CAL POLY SCHOOL OF EDUCATION (SOE)
Course Syllabus

Basis of SOE Conceptual Framework:
❖ **Learning for (purpose)**
❖ **Learning through (process)**
❖ **Learning about (content)**

Course Number & Title: EDUC 460/469/479: Clinical Practice I/II/II		**Term & Year:** 2017-2018	
Instructor:	**Office Location:**	**Phone:**	
Class Location & Time: Monday – Friday	**Office Hours:**	**Email:**	

Course Description:

EDUC 460: Clinical experiences involving observation; limited planning, instruction, assessment and reflection; growth as a professional; and participation in other school-related activities in secondary public classrooms. Credit/No Credit grading only.

EDUC 469: Part-time assignment in a classroom (single subject only). Includes teaching activities under the direction of a selected cooperating teacher in consultation with a university supervisor. Assignment consists of an entire morning in the classroom (or the equivalent) for one quarter. Credit/No Credit grading only.

EDUC 479: Full-time assignment in a classroom (single subject only). 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 one quarter. Credit/No Credit grading only.

COURSE LEARNING OUTCOMES. *Teacher Candidates will know, understand, and be able to:*	**Assessment**	**SOE Learning Outcome**	**University Learning Objective**	**University Diversity Learning Objectives**
1. Engage and support all students in learning.	Observation Tool, induction plan, edTPA, clinical packet	InformED EmpowerED EngagED	2, 4	
2. Create and effective learning environments for student learning.	Observation Tool, induction plan, edTPA, clinical packet	EmpowerED EngagED	2	1, 2
3. Understand and organize content specific subject matter for student learning.	Observation Tool, induction plan, edTPA, clinical packet	InformED EmpowerED	3	
4. Plan instruction and design learning experiences that is accessible for all students.	Observation Tool, induction plan, edTPA, clinical packet	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, induction plan, edTPA, clinical packet	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, edTPA, weekly reflection	ConnectED GroundED TransformED	1, 4, 6, 7	2, 3

SOE Learning Themes:	**University Learning Objectives*:**	**University Diversity Learning Objectives*:**
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 TransformED: Encouraging Continuous Growth and Reflection	6. Think critically and creatively 7. Communicate effectively 8. Demonstrate expertise in scholarly discipline in relation to world of arts, sciences, and technology 9. Work productively as individual and in groups 10. Use knowledge/skills to make positive contribution to society 11. Make reasoned decision based on understanding of ethics, respect for diversity, and awareness of sustainability issues 12. Engage in lifelong learning	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	READINGS Note: Readings with an * can be found on Poly Learn	ASSIGNMENTS	TPE	COURSE LEARNING OUTCOME (listed on p.1)	SOE DISPOSITION (listed at end of document)
Weeks 1-10	-Daily involvement in assigned 6-12 school site -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 -Attendance at school site professional development opportunities and university workshops on co-teaching		-Completion of the clinical experience packet in which teacher candidates collaborate with their school site and complete a series of activities that strengthen their ability to implement instruction -Weekly reflection on teaching and feedback received from university supervisor and cooperating teacher -Weekly lesson planning -Completion of edTPA, a performance assessment in which teacher candidates design and teach a learning segment -Induction plan in which teacher candidates reflect and set professional goals	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1.1., 1.2, 2.1, 2.2, 3.1, & 3.2

Comment [VM1]: Throughout CPI, CPII, and CPIII students are introduced, practiced, and assessed on the SOE Observation Tool, which includes 17 Prioritized Skills. Students are introduced and practice the Prioritized Skills during CPI. Students continuously practice and are assessed on the prioritized skills 4x 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. The Clinical Experience Packet encourages students 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

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 469 and 4 observations during EDUC 479). 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.

A. PLANNING AND PREPARATION

A1. KNOWLEDGE of STUDENTS (Ss) *TPE 1, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• TC shows **minimal** understanding of how Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and **does not indicate** that such knowledge is valuable	• TC shows **general** knowledge and awareness of how Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – but tends to teach to the **class as a whole**	• TC **purposefully acquires** knowledge about how the **whole class AND groups** of Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans lessons accordingly • TC **understands** that Ss learn through developmentally appropriate & active intellectual engagement with content	• TC **purposefully acquires** knowledge about how the **whole class, groups, AND individual** Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans lessons accordingly • TC **understands** that Ss learn through developmentally appropriate & active intellectual engagement, **AND that misconceptions & gaps** in knowledge and experience may need to be uncovered

A2. SETTING INSTRUCTIONAL OUTCOMES *TPE 3, 4, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• Outcomes represent **low** expectations/lack of rigor • **All** outcomes are **unclear** • Outcomes are **not measurable** • Outcomes are **poorly aligned** with content standards • **All** outcomes are **not suitable** for most Ss	• Outcomes represent **moderate** expectations/rigor • **Some** outcomes are **unclear** • **Some** outcomes are **not measurable** • Outcomes are **somewhat aligned** with content standards • **Some** outcomes are **suitable** for most Ss	• **Most** outcomes represent **high** expectations/rigor • **Most** outcomes are **clear** • **Most** outcomes are **measurable** • **Most** outcomes are **aligned** with content standards • **Most** outcomes are **suitable** for most Ss	• **All** outcomes represent **high** expectations/rigor • **All** outcomes are **clear** • **All** outcomes are **measurable** • **All** outcomes are **aligned** with content standards • **All** outcomes are **suitable** for Ss with **differentiation/flexibility** for individual Ss

A3. DESIGNING COHERENT INSTRUCTION *TPE 1, 3, 4, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• Learning activities are **poorly aligned** with learning outcomes and/or content standards • Learning activities **do not follow** an organized progression • Ss are **not actively engaged** in cognitive activities with **no** evidence of UDL • **No** use of groupings • **Unrealistic** time allocations	• **Some** learning activities are **aligned** with learning outcomes and/or content standards • **Some** learning activities **do not follow** an organized progression • Ss are **minimally engaged** in cognitive activities with **limited** evidence of UDL • **Some** use of groupings but may be **inappropriate** • **Uneven** time allocations	• **Most** learning activities are **aligned** with learning outcomes and content standards • **Most** learning activities **follow** an organized progression • Ss are **engaged** in cognitive activities with **evidence** of UDL • **Appropriate** use of groupings • **Appropriate** time allocations	• **All** learning activities are **aligned** with learning outcomes and content standards • **All** learning activities **follow** an organized progression • Ss are **challenged** in high-level cognitive activities with **appropriate** UDL • **Appropriate** and **varied** groupings that include **S choice** • **Appropriate** time allocations with **flexibility** for **individual** Ss

A4. DESIGNING STUDENT ASSESSMENT *TPE 5*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• Assessments **do not match** learning outcomes and/or content standards • **Lack** of criteria for expectations • **Minimal** formative assessment	• Assessments **partially match** learning outcomes and/or content standards • Criteria available but **unclear** • **Rudimentary** use of formative assessment	• Assessments **match** learning outcomes and content standards • Criteria **clear** • **Appropriately-designed** formative assessment	• Assessments **clearly match** learning outcomes and content standards • **Well-developed** criteria • **Well-designed** formative assessment **adapted to individuals** as needed. • **Ss contribute** to assessment process

A5. SUPPORTING EMERGENT BILINGUALS *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• **Missing** or **inappropriate** ELD Standards • **Missing or inappropriate** EB scaffolding & support	• ELD standards **not aligned** with learning outcomes, assessments, AND/OR instructional activities • **General** scaffolds that **do not adequately** support EB language production AND/OR content engagement	• ELD standards **aligned** with & support learning outcomes, assessments, & instructional activities • **Whole-class** scaffolds that **adequately** support EBs' academic language production & content engagement	• ELD standards **aligned** with & support learning outcomes, assessments, & instructional activities **AND meet specific needs of individual ELs/EBs** • **Targeted** scaffolds that support **individual** EBs' academic language production & content engagement, building on prior knowledge AND/OR language proficiency

A6. SUPPORTING STUDENTS with DISABILITIES *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
Plans: • **Lack appropriate** instructional methods and/or supports for providing instruction to Ss with disabilities	**Plans:** • Include instructional methods and/or supports that do **not consistently** address the individualized needs of Ss with disabilities	**Plans:** • Include **research or evidence-based** instructional methods and/or supports, including **assistive technology** as needed to support the **individualized** needs of Ss with disabilities	**Plans:** • Include opportunities for Ss with disabilities to **manage their own** scaffolds and supports, including **assistive technology** as needed
• Demonstrate **no evidence** of providing accommodations or modifications as stated on student IEPs or 504 plans	• Include **non-individualized** accommodations or modifications OR **do not include** all of the relevant accommodations or modifications as stated on Ss' IEPs or 504 plans	• **Fully address** accommodations and modifications as indicated on Ss' IEPs or 504 plans	• **Fully address** accommodations and modifications as indicated on Ss' IEPs and 504 plans and provide opportunities for Ss to understand and advocate for strategies that meet their individual learning needs
• **Do not allow** Ss with disabilities access to grade aligned and standards-based instruction	• Allow Ss with disabilities **inconsistent** access to grade aligned and standards-based instruction	• **Allow** Ss with disabilities access to grade aligned and standards-based instruction	• **Allow** Ss with disabilities meaningful and consistent access to grade aligned and standards-based instruction

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 **mostly negative**. Interactions may:	Interactions (TC:Ss & Ss:Ss) are **generally appropriate with occasional inconsistencies**. Interactions may:	Interactions (TC:Ss & Ss:Ss) are **friendly & respectful**. Interactions are:	Interactions (TC:Ss & Ss:Ss) are **highly respectful**. Interactions are:
• Be **inappropriate** or **insensitive** to Ss' ages, culture, AND/OR developmental levels	• Show TC's **disregard** for Ss' ages, culture, AND/OR developmental levels	• **Appropriate** for all ages, cultures, AND developmental levels	• **Sensitive** to Ss as **individuals**
• **Lack of** warmth in the classroom OR Includes sarcasm/put-downs AND/OR TC may ignore put downs	• Create a **neutral** classroom environment (neither warm nor disrespectful)	• **Polite**, **respectful**	• Create classroom with genuine **warmth** and care; high-level of respect
• **No evidence** of intellectual risk taking	• **Few students** take intellectual risks	• **Some Ss** take intellectual risks	• **Many Ss comfortable** taking intellectual risks

B2. MANAGING CLASSROOM PROCEDURES *TPE 2*

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

B3. MANAGING STUDENT BEHAVIOR *TPE 2*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• **No** established standard of conduct	• Standards of conduct established, but **inconsistent implementation**	• Standards of **conduct established, consistent** implementation	• Standards of conduct **clearly established** with Ss
• **Little** OR **no monitoring** of student behavior	• **Some monitoring** of student behavior	• **Effective monitoring** of student behavior	• **Ss take an active role** in monitoring their own & others behavior
• **TC response** to misbehavior is **repressive** OR **disrespectful** of student dignity	• **TC response** to student misbehavior is **inconsistent**	• **TC response** to misbehavior is **consistent** AND **respectful**	• TC response to misbehavior is subtle, preventive, and **sensitive to individual student** needs & respect for dignity

C. INSTRUCTION

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

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

C2. USING QUESTIONING *TPE 5*

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

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

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• Tasks & materials **poorly aligned** with learning outcomes and/or content standards	• Tasks & materials **partially aligned** with learning outcomes and content standards	• Tasks & materials **aligned** with learning outcomes and content standards	• Tasks & materials **aligned** with learning outcomes and content standards
• **Rote** responses	• **Minimal S thinking** required w little opportunity to demonstrate thinking	• **Challenges S thinking** (with scaffolds/support) & an opportunity for Ss to demonstrate thinking	• **Well-designed** & scaffolded tasks & materials encourage **complex thinking** w/ evidence of **S initiation of inquiry**
• Lesson **lacks structure** (e.g., groupings unsuitable, poor pacing – too slow or too rushed)	• Lesson has **recognizable structure** (e.g., groupings moderately suitable, pacing may be too slow or too rushed)	• Lesson has **recognizable & suitable structure** (e.g., groupings suitable to activities, appropriate pacing)	• Lesson has **clearly defined structure** that enhances student learning (e.g., pacing that promotes S reflection)
• **One pathway** to learning	• **Some options** for engagement	• **Multiple options** for engagement	• **Options** for engagement that Ss initiate

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

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• Ss **unaware** of assessment criteria	• Ss **partially aware** of assessment criteria	• Ss **aware** of assessment criteria	• Ss **aware of & have contributed to** assessment criteria
• **Little or no monitoring** of student learning - Questions **show little** alignment with learning outcomes and/or content standards	• **Monitoring** of student learning for the class as a whole - Questions **show** alignment with learning outcomes and/or content standards	• Monitoring student learning for the class as a whole **AND small groups** - Questions show alignment with learning outcomes and content standards - Ss' responses inform TC's next steps	• Ss **monitor own learning**
• **No** self-assessment • Feedback to Ss is **absent** OR of **poor quality** • **One** means of expression provided	• **Few** Ss engage in self-assessment • Feedback to Ss is **general** and provided to the whole class • **Some** options for means of expression provided	• **Some** Ss engage in self-assessment • Feedback to Ss is **accurate** & **specific,** provided to the whole class & small groups • **Multiple** means of expression provided	• **All** Ss self-assess their learning • Feedback to Ss **from both TC & Ss** is accurate & specific, provided to whole class, small groups, AND individuals • **Ss involved** in creating assessment options

C5. SUPPORTING EMERGENT BILINGUALS *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• **Limited** opportunity for EBs to use academic language or demonstrate understanding orally or in writing	• **Few** opportunities for EBs to use academic language or demonstrate understanding orally or in writing	• **Multiple** opportunities for EBs to use academic language or demonstrate understanding orally or in writing	• **Multiple** opportunities for EBs to use academic language **AND** demonstrate understanding orally or in writing
• **No attempt** to draw on home language, culture, and/or prior knowledge	• **Limited** or **superficial** attempts to draw on home language, culture, and/or prior knowledge	• **Some** attempt to draw on home language, culture, and/or prior knowledge	• **Tasks draw** on home language, culture, **AND** prior knowledge
• **Did not** implement language supports or instructional scaffolds to engage EBs	• Implemented **few** language supports and instructional scaffolds to engage EBs	• Implemented **some** whole class language supports and instructional scaffolds to engage EBs	• Implemented **targeted** language supports and instructional scaffolds based on individual EB's language proficiency

C6. SUPPORTING STUDENTS with DISABILITIES *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
• **Does not use** instructional methods to address the individualized needs of Ss with disabilities	• Instructional methods do **not consistently** address the individualized needs of Ss with disabilities	• Instructional methods include use of **assistive technology** as needed to support the **individualized** needs of Ss with disabilities	• Ss with disabilities **manage many of their own** scaffolds and supports, including **assistive technology** as needed
• **Does not provide** individualized supports (including accommodations and modifications as indicated on Ss' IEPs and 504 plans)	• **General** accommodations or modifications provided but **no individualized supports** provided, as indicated on Ss' IEPs and 504 plans	• Instruction **includes** accommodations and modifications as indicated on Ss' IEPs and 504 plans	• Ss have **consistent access to individualized** 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
• **No opportunity** for Ss with disabilities to actively participate in grade-level and standards-based content	• Ss with disabilities have **inconsistent access** to grade-level and standards-based content throughout instruction	• Ss with disabilities **access** grade-level and standards-based instruction	• Ss with disabilities demonstrate ability to **transfer** grade-level & standards-based content **across contexts**

D. PROFESSIONAL RESPONSIBILITIES - REFLECTION

D1. REFLECTING on TEACHING *TPE 6*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
Reflections on teaching indicate:	**Reflections on teaching indicate:**	**Reflections on teaching indicate:**	**Reflections on teaching indicate:**
• TC is **unsure** of whether the lesson was effective or achieved its instructional outcomes OR the TC profoundly **misjudges** the success of a lesson	• TC has a **generally accurate** impression of a lesson's effectiveness and the extent to which instructional outcomes were met	• TC makes an **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 makes a **thoughtful** and **accurate** assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes; TC cites **many specific examples – including the results of formative assessments –** to support this judgment
• TC has **no** suggestions for how a lesson could be improved	• TC makes **general** suggestions for how a lesson could be improved	• TC makes a **few specific** suggestions of what can be tried the next time the lesson is taught	• TC offers **several specific alternative** actions and measures probable success of those actions

D2. PROFESSIONALISM *TPE 6*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
TC **disregards** professional best practices or policies	TC **must be reminded** of professional best practices or policies	TC is **receptive** to professional best practices or policies	TC **proactively** implements professional best practices or policies
• **Inappropriate**/Distracting attire	• **Potentially** distracting attire	• **Appropriate** attire	• **Appropriate** attire and well-suited to classroom context and lesson content
• Interactions with Ss or other adults **overly confident** or **overly timid**	• Interactions with Ss or other adults **occasionally** too confident or too timid	• Interactions with Ss and adults **appropriately** confident	• Interactions with Ss and adults **appropriately** confident
• TC **is not** alert to Ss' needs, engaging in **inappropriate** practices that result in Ss being ill-served	• TC's attempts to serve Ss are **inconsistent** or **limited**, which results in some Ss being ill-served	• TC is **active** in serving Ss, working to ensure that all Ss receive a fair opportunity to succeed	• TC is **highly proactive** in serving Ss, seeking out resources when needed
			• TC **makes a concerted effort to challenge** negative attitudes or practices to ensure all Ss, esp. those traditionally underserved, are honored in the school

> **Comment [VM5]:** 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

Clinical Experience Packet

Throughout the clinical experience, teacher candidates complete a series of activities that help them to prepare for the first year of teaching and gain experiences at the school site beyond the classroom. The clinical experience packet includes (a) getting to know key personnel, (b) completion of Google Level 1 Certification, (c) completion of mandated reporting, (d) communicating with parents, (e) attending an IEP meeting, (f) attending a school board meeting, and (g) attending 3 extracurricular activities. Teacher candidates must complete the clinical experience packet by the conclusion of the credential program in order to receive credit in EDUC 479.

Induction Plan

At the conclusion of EDUC 479, a meeting will be held with the teacher candidate, cooperating teacher, and 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.

Weekly Reflection

You are expected to reflect weekly on your teaching during your clinical experience. The written reflection should be in response to the questions included in the reflection form. In order to complete the weekly reflection, click on the link (included at the top of the Poly Learn site), and make sure to include your university supervisor's email as well as the email address of your advisor in the form so that both are able to view your reflection each week. The weekly reflection should be submitted by **5pm Sunday** in order for the instructor of seminar (a) to verify that reflections have been written and (b) to prepare for the open forum portion of seminar. **Failure to submit weekly reflections on time could result in no credit (NC) for EDUC 469/479.**

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) by placing a paper copy of your lesson plans in your clinical experience binder. In addition, all teacher candidates will post to the appropriate discussion forum of Poly Learn an electronic copy of their weekly lesson plans by **8am Monday** in order for the instructor of seminar (a) to verify that lesson plans have been written and (b) to provide feedback on these lesson plans. If you are not lesson planning for a week, please post a message to Poly Learn explaining why you are not responsible for lesson planning for that week. **Failure to submit weekly lesson plans on time could result in no credit (NC) for EDUC 469/479**.

edTPA

Drawing upon your learning in your coursework and clinical experience placement, you will be asked to successfully complete edTPA in order to demonstrate your readiness for a full-time teaching assignment. Although teacher candidates will receive guidance on the completion of this assessment from their cooperating teacher, university supervisor, peers, and instructors, edTPA will document the teaching ability of the individual teacher candidate. The final edTPA will be submitted to Pearson and graded by one of their trained scorers.

GRADING

Teacher candidates will be graded **Credit/No Credit** for their clinical practice courses.

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.

LEARNING OUTCOMES

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

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)

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

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