EDUC 457: Multiple Subject Clinical Practice Seminar III
California Polytechnic State University School
of Education
Winter Quarter 2018

Course: Thursday: 5:10 p.m. – 8:00 p.m. Bldg. 02, Room 127

Instructors:

<table>
<thead>
<tr>
<th>Jessica Miller</th>
<th>Brittany Tricamo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:jemiller@alcsds.org">jemiller@alcsds.org</a></td>
<td>Email: <a href="mailto:btricamo@alcsds.org">btricamo@alcsds.org</a></td>
</tr>
<tr>
<td><a href="mailto:gpatton@calpoly.edu">gpatton@calpoly.edu</a></td>
<td><a href="mailto:bgandrew@calpoly.edu">bgandrew@calpoly.edu</a></td>
</tr>
<tr>
<td>Office Hours: Before or after class, or arranged by appointment</td>
<td></td>
</tr>
</tbody>
</table>

Required Text: MSTEP Program Handbook (Sept. 2014)

Course Description: The focus in this term is to have teacher candidates move from orchestrating a basic level of activity and learning in a classroom to beginning to differentiate instruction to accommodate the range of learners in their classroom. Seminars will emphasize issues related to teaching, responsibilities of the progression, setting professional goals, parent conferencing, self-assessment, interview, completion of material for a job search, and beginning the first year as a new teacher.

Course Overview and Goals: This course is designed to accompany and support the final student teaching experience. The basis for this course is to expand and support the development of each student as an effective K-8 teacher. The student will:

- discuss, analyze, and reflect on his experiences as a professional educator;
- engage in problem solving discussions (professional learning communities) with peers to address classroom challenges;
- explore home/school communication events in preparation for future successful interaction with students and their families;
- incorporate current research-based strategies for emerging bilingual students into her/his instructional practices;
- include current research-based strategies for technology into her/his instructional practices;
- reflect on his/her teaching practice using the domains of the California Standards for the Teaching Profession, Teacher Performance Expectations and the School of Education Dispositions;
- compile a resource portfolio with tools to create and maintain an effective learning environment for the first year as a teacher including participation in a teacher induction program;
Basis of SOE Conceptual Framework:
Learning for (purpose)  Learning through (process)  Learning about (content)

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 Objectives
Graduates are able to...
1. Think critically and creatively  
2. Communicate effectively  
3. Work productively as individual and in groups  
4. Use knowledge/skills to make positive contribution to society  
5. Make reasoned decisions based on understanding of ethics, respect for diversity, and awareness of sustainability issues  
6. Engage in lifelong learning

University Diversity Learning Objectives (abridged)
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

Instructor Policies:
Disposition Assessment: Each student will also 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 435. 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: Our expectations are that you will make every effort to be on time and be ready to engage in class activities and discussions. We understand that emergencies may arise during the course of the quarter. Please let us 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.

Non-discrimination 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) 756-1395, 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 
availed 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
incidents of plagiarism must be reported by the course instructor to the appropriate persons in administration.

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: Candidates complete a demographic profile of their current placement class, identifying
students' gender identity, racial/ethnic identity, linguistic identity, academic ability, and intra- and inter-personal
ability. Students will bring results to class to discuss how these results will affect their choices within the classroom.

2. Technology Presentations: Each candidate will complete a 5-10 minute presentation to the class on a piece of
technology they have used (or heard of) during their experience as a teacher candidate.

3. Draft Cover Letter and Resume: Candidates will draft a cover letter and resume geared toward a position they
are currently applying for, or anticipate to be applying for in the future. Students will be given time in class to share
their resumes and cover letters with fellow candidates and teachers to receive feedback.

4. Performing Arts Lesson Sequence: Candidates will create a lesson sequence (2-4 lessons) addressing one to two
theatre standards. Lessons should be based on addressing the standards and incorporating teaching techniques
presented in class. Lessons should be taught in the Candidate’s placement class. Students will share their lessons
and reflection of the lesson with the seminar class.

5. Shared Electronic Portfolio with Guest Speaker Reflections: Candidates create an electronic portfolio to keep all
of their seminar course notes and coursework, including guest speaker reflections, as well as their job application
documents. Portfolios will be reviewed at the end of the quarter.

ASSIGNMENTS Values in the Course:

1. Professionalism and Attendance 25%

2. Each assignment listed above will count toward 15% of your final grade (75% total).
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>TPE</th>
<th>SOE DISPOSITIONS</th>
</tr>
</thead>
</table>
| 1     | January 11 | Introduction to Seminar  
- Induction Plan  
- PLC: Co-Teaching  
- Quarter Outcomes  
*Demographic Profile Assigned* | 1-6 | 1.2, 2.2 |
| 2     | January 18 | PLC: Arts in Education  
- Performing Arts/Drama Instruction  
- Guest Speaker: Maria Slavin  
*Drama Sequence Lessons Assigned* | 1-6 | 1.1, 1.2, 2.1, 2.2, 3.1, 3.2 |
| 3     | January 25 | PLC: SAMR Model  
- Technology in the Classroom  
- Guest Speakers: David Curran and Katie Peters  
*Technology Presentations Assigned*  
*Demographic Profile DUE* | 1-6 | 1.1, 1.2, 2.1, 2.2, 3.1, 3.2 |
| 4     | February 1 | PLC: Meeting diverse student needs  
- Students with Special Needs  
- Guest Speaker: Stacy Lightfoot  
*Technology Presentations DUE* | 1-6 | 1.1, 1.2, 2.1, 2.2, 3.1, 3.2 |
| 5     | February 8 | PLC: Partnering with Specialists  
- Inclusive Instruction  
- Guest Speakers: Dawn Addis and Elyse Ungar  
*Supporting Emergent Bilinguals Module Assigned*  
*Draft Cover Letter and Resume Assigned* | 1-6 | 1.1, 1.2, 2.1, 2.2, 3.1, 3.2 |
| 6     | February 15| PLC: How the big picture impacts the classroom  
- How Schools Work: funding, school boards administration  
- Guest Speaker: Chris Ungar | 1-6 | 1.1, 1.2, 2.1, 2.2, 3.1, 3.2 |

Commented [VM6]: TPEs 1.7, 3.4, 3.3 Practiced through professional learning community discussion and activities in class.

Commented [VM7]: TPEs 3.6, 3.7, 3.8, 4.8, 5.4 Practiced through professional learning community discussion and activities in class.

Commented [VM8]: TPEs 1.1, 1.4, 1.5, 2.3, 2.5, 3.4, 4.1, 4.3, 4.4, 4.5, 5.1, 5.3 Practiced through professional learning community discussion and activities in class.

Commented [VM9]: TPEs 1.1, 1.6, 2.5, 3.4, 3.5, 4.5, 5.3, 5.5, 5.7 Practiced through professional learning community discussion and activities in class.
### Week 7
**February 22**
- **PLC: Job Search**
  - Resumes, Cover Letters, Interviews
  - Guest Speaker: Christian Newlon

**Draft Cover Letter and Resume DUE**

### Week 8
**March 1**
- **PLC: Interviewing Concerns**
  - Mock Interviews
  - Guest Speakers: Principal Panel

**Drama Sequence Lessons DUE**

### Week 9
**March 8**
- **PLC: First year questions**
  - Teacher Induction Program and Credentialing
  - Guest Speakers: Diana Jones and Michelle Walker

### Week 10
**March 15**
- **PLC: Applying for teaching positions**
  - Professional Organizations (unions, associations, teacher evaluations, salary schedules)
  - Guest Speakers: Matt Moore and Emily King

**Supporting Emergent Bilinguals Module DUE**

**Shared Electronic Portfolio DUE**

---

**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
### 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 DISPOSITIONS

#### Professionalism

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.

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

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. **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

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. Maintains currency 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.

2. **Social Justice** — Seeks to understand 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.