## Course Number & Title: EDUC 438/454/456: Clinical Practice I/II/III

### Term & Year: 2017-2018

### Instructor:

### Office Location:

### Phone:

### Class Location & Time: Monday - Friday

### Office Hours:

### Email:

### Course Description:

**EDUC 438**: Clinical experiences involving observation; limited planning, instruction, assessment and reflection; growth as a professional; and participation in other school-related activities in multiple subject public classrooms.

**EDUC 454**: Part-time student teaching assignment in a classroom. Includes teaching activities under the direction of a selected Cooperating Teacher (CT) in consultation with a Clinical Practice University Supervisor (US). Teacher Candidates are fully assessed and evaluated on the Clinical Practice Observation Rubric at least 4 times during the quarter.

**EDUC 456**: Full-time assignment in a classroom (single subject only). Includes teaching activities under the direction of a selected Cooperating Teacher (CT) in consultation with a Clinical Practice University Supervisor (US). Teacher Candidates are fully assessed and evaluated on the Clinical Practice Observation Rubric at least 4 times during the quarter.

### COURSE LEARNING OUTCOMES/CALIFORNIA TEACHER PERFORMANCE EXPECTATIONS (TPEs)

Teacher Candidates will know, understand, and be able to:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>SOE Learning Theme</th>
<th>University Learning Objective</th>
<th>University Diversity Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Tool, induction plan, regular reflections</td>
<td>InformED</td>
<td>2, 4</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>Observation Tool, induction plan, regular reflections</td>
<td>EmpowerED</td>
<td>1, 2</td>
<td>4</td>
</tr>
<tr>
<td>Observation Tool, induction plan, regular reflections</td>
<td>EngagED</td>
<td>3</td>
<td>1, 2</td>
</tr>
<tr>
<td>Observation Tool, induction plan, regular reflections</td>
<td>ConnectED</td>
<td>1, 4, 6, 7</td>
<td>2, 3</td>
</tr>
<tr>
<td>Observation Tool, induction plan, regular reflections</td>
<td>GroundED</td>
<td>1, 4, 6, 7</td>
<td>2, 3</td>
</tr>
<tr>
<td>Observation Tool, induction plan, regular reflections</td>
<td>TransformED</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### SOE Learning Themes:

1. InformED: Advancing Disciplinary Knowledge
2. EmpowerED: Responding to Diverse Learning Needs
3. EngagED: Building Cultural Responsiveness
4. ConnectED: Drawing on Knowledge and Partnerships across Disciplines & Communities
5. GroundED: Demonstrating Professionalism
6. TransformED: Encouraging Continuous Growth and Reflection

### University Learning Objectives*:

1. Think critically and creatively
2. Communicate effectively
3. Demonstrate expertise in scholarly discipline in relation to world of arts, sciences, and technology
4. Work productively as individual and in groups
5. Use knowledge/skills to make positive contribution to society
6. Make reasoned decision based on understanding of ethics, respect for diversity, and awareness of sustainability issues
7. Engage in lifelong learning

### University Diversity Learning Objectives*:

1. See relationships among diversity, inequality, and social, economic, and political power
2. Know contributions from diverse/under-represented groups
3. Consider views of diverse groups when making decisions
4. Live/Work with others who differ
### WEEKLY EXPECTATIONS
**EDUC 438 - Clinical Practice II**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>EXPECTATIONS</th>
<th>ALIGNMENT</th>
</tr>
</thead>
</table>
| Wk 1 | • Day 1-On-Campus at Cal Poly for orientation  
• Day 2-Begin in classrooms: observe routines, procedures, and specific teaching strategies.  
• Monitor working students  
• Teach/review 1-on-1  
• Taking initiative to lead at least one daily procedure/routine, such as walking the class to/from recess, morning warm-up, dismissing students, etc.  
• Make a long range instructional plan with your CT  
• Teach read aloud lesson (week 3) |  |
| Wk 2 & 3 | • Observation of routines, procedures, and specific teaching strategies  
• Assist during lessons (helping the teacher—1 Teach, 1 Assist: Co-Teach model)  
• Monitor working students  
|  |
| Wk 4 | • Assist during lessons/Monitor working students  
• Lead at least one daily procedure/routine, such as walking the class to/from recess, morning warm-up, dismissing students, etc.  
• Teach small group guided reading lesson |  |
| Wk 5 | • Manage a small group  
• Assist during lessons/Monitor working students  
• Lead 1-2 daily procedure(s)/routine(s), such as walking the class to/from recess, morning warm-up, dismissing students, etc.  
• Teach small group math lesson |  |
| Wk 6 | • Assist during lessons/Monitor working students  
• Lead 1-2 daily procedure(s)/routine(s), such as walking the class to/from recess, morning warm-up, dismissing students, etc.  
• Science Prior Knowledge Assessment |  |
| Wk 7 | • Lead at least 2 daily procedures/routines, such as walking the class to/from recess, morning warm-up, dismissing students, etc.  
• Teach writing lesson (small or whole group) |  |
| Wk 8 | • Lead at least 2 daily procedures/routines, such as walking the class to/from recess, morning warm-up, dismissing students, etc.  
• Begin teaching science learning segment (3 lessons)  
• Teach 2 math lessons (small or whole group) on a similar math topic |  |
| Wk 9-12 | • Teach 2-3 whole group lessons  
• Complete any outstanding teaching assignments  
• Prepare for Student Teaching in CP II  
• Finish teaching science learning segment (3 lessons)  
• Teacher Candidate's last day in class is Thursday before finals week |  |
| Additional Activities For School Engagement | • Parent teacher conferences  
• Staff meetings  
• SST/IEP meetings  
• Staff in-services  
• Team-teaching/Cross-disciplinary instruction  
• Tech integrated lessons  
• ELD Integrated lessons (in classroom) and ELD Designated lessons (sometimes in other settings) |  |

### WEEKLY EXPECTATIONS
**EDUC 454 - Clinical Practice II**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>EXPECTATIONS</th>
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</tr>
</thead>
</table>
| Wk 1 | • Letter of Introduction to parents (if it is a new classroom)  
• Continue to lead at least 2 daily procedures/routines, such as walking the class to/from recess, morning warm-up, dismissing students, etc.  
• Teach at least 3 lessons  
  o can be small or whole group  
  o can include Co-teaching strategies |  |
| Wk 2-4 | • Begin teaching two or more lessons per day.  
  o can be small or whole group  
  o can include Co-teaching strategies such as station teaching or differentiated teaching  
• Continue to attend faculty meetings, when possible |  |
| Wk 5&6 | • Begin teaching three or more lessons per day.  
  o can be small or whole group |  |

**Comment [VM1]**: Prioritized instructional skills are introduced and practiced during CPI – 1.1, 1.3, 1.4, 1.5, 1.6, 1.8  
2.1, 2.2, 2.3, 2.6  
3.1, 3.2, 3.3, 3.4, 3.5, 3.6  
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7  
5.1, 5.2, 5.3, 5.6, 5.7, 5.8  
6.1, 6.2, 6.3, 6.4, 6.5

**Comment [VM2]**: Additional instructional skills may be practiced and developed depending on the teaching context: 1.2, 1.7, 2.3, 2.4, 3.3, 3.7, 3.8, 4.8, 5.5, 6.6, Subject-Specific Pedagogical Skills

**Comment [VM3]**: Prioritized instructional skills are continuously practiced and assessed during CPI and CPIII – 1.1, 1.3, 1.4, 1.5, 1.6, 1.8  
2.1, 2.2, 2.5, 2.6  
3.1, 3.2, 3.3, 3.4, 3.5, 3.6  
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7  
5.1, 5.2, 5.3, 5.6, 5.7, 5.8  
6.1, 6.2, 6.3, 6.4, 6.5
### EDUC 456 - Clinical Practice III

<table>
<thead>
<tr>
<th>WEEK</th>
<th>EXPECTATIONS</th>
<th>ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wk 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter of Introduction to parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead 1 daily procedure/routine, such as walking the class to/from recess, morning warm-up, dismissing students, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Teach at least 1 lesson:  
  o may be small or whole group  
  o may include Co-teaching strategies | | |
| **Wk 2 - 4** | | |
| Begin teaching two or more lessons per day. Lessons:  
  o may be small or whole group  
  o may include Co-teaching strategies such as station teaching or differentiated teaching | | |
| **Wk 5 & 6** | | |
| Begin teaching three or more lessons per day.  
  o may be small and whole group  
  o may include co-teaching strategies such as 1 teach, 1 assist teacher candidate leads the lesson | | |
| Begin teaching lessons for edTPA | | |
| **Wk 7 - 9** | | |
| Gradually increase your instructional leadership to the point of assuming full responsibility for leadership of instruction.  
  ➢ PLEASE NOTE: While the teacher candidate is assuming major or full responsibility for planning, teaching, and evaluating, we request that the cooperating teacher remain in the classroom in a supportive role.  
  ➢ Finish teaching lessons for edTPA  
  ➢ Solo teaching: during weeks 7 - 9 the teacher candidate needs to assume full responsibility for leadership of instruction for 2 weeks.  
  ➢ If lessons include co-teaching strategies during the solo time, the teacher candidate needs to take the lead in planning and guiding the instruction | | |
| **Wk 10 - 11** | | |
| Teacher Candidates gradually release responsibility of the teaching duties back to Cooperating Teachers.  
  ➢ Last day in the field for Teacher Candidates is Friday of finals week. | | |

**Additional Activities For School Engagement**

- Parent teacher conferences
- Staff meetings
- SST/IEP meetings
- Staff in-services
- Team-teaching/Cross-disciplinary instruction
- Tech integrated lessons
- ELD Integrated lessons (in classroom) and ELD Designated lessons (sometimes in other settings)

**Comment [VM4]**: Additional instructional skills may be practiced and developed depending on the teaching context: 1.2, 1.7, 2.3, 2.4, 3.3, 3.7, 3.8, 4.8, 5.4, 5.5, 6.6, Subject-Specific Pedagogical Skills

**Comment [VM5]**: Prioritized instructional skills are continuously practiced and assessed during CPII and CPIII – 1.1, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5

**Comment [VM6]**: Additional instructional skills may be practiced and developed depending on the teaching context: 1.2, 1.7, 2.3, 2.4, 3.3, 3.7, 3.8, 4.8, 5.4, 5.5, 6.6, Subject-Specific Pedagogical Skills
**COURSE ASSIGNMENTS AND ACTIVITIES**

**SOE Observation Tool** - The SOE Observation Tool, inspired by the Danielson Framework, includes 17 prioritized skills (aligned with the 6 TPEs) in which the teacher candidate is evaluated during each observation (4 observations during EDUC 454 and 4 observations during EDUC 456). Teacher candidates receive a numerical rating on each prioritized skill (on a scale of 1-4) as well as evidence from the observation and the identification of 2-3 areas of strength and 2-3 areas of growth. The completed SOE Observation Tool is shared via email; submitted to the School of Education; and a post-observation conference occurs in which the teacher candidate, cooperating teacher, and university supervisor engage in a critical reflection on the lesson.

### A1 KNOWLEDGE OF STUDENTS (TPE 1. PDO)

**Demonstrated - 3**
- TC demonstrates understanding of how Se learn in their ways of learning, knowledge & skills, special needs, interests, & culture, and does not indicate that such knowledge is valuable.

**Demonstrated - 2**
- TC demonstrates general knowledge and understanding of how the whole class AND specific students learn in their ways of learning, knowledge & skills, special needs, interests, & culture.

**Demonstrated with Reflection - 4**
- TC consistently analyzes knowledge about how the whole class, groups, AND individual students learn in their ways of learning, knowledge & skills, special needs, interests, & culture.

### A2 REAFFIRM INSTRUCTIONAL OUTCOMES (TPE 1. PDO)

**Demonstrated - 5**
- All outcomes are measurable.
- Most outcomes are aligned with content standards.
- Most outcomes are suitable for most Se.

**Demonstrated - 3**
- Some outcomes are not measurable.
- Some outcomes are not aligned with content standards.
- Some outcomes are suitable for most Se.

**Demonstrated with Reflection - 4**
- All outcomes are measurable.
- Most outcomes are aligned with content standards.
- Most outcomes are suitable for most Se.

### A3 DESIGNING COHERENT INSTRUCTION (TPE 1. PDO)

**Demonstrated - 3**
- Learning activities do not follow a coherent progression.
- No use of groupings.
- Unusual time allocations.

**Demonstrated - 2**
- Learning activities do not follow an organized progression.
- Some use of groupings.
- Usual time allocations.

**Demonstrated with Reflection - 4**
- Learning activities follow an organized progression.
- Appropriate use of groupings.
- Appropriate time allocations.

### A4 DESIGNING STUDENT ASSESSMENT (TPE 2)

**Demonstrated - 3**
- Assessments do not match learning outcomes and content standards.
- Lack of feedback or expectations.
- Minimal formative assessment.

**Demonstrated - 2**
- Assessments partially match learning outcomes and content standards.
- Criteria available but unclear.
- Rubric is not used.

**Demonstrated with Reflection - 4**
- Assessments clearly match learning outcomes and content standards.
- Feedback given.
- Appropriately-designed formative assessment adapted to individuals as needed.

### A5 SUPPORTING EMERGENT BILINGUALS (TPE 2)

**Demonstrated - 3**
- ELL standards aligned with learning outcomes, assessments, AND OR instructional activities.
- General characteristics that do not systematically support ELL language development.

**Demonstrated - 2**
- ELL standards aligned with support learning outcomes, assessments, & instructional activities.
- Whole-class activities that systematically support the academic content.

**Demonstrated with Reflection - 4**
- All ELL standards aligned with support learning outcomes, assessments, & instructional activities.
- Partially developed strategies.
- Targeted activities that support individuals in association with academic language development.

### A6 SUPPORTING STUDENTS WITH DISABILITIES (TPE 2. PDO)

**Demonstrated - 3**
- Lack appropriate instructional methods and supports for providing instruction to Se with disabilities.

**Demonstrated - 2**
- Include instructional methods that do not necessarily address the individualized needs of Se with disabilities.

**Demonstrated with Reflection - 4**
- Include research or evidence-based instructional methods and supports.

### Comment [VM7]:
Assessment of key prioritized skills using the Clinical Practice Rubric:

**A1** – TPE 1.1

**A2** – TPE 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.4, 4.5, 4.6, 4.7

**A3** – TPE 1.3, 1.4, 1.5, 3.2, 3.3, 3.4, 3.5, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3

**A4** – TPE 1.4, 3.5, 4.1, 4.2, 5.1, 5.2, 5.3

**A5** – TPE 1.5, 3.5, 4.1, 4.2, 4.5, 5.6, 5.7

**A6** – TPE 3.5, 3.6, 4.1, 4.2, 4.5, 5.6, 5.8
## B. CLASSROOM ENVIRONMENT

### B1. CREATING an ENVIRONMENT of RESPECT & RAPPORT TPE 2

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions (TC: Ss &amp; Ss:S) are mostly negative. Interactions may:</td>
<td>Interactions (TC: Ss &amp; Ss:S) are generally appropriate with occasional incongruences. Interactions may:</td>
<td>Interactions (TC: Ss &amp; Ss:S) are friendly &amp; respectful. Interactions are:</td>
<td>Interactions (TC: Ss &amp; Ss:S) are highly respectful. Interactions are:</td>
</tr>
<tr>
<td>• Do inappropriate or insensitive to Ss ages, culture, AND/OR developmental levels</td>
<td>• Show TC’s disregard for Ss’ ages, culture, AND/OR developmental levels</td>
<td>• Appropriate for all ages, cultures, AND/OR developmental levels</td>
<td>• Sensitive to Ss as individuals</td>
</tr>
<tr>
<td>• Lack of warmth in the classroom OR includes unacceptably low-done AND/OR TC may ignore or discount</td>
<td>• Create a neutral classroom environment (neither warm or disinterested)</td>
<td>• Polite, respectful</td>
<td>• Create classroom with genuine warmth and care, high-level of respect</td>
</tr>
<tr>
<td>• No evidence of intellectual risk taking</td>
<td>• Few students take intellectual risks</td>
<td>• Some Ss take intellectual risks</td>
<td>• Many Ss comfortable taking intellectual risks</td>
</tr>
</tbody>
</table>

### B2. MANAGING CLASSROOM PROCEDURES TPE 2

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantial instructional time lost due to inefficient routines &amp; procedures</td>
<td>Some instructional time lost due to partially inefficient routines &amp; procedures</td>
<td>Little loss of instructional time due to effective routines &amp; procedures</td>
<td>Maximised instructional time due to efficient, seamless routines &amp; procedures</td>
</tr>
<tr>
<td>TC management of transitions AND/OR materials not clearly evident</td>
<td>TC management of transitions AND/OR materials not evident</td>
<td>TC management of transitions AND/OR materials effective</td>
<td>TC take initiative in managing transitions AND/OR materials</td>
</tr>
<tr>
<td>Ss do not clearly know or follow established routines</td>
<td>Ss require prompting to follow established routines</td>
<td>Ss need minimal guidance/ prompting to follow established routines</td>
<td>Routines are well understood and some may be initiated by Ss</td>
</tr>
</tbody>
</table>

### B3. MANAGING STUDENT BEHAVIOR TPE 2

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No established standard of conduct</td>
<td>Standards of conduct established, but inconsistent</td>
<td>Standards of conduct clearly established with Ss</td>
<td>Standards of conduct clearly established with Ss</td>
</tr>
<tr>
<td>Little or no monitoring of student behavior</td>
<td>Little or no monitoring of student behavior</td>
<td>Effective monitoring of student behavior</td>
<td>So take an active role in monitoring their own &amp; other behavior</td>
</tr>
<tr>
<td>TC response to misbehavior is repressive OR disrespectful of student dignity</td>
<td>TC response to misbehavior is inconsistent</td>
<td>TC response to misbehavior is consistent AND respectful</td>
<td>TC response to misbehavior is subtle, preventive, and sensitive to individual student needs &amp; respect for dignity</td>
</tr>
</tbody>
</table>

## C. INSTRUCTION

### C1. COMMUNICATING WITH STUDENTS TPE 1 & 2

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclear purpose of lesson</td>
<td>Limited understanding of lesson purpose</td>
<td>Clear instructional purpose</td>
<td>Clear instructional purpose that links to larger curriculum</td>
</tr>
<tr>
<td>Confusing directions/procedures</td>
<td>Somewhat clear directions/procedures but need clarification</td>
<td>Clear directions/procedures that may be modeled</td>
<td>Clear directions/procedures with possible confusion anticipated</td>
</tr>
<tr>
<td>Major content errors</td>
<td>Minor content errors</td>
<td>No content errors</td>
<td>Content thorough &amp; clear</td>
</tr>
<tr>
<td>Inappropriate use of academic language (e.g., vocabulary, grammar, syntax, discourse)</td>
<td>Academic language (e.g., vocabulary, grammar, syntax, discourse) not used AND/OR not explained</td>
<td>Appropriate use of academic language (e.g., vocabulary, grammar, syntax, discourse)</td>
<td>Appropriate use of academic language (e.g., vocabulary, grammar, syntax, discourse) that extends Ss’ vocabularies</td>
</tr>
</tbody>
</table>

### C2. USING QUESTIONING TPE 2

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low cognitive challenge with single correct responses</td>
<td>Single path of inquiry with answers seemingly determined in advance</td>
<td>Various questions designed to promote Ss’ thinking and understanding</td>
<td>Various questions to challenge Ss’ cognition, advance discourse, &amp; promote metacognition</td>
</tr>
<tr>
<td>Does not ask Ss to explain their thinking</td>
<td>Inconsistently attempts to have Ss explain their thinking</td>
<td>Consistently challenges Ss to explain their thinking</td>
<td>Challenges Ss to take active role in questioning/discussion</td>
</tr>
<tr>
<td>TC mediates all questions &amp; answers</td>
<td>TC inconsistently encourages Ss to respond to each other</td>
<td>Ss formulate questions &amp; initiate topics</td>
<td>Genuine discussion among Ss with TC stepping aside when appropriate</td>
</tr>
<tr>
<td>Few Ss participate in discussion with predominantly recitation style responses</td>
<td>Some Ss are involved in discussions designed to engage student thinking</td>
<td>Most Ss are involved in discussion with TC employing strategies to ensure most voices are heard</td>
<td>So ensure that all voices are heard</td>
</tr>
<tr>
<td>Limited wait time</td>
<td>Inconsistent wait time</td>
<td>Adequate wait time</td>
<td>Consistently appropriate wait time</td>
</tr>
</tbody>
</table>

### C3. ENGAGING STUDENTS IN LEARNING TPE 1, 2

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks &amp; materials poorly aligned with learning outcomes &amp; content standards</td>
<td>Tasks &amp; materials aligned with learning outcomes &amp; content standards</td>
<td>Tasks &amp; materials aligned with learning outcomes &amp; content standards</td>
<td>Tasks &amp; materials aligned with learning outcomes &amp; content standards</td>
</tr>
<tr>
<td>Role misaligned</td>
<td>Role aligned</td>
<td>Variety of questions to challenge Ss’ cognition, advance discourse, &amp; promote metacognition</td>
<td>Variety of questions to challenge Ss’ cognition, advance discourse, &amp; promote metacognition</td>
</tr>
<tr>
<td>Lesson lacks structure (e.g., groupings unrealistic, poor pacing – too slow or too rushed)</td>
<td>Lesson has recognizable structure (e.g., groupings moderately suitable, pacing may be too slow or too rushed)</td>
<td>Lesson has recognizable &amp; suitable structure (e.g., groupings suitable to activities, appropriate pacing)</td>
<td>Lesson has clearly defined structure that enhances student learning (e.g., pacing that promotes Ss’ reflection)</td>
</tr>
<tr>
<td>One path to learning</td>
<td>Some options for engagement</td>
<td>Multiple options for engagement</td>
<td>Options for engagement that Ss initiate</td>
</tr>
</tbody>
</table>
C4. USING ASSESSMENT in INSTRUCTION TPE 6 & UBL

- So aware of assessment criteria
- Lower or monitoring of student learning
  - Questions show little alignment with learning outcomes and/or content standards
- No self-assessment
- Feedback to Ts is absent OR of poor quality
- One means of expression provided

Comment [VM10]: Assessment of key prioritized skills using the Clinical Practice Rubric:

D1 – TPE 6.4, 6.5, 6.6

C5. SUPPORTING EMERGING BILINGUALS TPE 1

- Limited opportunity for EBs to use academic language or demonstrate understanding orally or in writing
- No attempt to draw on home language, culture, and/or prior knowledge
- Did not implement language supports or instructional scaffolds to engage EBs

C6. SUPPORTING STUDENTS with DISABILITIES TPE 1

- Does not use instructional methods to address the individualized needs of Ts with disabilities
- Does not provide individualized supports (including accommodations and modifications) as indicated on Ts IEPs and 504 plans
- No opportunity for Ts with disabilities to actively participate at grade-level and standards-based content

D. PROFESSIONAL RESPONSIBILITIES - REFLECTION

D1. REFLECTING ON TEACHING TPE 6

- TC is unsure whether the lesson was effective or if it met its instructional outcomes OR the TC profoundly misjudged the success of a lesson
- TC has no suggestions for how a lesson could be improved

D2. PROFESSIONALISM TPE 6

- TC diverges from professional best practices or policies
  - Inappropriate/Redirecting attire
  - Interactions with Ts or other adults overly confident or overly timid
  - TC is not alert to Ts' needs, engaging in inappropriate practices that result in Ts being ill-served

Reflections on teaching indicate:
- TC has a generally accurate idea of lesson's effectiveness and the extent to which instructional outcomes were met
- TC makes general suggestions for how a lesson could be improved

Reflections on teaching indicate:
- TC makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes. TC can cite general references to support this judgment
- TC offers several specific alternative actions and measures to support success of those actions
**Induction Plan** - At the conclusion of EDUC 456, a meeting will be held with the teacher candidate, cooperating teacher, and clinical practice university supervisor to discuss the teacher candidate’s areas of strength and areas of growth. One goal of the induction plan is for the teacher candidate to actively and critically reflect on his/her clinical experience and determine 2-3 areas of strength (aligned with the TPEs) and 2-3 areas of growth (which will be goals for the first year of teaching and induction program). The teacher candidate will share the induction plan with his/her first year of teaching mentor, which will help to bridge the credential program and first year of teaching.

**Reflections** - You are expected to reflect on your teaching during your clinical experience. You should use the prompts on the lesson plan template for lesson reflection.

**Module Experience** - These assignments require Teacher Candidates to watch an online Learning Module video, reflect on the learning, and complete a written assignment. Cooperating Teachers and University Supervisors are also to watch the learning module. The video is designed to be viewed individually. After the learning module has been viewed, the University Supervisor is to schedule an observation with the teacher candidate and focus on the new skills from the module for specific feedback. This observation may be counted as one of the four required observations. Additionally, it is recommended to have a triad conference to review the lesson observation feedback with the cooperating teacher and teacher candidate.

**Lesson Planning** - You are expected to write a lesson plan for every lesson that you lead teach and submit lesson plans to your cooperating teacher, clinical practice university supervisor, or seminar instructor as requested. A suggested lesson plan template is provided to you:

**LESSON PLAN TEMPLATE**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td># of Ss:</td>
</tr>
<tr>
<td><strong>Lesson CONTEXT</strong></td>
<td></td>
</tr>
<tr>
<td>Topic:</td>
<td></td>
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<tr>
<td>Participation Structure:</td>
<td></td>
</tr>
<tr>
<td>Timeframe:</td>
<td></td>
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<tr>
<td><strong>Lesson CONTENT</strong></td>
<td></td>
</tr>
<tr>
<td>Rationale:</td>
<td></td>
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<tr>
<td><strong>Content Standard(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Content Objective(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Subject Matter Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>Informal</td>
<td></td>
</tr>
<tr>
<td>Formal</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Language Demands:</strong></td>
<td></td>
</tr>
<tr>
<td>Academic Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Subject Matter Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td></td>
</tr>
<tr>
<td>Related Discourse (forms)</td>
<td></td>
</tr>
<tr>
<td>Language Supports</td>
<td></td>
</tr>
<tr>
<td><strong>English Language Development Standard(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Development Objective:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Development Assessment:</strong></td>
<td></td>
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</tbody>
</table>
## Supporting Students

<table>
<thead>
<tr>
<th>UDL Multiple Means of Representation:</th>
<th>UDL Multiple Means of Expression:</th>
<th>UDL Multiple Means of Engagement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(How are you going to present your content so it meets the needs of all students?)</td>
<td>(How do students demonstrate what they have learned?)</td>
<td>(How are you going to engage and motivate your students?)</td>
</tr>
</tbody>
</table>

### Differentiation (student specific strategies for individual needs that the UDL design doesn’t address):

### Lesson Procedures:

- **Materials List:**
  - BEFORE:
  - DURING:
  - AFTER:

### Lesson Reflection:

- What worked? What didn’t work?
- What did you learn about your students?
- What did you learn about yourself as a teacher?
- How will your assessments drive future instruction?
- Include student samples, if applicable.

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**Comment [VM17]:** Additional practice and assessment of 1.4, 4.4

**Comment [VM18]:** Additional practice and assessment of: 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.6, 5.7, 5.8

**Comment [VM19]:** Additional practice and assessment of: 6.1, 6.2, 6.3, 6.4, 6.5
### Vision

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

### Mission

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

### SOE Learning Themes

1. **InformED**: Advancing Disciplinary Knowledge
2. **EmpowerED**: Responding to Diverse Learning Needs
3. **EngageED**: Building Cultural Responsiveness
4. **ConnectED**: Drawing on Knowledge and Partnerships across Disciplines & Communities
5. **GroundED**: Demonstrating Professionalism
6. **TransformED**: Encouraging Continuous Growth and Reflection

### SOE Dispositions

**Professionalism**

1.1 **Responsibility and Accountability** – Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 **Creating Positive Climate** – Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and ongoing. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

**Ethical Practice**

2.1 **Cross-Cultural Competence** – Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 **Collaboration** – Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

**Shaping Change**

3.1 **Inquiry and Innovation** – Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Keeps up to date with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 **Social Justice** – Seeks to understand one’s own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

### California Teaching Performance Expectations (TPEs)

<table>
<thead>
<tr>
<th>TPE 1</th>
<th>Engaging and Supporting All Learners in Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 2</td>
<td>Creating and Maintaining Effective Environments for Student Learning</td>
</tr>
<tr>
<td>TPE 3</td>
<td>Understanding and Organizing Subject Matter for Student Learning</td>
</tr>
<tr>
<td>TPE 4</td>
<td>Planning Instruction and Designing Learning Experiences for All Students</td>
</tr>
<tr>
<td>TPE 5</td>
<td>Assessing Student Learning</td>
</tr>
<tr>
<td>TPE 6</td>
<td>Developing as a Professional Educator</td>
</tr>
</tbody>
</table>