

Cal Poly Learning Module Protocol

The SOE has designed [learning modules](#) to reinforce the prioritized skills emphasized in the [SOE Observation Tool](#). We are piloting these modules in coursework as assignments, but they are meant to be completed in the field by the clinical triad (the teacher candidate, the university supervisor and the cooperating teacher). There are particular modules assigned to specific classes within each program (see Table 1); however, the remaining modules can be used on an as-needed basis by university supervisors or cooperating teachers for remediation or enrichment of teacher candidates.

Table 1: Articulation of Modules across Coursework

| Module | SS | MS | SPED |
|---|--|-----------------|-------------------|
| 1: Creating an Environment of Respect and Rapport | EDUC 410 (Early Start) | EDUC 439 (CP1) | EDUC 546 (Fall) |
| 2: Managing Classroom Procedures | EDUC 410 (Early Start) | EDUC 455: (CP2) | EDUC 546 (Fall) |
| 3: Managing Student Behaviors | EDUC 412 (Fall) | TBD | EDUC 545 (Winter) |
| 4: Using Assessment in Instruction | EDUC 414 or Seminar (Winter) | TBD | EDUC 550 (Winter) |
| 5: Using Questioning + Discussion Techniques | EDUC 416 (Winter) | TBD | EDUC 451 (Spring) |
| 6: Supporting Emergent Bilinguals | EDUC 418 (Early Start) or Seminar (Wint/Spg) | EDUC 457: (CP3) | EDUC 451 (Spring) |

For our pilot year (2017/18), we have developed the following table (Table 2) to support the implementation of the learning modules:

Table 2: Learning Module Cycle

| Learning Module Cycle | |
|---------------------------------------|---|
| View the Learning Module | The learning modules were created to be watched individually. Each member of the triad is free to watch the online module at their own pace and should be encouraged to make space during this viewing for self-reflection and personal learning. |
| TC has Opportunity to Practice | The teacher candidate and cooperating teacher pair should plan to allow classroom time for the TC to practice the prioritized skill and best practice addressed in the learning module. |
| Formal Observation of Practice | The university supervisor should schedule a time to observe for the particular prioritized skill covered in the module and provide written feedback and scores. |

| | |
|---|---|
| Post-Observation Conversation and Reflection | Following formal observation, the teacher candidate should be invited to participate in a post-observation conversation with the university supervisor and ideally the cooperating teacher as well. Focus of this conversation is around providing additional support for teacher candidate practice and learning and eliciting self-reflection around the prioritized skill. |
| Documentation | If the module is being viewed as part of a course assignment, the teacher candidate will have additional documentation to submit addressing his/her experience and learning during the cycle. |

Module FAQs

1. When should I use the modules?

If the module is assigned in a particular course, the instructor of that course will provide information to teacher candidates regarding any deadlines. If it is being used for the purpose of remediation and/or enrichment, the usage will be up to the discretion of the university supervisor or cooperating teacher in consultation with the teacher candidate.

2. Does the module observation replace one of the 4 required observations per quarter?

Yes, the module observation counts as a regular observation. University Supervisors will still score the lesson plan.

3. What if the cooperating teacher doesn't have time to view the module?

We completely understand the intense time demands placed on the cooperating teacher. However, the videos themselves are no more than 15 minutes in length and they are used in conjunction with mentoring practices already engaged in by the CT and the TC. We would appreciate university supervisor support in encouraging cooperating teachers to view the brief videos individually on their own.

4. Can we watch the module together as a triad?

While the modules were not created to be viewed as a triad, you're free to suggest co-viewing if you feel that it would facilitate augmented learning and remediation purposes or if your group is particularly interested in watching them together

5. Is there a limit to how many modules University Supervisors or Cooperating Teachers should suggest a TC view in a quarter?

There is no limit as to how many modules can be viewed in a quarter. However, when considering time and educative effectiveness, we would recommend no more than 2 per quarter.

6. Can I share the modules with other teachers or administrators in the school district?

Yes. We recommend also providing some scaffolding or background when sharing.

7. When will you create a module for all the prioritized skills?

Our goal is to have an additional two developed by this summer. Any plan for further module creation will be based on data from pilot implementation (2017/2018).

8. What if I am having trouble accessing or viewing the module on my computer?

The URL for the learning modules is: <http://soe.calpoly.edu/pslm>. If you are having trouble viewing the learning modules, please attempt the following in order:

1. Make sure the web browser you are using is updated and the latest version is installed.
2. Try using a different browser (e.g. Safari, Firefox or Chrome)
3. Try logging out of or restarting your computer and re-attempt to view the learning modules.
4. Try viewing the learning modules on a different computer.

If you are still unable to view the learning modules after attempting the steps above, please contact the SOE Technology office at soe-is@calpoly.edu / (805) 756-2083.