

Course & Section Nos.	EDUC 593-2
Course Title	Clinical Practice Seminar
Class Roster No.	23727
Course Day(s)	Tuesdays
Time	4:00-5:00pm
Course Location	F2F or Online https://csusm.zoom.us/j/8211212519
Semester / Year	Spring 2021
Instructor	M. Richardson
Phone	(760) 518 - 8820
E-Mail	mrichard@csusm.edu
Office	Arranged
Office Hours	By Appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

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

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

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

COURSE DESCRIPTION

This lecture course supports and guides the teacher candidate to develop, discuss, and reflect on an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency. Includes the ability to understand and implement the California Teaching Performance Expectations (TPE's), reflection on clinical practice, and coursework experiences.

Course Prerequisites

Admission into the CSUSM teacher preparation program.

Co-requisites

Enrollment in either EDMS 571, EDMS 572, or EDMS 573.

Course Format

This course will meet face to face in person or synchronously via zoom.

Course Learning Outcomes:

1. Demonstrate an understanding of the California Teaching Performance Expectations (TPE's).
2. Demonstrate the ability to network with other teacher candidates and cooperating teachers to improve personal knowledge and skills necessary for the job of a teacher.
3. Communicate and debate the major theories and concepts in education including current educational issues.
4. Demonstrate a level of preparation to apply for a position as a teacher.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Recommended Texts

Palabra Amiga Alma Flor Ada & F. Isabel Campoy Velázquez Press

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

California Teaching Performance Expectations (TPE's)

Upon successful completion of this course, students will be able to demonstrate:

- 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 and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- Foundational/Overarching TPE: Social Justice and Equity

TENTATIVE SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)	Due Date
Session 1	Introduction & Overview of Seminar Course: Engaging and Supporting all Students in Learning		
Session 2	Global Competence	Global Competence Reflection & Professional Disposition Reflection	2/5/21
Session 3	Cultural Factors in Dual Language Immersion programs TPE 1		
Session 4	Classroom Culture & Learning Environment; Inclusion TPE 2.6	Guided Observation Form or Planning Session Summary	2/19/21
Session 5	Social and Emotional Learning TPE 2.6		
Session 6	Formal Observation #1 (POP Cycle)	Formal Observation Form #1	3/19/21
Session 7	Social Justice and Equity TPE F.3, F.4		
Session 8	Teacher Candidate mid-semester Reflection and Shared Experiences		
Session 9	Student Perception Survey	Professional Development Community Based Activities Extended Clinical Practice	
Session 10	Dual Language Immersion TPE 3, TPE 4	Professional Development Community Based Activities Extended Clinical Practice	
Session 11	Formal Observation #2 (POP Cycle)	Professional Development Community Based Activities Extended Clinical Practice Informal Observation Form Formal Observation Form #2	4/9/21 4/30/21
Session 12	Analyzing Data – Assessment TPE 5, TPE 5.5	Professional Development Community Based Activities Extended Clinical Practice	
Session 13	Individual Transition Development Plan (ITDP) TPE 6	ITDP form – TC uploads to Taskstream	5/14/21
Session 14	Developing Resumes and Letters of Introduction		
Session 15	Mock Interviews		
Session 16	TC/CT/US Exit Interviews		

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

1. All Teacher Candidates are expected to actively participate and engage in all class discussions, assignments, and projects.
2. A grade of CREDIT (CR) or NO CREDIT (NC) will be assigned for Clinical Practice Seminar. If a Teacher Candidate has not successfully met the expectations outlined in the Course Objectives, the Candidate may be required to extend or repeat the experience.
3. Should a Teacher Candidate be in the potential situation of receiving NO CREDIT for Seminar, the instructor must complete a State of Concern (SOC) as soon as possible and provide copies to the Program Coordinator. The documentation in the SOC, the action plan, and the follow up steps to the plan are key documents that are used to verify inadequate performance in Clinical Practice Seminar, if the action plan is not achieved.

Final Exam Statement

No Final Exam

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade (CR) for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

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

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

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

Refer to the full Academic Honesty Policy at:

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

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any

circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

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

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

All University Writing Requirement

This course meets the university's writing requirement of at least 2500 words. Students are expected to use academic writing style consistent with graduate level courses. Written assignments will include out of class assignments as well as in class assignments.

Necessary Technical Competency Required of Students

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

Electronic Communication Protocol

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

Things to consider:

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

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