

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION**

**EDSS 572
CLINICAL PRACTICE II IN SECONDARY SCHOOLS
SPRING 2013**

Location: Assigned school site

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SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.
(Adopted by College of Education Governance Community, October, 1997).

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SINGLE SUBJECT COURSE WORK INFORMATION & REQUIREMENTS

Course Prerequisites

Admission to Single Subject Program: EDUC 350, EDUC 364, & EDUC 422, CSET or waiver, CBEST and successful completion of CP I.

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. Teacher 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 Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidate's responsibility to understand expectations and complete assignments by stated due dates.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is a recognition that 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered online through Moodle Cougar Courses. TPA related questions and logistical concerns are to be addressed during the seminars. Your attention to TPA seminars will greatly contribute to your success on the assessment. Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminars, and other TPA support materials can be found on the SOE website.

School of Education Attendance Policy – Clinical Practice

All teacher candidates are expected to be present at their assigned school site as scheduled by program requirements and the specific school site calendar and teaching contract. Should the teacher candidate have extenuating circumstances, s/he should contact the University Supervisor and Program Coordinator as soon as possible. If an absence is to occur during clinical practice site assigned days (Tuesday- Friday) the teacher candidate is responsible for developing substitute teacher lesson plans as appropriate.

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable 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. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with the Program Coordinator during office hours or, in order to ensure confidentiality, in a more private setting.

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Teacher candidates are responsible for honest completion of their work. There will be no tolerance for infractions. 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.

Plagiarism

As an educator, it is expected that each teacher candidate 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.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact an instructor, cooperating teacher, on-site liaison, university supervisor or other teacher candidates, e-mail is often the easiest way to do so. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all electronic 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 e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

EDSS 572 CLINICAL PRACTICE II COURSE INFORMATION & REQUIREMENTS

Course Description – 8 units

Observation and teaching in selected secondary schools under the supervision of a classroom teacher (cooperating teacher) and University Supervisor. This course is aligned with California's SB 2042 Standards.

Clinical Practice is a field work class that represents 6 units in the fall and 8 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 assignments, observe you, give you feedback, review your TPE portfolio and assign your grade. Successful completion of both CP I and CP II are required for you to be recommended for your credential.

Grading :

University Supervisors, in collaboration with the cooperating teacher/s and on-site liaison will prepare a **Clinical Practice II Summary** report and complete the **TPE Assessment** based on observations, site feedback and the TPE 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 8 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 if 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;**
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)

CLINICAL PRACTICE EXPECTATIONS

The clinical practice experience is an important part of your training to become a certificated teacher in the state of California. We want you to have a positive and helpful experience during this time when you can receive valuable coaching, mentoring and guidance from your Cooperating Teacher, On site Liaison and University supervisor. Enjoy this experience. Teaching can be a very rewarding profession. As a teacher, you impact a student's life each day.

TEACHER CANDIDATE RESPONSIBILITIES

Your clinical practice 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).

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. Resources and tools to guide you in this process are located in the handbook—*which are required as part of the TPE portfolio.*

OVERVIEW:

Semester two—Clinical Practice II

Candidates will attend core coursework each Monday from 10 a.m. until 7 p.m. The core coursework 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 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 last teacher's day of the assigned school site calendar. 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 4 times which may include observing two planning sessions. 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) in a co-teaching setting, , and will assist in one period for ELD (English Language Development) or special education – whatever best suits the needs of the site, and assisting in one other content area class either in the designated content area or an additional area. During the remaining unassigned periods 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.

TEACHER CANDIDATE EXPECTATIONS

1. **Confer regularly 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. Formal planning sessions should be one to two days per week.
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 ELD/sped/content 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 plans during your clinical practice. ***You are required to have 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. Submit any observations logs, assignments and lesson plans that are required by the University Supervisor (see calendar).

In your Clinical Practice, you will develop a professional portfolio focusing on the TPEs. 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.

Objectives

Candidates are required to meet all Teacher Performance Expectations. Clinical Practice I will focus on:

TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

TPE 2 – Monitoring student learning during instruction

TPE 5 – Student engagement

TPE 6c- Developmentally Appropriate Practices in Grades 9-12

TPE 9 – Instructional planning

TPE 10 - Instructional time (routines and transitions)

Required Texts

TPE –full text from Handbook forms page

<http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

Course Requirements

Teacher education is a professional preparation program. It is expected that teacher candidates will come to school prepared with lesson plans and other assignments. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and professionalism. 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.

It is expected that lesson plans will be written for all teaching days and will be turned in on time, according to the schedule required by the cooperating teacher. TPE portfolios will be maintained and available 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.

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes 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 in 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 'approaching' for all TPE's considered for completion in CPI. A full-text version of the TPE descriptions can be downloaded from the School of Education website.

Teacher Performance Expectation (TPE) Competency

All Teacher Performance Expectations will be assessed and evaluated during clinical practice, including a portfolio review and a final report submitted by the University Supervisor using the TPE Rubric found on the forms page. <http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

EDSS 572 CLINICAL PRACTICE COURSE CALENDAR, ASSIGNMENTS AND RUBRICS

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

Observation protocol: Each teacher candidate (TC) will be formally observed four (4) 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 and always have a written lesson plan available for them and access to preceding and subsequent lesson plans/units. One of the early observations may be of a planning session between the teacher candidate (TC) and cooperating teacher/s. (CT)

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).

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.**

It is recommended that cooperating teachers, on-site liaisons (OSL) and supervisors become familiar with this timeline in order to support and prompt the teacher candidate to gradually assume more responsibility within Co-Teaching until they independently demonstrate competence in teaching performance.

Calendar of process and assignments: Clinical Practice II EDSS 572

Co-Teaching Timeline for gradual release of responsibility

<p>Beginning Clinical Practice (weeks 1 – 4)</p>	<p>PLANNING CT leads all planning conversations TEACHING CT takes the lead in all Co-Teaching Approaches. REFLECTION CT leads reflection conversations</p>	<p>PLANNING TC participates in planning conversations. TEACHING TC provides/takes supportive, parallel, or complementary role REFLECTION Participates in reflection conversations</p>
<p><u>WEEK 1</u> First week of site attendance For CP II based on site calendar</p>	<p align="center">Topic and general information</p> <p>4 week Focus: Developing a positive learning environment *Follow teacher contract and daily schedule for site *Attend staff, PLC, parent or other mtgs *Attend student events/activities as possible</p> <p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US Each Friday Add any relevant information to the TPE Portfolio</p>	<p>Activities on your own: *complete the <i>CT interview</i> (p. 19 handbook) *Discuss the ‘pre-nuptial’ conversations guide with your CT * prepare an Academic Unit Calendar for the site semester. *assist in presenting Classroom Mgt. plan *collaborate w/ CT to develop a way to introduce you to the parents</p> <p>Co-teaching: supportive</p>
<p><u>WEEK 2</u></p>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log (TCWL)</i> to US Add any relevant information to the TPE Portfolio</p>	<p>EMAIL the CT Interview Sheet to the US <u>with</u> the Teacher Candidate Weekly Log</p> <p>Activities on your own: *learn all student names, reflect on classroom space/set up to create a positive environment *develop and present a student survey or teambuilding activity with CT</p> <p>Co-teaching: supportive</p>
<p><u>WEEK 3</u></p>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US Add any relevant information to the TPE Portfolio</p>	<p>EMAIL the Academic Unit Calendar for the site semester to US <u>with</u> the TCWL</p> <p>Activities on your own: *make notes about management issues, read and understand school discipline policy *Review the SS Lesson Design format with CT</p> <p>Co-teaching: supportive</p>
<p><u>WEEK 4</u></p>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US Add any relevant information to the TPE Portfolio</p>	<p>EMAIL a reflection on class organization and structure to US <u>on</u> the TCWL</p> <p>Activities on your own: *continue making notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 20 & 21S, semester 2 (TPE 12) *Become acquainted with the various learning materials, district curriculum guides, mastery learning objectives and resources which are available: texts, workbooks, technology, library</p>

Early Clinical Practice (weeks 5 – 8)	PLANNING CT leads most planning conversations TEACHING CT leads most of the time in the Co-Teaching Approaches. REFLECTION CT prompts most aspects of reflection conversations	PLANNING TC begins leading at least one part of the planning conversations as related to an area of instruction TEACHING The TC begins taking the lead periodically REFLECTION Contributes to the reflection conversations.
<u>WEEK 5</u>	<p style="text-align: center;">Topic and general information</p> <p>4 week focus: Communication and collaboration: developing partnerships</p> <p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>Activities on your own:</p> <ul style="list-style-type: none"> *in collaboration with the CT develop a class blog or website *learn about the school system for communication and grading *Add any relevant information to the TPE Portfolio *Make notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 20 & 21 (TPE 12)
<u>WEEK 6</u>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>EMAIL a short reflection on the collaboration process of the department and school site to US on the TCWL</p> <p>Activities on your own:</p> <ul style="list-style-type: none"> *Add any relevant information to the TPE Portfolio *Make notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 20 & 21 (TPE 12)
<u>WEEK 7</u>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>Activities on your own:</p> <ul style="list-style-type: none"> **Share your TPE portfolio with your CT – ask for feedback *Add any relevant information to the TPE Portfolio *Make notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 20 & 21 (TPE 12)
<u>WEEK 8</u>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>EMAIL the class blog or webpage information with a short reflection to US with the TCWL</p> <p>Activities on your own:</p> <ul style="list-style-type: none"> *Add any relevant information to the TPE Portfolio *Make notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 20 & 21 (TPE 12) <p><i>Co-teaching: supportive and parallel TC in support role; TC follows CT plans</i></p>

<p>Middle of Clinical Practice (weeks 9 – 12)</p>	<p>PLANNING CT equally shares leadership of planning conversations TEACHING The CT equally shares taking the lead in the Co-Teaching approaches. REFLECTION Equally shares leadership of reflections conversations.</p>	<p>PLANNING TC equally shares leadership of planning conversations TEACHING The TC equally shares taking the lead in the Co-Teaching approaches REFLECTION Equally shares leadership of reflections conversations.</p>
<p><u>WEEK 9</u></p>	<p style="text-align: center;">Topic and general information</p> <p>4 week focus: Lesson pacing, standards and classroom management</p> <p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>EMAIL an update of your class mgt plan to the US with the TCWL</p> <p>Activities on your own: *share TPE portfolio at conference with US *with CT permission, present a review of the management plan/expectations to each of your classes *Add any relevant information to the TPE Portfolio *Make notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 20 & 21 (TPE 12)</p> <p>Co-Teaching examples: Supportive: TC in support & lead role Parallel: TC plans own group Complementary: TC differentiates Team Teaching: Joint delivery of instruction</p>
<p><u>WEEK 10</u></p>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>EMAIL a reflection on use of standards at your school site to US on the TCWL</p> <p>Co-Teaching: Supportive: TC in support & lead role Parallel: TC plans own group Complementary: TC differentiates Team Teaching: Joint delivery of instruction</p>
<p><u>WEEK 11</u></p>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>EMAIL a reflection on instructional techniques, to US on the TCWL</p> <p>Activities on your own: *work with CT to practice a variety of instructional techniques including presentations, small group work, use of technology resources and differentiation.</p>
<p><u>WEEK 12</u></p>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>Activities on your own: *reflect on lessons taught/review with CT (and US as appropriate/requested)</p> <p>Co-Teaching: Supportive: TC in support & lead role Parallel: TC plans own group Complementary: TC differentiates Team Teaching: Joint delivery of instruction</p>

<p>End of Clinical Practice (weeks 13-16)</p>	<p>PLANNING CT participates in planning conversations TEACHING The CT provide/ takes supportive, parallel, or complementary role in the Co-Teaching Approaches. Team Co-Teaching may be used. REFLECTION Participates in reflection conversations</p>	<p>PLANNING TC leads all planning conversations TEACHING TC takes the lead in all Co-Teaching Approaches. Team Co-Teaching may be used. REFLECTION Leads all reflection conversations.</p>
<p><u>WEEK 13</u></p>	<p>Topic and general information</p> <p>4 week focus: Reflection on CP I; organizing and applying your experience</p> <p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>Activities on your own: *make plans with US for final observation * share TPE portfolio at conference *reflect on lessons taught/review with CT (and US as appropriate/requested)</p> <p>Co-Teaching: Supportive: TC in support & lead role Parallel: TC plans own group Complementary: TC differentiates Team Teaching: Joint delivery of instruction</p>
<p><u>WEEK 14</u></p>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>Activities on your own: *reflect on lessons taught/review with CT (and US as appropriate/requested)</p> <p>Co-Teaching: Supportive: TC in support & lead role Parallel: TC plans own group Complementary: TC differentiates Team Teaching: Joint delivery of instruction</p>
<p><u>WEEK 15</u></p>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>Activities on your own: *Prepare for and attend Exit meeting this week or next *Make notations on <i>School Site Information</i> and <i>School Site Participation</i> forms, handbook pages 20 & 21 (TPE 12) *Add any relevant information to the TPE Portfolio *Final update of TPE portfolio to share with US</p> <p>Co-Teaching: Supportive: TC in support & lead role Parallel: TC plans own group Complementary: TC differentiates Team Teaching: Joint delivery of instruction</p>
<p><u>WEEK 16</u></p>	<p>Weekly Tasks: Email <i>Teacher Candidate Weekly Log</i> to US</p>	<p>EMAIL a final reflection on CP II to US <u>on the TCWL</u></p> <p>Finish CP I on last day of the school site calendar for teachers; thank students, CT/s and OSL and US</p>

Sample “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 address 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?

Teacher Performance Expectations Rubric

The following rubric describes the “meets” column on the TPE form. For CP I candidates must be at the approaching level and will display novice levels of performance.

A. Making Subject Matter Comprehensible To Students

TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction (for each area)

TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

- *Understands and uses the state-adopted academic content standards*
- *Develops planning instruction that addresses the standards*
- *Consistently demonstrates the ability to teach to the standards*

B. Assessing Student Learning

TPE 2 - Monitoring Student Learning During Instruction

- *Consistently paces instruction appropriately and re-teaches content based on evidence.*
- *Monitors student learning related to progress toward achieving content standards*
- *Provides specific and timely feedback*
- *Uses multiple strategies to respond to student needs consistently*
- *Uses a variety of methods to assess student progress (both formative and summative)*

TPE 3 - Interpretation and Use of Assessments

- *Consistently includes assessment in planning*
- *Uses assessment information to modify instruction*
- *Guides students to assess their own learning*
- *Can assess levels of proficiency of ELL students*
- *Maintains accurate records*

C. Engaging And Supporting Students In Learning

TPE 4 - Making Content Accessible

- *States in every lesson plan the State standards*
- *Uses activities and materials that support stated objectives*
- *Uses multiple ways to reinforce the content of the standard*
- *Follows a logical, sequence of instruction in the lesson plan*

TPE 5 - Student Engagement

- *Ensures students understand the objective of the lesson*
- *Actively involves students with the lesson*
- *Uses a variety of strategies to involve the students and increase their understanding of the lessons objectives*
- *Monitors of students' progress is ongoing*
- *Monitors of equitable involvement by all students is ongoing*

TPE 6 - Developmentally Appropriate Teaching Practices

TPE 6C - Developmentally Appropriate Practices in Grades 9-12

- *Understands the importance of the developmental age of the learners*
- *Designs instructional activities appropriate to the developmental age of the learners*
- *Provides developmentally appropriate educational experiences*

TPE 6D - Special Education

- *Articulates rationale for inclusive education for all students*
- *Understands and applies principles of universal design to differentiate instruction*
- *Develops modifications and adaptations in curriculum assessment and instruction for students with special needs*
- *Understands of roles and responsibilities as members of SST & IEP Teams*
- *Collaborates with others to plan, teach and assess students with special characteristics*

TPE 7 - Teaching English Learners

- *Applies pedagogical theories, principles and instructional practices in English Language Development in accord with state adopted standards*
- *Successfully draws information about students' backgrounds and prior learning*
- *Is able to assess levels of literacy in English and students' first language*
- *Analyzes student errors in oral and written language in order to understand how to differentiate instruction*
- *Designs lesson to make learning strategies explicit*

D. Planning Instruction and Designing Learning Experiences for all

TPE 8 - Learning about Students

- *Understands child and adolescent development to better understand students*
- *Uses formal and informal methods to learn about students to assess students' prior mastery*
- *Uses interpersonal interactions to learn about students' abilities*
- *Connects with the various factors that can affect student learning and modifies instruction to include all students*

TPE 9 - Instructional Planning

- *Consistently establishes short and long term goals*
- *Develops sequences of instruction and connects the learning to the students' prior knowledge and student backgrounds, needs and abilities.*
- *Selects strategies/activities/materials/resources that are appropriate for the students in that classroom*

E. Creating And Maintaining Effective Environments For Student Learning

TPE 10 - Instructional Time

- *Appropriately allocates instructional time to maximize student achievement*
- *Effectively and efficiently maximizes instructional time through management based on reflection and consultation*

- *Adjusts the use of instruction time to optimize learning opportunities*

TPE 11 - Social Environment

- *Understands the importance of the social environment*
- *Establishes and maintains a positive environment for learning*
- *Creates classroom community through promotion of students' social competence and natural peer supports*

F. Developing As A Professional Educator

TPE 12 - Professional, Legal, and Ethical Obligations

- *Takes responsibility for student academic learning outcomes*
- *Applies professional and ethical obligations*
- *Knows and applies legal obligations*

TPE 13 - Professional Growth

- *Evaluates teaching practice and subject matter knowledge*
- *Uses reflection and feedback to improve teaching practice and subject matter knowledge*

TPE 14 - Educational Technology

- *Maximizes use of instructional technology reflecting all five of the ISTE National Educational Technology Standards for Teachers. See www.iste.org*
- *Appropriately applies technology in instructional setting to maximize student achievement*
- *Adjusts the use of technology to resources available to optimize learning opportunities*

TPE 15 - Social Justice

- *Values and uses socially equitable teaching, learning, and schooling in a variety of organizational settings*
- *Incorporates pluralism and divergent perspectives on educating diverse students*
- *Strives to democratize public education to achieve social justice and equity*

TPE 16 – Biliteracy

- *Applies pedagogy, theories, and principles for biliteracy programs*
- *Assesses and addressing the needs of biliterate students*
- *Designs biliteracy curriculum utilizing developmentally appropriate instructional approaches for biliterate students*

Single Subject Lesson Plan Format

1. TITLE OF THE LESSON	2. CURRICULUM AREA & GRADE LEVEL
3A. STUDENT INFORMATION: English Language Learners 1.) Readiness Level 2.) Learning Profile 3.) Interest	3B. STUDENT INFORMATION: Students w/ Special Needs 1.) Readiness Level 2.) Learning Profile 3.) Interest
4. RATIONALE A. Enduring Understanding B. Essential Questions C. Reason for Instructional Strategies and Student Activities	
5. CA CONTENT STANDARD(S)	6. CA ELD STANDARD(S)
7. LEARNING GOAL(S) - OBJECTIVE(S) A. Cognitive B. Affective C. Psychomotor D. Language Development	8. ASSESSMENT(S) A. Diagnostic/Entry Level B. Formative-Progress Monitoring C. Summative
9A. EXPLANATION OF DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS 1.) Content/Based on Readiness, Learning Profile or Interest 2.) Process/Based on Readiness, Learning Profile or Interest 3.) Product/Based on Readiness, Learning Profile or Interest	9B. EXPLANATION OF DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS 1.) Content/Based on Readiness, Learning Profile or Interest 2.) Process/Based on Readiness, Learning Profile or Interest 3.) Product/Based on Readiness, Learning Profile or Interest
10. INSTRUCTIONAL STRATEGIES (Describe what the teacher does. Include differentiation strategies.) A. Anticipatory Set/Into B. Instruction/Through C. Guided Practice/Through D. Independent Practice/Through E. Closure F. Beyond	11. STUDENT ACTIVITIES (Describe what the students does. Include differentiation activities.) A. Anticipatory Set/Into B. Instruction/Through C. Guided Practice/Through D. Independent Practice/Through E. Closure F. Beyond
12. RESOURCES (Attach any materials needed to implement the lesson, such as a power point presentation, graphic organizer, reading...)	

Single Subject Lesson Design Rubric

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Title, Curriculum Area & Grade Level 0.5 points	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan.
Student Information 1 point	Identify the names of the students that need differentiation and their identity (ELL Level &/or Special Ed Label)	& describe each of the students developmental needs including readiness level, learning profile and interests	& includes prior successful differentiation strategies for each student.
Rationale 1 point	Describes the rationale for teaching this lesson (<i>big ideas, enduring understandings, essential questions</i>) ...	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson...	& explains how the assessment is a valid and reliable way to assess student learning.
Standards and Objectives 1 point	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria	& each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>) and the number of the standard it addresses	& identifies which of the six facets of understanding it is designed to address.
Assessment 1 point	Provides an assessment for each objective and articulates if it is <i>diagnostic, formative or summative</i>	& clearly communicates to students about the expectations (rubric)	& provides a sample of student work.
Explanation of Differentiation 1 point	Describes the differentiation strategy for each student that is an English Learner or with Special Education needs	& each strategy is labeled (<i>lesson content, process or product</i>) and an explanation is provided on how the strategy addresses the students identity and developmental needs (<i>readiness, interest or learning profile</i>)...	& provides how the strategy will be assessed for effectiveness and altered if needed.
Instructional	Briefly describes the	& describes in detail	& provides script for

<p>Strategies 2 points</p>	<p>steps the teacher will take to provide an into, through and beyond activity for the lesson</p>	<p>the <i>anticipatory set, instruction, guided practice, independent practice, closure</i> and a <i>beyond</i> activity for lesson and describes the differentiation strategies for each student within the context of the instruction</p>	<p>teacher and times for each instruction.</p>
<p>Student Activities 1.5 points</p>	<p>Describes what the students will do during the <i>into, through</i> and <i>beyond</i> activity of the lesson</p>	<p>& describes in detail the student activities during the <i>anticipatory set, instruction, guided practice, independent practice, closure</i> and a <i>beyond</i> activities for the lesson & each activity is student centered with multiple opportunities for the teacher to check for understanding</p>	<p>& provides times for each activity.</p>
<p>Resources 1 point</p>	<p>All instruction materials are described for the lesson</p>	<p>& all instruction materials are provided, such as the power point, the graphic organizer, sample student work, assignment rubric...</p>	<p>& all instruction materials for the unit are provided.</p>
<p>Self-Evaluation (1 point will be deducted if not included)</p>	<p>Provides a copy of the rubric with the lesson plan...</p>	<p>& highlights or circles the criteria that reflects the completed lesson components</p>	<p>& in addition written evidence is provided for each criteria marked.</p>

Dispositions and Disposition Rubric for the School of Education California State San Marcos

Background Information:

Assessing a candidate’s dispositions within a professional preparation program is validation of a core value of the CSUSM SOE: that 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. In 2007, the School of Education (SOE) adopted six dispositions. In recognition of the need to determine levels of competence required for initial and advanced credentials and degrees, a 2011-12 SOE task force convened to develop a rubric which enables determination of skill levels of candidates and refines the process for assessing dispositions of candidates obtaining both initial and advanced credentials and degrees.

The Rubric:

The rubric delineates the six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. Descriptors are provided for each of the six dispositional elements. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description for the three levels of performance offers measurable behaviors and examples, but does not list every possible behavior. Candidates need not demonstrate all behaviors in a level in order to be rated at that level.

PROFESSIONAL DISPOSITIONS RUBRIC

The School of Education of California State University San Marcos fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

Dispositional Element	Unacceptable 1 2	Initial Target 3 4	Advanced Target 5
<p><u>1. Social Justice and Equity</u></p> <p>Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.</p>	<p>Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others. Does not take appropriate initiative to understand and identify student needs</p>	<p>Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Interacts with</p>	<p>Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Interacts in</p>

	and/or provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when needed. Repeatedly excludes some students from learning experiences. Gives preferential treatment to some students.	students in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students. Consistently advocates for inclusion and consideration of diverse perspectives.	ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students. <i>Works to influence others' provision of services for those beyond those in his/her immediate setting. Seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.</i>
<u>2.Collaboration</u> Candidates practice the skills of collaboration in their professional interactions with instructors, supervisors, students, colleagues, parents/guardians/caregivers and those in the wider community.	Interacts with others (students, parents, colleagues) in ways that does not communicate respect. For example, uses destructive criticism, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.	Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all.	Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all. <i>Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues).</i>
<u>3.Critical Thinking</u> Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.	Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.	Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve	Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve

		goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources.	goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources. <i>Provides leadership in solving dilemmas involving the procurement or distribution of resources. Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students or the profession.</i>
4. Professional Ethics Candidates make and act on well-reasoned, principled judgments.	Fails to consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal religious or political views upon others.	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains. <i>Actively seeks or leads forums to advocate for professional conditions and resources that will improve learning outcomes for students or the profession.</i>
5. Reflective Teaching and Learning Candidates critically review their professional practice and the impact it has on student success.	Does not critically evaluate own professional practice or performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Fails to see the need for positive change. Does not provide substantive suggestions for positive self-improvement. Rejects	Demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional	Demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional

	<p>suggestions from others directly or by failing to act. Offers excuses and/or assigns blame for negative results to students, parents, colleagues, supervisors, or others.</p>	<p>practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions.</p>	<p>practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions.</p> <p><i>Actively seeks further information and perspectives from others to evaluate own performance and demonstrates in depth analysis and synthesis of viewpoints. Applies relevant teaching/learning standards in their work.</i></p>
<p>6.Life-Long Learning</p> <p>Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.</p>	<p>Does not consistently demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). Verbal and written contributions do not demonstrate familiarity with required material. Fails to ask questions or make thoughtful references to concepts of study. Fails to meet professional standards in written work and participation. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or data-based evidence.</p>	<p>Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Seeks and uses contemporary theory, research, and data-based evidence to inform instruction.</p>	<p>Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Seeks and uses contemporary theory, research, and data-based evidence to inform instruction.</p> <p><i>Seeks further information and engages others in intellectual discussions. Creates learning opportunities for self and others. Is actively involved in professional groups and associations, or other professional decision-making bodies. Analyzes, synthesizes and evaluates material in order to provide professional development for others.</i></p>