

**CAL POLY SCHOOL OF EDUCATION (SOE)  
Course Syllabus**

<b>Course Number &amp; Title: EDUC 442/447/449: Clinical Practice</b>		<b>Term &amp; Year: 2021-2022</b>			
<b>Instructor:</b>	<b>Office Location:</b>	<b>Phone:</b>			
<b>Class Location &amp; Time: Monday - Friday</b>	<b>Office Hours:</b>	<b>Email:</b>			
<b>Course Description:</b> <b>EDUC 442/447:</b> Clinical experiences involving observation; limited planning, instruction, assessment and reflection; growth as a professional; and participation in other school-related activities in elementary (442) and secondary (447) public classrooms.  <b>EDUC 449:</b> Full-time assignment in a classroom. Includes teaching activities under the direction of a selected cooperating teacher in consultation with a university supervisor. Assignment consists of an entire teaching day in the school for approximately one quarter.					
<b>COURSE LEARNING OUTCOMES. Teacher Candidates will know, understand, and be able to:</b>		<b>Assessment</b>	<b>SOE Learning Themes</b>	<b>ULOs</b>	<b>DLOs</b>
1. Engage and support all students in learning.		Observation Tool, clinical practice reflections, lesson planning	InformED EmpowerED EngagED	2, 4	
2. Create and effective learning environments for student learning.		Observation Tool, clinical practice reflections, lesson planning	EmpowerED EngagED	2	1, 2
3. Understand, organize, and deliver content specific subject matter for student learning.		Observation Tool, clinical practice reflections, lesson planning	InformED EmpowerED	3	
4. Plan instruction, design learning experiences, and deliver instruction that is accessible for all students.		Observation Tool, clinical practice reflections, lesson planning	InformED EmpowerED EngagED	5	
5. Develop and implement a variety of assessments that specifically match the learning outcomes of the lesson. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction.		Observation Tool, clinical practice reflections, lesson planning	TransformED	1	
6. Reflect on their role as an educator and exhibit dispositions of caring, support, acceptance, and fairness towards all a students and families.		Observation Tool, clinical practice reflections, lesson planning	ConnectED GroundED TransformED	1, 4, 6, 7	2, 3
<b>SPED Program Learning Objectives:</b> 1. Apply understandings of Learner Development, Learning Differences, and Knowledge of Students 2. Create and maintain classroom routines and environments that promote learning, inclusivity, respect, and health/safety. 3. Demonstrate and apply curricular content knowledge to design and organize effective learning experiences 4. Select and implement scientifically validated instructional approaches to meet individual learning needs 5. Collect and analyze assessment data from multiple measures to make data-based decisions about student learning needs, service eligibility, and instructional modifications 6. Demonstrate professionalism, ethics, legality, collaboration, and continuous growth and reflection 7. Engage in educational research and inquiry to remain informed of best practices, current research, legislation and debate		<b>SOE Learning Themes:</b> 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		<b>University Learning Objectives:</b> 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	
		<b>Diversity Learning Objectives:</b> 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			

DAY/DATE	TOPIC	ASSIGNMENTS	TPEs
<b>Weeks 1-10</b>	-Daily involvement in assigned school site: <b>EDUC 442 - Part Time Student Teaching in Elementary Setting</b> <b>EDUC 447 - Part Time Student Teaching in Secondary Setting</b> <b>EDUC 449 - Full Time Student Teaching</b>  Activities include: observing and assisting with a gradual progression to planning lessons and units; delivering instruction; designing, administering, grading, and analyzing formative and summative assessments; reflecting critically on practice	-Weekly reflection on teaching and feedback received from university supervisor and cooperating teacher  -Weekly lesson planning  -Participate in Clinical Practice Observations with Clinical Practice University Supervisor:  Fall - 1 targeted observation in areas B1/D2  Winter - 3 full observations  Spring - 3 full observations	Throughout Clinical Practice students are introduced, practiced, and assessed on the SOE Observation Tool, which includes 17 Prioritized Skills. Students are introduced and practice targeted skills B1 and D2 during fall term. Students continuously practice and are assessed on all Prioritized Skills 3x during each of CPII and CPIII.  Prioritized skills align to TPEs (more details below): 1.1, 1.3, 1.4, 1.5, 1.6, 1.8 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.7, 5.8 6.1, 6.3, 6.4, 6.5  Additional instructional skills may be practiced and developed depending on the teaching context. Students are encouraged to seek out a variety of experiences to support their development. Additional TPEs practiced during Clinical Experience include (more details below): 1.2, 2.4, 3.1, 3.7, 3.8, 4.2, 4.8, 5.4, 5.5, 5.6, 6.2, 6.6

#### RECOMMENDED ACTIVITIES:

In order to participate in the full range of Special Education services, students are expected to engage in the following recommended activities over the course of their 1-year Clinical Practice Experience:

- ☐ Share in identifying, selecting, and implementing a variety of **curricula and evidence-based instructional strategies** (drawing upon your learnings from classwork and research).
- ☐ Practice developing **differentiated lessons and instructional sequences** that simultaneously serve learners with diverse needs and strengths.
- ☐ Explore and develop **culturally responsive and student-centered classroom management strategies**.
- ☐ Engage with students to support **socio-emotional and behavioral outcomes**.
- ☐ Engage with students around a **variety of skills and mediums, including visual arts, physical-motor skills, and socio-emotional/expression skills**.
- ☐ Communicate and collaborate with **family and community partner**, if school sponsored/supervised opportunities are available
- ☐ Participate in **student interviews, family interviews, and home visits** if school sponsored/supervised opportunities are available.
- ☐ Learn about policies and practices to promote student **health, nutrition, substance abuse awareness, and safety** in a variety of Clinical Practice contexts.
- ☐ Learn about the **site-based resources, community resources, and related service providers** available to provide integrated support in a variety of Clinical Practice contexts.
- ☐ Engage with students from a **variety of cultural, heritage, ethnicity, language, age, religion, socio-economic, gender identity/sexuality, and ability backgrounds**.
- ☐ Support students in **linguistic development**, including **academic language and literacy** and **Emergent Bilingual language acquisition**.
- ☐ Collaborate with **colleagues, specialists and paraprofessionals** around planning and implementation of 504, IEP, and transition efforts.
- ☐ Locate, learn about, and implement a variety of **assistive technologies**.
- ☐ Locate and draw upon **multiple sources of student achievement data and progress monitoring** (ie physical/digital records, statewide assessments, language assessments, observations, IEP plans, etc.)
- ☐ Engage with available **computer-based technology** for lesson planning, instructional delivery, and assessment
- ☐ Engage with current and changing **state, federal, and legal policies**.

**Commented [VM1]:** The SOE Observation Tool includes 17 Prioritized Skills. Students are expected to demonstrate progress from introduction, to practice, to mastery over the course of their 1-year Clinical Practice experience.

TPE U – 1.1, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.7, 5.8, 6.1, 6.3, 6.4, 6.5

Throughout Clinical Practice, students may have opportunities to introduce or practice additional TPEs depending on the school site context:

TPE U – 1.2, 1.7, 2.4, 3.7, 3.8, 4.2, 4.5, 4.8, 5.4, 5.5, 5.6, 6.2, 6.6, 6.7

**Commented [VM2]:** Candidates for the Education Specialist Credential are placed in Clinical Practice settings appropriate to the credential they seek (Mild/Mod Support Needs). In these settings, candidates will have opportunities to introduce/practice the M/M TPEs, but these TPEs are not part of formalized assessment on the SOE Prioritized Skills Rubric.

TPE M/M – 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

## COURSE ASSIGNMENTS

### Weekly Reflection

You are expected to reflect weekly on your teaching during your clinical experience.

**Commented [VM3]:** Additional practice and assessment of 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

### Weekly Lesson Planning

You are expected to write a lesson plan for every lesson that you lead teach and submit weekly lesson plans to your cooperating teacher on an agreed-upon date (usually the Thursday before the week you will teach the lessons).

**Commented [VM4]:** Additional practice and assessment of:

1.1, 1.3, 1.4, 1.5, 1.6,  
2.1, 2.2, 2.3,  
3.1, 3.3, 3.4, 3.5,  
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

## Clinical Practice Observations & The SOE Observation Tool

The SOE Observation Tool, inspired by the Danielson Framework, includes 17 prioritized skills (aligned with the 6 TPEs). 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.

A. PLANNING AND PREPARATION			
A1. KNOWLEDGE of STUDENTS (Ss) <i>TPE 1, UDL</i>			
<b>Not Demonstrated – 1</b> <ul style="list-style-type: none"> <li>TC shows <b>minimal</b> understanding of how Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and <b>does not indicate</b> that such knowledge is valuable</li> </ul>	<b>Partially Demonstrated – 2</b> <ul style="list-style-type: none"> <li>TC shows <b>general</b> knowledge and awareness of how Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – but tends to teach to the <b>class as a whole</b></li> </ul>	<b>Demonstrated – 3</b> <ul style="list-style-type: none"> <li>TC <b>purposefully acquires</b> knowledge about how the <b>whole class AND groups</b> of Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and plans lessons accordingly</li> <li>TC <b>understands</b> that Ss learn through developmentally appropriate &amp; active intellectual engagement with content</li> </ul>	<b>Demonstrated with Distinction – 4</b> <ul style="list-style-type: none"> <li>TC <b>purposefully acquires</b> knowledge about how the <b>whole class, groups, AND individual</b> Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and plans lessons accordingly</li> <li>TC <b>understands</b> that Ss learn through developmentally appropriate &amp; active intellectual engagement, <b>AND that misconceptions &amp; gaps</b> in knowledge and experience may need to be uncovered</li> </ul>
A2. SETTING INSTRUCTIONAL OUTCOMES <i>TPE 3, 4, UDL</i>			
<b>Not Demonstrated – 1</b> <ul style="list-style-type: none"> <li>Outcomes represent <b>low</b> expectations/lack of rigor</li> <li>All outcomes are <b>unclear</b></li> <li>Outcomes are <b>not measurable</b></li> <li>Outcomes are <b>poorly aligned</b> with content standards</li> <li>All outcomes are <b>not suitable</b> for most Ss</li> </ul>	<b>Partially Demonstrated – 2</b> <ul style="list-style-type: none"> <li>Outcomes represent <b>moderate</b> expectations/rigor</li> <li><b>Some</b> outcomes are <b>unclear</b></li> <li><b>Some</b> outcomes are <b>not measurable</b></li> <li>Outcomes are <b>somewhat aligned</b> with content standards</li> <li><b>Some</b> outcomes are <b>suitable</b> for most Ss</li> </ul>	<b>Demonstrated – 3</b> <ul style="list-style-type: none"> <li><b>Most</b> outcomes represent <b>high</b> expectations/rigor</li> <li><b>Most</b> outcomes are <b>clear</b></li> <li><b>Most</b> outcomes are <b>measurable</b></li> <li><b>Most</b> outcomes are <b>aligned</b> with content standards</li> <li><b>Most</b> outcomes are <b>suitable</b> for most Ss</li> </ul>	<b>Demonstrated with Distinction – 4</b> <ul style="list-style-type: none"> <li>All outcomes represent <b>high</b> expectations/rigor</li> <li>All outcomes are <b>clear</b></li> <li>All outcomes are <b>measurable</b></li> <li>All outcomes are <b>aligned</b> with content standards</li> <li>All outcomes are <b>suitable</b> for Ss with <b>differentiation/flexibility</b> for individual Ss</li> </ul>
A3. DESIGNING COHERENT INSTRUCTION <i>TPE 1, 3, 4, UDL</i>			
<b>Not Demonstrated – 1</b> <ul style="list-style-type: none"> <li>Learning activities are <b>poorly aligned</b> with learning outcomes and/or content standards</li> <li>Learning activities <b>do not follow</b> an organized progression</li> <li>Ss are <b>not actively engaged</b> in cognitive activities with <b>no evidence</b> of UDL</li> <li>No use of groupings</li> <li><b>Unrealistic</b> time allocations</li> </ul>	<b>Partially Demonstrated – 2</b> <ul style="list-style-type: none"> <li><b>Some</b> learning activities are <b>aligned</b> with learning outcomes and/or content standards</li> <li><b>Some</b> learning activities <b>do not follow</b> an organized progression</li> <li>Ss are <b>minimally engaged</b> in cognitive activities with <b>limited evidence</b> of UDL</li> <li><b>Some</b> use of groupings but may be <b>inappropriate</b></li> <li><b>Uneven</b> time allocations</li> </ul>	<b>Demonstrated – 3</b> <ul style="list-style-type: none"> <li><b>Most</b> learning activities are <b>aligned</b> with learning outcomes and content standards</li> <li><b>Most</b> learning activities <b>follow</b> an organized progression</li> <li>Ss are <b>engaged</b> in cognitive activities with <b>evidence</b> of UDL</li> <li><b>Appropriate</b> use of groupings</li> <li><b>Appropriate</b> time allocations</li> </ul>	<b>Demonstrated with Distinction – 4</b> <ul style="list-style-type: none"> <li>All learning activities are <b>aligned</b> with learning outcomes and content standards</li> <li>All learning activities <b>follow</b> an organized progression</li> <li>Ss are <b>challenged</b> in high-level cognitive activities with <b>appropriate</b> UDL</li> <li><b>Appropriate and varied</b> groupings that include <b>S choice</b></li> <li><b>Appropriate</b> time allocations with <b>flexibility</b> for individual Ss</li> </ul>
A4. DESIGNING STUDENT ASSESSMENT <i>TPE 5</i>			
<b>Not Demonstrated – 1</b> <ul style="list-style-type: none"> <li>Assessments <b>do not match</b> learning outcomes and/or content standards</li> <li><b>Lack</b> of criteria for expectations</li> <li><b>Minimal</b> formative assessment</li> </ul>	<b>Partially Demonstrated – 2</b> <ul style="list-style-type: none"> <li>Assessments <b>partially match</b> learning outcomes and/or content standards</li> <li>Criteria available but <b>unclear</b></li> <li><b>Rudimentary</b> use of formative assessment</li> </ul>	<b>Demonstrated – 3</b> <ul style="list-style-type: none"> <li>Assessments <b>match</b> learning outcomes and content standards</li> <li>Criteria <b>clear</b></li> <li><b>Appropriately-designed</b> formative assessment</li> </ul>	<b>Demonstrated with Distinction – 4</b> <ul style="list-style-type: none"> <li>Assessments <b>clearly match</b> learning outcomes and content standards</li> <li><b>Well-developed</b> criteria</li> <li><b>Well-designed</b> formative assessment <b>adapted to individuals</b> as needed.</li> <li>Ss <b>contribute</b> to assessment process</li> </ul>
A5. SUPPORTING EMERGENT BILINGUALS <i>TPE 1</i>			
<b>Not Demonstrated – 1</b> <ul style="list-style-type: none"> <li><b>Misling or inappropriate</b> ELD Standards</li> <li><b>Misling or inappropriate</b> EB scaffolding &amp; support</li> </ul>	<b>Partially Demonstrated – 2</b> <ul style="list-style-type: none"> <li>ELD standards <b>not aligned</b> with learning outcomes, assessments, AND/OR instructional activities</li> <li><b>General</b> scaffolds that <b>do not adequately</b> support EB language production AND/OR content engagement</li> </ul>	<b>Demonstrated – 3</b> <ul style="list-style-type: none"> <li>ELD standards <b>aligned</b> with &amp; support learning outcomes, assessments, &amp; instructional activities</li> <li><b>Whole-class</b> scaffolds that <b>adequately</b> support EBs' academic language production &amp; content engagement</li> </ul>	<b>Demonstrated with Distinction – 4</b> <ul style="list-style-type: none"> <li>ELD standards <b>aligned</b> with &amp; support learning outcomes, assessments, &amp; instructional activities <b>AND meet specific needs of individual ELs/EBs</b></li> <li><b>Targeted</b> scaffolds that support <b>individual EBs'</b> academic language production &amp; content engagement, building on prior knowledge AND/OR language proficiency</li> </ul>
A6. SUPPORTING STUDENTS WITH DISABILITIES <i>TPE 1</i>			
<b>Not Demonstrated – 1</b> <p>Plans:</p> <ul style="list-style-type: none"> <li><b>Lack appropriate</b> instructional methods and/or supports for providing instruction to Ss with disabilities</li> </ul>	<b>Partially Demonstrated – 2</b> <p>Plans:</p> <ul style="list-style-type: none"> <li>Include instructional methods and/or supports that <b>do not consistently</b> address the individualized needs of Ss with disabilities</li> </ul>	<b>Demonstrated – 3</b> <p>Plans:</p> <ul style="list-style-type: none"> <li>Include <b>research or evidence-based</b> instructional methods and/or supports, including <b>assistive technology</b> as needed to support the <b>individualized</b> needs of Ss with disabilities</li> </ul>	<b>Demonstrated with Distinction – 4</b> <p>Plans:</p> <ul style="list-style-type: none"> <li>Include opportunities for Ss with disabilities to <b>manage their own</b> scaffolds and supports, including <b>assistive technology</b> as needed</li> </ul>

**Commented [VM5]:** Practice and assessment of key prioritized skills using the SOE Observation Tool:

A1 – TPE 1.1  
A2 – TPE 3.1, 3.2,  
A3 – TPE 1.3, 1.4, 1.5, 3.3, 3.4, 4.4, 4.6, 4.7  
A4 – TPE 4.3, 5.1, 5.2, 5.3,  
A5 – TPE 1.6, 3.5, 4.1, 5.6, 5.7  
A6 – TPE 3.5, 3.6, 4.1, 4.2, 4.5, 5.6, 5.8

**Commented [VM6]:** Practiced and assessment of key prioritized skills using the SOE Observation Tool:

B1 – TPE 2.1, 2.2, 2.5, 2.6  
B2 – TPE 2.1, 2.2, 2.5, 2.6  
B3 – TPE 2.1, 2.2, 2.5, 2.6

**Commented [VM7]:** Practiced and assessment of key prioritized skills using the SOE Observation Tool:

C1 – TPE 1.2, 3.3, 4.7  
C2 – TPE 1.5, 1.8, 3.2  
C3 – TPE 1.1, 1.3, 1.4, 1.5, 1.8, 3.2, 3.3,  
C4 – TPE 4.3, 4.4, 4.5, 5.1, 5.2, 5.3  
C5 – TPE 1.6, 3.5, 4.1, 5.6, 5.7  
C6 – 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*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
Interactions (TC:Ss & Ss:Ss) are <b>mostly negative</b> . Interactions may: <ul style="list-style-type: none"> <li>Be <b>inappropriate</b> or <b>insensitive</b> to Ss' ages, culture, AND/OR developmental levels</li> <li><b>Lack of warmth</b> in the classroom OR Includes sarcasm/put-downs AND/OR TC may ignore put downs</li> <li><b>No evidence</b> of intellectual risk taking</li> </ul>	Interactions (TC:Ss & Ss:Ss) are <b>generally appropriate with occasional inconsistencies</b> . Interactions may: <ul style="list-style-type: none"> <li>Show TC's <b>disregard</b> for Ss' ages, culture, AND/OR developmental levels</li> <li>Create a <b>neutral</b> classroom environment (neither warm nor disrespectful)</li> <li><b>Few students</b> take intellectual risks</li> </ul>	Interactions (TC:Ss & Ss:Ss) are <b>friendly &amp; respectful</b> . Interactions are: <ul style="list-style-type: none"> <li><b>Appropriate</b> for all ages, cultures, AND developmental levels</li> <li><b>Polite, respectful</b></li> <li><b>Some Ss</b> take intellectual risks</li> </ul>	Interactions (TC:Ss & Ss:Ss) are <b>highly respectful</b> . Interactions are: <ul style="list-style-type: none"> <li><b>Sensitive</b> to Ss as <b>individuals</b></li> <li>Create classroom with genuine <b>warmth</b> and care; high-level of respect</li> <li><b>Many Ss</b> comfortable taking intellectual risks</li> </ul>

### B2. MANAGING CLASSROOM PROCEDURES *TPE 2*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<b>Substantial</b> instructional time lost due to <b>inefficient</b> routines & procedures <ul style="list-style-type: none"> <li>TC management of transitions AND/OR materials <b>not clearly evident</b></li> <li>Ss <b>do not clearly know</b> or follow established routines</li> </ul>	<b>Some</b> instructional time lost due to <b>partially inefficient</b> routines & procedures <ul style="list-style-type: none"> <li>TC management of transitions AND/OR materials <b>inconsistent</b></li> <li>Ss <b>require prompting</b> to follow established routines</li> </ul>	<b>Little</b> loss of instructional time due to <b>effective</b> routines & procedures <ul style="list-style-type: none"> <li>TC management of transitions AND materials <b>effective</b></li> <li>Ss need <b>minimal guidance/ prompting</b> to follow established routines</li> </ul>	<b>Maximized</b> instructional time due to <b>efficient, seamless</b> routines & procedures <ul style="list-style-type: none"> <li>Ss <b>take initiative</b> in managing transitions AND/OR materials</li> <li>Routines are <b>well understood</b> and some may be <b>initiated by Ss</b></li> </ul>

### B3. MANAGING STUDENT BEHAVIOR *TPE 2*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li><b>No</b> established standard of conduct</li> <li><b>Little OR no monitoring</b> of student behavior</li> <li><b>TC response</b> to misbehavior is <b>repressive</b> OR <b>disrespectful</b> of student dignity</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct established, but <b>inconsistent implementation</b></li> <li><b>Some monitoring</b> of student behavior</li> <li><b>TC response</b> to student misbehavior is <b>inconsistent</b></li> </ul>	<ul style="list-style-type: none"> <li>Standards of <b>conduct established, consistent</b> implementation</li> <li><b>Effective monitoring</b> of student behavior</li> <li><b>TC response</b> to misbehavior is <b>consistent</b> AND <b>respectful</b></li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct <b>clearly established</b> with Ss</li> <li>Ss <b>take an active role</b> in monitoring their own &amp; others behavior</li> <li>TC response to misbehavior is <b>subtle, preventive, and sensitive to individual student needs</b> &amp; respect for dignity</li> </ul>

## C. INSTRUCTION

### C1. COMMUNICATING with STUDENTS *TPE 1, 3, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li><b>Unclear</b> purpose of lesson</li> <li><b>Confusing</b> directions/procedures</li> <li><b>Major</b> content errors</li> <li><b>Inappropriate</b> use of academic language (e.g., vocabulary, grammar, syntax, discourse)</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited</b> understanding of lesson purpose</li> <li><b>Somewhat clear</b> directions/procedures but need clarification</li> <li><b>Minor</b> content errors</li> <li>Academic language (e.g., vocabulary, grammar, syntax, discourse) <b>not used</b> AND/OR explained</li> </ul>	<ul style="list-style-type: none"> <li><b>Clear</b> instructional purpose</li> <li><b>Clear</b> directions/procedures that may be modeled</li> <li><b>No</b> content errors</li> <li><b>Appropriate</b> use of academic language (e.g., vocabulary, grammar, syntax, discourse)</li> </ul>	<ul style="list-style-type: none"> <li><b>Clear</b> instructional purpose that links to larger curriculum</li> <li><b>Clear</b> directions/procedures with possible confusion anticipated</li> <li>Content <b>thorough &amp; clear</b></li> <li><b>Appropriate</b> use of academic language (e.g., vocabulary, grammar, syntax, discourse) that <b>extends</b> Ss' vocabularies</li> <li>Ss <b>contribute</b> to appropriate use of academic language</li> </ul>

### C2. USING QUESTIONING *TPE 5*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li><b>Low</b> cognitive challenge with single correct responses</li> <li><b>Does not ask</b> Ss to explain their thinking</li> <li>TC <b>mediates</b> all questions &amp; answers</li> <li><b>Few</b> Ss participate in discussion with predominantly recitation-style responses</li> <li><b>Limited</b> wait time</li> </ul>	<ul style="list-style-type: none"> <li><b>Single path</b> of inquiry with answers seemingly determined in advance</li> <li><b>Inconsistently</b> attempts to have Ss explain their thinking</li> <li>TC <b>inconsistently encourages</b> Ss to respond to each other</li> <li><b>Some</b> Ss are involved in discussions designed to engage student thinking</li> <li><b>Inconsistent</b> wait time</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> questions designed to promote Ss' thinking and understanding</li> <li><b>Consistently</b> challenges Ss to explain their thinking</li> <li>Ss <b>formulate questions</b> &amp; initiate topics</li> <li><b>Most</b> Ss involved in discussion with TC employing strategies to ensure most voices are heard</li> <li><b>Adequate</b> wait time</li> </ul>	<ul style="list-style-type: none"> <li><b>Variety</b> of questions to challenge Ss cognitively, advance discourse, &amp; promote metacognition</li> <li><b>Challenges</b> Ss to take active/lead role in questioning/discussion</li> <li><b>Genuine discussion</b> among Ss with TC stepping aside when appropriate</li> <li>Ss ensure that <b>all</b> voices are heard</li> <li><b>Consistently appropriate</b> wait time</li> </ul>

### C3. ENGAGING STUDENTS in LEARNING *TPE 1, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>Tasks &amp; materials <b>poorly aligned</b> with learning outcomes and/or content standards</li> <li><b>Rote</b> responses</li> <li>Lesson <b>lacks structure</b> (e.g., groupings unsuitable, poor pacing – too slow or too rushed)</li> <li><b>One pathway</b> to learning</li> </ul>	<ul style="list-style-type: none"> <li>Tasks &amp; materials <b>partially aligned</b> with learning outcomes and/or content standards</li> <li><b>Minimal S thinking</b> required &amp; little opportunity to demonstrate thinking</li> <li>Lesson has <b>recognizable structure</b> (e.g., groupings moderately suitable, pacing may be too slow or too rushed)</li> <li><b>Some options</b> for engagement</li> </ul>	<ul style="list-style-type: none"> <li>Tasks &amp; materials <b>aligned</b> with learning outcomes and content standards</li> <li><b>Challenge S thinking</b> (with scaffolds/support) &amp; an opportunity for Ss to demonstrate thinking</li> <li>Lesson has <b>recognizable &amp; suitable structure</b> (e.g., groupings suitable to activities, appropriate pacing)</li> <li><b>Multiple options</b> for engagement</li> </ul>	<ul style="list-style-type: none"> <li>Tasks &amp; materials <b>aligned</b> with learning outcomes and content standards</li> <li><b>Well-designed &amp; scaffolded</b> tasks &amp; materials encourage <b>complex thinking</b> w/ evidence of <b>S initiation of inquiry</b></li> <li>Lesson has <b>clearly defined structure</b> that enhances student learning (e.g., pacing that promotes S reflection)</li> <li><b>Options</b> for engagement that Ss initiate</li> </ul>

#### C4. USING ASSESSMENT in INSTRUCTION *TPE 5, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>Ss <b>unaware</b> of assessment criteria</li> <li><b>Little or no monitoring</b> of student learning               <ul style="list-style-type: none"> <li>Questions <b>show little</b> alignment with learning outcomes and/or content standards</li> </ul> </li> <li>No self-assessment</li> <li>Feedback to Ss is <b>absent</b> OR of <b>poor quality</b></li> <li>One means of expression provided</li> </ul>	<ul style="list-style-type: none"> <li>Ss <b>partially aware</b> of assessment criteria</li> <li><b>Monitoring</b> of student learning for the class as a whole               <ul style="list-style-type: none"> <li>Questions <b>show</b> alignment with learning outcomes and/or content standards</li> </ul> </li> <li><b>Few</b> Ss engage in self-assessment</li> <li>Feedback to Ss is <b>general</b> and provided to the whole class</li> <li><b>Some</b> options for means of expression provided</li> </ul>	<ul style="list-style-type: none"> <li>Ss <b>aware</b> of assessment criteria</li> <li><b>Monitoring</b> student learning for the class as a whole <b>AND small groups</b> <ul style="list-style-type: none"> <li>Questions show alignment with learning outcomes and content standards</li> <li>Ss' responses inform TC's next steps</li> </ul> </li> <li><b>Some</b> Ss engage in self-assessment</li> <li>Feedback to Ss is <b>accurate &amp; specific</b>, provided to the whole class &amp; small groups</li> <li><b>Multiple</b> means of expression provided</li> </ul>	<ul style="list-style-type: none"> <li>Ss <b>aware of &amp; have contributed to</b> assessment criteria</li> <li><b>Ss monitor own learning</b></li> <li>All Ss self-assess their learning</li> <li>Feedback to Ss <b>from both TC &amp; Ss</b> is accurate &amp; specific, provided to whole class, small groups, AND individuals</li> <li><b>Ss involved</b> in creating assessment options</li> </ul>

#### C5. SUPPORTING EMERGENT BILINGUALS *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li><b>Limited</b> opportunity for EBs to use academic language or demonstrate understanding orally or in writing</li> <li><b>No attempt</b> to draw on home language, culture, and/or prior knowledge</li> <li><b>Did not</b> implement language supports or instructional scaffolds to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li><b>Few</b> opportunities for EBs to use academic language or demonstrate understanding orally or in writing</li> <li><b>Limited or superficial</b> attempts to draw on home language, culture, and/or prior knowledge</li> <li>Implemented <b>few</b> language supports and instructional scaffolds to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li><b>Multiple</b> opportunities for EBs to use academic language or demonstrate understanding orally or in writing</li> <li><b>Some</b> attempt to draw on home language, culture, and/or prior knowledge</li> <li>Implemented <b>some</b> whole class language supports and instructional scaffolds to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li><b>Multiple</b> opportunities for EBs to use academic language <b>AND</b> demonstrate understanding orally or in writing</li> <li><b>Tasks draw</b> on home language, culture, <b>AND</b> prior knowledge</li> <li>Implemented <b>targeted</b> language supports and instructional scaffolds based on individual EB's language proficiency</li> </ul>

#### C6. SUPPORTING STUDENTS with DISABILITIES *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li><b>Does not use</b> instructional methods to address the individualized needs of Ss with disabilities</li> <li><b>Does not provide</b> individualized supports (including accommodations and modifications as indicated on Ss' IEPs and 504 plans)</li> <li><b>No opportunity</b> for Ss with disabilities to actively participate in grade-level and standards-based content</li> </ul>	<ul style="list-style-type: none"> <li>Instructional methods do <b>not consistently</b> address the individualized needs of Ss with disabilities</li> <li><b>General</b> accommodations or modifications provided but <b>no individualized supports</b> provided, as indicated on Ss' IEPs and 504 plans</li> <li>Ss with disabilities have <b>inconsistent access</b> to grade-level and standards-based content throughout instruction</li> </ul>	<ul style="list-style-type: none"> <li>Instructional methods include use of <b>assistive technology</b> as needed to support the <b>individualized</b> needs of Ss with disabilities</li> <li>Instruction <b>includes</b> accommodations and modifications as indicated on Ss' IEPs and 504 plans</li> <li>Ss with disabilities <b>access</b> grade-level and standards-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>Ss with disabilities <b>manage many of their own</b> scaffolds and supports, including <b>assistive technology</b> as needed</li> <li>Ss have <b>consistent access</b> to <b>individualized</b> accommodations and modifications as indicated on Ss' IEPs and 504 plans and are provided with opportunities to understand and advocate for strategies that meet their individual learning needs</li> <li>Ss with disabilities demonstrate ability to <b>transfer</b> grade-level &amp; standards-based content <b>across contexts</b></li> </ul>

#### D. PROFESSIONAL RESPONSIBILITIES - REFLECTION

##### D1. REFLECTING on TEACHING *TPE 6*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<b>Reflections on teaching indicate:</b> <ul style="list-style-type: none"> <li>TC is <b>unsure</b> of whether the lesson was effective or achieved its instructional outcomes OR the TC profoundly <b>misjudges</b> the success of a lesson</li> <li>TC has <b>no</b> suggestions for how a lesson could be improved</li> </ul>	<b>Reflections on teaching indicate:</b> <ul style="list-style-type: none"> <li>TC has a <b>generally accurate</b> impression of a lesson's effectiveness and the extent to which instructional outcomes were met</li> <li>TC makes <b>general</b> suggestions for how a lesson could be improved</li> </ul>	<b>Reflections on teaching indicate:</b> <ul style="list-style-type: none"> <li>TC makes an <b>accurate</b> assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes; TC can cite <b>general references</b> to support this judgment</li> <li>TC makes a <b>few specific</b> suggestions of what can be tried the next time the lesson is taught</li> </ul>	<b>Reflections on teaching indicate:</b> <ul style="list-style-type: none"> <li>TC makes a <b>thoughtful and accurate</b> assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes; TC cites <b>many specific examples – including the results of formative assessments</b> – to support this judgment</li> <li>TC offers <b>several specific</b> alternative actions and measures probable success of those actions</li> </ul>

##### D2. PROFESSIONALISM *TPE 6*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
TC <b>disregards</b> professional best practices or policies <ul style="list-style-type: none"> <li><b>Inappropriate/Distracting</b> attire</li> <li>Interactions with Ss or other adults <b>overly confident</b> or <b>overly timid</b></li> <li>TC <b>is not</b> alert to Ss' needs, engaging in <b>inappropriate</b> practices that result in Ss being ill-served</li> </ul>	TC <b>must be reminded</b> of professional best practices or policies <ul style="list-style-type: none"> <li><b>Potentially</b> distracting attire</li> <li>Interactions with Ss or other adults <b>occasionally</b> too confident or too timid</li> <li>TC's attempts to serve Ss are <b>inconsistent or limited</b>, which results in some Ss being ill-served</li> </ul>	TC is <b>receptive</b> to professional best practices or policies <ul style="list-style-type: none"> <li><b>Appropriate</b> attire</li> <li>Interactions with Ss and adults <b>appropriately</b> confident</li> <li>TC is <b>active</b> in serving Ss, working to ensure that all Ss receive a fair opportunity to succeed</li> </ul>	TC <b>proactively</b> implements professional best practices or policies <ul style="list-style-type: none"> <li><b>Appropriate</b> attire and well-suited to classroom context and lesson content</li> <li>Interactions with Ss and adults <b>appropriately</b> confident</li> <li>TC is <b>highly proactive</b> in serving Ss, seeking out resources when needed</li> <li>TC makes a <b>concerted effort</b> to <b>challenge</b> negative attitudes or practices to ensure all Ss, esp. those traditionally underserved, are honored in the school</li> </ul>

**Commented [VM8]:** Practice and assessment of key prioritized skills using the SOE Observation Tool:  
D1 – TPE 6.1, 6.3,  
D2 – TPE 6.4, 6.5, 6.6

### SCHOOL OF EDUCATION

VISION	MISSION
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.	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:	SPED PROGRAM OUTCOMES
<ol style="list-style-type: none"> <li>1. InformED: Advancing Disciplinary Knowledge</li> <li>2. EmpowerED: Responding to Diverse Learning Needs</li> <li>3. EngagED: Building Cultural Responsiveness</li> <li>4. ConnectED: Drawing on Knowledge and Partnerships across Disciplines &amp; Communities</li> <li>5. GroundED: Demonstrating Professionalism</li> <li>6. TransformED: Continuous Growth and Reflection</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply understandings of Learner Development, Learning Differences, and Knowledge of Students</li> <li>2. Create and maintain classroom routines and environments that promote learning, inclusivity, respect, and health/safety.</li> <li>3. Demonstrate and apply curricular content knowledge to design and organize effective learning experiences</li> <li>4. Select and implement scientifically validated instructional approaches to meet individual learning needs</li> <li>5. Collect and analyze assessment data from multiple measures to make data-based decisions about student learning needs, service eligibility, and instructional modifications</li> <li>6. Demonstrate professionalism, ethics, legality, collaboration, and continuous growth and reflection</li> <li>7. Engage in educational research and inquiry to remain informed of best practices, current research, legislation and debate</li> </ol>
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 on-going. 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. 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.
- 3.2 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.

### CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs)

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

