

# CAL POLY SCHOOL of EDUCATION

## SABE Clinical Practice/Fieldwork Guidelines

At the core of Cal Poly's SABE Program is a firm commitment to provide authentic field experiences to pre-service and in-service bilingual educators in order to prepare them for the complex task of teaching in today's and tomorrow's diverse schools. The program is devoted to preparing educators dedicated to work with a linguistically, racially, and ethnically diverse population of students, parents, schools, and communities.

### Clinical Practice/Fieldwork Placement Assignments

Students in Cal Poly's Spanish Authorization for Bilingual Educators (SABE) program will complete clinical practice/fieldwork hours according to their enrollment status:

#### SABE students concurrently enrolled in Single Subject, Multiple Subject or Special Education credential programs--

Concurrently enrolled students will complete their clinical placement hours at their core credential student teaching placements. **Because of the limited number of programs in our area, it is not possible to place all candidates in a Clinical Practice site with an existing bilingual education program.** Instead, the coordinator of the SABE program will work closely with credential program coordinators and the SOE Clinical Practice Coordinator to ensure that SABE candidates are placed in school sites that service emergent bilingual students. **Cooperating Teachers will be made aware that SABE candidates must be provided opportunities for the candidate to lead instruction or tutoring in Spanish with small groups of students or 1:1.**

#### SABE students who are credentialed, in-service teachers--

SABE students who are completing the bilingual authorization as credentialed, in-service teachers will complete their clinical practice hours at their teaching site. **Because of the limited number of programs in our area, candidates are not required to work in school sites with a bilingual education program.** They will work with the coordinator of the SABE program to ensure that their teaching site serves emergent bilingual students and provide opportunities **for the candidate lead instruction or tutoring in Spanish with small groups of students or 1:1.**

**Pre-credential, undergraduate students--** Undergraduate students enrolled in the SABE authorization classes will complete the clinical practice hours at a coordinator-approved afterschool program, **leading instruction or tutoring in Spanish with small groups of emergent bilingual students** (*Note that undergraduate students enrolled in SABE authorization classes cannot be recommended for a SABE authorization until successful completion of an educator preparation program and upon recommendation of a teaching credential.*)

### Clinical Practice/Fieldwork Requirements

The clinical practice hours for the SABE program are completed during the 2-hour weekly activity sessions of EDUC 433, EDUC 423 and EDUC 405. Students arrange time to complete these hours according to their own teaching schedules. In addition to regular teaching/student-teaching responsibilities, the following SABE clinical practice activities include:

<b>EDUC 433</b> <b>**Focus on classroom bilingual instruction in content areas</b>	<ul style="list-style-type: none"><li>• Classroom observation of a Bilingual content lesson</li><li>• Attendance of an ELAC/DELAC Meeting</li><li>• Multi-segment Bilingual Teaching Experience in the Content Area <b>(20 hours total)</b></li></ul>
<b>EDUC 423</b> <b>**Focus on classroom biliteracy instruction</b>	<ul style="list-style-type: none"><li>• Classroom observation of a Biliteracy lesson</li><li>• Bilingual Kidwatching Project, including pre-and post assessment activities and multi-segment lesson plans</li></ul>

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	<ul style="list-style-type: none"><li>• Student and Teacher Interviews</li><li>• Attendance of a Family/Community Literacy Event</li></ul> <b>(20 hours total)</b>
<b>EDUC 405</b> <b>**Focus on parent and community engagement</b>	<ul style="list-style-type: none"><li>• Planning and Investigation of Community Funds of Knowledge Tour</li><li>• Presentation at Latinx Youth Engagement Conference</li><li>• Interview with Parents of Emergent Bilinguals <b>(20 hours total)</b></li></ul>

### Clinical Practice/Fieldwork Observation

Students concurrently enrolled in the Multiple Subject, Single Subject or Special Education courses will participate in formal teaching evaluations conducted by the University Supervisor in their core credential program. Observations for the core credential are typically conducted in English, unless the candidate's teaching site is a bilingual program, in which case the University Supervisor will observe lessons conducted in English and Spanish. (See Clinical Practice Guidelines for each program).

All SABE students (preliminary credential candidates and in-service teachers) are observed and evaluated on their bilingual instructional teaching in EDUC 433 and EDUC 423. In these courses, students submit video-recordings of their instruction during their Multi-Segment Bilingual Teaching Experience (EDUC 433) and their Kidwatching Project (EDUC 423). The SABE instructor for each course evaluates the instruction and learning in the video, using an abbreviated form of the SOE observation tool, which focuses on the planning and instruction of Emergent Bilinguals ([below](#)). In EDUC 405, the course instructor provides feedback on student engagement with families and parents using rubrics tied to individual assignments.

### EVALUATING BILINGUAL LESSON PLANS

#### A1. KNOWLEDGE of STUDENTS (Ss) *TPE 1, UDL SABE STANDARDS 4B, 4C, 4D, 4E*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>TC shows <b>minimal</b> understanding of how <b>emergent bilingual Ss</b> 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> <li><b>No attempt</b> to draw on home language, culture, and/or prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>TC shows <b>general</b> knowledge and awareness of how <b>emergent bilingual Ss</b> learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities.</li> <li><b>Limited</b> or <b>superficial</b> attempts to draw on home language, culture, and/or prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>TC <b>purposefully acquires</b> knowledge about how the <b>emergent bilingual Ss</b> learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and plans lessons accordingly</li> <li><b>Some</b> attempt to draw on home language, culture, and/or prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>TC <b>purposefully acquires</b> knowledge about the <b>needs of individual emergent bilingual Ss</b>– in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and plans lessons accordingly</li> <li><b>Tasks draw</b> on home language, culture, <b>AND</b> prior knowledge</li> </ul>

#### A2/4. SETTING AND ASSESSING LEARNING OUTCOMES FOR EMERGENT BILINGUALS *TPE 1, 3, 4, 5, SABE STANDARDS 4B, 4C, 4D, 4E, 4F, 4G*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li><b>All</b> outcomes are <b>not suitable</b> for most <b>emergent bilingual Ss</b></li> <li><b>Assessments and criteria</b> are <b>poorly designed</b> or are <b>not suitable</b> for <b>bilingual learning</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> outcomes are <b>suitable</b> for most <b>emergent bilingual Ss</b></li> <li><b>Some assessments and criteria</b> are <b>appropriately designed</b> or are <b>minimally suitable</b> for <b>bilingual learning</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Most</b> outcomes are <b>suitable</b> for most <b>emergent bilingual Ss</b></li> <li><b>Most assessments and criteria</b> are <b>appropriately designed</b> are <b>suitable</b> for <b>bilingual learning</b></li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> outcomes are <b>suitable</b> for <b>emergent bilingual Ss</b> with <b>differentiation/flexibility</b> for individual Ss</li> <li><b>Assessments and criteria</b> are <b>well designed</b> and <b>well-developed</b> for <b>bilingual learning</b> and the <b>needs of diverse emergent bilingual Ss</b>.</li> </ul>

#### A3. DESIGNING INSTRUCTION AND ASSESSMENT FOR EMERGENT BILINGUALS *TPE 1, 3, 4, 5, SABE STANDARDS 4B, 4C, 4D, 4E, 4F, 4G*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li><b>Learning activities</b> are <b>poorly designed</b> to <b>actively engage emergent bilingual Ss</b> in cognitive activities</li> <li><b>Missing or inappropriate</b> language supports, instructional scaffolds, or use of instructional materials to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li><b>There is limited evidence</b> that <b>learning activities</b> will <b>minimally engage emergent bilingual Ss</b> in cognitive activities</li> <li><b>Few</b> language supports, instructional scaffolds or use of instructional materials to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning activities</b> are <b>appropriately planned</b> to <b>engage emergent bilingual Ss</b> in cognitive activities</li> <li>Language supports, instructional scaffolds and use of instructional materials <b>adequately</b> support EBs' academic language production &amp; content engagement</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning activities</b> are <b>planned for high-level challenge</b> and <b>cognitive engagement</b> of <b>emergent bilingual Ss</b></li> <li><b>Targeted</b> language supports, instructional scaffolds, and use of instructional materials support <b>individual EBs'</b> academic language production &amp; content engagement</li> </ul>

### EVALUATING BILINGUAL INSTRUCTIONAL ACTIVITIES

#### C1. COMMUNICATING with STUDENTS *TPE 1, 3, UDL, SABE STANDARDS 4B, 4C, 4D, 4E*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>• <b>Confusing</b> communication with Ss</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>Somewhat clear</b> communication with Ss</li> <li>• Academic language (e.g., vocabulary, grammar, syntax, discourse) <b>not used AND/OR</b> explained</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clear</b> communication with Ss</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> communication with Ss that adaptly demonstrates bilingual teaching practices</li> <li>• <b>Appropriate</b> use of academic language that <b>extends</b> Ss' vocabularies. <b>Ss contribute</b> to appropriate use of academic language</li> </ul>

#### C2. USING QUESTIONING *TPE 5, SABE STANDARDS 4B, 4C, 4D, 4E*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>• <b>Low</b> cognitive challenge, emergent bilingual Ss do not have opportunities to practice critical thinking</li> <li>• TC <b>mediates</b> all questions &amp; answers. (<i>In small group/whole class lessons, Few</i> Ss participate in discussion with predominantly recitation-style responses)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Single path</b> of inquiry, emergent bilingual Ss have opportunities to explain their thinking</li> <li>• Discussions designed to engage student thinking (<i>In small group/whole class lessons, Some</i> of the students are involved).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consistently</b> challenges emergent bilingual Ss to explain and extend their thinking</li> <li>• TC employs strategies to elicit student responses (<i>In small group/whole class lessons, TC</i> employs strategies to encourage <b>Most</b> Ss voices are heard)</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 (<i>In small group/whole class lessons, Genuine discussion</i> among Ss with TC stepping aside when appropriate)</li> </ul>

#### C3/4. ENGAGING EMERGENT BILINGUAL STUDENTS in LEARNING *TPE 1, UDL, SABE STANDARDS 4B, 4C, 4D, 4F, 4G*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>• Lesson <b>lacks appropriate structure for bilingual learning</b> (e.g., groupings unsuitable, poor pacing – too slow or too rushed)</li> <li>• <b>Little or no monitoring</b> of student learning.</li> <li>• <b>One pathway</b> to learning. <b>One</b> means of expression provided</li> <li>• <b>Limited</b> opportunity for EBs to use academic language or demonstrate understanding orally or in writing</li> <li>• <b>Did not</b> implement language supports, instructional scaffolds, or use of instructional materials to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson employs some <b>structures and strategies for bilingual learning</b> (e.g., groupings moderately suitable, pacing may be too slow or too rushed)</li> <li>• <b>Monitoring</b> of student learning and feedback to Ss is <b>general</b> and provided to the whole group.</li> <li>• <b>Some</b> options for engagement, and means of expression provided</li> <li>• <b>Few</b> opportunities for EBs to use academic language or demonstrate understanding orally or in writing</li> <li>• Implemented <b>few</b> language supports, instructional scaffolds, or use of instructional materials to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson has <b>recognizable &amp; suitable structure for bilingual learning</b> (e.g., groupings suitable to activities, appropriate pacing)</li> <li>• Monitoring student learning for group and individuals. Feedback to Ss is <b>accurate &amp; specific</b>.</li> <li>• <b>Multiple options for engagement</b>, or means of expression</li> <li>• <b>Multiple</b> opportunities for EBs to use academic language or demonstrate understanding orally or in writing</li> <li>• Implemented <b>some</b> language supports, instructional scaffolds and use of instructional materials to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Well-designed</b> &amp; scaffolded tasks &amp; materials encourage bilingual learning (e.g., pacing promotes S reflection)</li> <li>• Feedback to Ss <b>from both TC &amp; Ss</b> is accurate &amp; specific.</li> <li>• <b>Many options for engagement and demonstrating learning. Ss involved</b> in monitoring learning.</li> <li>• <b>Multiple</b> opportunities for EBs to use academic language <b>AND</b> demonstrate understanding orally or in writing</li> <li>• Implemented <b>targeted</b> language supports, instructional scaffolds and use of instructional materials based on individual EB's language proficiency</li> </ul>