatory set Strategies/activities Assessment/s	

	Purpose of lesson (Why);	
Friday	Lesson Title (What): (How) Anticipatory set Strategies/activities Assessment/s Purpose of lesson (Why);	

TITLE OF ASSIGNMENT #3 (on-going): REFLECTION LOG Monthly

Submit the Template to your US on Cougar Courses each month

Assignment Description: Candidates will complete the Reflection Log Template monthly including a positive highlight, challenge and goal for the next month for improving instruction and student learning. In addition, candidate will reflect on co-teaching with your CT and how you will continue to refine your co-teaching skills.

TPE 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning

Scoring Rubric: Reflection Log (must meet at 2 or 3)

Scoring areas	3	2	1
Completeness	All areas are filled out with appropriate information	All areas are filled out	Information missing
Process fidelity	Instructions have been followed with appropriate information	Instructions have been followed	Instructions not followed
Summary	+ commitment to continuous improvement and use of co-teaching model	Reflection demonstrates candidate self-awareness	Reflection too general

TEMPLATE #3 Teacher Candidate CP Reflection Log (must meet at 2 or 3)

Name: _____ Weeks: _____ Date: _____

Directions: Email this reflection to your US once a month – see calendar.

What was a positive highlight in your teaching during this time?

What was your biggest challenge?

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

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_____

TITLE OF ASSIGNMENT #4 – CLASS PROFILE-CONTEXT FOR LEARNING

Assignment Description: This assignment will allow you to gain knowledge of your students, including prior experiences, interests and social-emotional learning needs, current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background, as well as their funds of knowledge, for both short-term and long-term instructional planning purposes and to engage them in learning.

TPE 1.1

Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

TPE 4.1

Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes

- Using the modified (CalTPA) Template below fill out the general information about the school site and your assigned classes (2). After gathering student information, fill out the student portion of the Template for **ALL** students in **ALL** of your co-teaching classes. (NOTE: This is different from the CalTPA requirement but will help you complete the information for CalTPA.) You must use all of the following to gather information:
 - Student Survey that includes general student information and interests
 - Learning Styles and learning modalities information - VAK (could be part of the survey or an additional activity)
 - Information from ELPAC about language levels
 - Information about identified student learning challenges covered by an IEP, 504 and other special education needs, such as GATE as well as required and suggested accommodations /modifications
 - Other learning needs (e.g. struggling reader, non-Standard English learner)

Complete the Template with as much information as possible by the due date and continue to update as more information is gathered or changes occur. Include a copy of the survey (developed in EDSS 511) and any other data gathering form or format with your Template submission to your University Supervisor on Cougar Courses.
- Based on the information you have gathered, write a summary/reflection (1-2 pages) of things that need to be considered for planning and instruction *for each class* (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.) What are the required or needed supports, accommodations, or modifications for your students, as well as possible UDL strategies that will inform your planning and instruction for units and lessons during the semester. As needed, consult with your cooperating teacher. Submit your reflection to your US on Cougar Courses.

Scoring Rubric: Class Profile and Context for Learning Rubric (must meet at 2 or 3)

Scoring areas	3	2	1
Completeness	All areas are filled out with <u>appropriate</u> information	All areas are filled out	Information missing
Process fidelity	Additional information gathering activities	Instructions have been followed and data meet expectations with all required elements and all materials included	Instructions not followed
Strategies	Additional ideas to be explored	Selection of differentiated and UDL strategies is appropriate for the groups of students being served as described in the profile	Strategies not appropriate
Summary/Reflection	How candidate will regularly reflect on student progress or make changes	Summary reflects use of data and thoughtful application of information for all student groups and how it is used to inform planning including possible groupings and pair assignments plus accommodations	Summary leaves out groups and/or other pertinent information; too general

TEMPLATE #4 CLASS PROFILE: CONTEXT FOR LEARNING INFORMATION
(Modified from CalTPA)

Name _____ School _____ Semester _____

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

1. Grade-level composition (e.g., all seventh grade; 2 sophomores and 30 juniors):
2. Number of
 - students in the class: _____
 - males: _____ females: _____
3. 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 (ALL students)	ELPAC Level	IEP/504 Plans:	Learning Profile (VAK) and MI	Readiness level	Interests/ Notes
<i>Example: Jose</i>	<i>ELPAC Level: emerging</i>		<i>Visual; Athletic-movement</i>	<i>Struggling speaker, reader</i>	<i>Skateboarding; Shy</i>
<i>Example: Nancy</i>			<i>Auditory; MI-interpersonal</i>	<i>At grade level</i>	<i>Drama; likes to share in class</i>
EL Identified Students					
ELPAC levels		Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals		
<i>Example: Emerging</i>		2	<i>Vocabulary scaffolding, additional texts</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.

Students with Specific Learning Needs		
IEP/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Visual processing</i>	1	<i>Close monitoring, translating information in word problems into sketches</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 problems</i>

REFLECTION (1-2 pages)

Title of Assignment #5: SEMESTER SCOPE AND SEQUENCE (curriculum mapping)

Submit the Template to your US on Cougar Courses

Assignment Description: Using your CT and department members as resources, learn about the semester plan for your co-teaching class assignment. Record the unit title/topic and description, the number of weeks for each unit, the California State Content Standards (CCSS, NGSS, etc.) covered in the unit, key concepts and/or Big Ideas and include materials/resources if available and any cross-disciplinary standards as appropriate (see ELA model below). Use the Template and make sure all 18 weeks of the semester are covered in the table. Adjust Template as necessary.

TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

TPE 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking.

Scoring Rubric: Scope and Sequence (must meet at 2 or 3)

Scoring areas	3	2	1
Completeness	All areas are filled out with appropriate information	All areas are filled out	Information missing
Process fidelity	Instructions have been followed and information reflects projection for all 18 weeks of the semester with units and topics appropriate for the course	Instructions have been followed and information reflects projection for all 18 weeks of the semester	Instructions not followed
Standards Alignment	+ Additional information to incorporate interdisciplinary goals with cross curricular standards	Demonstrates knowledge of content standards/frameworks/NGSS, etc. and CCSS standards by selecting appropriate standards for material covered in each unit	Standards do not match unit topics

Unit Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards (may be used in more than one unit)
<p>Unit 1 – 5 weeks Title and Description: Survival</p> <ul style="list-style-type: none"> Students will read at least 3 different types of writing genres (novel, short story-fiction, short story-non-fiction, newspaper article, blog, etc.) on the topic of Survival. Students will examine various literary and informational texts about what it means “to survive” and what skills and knowledge are necessary to be successful, according to various authors. Students will examine how a message or theme is developed in writing, as well as understanding the idea of ‘Point of View’ as presented in different types of writing. Students will examine the elements of an argument in order to craft a written argument and present an oral argument in order to successfully complete an argumentative essay and other performance tasks. <p>Selected materials (if available): “Hope, Despair and Memory” by Elie Wiesel (1997) Ten Survival Stories Too Incredible to Be real: https://survivalife.com/amazing-true-survival-stories/ Novel: <u>Into the Wild</u></p>	<p><u>Key Concept 1:</u> Thematic Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p><u>Key Concept 2:</u> Reading The use of rhetorical and literary devices can enhance writing and help to convey a theme or message.</p> <p><u>Key Concept 3:</u> Writing An effective argument contains all of the elements of an argument, is organized in a logical manner, and uses word choice and tone to create a sense of seriousness and authority.</p> <p><u>Big Idea:</u> People must tap into many aspects of their personality in order to survive obstacles as well as a life-or-death situation.</p>	<p>California Common Core Standards for English/Language Arts: RL9-10.1 Cite strong and thorough textual evidence to support analysis of what the text RL9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>CCSS Reading Standards for Literacy in History/social science HSSL.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. HSSL.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>

Template #5 – Scope and Sequence

Course / Grade Title:

Unit 1 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards
Unit 2 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards
Unit 3 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards
Unit 4 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards
Unit 5 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards
Unit 6 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards

TITLE OF ASSIGNMENT #6: SCHOOL RESOURCES INTERVIEW-- GROUP PROJECT

Submit the Template and Reflection to your US on Cougar Courses

Assignment Description: Candidates will have the opportunity to learn about school site, district and community resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile, and how to access them.

1. As a school site group - interview a counselor (or lead counselor or social worker) 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** fill out the Template and submit the information to your US on Cougar Courses.
2. Write an individual summary and reflection that demonstrates your understanding of how to access the resources, the school and district process and how you will incorporate this responsibility in your planning to include with your submission.

TPE 2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

Scoring Rubric: School Resources Interview (must meet at 2 or 3)

Scoring areas	3	2	1
Completeness	All areas are filled out with	All areas are filled out	Information missing

	appropriate information		
Process fidelity	Candidate adds additional questions	Instructions have been followed and information reflects accurate and complete information about resources	Instructions not followed, information too general
Summary	Plan for using funds of knowledge to create a safe space	Summary reflects understanding of professional responsibility by identifying plans and actions to take for addressing students with challenges	Information too general

TEMPLATE #6 School Resources Interview form

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. Use the following questions and add any you think would be important. You will **EACH** submit the information to your US on Cougar Courses. Write a reflection.

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							

REFLECTION:

Observation protocol

Each Teacher Candidate (TC) will be formally observed four (6) times during the semester by the US. The observations may be scheduled or unannounced. You are expected to be prepared for an observation visit at any time. Discuss and plan with your US where they will be seated during a formal observation and always **have a written lesson plan available for them at least 24 hours** in advance as well as access to preceding and subsequent lesson plans/units. One of the early observations will be of a planning session between the Teacher Candidate (TC) and Cooperating Teacher/s. (CT) **If you do not have a formal, written lesson plan for the US the performance observation will be rescheduled.**

The University Supervisor will confer with you during a post-observation conference which may occur immediately (if the schedule permits), later on the same day, the next day or a scheduled time that is mutually convenient. In some rare cases, a telephone conference may be held instead of a face to face meeting. You will receive written feedback from your US on the Single Subject Observation Form for each formal observation, which requires your signature. Note: An **"email" signature is an authorized option for signing each formal observation** (see forms page).

Co-Teaching In Clinical Practice

The Clinical Practice Program is founded on the goal of supporting each Teacher Candidate to demonstrate competent independent teaching performance that meets the professional and state standards described in the Teacher Performance Expectations (TPEs). The Co-teaching model is used in both Clinical Practice experiences. **Co-teaching is two or more people (i.e., Cooperating Teacher and credential candidate) sharing responsibility in planning for, teaching, and assessing the students assigned to them for instruction. In a co-teaching clinical practice approach, a Cooperating Teacher and credential candidate have an ongoing partnership in planning for and practicing four co-teaching approaches to collaboratively teach all students throughout the clinical experience.**

Co-Teaching in Clinical Practice provides meaningful opportunities for Teacher Candidates to demonstrate increasing competence and independence in their teaching performance. This timeline illustrates the typical evolution of Teacher Candidate performance from the beginning to the end of their Co-Teaching in Clinical Practice experience.

The timeline describes a typical sequence of increasing responsibility on the part of the Teacher Candidate. The timeline provides descriptions of actions by both the Cooperating Teacher and the Teacher Candidate that characterize what this sequence looks like within the context of Co-Teaching. The unique features of Co-Teaching in Clinical Practice include collaborative planning, teaching and reflection. In addition, the timeline

suggests a typical pattern of progress in the designation of roles within the four Co-Teaching Approaches. Within the Co-Teaching in Clinical Practice model, it is the shift of responsibility from Cooperating Teacher to Teacher Candidate **to lead their collaborative work** that best describes the trajectory toward competent independent Teacher Candidate performance.

It is characteristic of the *beginning* of Clinical Practice that the Cooperating Teacher takes the lead of all collaborative planning, teaching and reflection processes. It is characteristic of the *end* of Clinical Practice that the Teacher Candidate takes the lead in each of these areas. **The description of each level of the co-teaching progression is followed by the weekly expectations and assignments which are required and due to the instructor as indicated.**

Final Exam Statement

There is no final exam for this course.

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.

Policy on Late/Missed Work

Late work will not be accepted. The instructor (University Supervisor) should be contacted by the candidate to discuss unusual or special circumstances.

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.

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.

Course Format

This course is held entirely off site at an assigned school site campus. Workshops for candidates are also held in conjunction with the core courses required each Monday.

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.

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