EDUC 455: Multiple Subject Clinical Practice Seminar II

California Polytechnic State University

School of Education

Winter Quarter 2018

Course: Thursdays: 1:30 p.m. – 4:30 p.m. Bldg. 02, Room 126

Instructor: Juan Olivarria
Email: jjolivar@calpoly.edu
Phone # (805) 904-4169
Office Hours: Before or after class, or arranged by appointment


Course Description: Educational issues and research; culturally responsive practices; teaching atypical learners and managing a diverse classroom; self-evaluation based on domains from standards for the teaching profession; student assessment and evaluation; professional growth.

Course Overview and Goals: This course is designed to accompany and support the first student teaching experience. The basis for this course is to expand and support the development of each student as an effective K8 teacher. The student will:

- discuss, analyze, and reflect on his experiences as a professional educator;
- study the legal rights and responsibilities of the classroom teacher;
- reflect on his teaching practices using the domains from the Teaching Performance Expectations (TPEs);
- discuss and analyze various ways of assessing and reporting the progress of learners;
- show an understanding of how K12 schools are structured to meet the needs of English learners;
- show an understanding of and use instructional practices that promote English language development;
- demonstrate an understanding of the importance of students' family backgrounds and experiences;
demonstrate an understanding of developmentally appropriate practices;

prepare a philosophy of education statement;

be exposed to various components of preparing to seek employment as a public school teacher.

School of Education Learning Outcomes

1. Be qualified, competent, and caring professional educators
2. Integrate principles and practices of professional fields to support student learning
3. Engage in cross-disciplinary and collaborative practices
4. Demonstrate authentic assessments
5. Effect sustainable communities in a multicultural environment
6. Engage in professional practices

University Learning Outcomes

Graduates are able to...

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 life long learning

University Diversity Learning Objectives

1. Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Demonstrate an understanding of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities
3. Critically examine their own attitudes about diverse and/or underrepresented groups
4. Consider perspectives of diverse groups to inform reasonable decisions
5. Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own
Instructor Policies:

Disposition Assessment: Each student will be assessed by his or her university supervisor using the MSTEP Dispositions Assessment form. This document will be used in each course of the credential program, including key preliminary courses such as EDUC 455. These documents will be used as supplementary materials when determining your admission into the MSTEP program. This process ensures that students develop the dispositions necessary for the teaching profession. It is not expected that students will have mastered each of the items on the Disposition form at this point in the program. For this course, assessment will occur at two points in the quarter (mid and final). The mid-quarter Disposition Assessment will be discussed in mid-quarter reflection meetings with the university supervisor.

Attendance: Expectations are that you will make every effort to be on time and be ready to engage in class activities and discussions. I understand that emergencies may arise during the course of the quarter. Please let me know before class or as soon as possible if you must be absent. If you are absent, obtain the information you missed from another class member. You are held responsible for the information from each class session whether you are present or not.

Absence:
First absence: Loss of daily participation points
Second absence: Loss of daily participation points and conference with instructor
Third absence: Possible removal from MSTEP Program

Tardiness: Please make every effort to come to class on time. If you are frequently tardy, it will result in a loss of participation points and negatively affect your rating on the Disposition Assessment form.

Assignments: All assignments are to be turned in on time. For assignments turned in late, points will be deducted. For assignments turned in late, 10% will be deducted per late day or any fraction thereof (including weekends and holidays). Points are deducted from the grade you receive on the assignment rather than from the total possible points.

Method of Grading: Credit/ No Credit. All assignments are required to be professionally completed in order to receive a credit grade.

University Policies:
Academic Responsibilities: Students enrolled in a class are responsible for meeting standards of performance and conduct established by the University and the instructor. Students are responsible for completing and submitting all class assignments, examinations, tests, projects, reports, etc., by scheduled due dates, or face penalties. If any problem arises regarding course work or attendance, the student is held responsible for initiating communication and contact with the instructor. In addition, students are held responsible for behavior and conduct
adverse to the preservation of order as established by the University and the instructor.

**Nondiscrimination Policy:** Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of: race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, marital status, physical disability, mental disability, medical condition, and veteran status.

**Accommodations:** If you have a disability for which you are or may be requesting an accommodation, please make an appointment with me as well as the Disability Resource Center, Building 124, Room 119, at (805) 7561395, as early as possible in the term.

**Plagiarism:** Cal Poly's Campus Administrative Manual 684.3 states: "Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit."

Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the appropriate persons in administration. Cheating or plagiarism in any form is considered a serious violation of expected student behavior and may result in disciplinary action. For more information, see http://registrar.ua.edu/policies/ the Campus Administrative Manual, Section 6.

**Course Assignments:**

Be certain your work reflects the professional educator that you are. Punctuality, neatness and/or clarity of expression are important factors. Keep copies of everything you turn in.

1. **Demographic Profile Assignment, - DUE January 18**  
   This assignment requires Teacher Candidates to identify five students who are academically or socially needy from their CP2 placement and develop goals for them. The assignment is submitted as a reflection paper. This assignment follows two presentations on meeting student needs.

2. **Cultural Responsiveness Checklist, - DUE January 25**  
   This assignment is a self-checklist evaluating the Teacher Candidate’s sensitivity to student cultural
needs. The assignment requires a self-checklist, which is submitted prior to discussion on the unit in class.

3. Managing Classroom Procedures Module Assignment, - DUE February 1

Using SOE Module #2, "Managing Classroom Procedures", Teacher Candidates write a reflection paper, after viewing the module. After the triad, (Teacher Candidate, Cooperating Teacher and Supervisor) views the module; formal observation is conducted on the Teacher Candidate, using the SOE Observation form, with triad conference conducted.

4. Submit lesson plan with ELD Section completed, – Due February 8

After two class presentations on Integrated ELD strategies, Teacher Candidate must develop and submit an Integrated ELD lesson in a content subject area.

5. Supporting Special Needs Students, – DUE - February 22

Teacher Candidate presents in class small group presentation on effective strategies on meeting academic and social needs of Special Education students.

6. Lesson Review through ULD Guidelines, - DUE March 1

After seminar presentation, Teacher Candidate submits lesson plan with Supporting Students component, and shares in small group effectiveness of lesson.

7. Dance Sequence and Presentations, – DUE - March 1 & 8

After seminar session presentation, Teacher Candidate develops a dance lesson to teach using VAPA Dance Standards for grade level. Seminar presentation is required by Teacher Candidate.

8. Philosophy of Teaching – Final Essay, DUE - March 8

Teacher Candidate is required to write an essay, identifying personal teaching Philosophy which is read at final CP2 conference with Cooperating Teacher and Supervisor. Essay is also submitted to seminar instructor.

9. Draft Cover Letter, Resume Interview reflections, DUE - March 15

Teacher Candidate must draft and submit to seminar instructor Cover Letter, Resume and Mock Interview written reflections.

ASSIGNMENT Values in the Course:

1. Professionalism and Attendance 20%
2. The assignments listed will count toward 80% of your final grad
<table>
<thead>
<tr>
<th>Week:</th>
<th>Date:</th>
<th>Topics:</th>
<th>TPE</th>
<th>SOE Clinical Practice Observation Tool</th>
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</thead>
</table>
| Week 1 | January 11 | 1) Introduction to Seminar Assignments  
Handbook  
Expectations  
2) First week  
Team Building  
Teaching classroom procedures  
3) Revised Demographic Profile assignment introduced | 1-6  | A1, A5, B1, C1, C.5                      |
| Week 2 | January 18 | 1) Managing Classroom Procedures Module & assignment  
2) Community Development – “The Power of Relationships”  
Teacher to…  
Student  
Whole class  
Community  
3) Cultural Competency & checklist  
Revised Demographic Profile  
Assignment DUE | 1-6  | A1, A2, A3, A4, A5, B1, B2, B3          |
| Week 3 | January 25 | 1) Meeting needs of Emergent Bilingual students  
2) Atypical Learners  
Gifted and Talented | 1-4  | A1, A5, A6, C5, C6                      |

Comment [VM9]: 1.1 – Practiced and developed through in class discussion and activities.

Comment [VM10]: 1.1, 5.6, 5.7, 5.8 – Practiced and developed through in class discussion and activities.

Comment [VM11]: 1.6, 2.1, 2.2, 2.3, 3.5, 4.1, 4.4, 5.6, 5.7, 6.2 - Practiced and developed through in class discussion and activities.

Comment [VM12]: 1.6, 3.5 - Practiced and developed through in class discussion and activities.

Comment [VM13]: 1.1, 2.4, 2.5, 4.1, 4.2, 4.4 - Practiced and developed through in class discussion and activities.
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<tr>
<th>Week 4</th>
<th>February 1</th>
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<tr>
<td></td>
<td><strong>Struggling Ways to engage and differentiate instruction</strong>&lt;br&gt;<strong>Supporting students with Special Needs.</strong>&lt;br&gt;<strong>Teaching Rules, Procedures and Routines Module DUE</strong></td>
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<td>Week 5</td>
<td>February 8</td>
<td><strong>1) VAPA standards</strong>&lt;br&gt;<strong>with focus on Dance instruction &amp; assignment</strong>&lt;br&gt;<strong>2) UDL Discussion &amp; assignment.</strong>&lt;br&gt;<strong>Supporting Special Needs Students Module DUE</strong></td>
<td>1 - 4</td>
<td>A1, A2, A3, A4, A5, C6</td>
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<td>Week 6</td>
<td>February 15</td>
<td><strong>1) Communication</strong>&lt;br&gt;<strong>With school personnel</strong>&lt;br&gt;<strong>With families</strong>&lt;br&gt;<strong>2) Dealing with Conflict in the classroom.</strong>&lt;br&gt;<strong>Lesson Review through ULD Guidelines DUE</strong></td>
<td>2 - 6</td>
<td>B1, B2, B3, C1, D1, D2</td>
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<td>Week 7</td>
<td>February 22</td>
<td><strong>1) Classroom Management Revisited</strong></td>
<td>1 - 6</td>
<td>A1, A2, A3, A4, A5, B1,</td>
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Comment [VM14]: 1.6, 2.1, 2.2, 2.3, 3.5, 4.1, 4.4, 5.6, 5.7, 6.2 - Practiced and developed through in class discussion and activities.

Comment [VM15]: 1.7, 3.3 - Practiced and developed through in class discussion and activities.

Comment [VM16]: 1.4, 1.8, 4.4, 5.1 - Practiced and developed through in class discussion and activities.

Comment [VM17]: 1.2, 2.6, 5.1 - Practiced and developed through in class discussion and activities.

Comment [VM18]: 2.1, 2.2, 2.3, 2.6, 5.1 - Practiced and developed through in class discussion and activities.

Comment [VM19]: 2.1, 2.2, 2.3, 2.6, 5.1 - Practiced and developed through in class discussion and activities.
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<tr>
<th>Week 8</th>
<th>March 1</th>
<th>Intrinsic Motivation Logical consequences Student developed systems Forum of ideas <strong>Dance Sequence and presentations DUE</strong></th>
<th>B2, B3</th>
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<tr>
<td></td>
<td>1) <strong>Preparing for Teaching Interviews</strong> (Cover Letter, Resume and Mock Interviews)</td>
<td>1–6 D2</td>
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<td>2) <strong>Technology discussions</strong> Digital Citizenship Digital Literacy Rights &amp; Goal Reflection</td>
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<td>3) <strong>Philosophy of Teaching Assignment</strong> Dance sequences and presentations DUE # 2</td>
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<tr>
<th>Week 9</th>
<th>March 8</th>
<th><strong>Mock Interviews</strong> <strong>Academic Language</strong></th>
<th>D1, D2</th>
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<td><strong>Academic Language</strong></td>
<td>6</td>
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<td><strong>Philosophy of Teaching Assignment DUE</strong></td>
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<th>Week 10</th>
<th>March 15</th>
<th><strong>Cover letter, Resume, and Interview reflections DUE</strong> <strong>Academic Language Review of Lesson plan DUE</strong></th>
<th>D1, D2</th>
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<td></td>
<td>7</td>
<td>6 D1, D2</td>
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Comments:
- **[VM20]**: 6.1, 6.2, 6.3 - Practiced and developed through in class discussion and activities.
- **[VM21]**: 3.7, 3.8, 4.4, 4.8, 5.4 - Practiced and developed through in class discussion and activities.
- **[VM22]**: 6.1, 6.2, 6.3, 6.5, 6.6 - Practiced and developed through in class discussion and activities.
- **[VM23]**: 6.1, 6.2, 6.3, 6.5, 6.6 - Practiced and developed through in class discussion and activities.
SCHOOL OF EDUCATION

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.

Multiple Subject Teacher Preparation Program Learning Outcomes

Upon program completion, each teacher candidate will be able to:
1. Effectively engage and support all students in learning.
2. Create and maintain environments that are culturally sustainable and effectively support student learning.
3. Demonstrate sufficient understanding of subject matter to effectively organize content-specific pedagogy to promote student learning.
4. Effectively plan instruction and design learning experiences for all students.
5. Effectively create and use assessments to inform instruction and foster student learning.
6. Engage in professional practices and act in ways that foster their professional growth.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs)

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