

Course Number	EDSS 571 & 572
Title	Clinical Practice I and II in Secondary Schools
CRN Number	CRN #
Days	Arranged Days
Time	Arranged Times
Course Location	Assigned School Site
Semester / Year	Fall 2020 & Spring 2021
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Hours	By Appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

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

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

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

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COURSE DESCRIPTION

Clinical Practice I in Secondary Schools (CP I)

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

Clinical Practice is a fieldwork class that represents 7 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, the beginning experience, 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 in CP I. A full-text version of the TPE descriptions can be downloaded from the School of Education website.

Course Prerequisites

Includes but is not limited to admission to the Single Subject Program and passing grades in EDUC 350, EDUC 364 and EDUC 422.

Clinical Practice II in Secondary Schools (CP II)

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

Clinical Practice is a fieldwork class that represents 7 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 II (part two of the Clinical Practice requirement) is the advanced experience designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and dispositions at the novice level necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's; that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence on any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. Minimum competency will be considered a rating of 3 or 4 for all TPE's in CP II. A full-text version of the TPE descriptions can be downloaded from the School of Education website.

Course Prerequisites

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

Course Objectives

Overall goals for Clinical Practice through a co-teaching model with a Cooperating Teacher (CT):

- Develop skills and knowledge for planning effective daily instruction of the specific content area through observation, planning, practice and coaching.
- Develop skills and knowledge for taking 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 through observation, planning, practice and coaching.

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

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

Educator Preparation Program Standard 14 from the CTC states:

Supervised Fieldwork in the Program

Standard 14: Learning to Teach through Supervised Fieldwork

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

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

By design, this supervised fieldwork sequence (a) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to candidates' meeting the *Teaching Performance Expectations*, and (c) contributes to candidates' preparation for the teaching

performance assessment. Candidates have extensive opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities.

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

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

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

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

Unique Course Requirements

Teacher education is a professional preparation program. Teacher Candidates in the SS program will be present on the assigned school site every 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 teacher contract day of the assigned school site. **CTC mandates a requirement of 600 hours of Clinical Practice over the course to the preparation program including pre-requisites.**

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.

Credit Hour Policy Statement:

Per the University Credit Hour Policy: For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.) Candidates spend a minimum of 7 hours on the school site,

Tuesday through Friday and are required to submit assignments weekly which entails anywhere from 2 – 4 hours outside of class.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

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

<https://www.csusm.edu/soe/currentstudents/credential/singleclinicalpractice.html>

California State Standards:

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

California Content Standards:

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

CTC Rules of Conduct:

<https://www.ctc.ca.gov/credentials/rules-of-conduct>

TaskStream Account and CalTPA account

TEACHER CANDIDATE LEARNING OUTCOMES

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

Authorization to Teach English Learners

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

Teacher Performance Expectation (TPE) Competencies

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

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. 463

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program, as well as a required 1 unit seminar course. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA

seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on this website: <http://www.ctcpa.nesinc.com/Home.aspx>

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 also 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*, *approaches* and *meets*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

https://www.csusm.edu/soe/documents/credential/singlesubject/clinicalpractice/ss_professionaldispositionsrubric.pdf

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.

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 Attendance requirements:

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

Extensive absences, for whatever reasons, jeopardize the learning of your students and your growth as a professional educator and could result in removal from Clinical Practice. **The attendance policy for Clinical Practice mirrors what is expected of teachers, generally 1 absence**

per month (10 per year). Since candidates are on campus 4 days per week (80%) candidates are allowed 4 absences in Clinical Practice I and 4 Clinical Practice II.

All University Writing Requirement

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

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

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

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

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

Students with Disabilities Requiring Reasonable Accommodations

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

Course Format

This course is held on an assigned school site (Tuesday – Friday) under the direct supervision of school site personnel and the University Supervisor with an additional CP Capstone seminar course presented by the Field Placement Director on designated Mondays throughout the semester.

Electronic Communication Protocol

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

Things to consider:

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

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

CLINICAL PRACTICE COURSE REQUIREMENTS AND GRADING STANDARDS

Clinical Practice Expectations

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

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

As a Teacher Candidate you should become as familiar with your assigned school as quickly as possible. Familiarize yourself with important school information, such as attendance procedures, grading policies, important deadlines, department and school-wide meetings, expectations of your Cooperating Teacher(s), administrative assignments, and any other area of the profession which you should be aware of and which will enrich your Clinical Practice.

Grading

Each semester, the University Supervisors, in collaboration with the Cooperating Teacher/s and On-site Liaison will prepare a **Clinical Practice Summary** report and complete the **TPE Assessment** based on observations, site feedback and the TPE electronic portfolio artifacts. These documents (Summary and

Assessment) will be presented to the Teacher Candidate at the exit meeting and all participants will sign the documents. These documents serve as official verification of successful completion of Clinical Practice and are required for the University to be able to recommend a candidate for a credential at the end of the program. In addition, a grade for the 7 units of Clinical Practice II will be assigned by the University Supervisor.

1. **A grade of CREDIT (CR) or NO CREDIT (NC)** will be assigned for Clinical Practice experiences. If a Teacher Candidate has not successfully met the Teacher Performance Expectations at an appropriate level (approaching in CP I, met in CP II), the candidate may be required to extend or repeat the experience.
2. If a candidate is unsuccessful in a Clinical Practice experience, a grade of NO CREDIT will be given. Granting of an additional opportunity for Clinical Practice will be made based on the circumstances under which the original NO CREDIT was given.
3. Should a candidate be in the potential situation of receiving NO CREDIT for Clinical Practice, the University Supervisor and Cooperating Teacher must complete a State of Concern (SOC) as soon as possible and provide copies to the Program Coordinator. The documentation in the SOC, the action plan and the follow up steps to the plan are key documents that will be used to verify inadequate performance in Clinical Practice II the action plan is not met.
4. Should a second Clinical Practice experience be recommended, the candidate must re-register for the Clinical Practice course prior to the new placement being made.

NOTE: A candidate will be removed from the school site and a Statement of Concern documenting the situation will be written immediately if candidate:

1. **Endangers students or others;**
2. **Violates recognized codes of conduct, e.g. CSUSM Student Code of Conduct, CSUSM Academic Honesty Policy NEA Code of Ethics, CA Education Code Section 44932;**
<http://www.ctc.ca.gov/credentials/rules-of-conduct.html>
3. **Is dismissed from the classroom or school site by the Cooperating Professional or district administrator.**
(See Statement of Concern Guidelines on the Single Subject Handbook forms page)

Teacher Candidate Responsibilities

1. **Confer daily with your Cooperating Teacher** to discuss your program requirements, university schedule, observation feedback, planning guidelines, student progress and concerns, lesson implementation, progress on TPE's, TPA's and other appropriate topics.
2. You should be on campus every day Tuesday - Friday for a full day (mirroring a full-time teacher's day) to teach and observe classes, to assist in the AVID/SEI/ELD classes, to prepare for your classes and university assignments, to attend meetings, and to generally get a sense of what a contracted teaching day feels like. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as "Back to School Night" and "Open House" where applicable.
3. **Keep up-to-date and accurate lesson and unit plans during your Clinical Practice. *You are required to have a written record of all lessons presented in your site assignment (LPP) AND a written lesson plan for each lesson that you teach.*** Be sure to confer with your Cooperating Teacher to insure that your lesson plan meets his/her expectations and satisfies the demands of the curriculum and the needs of students. *You are required to use the single subject lesson plan from coursework. The one page form is located on the forms page.*
4. Attend regular meetings with your supervisor and On-site Liaison.
5. Follow the syllabus calendar and turn in all required logs and assignments to your University Supervisor on time.

6. Develop a professional electronic portfolio focusing on the TPE's. The purpose of this portfolio is to collect artifacts and evidence for demonstration of satisfactory completion of the TPEs. In addition to directly observable evidence, this portfolio will provide information that your University Supervisor may not see in classroom visits. It will also provide artifacts for inclusion in your professional portfolio that you develop in the second semester.

OVERVIEW:

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, CP Capstone Workshops and CalTPA seminars) 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 in the fall and continuing until the last teacher contract day before winter break for that school site. A co-teaching approach to Clinical Practice will be used in all settings. Candidates will participate in all class activities and move gradually from assisting in the supportive co-teaching approach to leading all aspects from planning to presentation by the end of the experience. **University Supervisors (US), the instructors for Clinical Practice, will formally observe each candidate 6 times which will include observing one planning session. They will also evaluate the TPE portfolio.**

Candidates will be placed with one Cooperating Teacher (CT) for 2 periods of the same assignment (e.g. two English 9 classes) and one setting for assisting such SEI (structured English Immersion), ELD (English Language Development) or special education – whatever best suits the needs of the site. (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.

Clinical Practice II

Candidates will attend core coursework each Monday from 7:00 a.m. until 5 p.m. (subject to change). The core coursework (EDSS 530, 531 and 541, CP Workshops and CalTPA seminars) 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 at the beginning of the second semester and continuing until the last teacher contract day for that school site. A co-teaching approach to Clinical Practice will be used in all settings. Candidates will participate in all class activities and move gradually from assisting in the supportive co-teaching approach to leading all aspects from planning to presentation by the end of the experience. **University Supervisors (US), the instructors for Clinical Practice, will formally observe each candidate 6 times which will include observing one planning session. They will also evaluate the TPE portfolio.**


Candidates will be placed with one Cooperating Teacher (CT) for 2 periods of the same assignment (e.g. two English 9 classes) and two settings for assisting such SEI (structured English Immersion), ELD (English Language Development) or special education – whatever best suits the needs of the site. (This represents 2/3 of the day based on a 6 period day). During the remaining unassigned periods (2) candidates will be expected to plan with the CT and work with their cohort partners on site to complete university projects and assignments. Candidates will also have a standing weekly lunch with the OSL.

EDSS 571 & 572 CLINICAL PRACTICE COURSE CALENDAR, ASSIGNMENTS AND RUBRICS

EDSS 571 BEGINNING CLINICAL PRACTICE – FALL 2020

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 # MONDAY COURSES	Dates	CP Assignment	Due to your US by midnight on Cougar Courses
1 (of the University Academic Calendar)	August 31	Complete lesson plan projection (LPP Template #2) Date of first student day at your site – through September 4 Reflection Log Template #3	Sunday, September 6
2	September 7	Complete lesson plan projection (LPP Template #2) through – September 11 All Candidates – CT & TC Collegial Conversation (aka Pre-nuptial Conversation) completed (Template #1)	Sunday, September 13
3	September 14	Complete the Scope and Sequence (Template #4) for your content area	Sunday,
4	September 21	Complete lesson plan projection (LPP Template #2) through – September 25	Sunday, September 27
5	September 28	Class Profile: Context for Learning (Template #5) Reflection Log Template #3	Sunday, October 4
6	October 5	Complete lesson plan projection (LPP Template #2) through October 9	Sunday, October 11
7	October 12	Remember to upload TPE artifacts and provide rationale into TaskStream 😊	
8	October 19	Complete lesson plan projection (LPP Template #2) through October 23	Sunday, October 25
9	October 26	School Resources Interview (Template #6)	Sunday,


Week #	Dates	CP Assignment	Due to your US by midnight on Cougar Courses
MONDAY COURSES			
10	November 2	(LPP Template #2) Reflection Log Template #3	Sunday, November 8
11	November 9		
12	November 16	Complete lesson plan projection (LPP Template #2) through November 20	Sunday, November 22
13	November 23	Reflection Log Template #3	Sunday, November 29
14	November 30	Complete lesson plan projection (LPP Template #2) through December 4	Sunday, December 6
15	December 7	Last Core Class – All future Mondays Teacher Candidates need to report to their sites.	
16	December 14	Finish CP I 	
17		Complete lesson plan projection (LPP Template #2) until the last day of school	Sunday, December 20 ;}

EDSS 572 ADVANCED CLINICAL PRACTICE – SPRING updated January 4, 2021

SCHOOL SITE CLINICAL PRACTICE DATES AND ASSIGNMENTS

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 # MONDAY COURSES	CP II Assignment	Due to your US by midnight on Cougar Courses
1 January 25	First day of coursework – CP Capstone 1 – 1:45 p.m.	
2 February 1	Complete lesson plan record (LPR Template #2) Date of first student day at your site – February 5 Reflection Log Template #3 (OR, as required by your US) All Candidates – CT & TC Collegial Conversation (aka Pre-nuptial Conversation) completed (Template #1)	Sunday February 7
3 February 8	Complete the Scope and Sequence (Template #5) for your content area	Sunday February 14
4 February 15	Complete lesson plan report (LPR Template #2) February 8 – February 19	Sunday February 21
5 February 22	Class Profile: Context for Learning (Template #4)	Sunday February 28
6 March 1	Complete lesson plan report (LPR Template #2) February 22 – March 5 Reflection Log Template #3 (OR, as required by your US)	Sunday March 7
7 March 8	Remember to upload TPE artifacts and provide rationale into TaskStream 😊	March 14
8 March 15	Complete lesson plan report (LPR Template #2) March 8 – March 19	Sunday March 21
9 March 22	CSUSM Spring Break March 22 – 26 School Resources Interview (Template #6)	Sunday March 28

Week # MONDAY COURSES	CP II Assignment	Due to your US by midnight on Cougar Courses
10 March 29	<p>Complete lesson plan reports (LPR) for the remainder of the semester, as required by your US</p> <p>District Spring Breaks (subject to change): Vista: March 29 – April 2 Escondido – March 25 – April 5 San Dieguito USD, Oside USD and Perris USD – April 5 – April 9 Poway – April 12 – April 16 Temecula – March 22 – April 2</p> <p>Reflection Log Template #3 (OR, as required by your US)</p>	Sunday April 4
11 April 5		Sunday April 11
12 April 12		Sunday April 18
13 April 19	<p>CP CAPSTONE -work on transition plan ITDP (Individual Transition Development Plan) Template #7)</p>	Sunday April 25 **Due date TBD by the US
14 April 26		Sunday May 2
15 May 3	<p>Last Core Class – All future Mondays Teacher Candidates need to report to their sites. Reflection Log Template #3 (OR, as required by your US)</p>	Sunday May 9
16 Mat 10		
	Finish CP II 	

TEMPLATE #1 Collegial Conversation with your CT

Overall goals for Clinical Practice through a co-teaching model with a Cooperating Teacher (CT):

- Develop skills and knowledge for planning effective daily instruction of my specific content area through observation, planning, practice and coaching.
- Develop skills and knowledge for taking 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 through observation, planning, practice and coaching.

Co-teaching Communication Conversation to set expectations and model for the experience:

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 and strategies do you use for effective subject matter instruction?
- How will we share teaching responsibility?
- What differentiation strategies do you use for select students?
- What are our strengths in the area of instruction and assessment?
- How will we arrange to share our expertise? How can we arrange to observe one another and practice peer coaching?
- How will we assess the effectiveness of our instruction daily? What formative assessments do you use?

Student Behavior – Classroom Management

- How do you get to know your students? I have an assignment to do a student survey, can we combine this with what you do?
- What are the rules of your classroom and how are they shared with students?
- What routines do you establish in your classroom? How are these communicated and practiced?
- Who will carry out the disciplinary procedures and deliver the consequences when we are co-teaching?
- How will we proactively address behavior? Do you have individual or group rewards?

Communication

- What types and frequency of communication do you like to have with parents?
- How will we explain this collaborative teaching arrangement to the parents?
- Will there be shared responsibility for communication with parents of all students? How about parents of students with identified special education and other specialized needs?
- What types and frequency of communication do you have with students? What type/frequency should I have?
- 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?
- Will we collaborate in evaluating all students' performances, or will each of us be 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?
- How will a balance of decision-making power be maintained among co-teachers?

REFLECTION:

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

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

Assignment Description: For each semester placement, Candidates will meet regularly both individually, with the CT, and through consultation and collaboration with other educators and members of the larger school community in PLC or department meetings, to plan for effective subject matter instruction. Using the knowledge they gained through the student survey and campus data research, Candidates will 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 as part of the planning, to facilitate student understanding of subject matter and any necessary accommodations or modifications as needed to promote student access to the curriculum. Candidate will then complete the Lesson Plan Record template, below, and submit 2 one-week templates to the US every two weeks by Sunday before and/or after the week of instruction (as directed by the US). 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.

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 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.

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

Scoring areas	3 Exceeds	2 Meets	1 Does Not Meet
Rationale for plan including UDL and Student identified needs and support	Additional information and ideas included	Lesson Plan Projection information demonstrates how and when the candidate met individually, with the CT, or through consultation and collaboration with other educators and members of the larger school community in PLC or department meetings to plan for effective subject matter instruction. Information will show how the candidate used the knowledge they gained	LPP does not address the needs of all of the students as and/or specific needs Information is missing and/or Instructions not followed

		through the student survey and campus data research including how the candidate will apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background as part of the planning , to facilitate student understanding of subject matter and identify any necessary accommodations or modifications as needed to promote student access to the curriculum.	
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TEMPLATE #2 Lesson Plan Projection

Subject: _____ **Grade Level:** _____

Student groups with #s (e.g. EL-8, IEP-2, 504-3) for each class:

First Class student groups: _____

Second Class student groups: _____

Meeting dates/groups for the week:

With CT: _____

With PLC/Dept.: _____

Overall Weekly Reflection (consider both your challenges and successes):

Calendar:

<u>DATES</u>	<u>AGENDA/PLAN (What: Lesson Title, Why: SWBAT, How: Anticipatory Set, Strategies/Activities, and Assessment)</u>	<u>Rationale (based on class profile and feedback from CT)/Notes/Ideas:</u>
	<u>See below the table for clarification 😊</u>	
<u>Monday:</u> <u>00/00</u>	Lesson Title: SWBAT: Anticipatory set: Strategies/Activities:	<u>Rationale/Notes/Ideas:</u>

	Assessment/s:	
<u>Tuesday:</u> <u>00/00</u>	Lesson Title: SWBAT: Anticipatory set: Strategies/Activities: Assessment/s:	<u>Rationale/Notes/Ideas:</u>
<u>Wednesday:</u> <u>00/00</u>	Lesson Title: SWBAT: Anticipatory set: Strategies/Activities: Assessment/s:	<u>Rationale/Notes/Ideas:</u>
<u>Thursday:</u> <u>00/00</u>	Lesson Title: SWBAT: Anticipatory set: Strategies/Activities: Assessment/s:	<u>Rationale/Notes/Ideas:</u>
<u>Friday: 00/00</u>	Lesson Title: SWBAT: Anticipatory set: Strategies/Activities: Assessment/s:	<u>Rationale/Notes/Ideas:</u>

SWBAT: Students will be able to... (Create, Evaluate, Analyze, Apply, Understand, Remember)

Anticipatory sets: An anticipatory set is something that you do or say to entice or “hook” the students about what it is you will be teaching them. It prepares and motivates students for learning. By having an activity related to what will be learned, it shifts students’ attention to the learning process.

Strategies/Activities: How will students be engaged with the learning? What learning tools will you use to provide activities and instruction that will enable students to achieve goals? Learning plan. Active participation.

Here are some ideas using Engage, Explore, Explain, Elaborate, and Evaluate employing Online tools: https://docs.google.com/document/d/13fK2OsB2T4QAe1StJHc1a_D8Q68LjvcwjogJLh-AY4/edit

Assessments Informal/Formal: **Informal assessments** are those spontaneous forms of assessment that can easily be incorporated in the day-to-day classroom activities and that measure the students’ performance and progress. Informal assessments are content and performance driven.

Examples: checklist, observation, portfolio, rating scale, time sampling, event sampling, anecdotal record, thumbs up/down, quick write, entry/exit tickets, pair share, one sentence summary, four corners, class vote, quick class check

Formal assessments are the systematic, data-based tests that measure what and how well the students have learned. Formal assessments determine the students’ proficiency or mastery of the content, and can be used for comparisons against certain standards.

Examples: achievement tests, unit/chapter tests, quizzes, criterion referenced tests, norm referenced tests, aptitude tests, standardized tests

TITLE OF ASSIGNMENT #3 (on-going): REFLECTION LOG Monthly (check with your US)

Submit the Template to your US on Cougar Courses each month

Assignment Description: For each semester, Candidates will reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning and 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 Exceeds	2 Meets	1 Does not meet
Process fidelity and summary	+additional planning or resources used	Instructions have been followed with appropriate information. Reflection includes specific information on their own teaching practice and their own level of subject matter and pedagogical knowledge used to plan and implement instruction that can improve student learning. Reflection demonstrates candidate self-awareness and commitment to continuous improvement and use of co-teaching model to improve student learning.	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 did you learn about your own teaching practice and your level of subject matter knowledge that was used to plan your lessons and how can you use this to inform your teaching in order to improve student learning.

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

What was your biggest challenge?

What aspect of teaching will you to focus 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: *Using the template, candidates will prepare a class profile for both co-teaching class placements each semester as well as a reflective summary. This assignment will allow you to 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.*

Candidates will apply 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.

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.

- 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)
- Based on the information you have gathered, write a 1 page summary/reflection 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

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

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

Scoring areas	3 Exceeds	2 Meets	1 Does not meet
Completeness	All areas are filled out with <u>appropriate and additional</u> information	All areas are filled out with information for ALL students	Information missing
Process fidelity	Additional information gathering activities	Response and information demonstrate that the candidate located 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 and was able to apply knowledge of 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	Instructions not followed, information about students is incomplete or non-existent.
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 based on the information about students' current academic status,	Strategies not appropriate

		content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background including prior experiences, interests and social-emotional learning needs, current academic status, content- and standards-related learning needs and goals, assessment data, and language proficiency status.	
Summary/Reflection	How candidate will regularly reflect on student progress or make changes	Summary reflects use of data and thoughtful application of information such as current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, as well as cultural background, funds of knowledge, for both short-term and long-term instructional planning purposes to engage all student groups and explains 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 CaITPA)

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.

- 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

- What is the name of this course?
- 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): _____
- What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?
- Is there any ability grouping or tracking in subject area? If so, please describe how it affects your class.
- 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.
- List other resources (e.g., electronic white board, graphing calculators, online resources) you use for subject area instruction in this class.

About the Students in the Class

- Grade-level composition (e.g., all seventh grade; 2 sophomores and 30 juniors):
- Number of
 - students in the class: _____
 - males: _____ females: _____
- Complete your Class Profile & the Summary of your Students with Special Learning Needs Chart
 - 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>

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

Submit the Template to your US on Cougar Courses

Assignment Description: *For each semester placement, using your CT and department members as resources, learn about the semester plan for your co-teaching class assignment. Develop a format (or use the one from you site) to 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 to demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks and any cross-disciplinary standards as appropriate (see ELA model below). Also list key concepts and/or Big Ideas and include how you will 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.*

Use the Template and make sure all 18 weeks of the semester are covered in the table. Adjust Template as necessary. Write a **reflective summary describing the planning and decision-making process you observed and used with your CT and department colleagues and when and how you will meet to

monitor and adjust as you go through each unit (e.g. weekly meeting to determine student progress, check on learning outcomes and adjust instruction.) Be sure to include how standards were selected.

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 Exceeds	2 Meets	1 Does not meet
Process fidelity, Standards alignment and completeness		Instructions have been followed and information reflects projection for all 18 weeks of the semester, demonstrating knowledge of subject matter, including the adopted California State Standards and curriculum frameworks and any cross-disciplinary standards by selecting appropriate standards for material covered in each unit. Additional notes will demonstrate how the candidate will 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.	Instructions not followed

Unit Name / Number of Days or Weeks / Time Period UDL strategies to be used; differentiation strategies	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>Strategies and differentiation: Reciprocal Teaching, grouping, graphic organizers, AXES template; Sentence starters, rough draft, peer review</p> <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:

Course / Grade Title:		
Unit Name / Number of Days or Weeks / Time Period UDL strategies to be used; differentiation strategies <u>Selected materials (if available):</u>	Big Ideas / Topics / Key Concepts	Standards
Unit Name / Number of Days or Weeks / Time Period UDL strategies to be used; differentiation strategies <u>Selected materials (if available):</u>	Big Ideas / Topics / Key Concepts	Standards
Unit Name / Number of Days or Weeks / Time Period UDL strategies to be used; differentiation strategies <u>Selected materials (if available):</u>	Big Ideas / Topics / Key Concepts	Standards
Unit Name / Number of Days or Weeks / Time Period UDL strategies to be used; differentiation strategies <u>Selected materials (if available):</u>	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 *(for each semester placement)* and how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

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
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Process fidelity and summary	Candidate adds additional questions Plan for using funds of knowledge to create a safe space	Instructions have been followed and information reflects accurate and complete information about resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. Summary reflects understanding of professional responsibility by identifying plans and actions to take for addressing students with challenges	Instructions not followed, information too general
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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	HOMELESS NESS	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:

TITLE OF ASSIGNMENT #7 Individual Transition Development Plan (ITDP) FOR DISTRICT INDUCTION PROGRAMS – CALLED ILP – Individual Learning Plan

Submit the Template to your US on Cougar Courses

Assignment Description: At the completion of the final clinical practice experience (CP II), CSUSM Teacher Candidates will work collaboratively with the University Supervisor and the Cooperating Teacher (District-Employed Supervisor) to **establish professional learning goals to** continue to improve their practice as they leave the teacher preparation program. **Candidates will reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.** **Candidate will prepare by reviewing classroom observations, progress reports from the Cooperating Teacher, TPE evaluation and other indicators of performance from the communication routinely engaged in throughout the CP experience.** Using these resources the Teacher Candidates will identify 4 goals related to the Teacher Performance Expectations/California Standards for the Teaching Profession to improve student learning. Teacher Candidates will use the above information as well as artifacts and work from their teacher preparation program when meeting with their district Induction Mentor during the first year of teaching as the basis for routinely engaging in communication and inquiry with colleagues. The Teacher Candidate is responsible for completing this document, acquiring the signatures of the University Supervisor and Cooperating Teacher and submitting the signed plan on Taskstream and submitting the plan to the Induction Director and/or Support Provider at the hiring district. https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/tpe-1-6-placemat.pdf?sfvrsn=d9715cb1_2 TPEs with elements

TPE 1	Engaging and Supporting Students in Learning (8 elements)
TPE 2	Creating and Maintaining Effective Environments for Student Learning (6 elements)
TPE 3	Understanding and Organizing subject Matter for Student Learning (8 elements)
TPE 4	Planning Instruction and Designing Learning Experiences for All Students (8

	elements)
TPE 5	Assessing Student Learning (8 elements)
TPE 6	Developing as a Professional Educator (7 elements)

Identify each of the selected Standard/elements by number (e.g. TPE 1.3). Write a corresponding, very specific, measurable professional growth goal for each.

Model: TPE 2.6 *GOAL: Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to teacher interactions by communicating classroom routines, procedures, and norms to students and families* **BY:** Developing a written classroom management plan to include student input, as well as my learning environment philosophy, rules and routines and lessons designed to incorporate the expectations, practice routines and build a positive community during the first two weeks of school. This information will be posted on my website and included in a letter home to parents.

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.

TPE 6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

Scoring Rubric: Individual transition development plan (must meet at 2 or 3)

Scoring areas	3	2	1
Completeness and Process fidelity		All areas are filled out with appropriate information, required for professional learning goals and reflection on their own teaching practice. Instructions have been followed and data meet expectations with all required elements and all materials included as well as engaging in communication and inquiry and information gathering activities-working with CT and US	
Elements		Selection of elements is appropriate that demonstrates reflection on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction and includes description of evidence that is measurable and observable showing a process for on-going Reflection.	

TEMPLATE #7

Candidate Name:



**CSUSM School of Education
Individual Transition Development Plan (ITDP)**

At the completion of the final clinical practice experience (CP II), CSUSM Teacher Candidates will work collaboratively with the University Supervisor and the Cooperating Teacher (District-Employed Supervisor) to reflect on and complete and ITDP. This plan is based on classroom observations, progress reports from the Cooperating Teacher, TPE evaluation and other indicators of performance. Using these resources the Teacher Candidates will identify 4 goals related to the Teacher Performance Expectations/California Standards for the Teaching Profession. Teacher Candidates will use the above information as well as artifacts and work from their teacher preparation program when meeting with their district Induction Mentor during the first year of teaching.

Directions: Based on an evaluation of your teaching using the resources listed above, select **four** elements from the 6 TPEs (attached). You may not select more than two elements from any one TPE.

TPE 1	Engaging and Supporting Students in Learning (8 elements)
TPE 2	Creating and Maintaining Effective Environments for Student Learning (6 elements)
TPE 3	Understanding and Organizing subject Matter for Student Learning (8 elements)
TPE 4	Planning Instruction and Designing Learning Experiences for All Students (8 elements)
TPE 5	Assessing Student Learning (8 elements)
TPE 6	Developing as a Professional Educator (7 elements)

Identify each of the selected Standard/elements by number (e.g. TPE 1.3). Write a corresponding, very specific, measurable professional growth goal for each.

Model: TPE 2.6 GOAL: *Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to teacher interactions by communicating classroom routines, procedures, and norms to students and families* **BY:** Developing a written classroom management plan to include student input, as well as my learning environment philosophy, rules and routines and lessons designed to incorporate the expectations, practice routines and build a positive community during the first two weeks of school. This information will be posted on my website and included in a letter home to parents.

- TPE ELEMENT- GOAL #1
- TPE ELEMENT- GOAL #2
- TPE ELEMENT- GOAL #3
- TPE ELEMENT- GOAL #4

The Teacher Candidate is responsible for completing this document, acquiring the signatures of the University Supervisor and Cooperating Teacher and submitting the signed plan on Taskstream and submitting the plan to the Induction Director and/or Support Provider at the hiring district.

Teacher Candidate
signature: _____ Date: _____

Cooperating Teacher
signature: _____ Date: _____

University Supervisor

signature: _____ Date: _____