

California Lutheran University

Graduate School of Education Department of Learning and Teaching

EDTP 540: Clinical Fieldwork – Multiple Subject - Elementary
EDTP 560: Clinical Fieldwork – Single Subject - Secondary

Semester:

Day/Time:

3 Semester Credits

Instructor:

Location: Placement School Site

Office:

Phone:

Email:

Office Hours: **by appointment**

Our Vision of Educator Preparation

Vision: Guided by social justice and advocacy, we will reimagine education to disrupt inequities and to meet the future needs of students and communities

Mission: Our mission is to prepare administrator, counselor, and teacher leaders who advocate for educational equity and access, grounded in scholarship that advances innovation and addresses community-based needs in P-20 schools

Course Description

EDTP 540 - Elementary	EDTP 560 - Secondary
Clinical Practice is a semester-long assignment in an elementary school classroom with a diverse student population. Its purpose is to develop classroom management and teaching strategies that foster academic achievement in all content areas for students. Supervision is conducted by a Cooperating Teacher and a University Supervisor while the candidate works with individuals, small groups, and the entire class. Placement includes a four-week take-over of instruction.	Clinical Practice is a semester-long assignment in a secondary school with a diverse student population. Its purpose is to develop classroom management and teaching strategies that foster academic achievement in all content areas for students. Supervision is conducted by a Cooperating Teacher and a University Supervisor while the candidate works with individuals, small groups, and the entire class. Placement includes a four-week take-over of instruction.

Prerequisite(s):

Multiple Subject (elementary): EDTP 520, EDTP 521, EDTP 522, EDTP 523 (grade of Pass)

Single subject (secondary): EDTP 530, EDTP 531, EDTP 532, EDTP 533 (grad of Pass)

Co-requisites

Multiple Subject (elementary): Concurrent enrollment in EDTP 525 – Teaching II: Advanced Planning and Methods for Content Standards – Elementary, and EDTP 512: TPA Pedagogy Capstone

Single Subject (secondary): Concurrent enrollment in EDTP 535 – Teaching II: Subject Specific Pedagogical Skills – Secondary, and EDTP 514: Pedagogy Capstone

PROGRAM OUTCOMES

Teaching Performance Expectations (TPEs)

- TPE 1: Engaging and Supporting All Students 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
- TPE 7: Effective literacy instruction for all students

Alignment of Institutional Learning Outcomes and Teacher Performance Expectations

The abovementioned TPEs are also aligned with the [Institutional Learning Outcomes](#), which focus on the quality of the learning experience of students at Cal Lutheran.

CLU Institutional Learning Outcomes	CTC Teacher Performance Expectations
● Communication	● TPEs 1, 2, 4, 5, 6
● Information Literacy	● TPEs 1, 3, 4, 5, 7
● Quantitative Literacy	● TPEs 1, 3, 4, 5, 7
● Creative and Critical thinking	● TPEs 1, 3, 6, 7
● Identity and Values	● TPEs 2, 3, 4, 6, 7
● Principled Leadership	● TPEs 1, 2, 4, 6
● Interpersonal and Teamwork Skills	● TPEs 1, 2, 3, 4, 7
● Cross Cultural Competence	● TPEs 1, 2, 4, 6, 7

Course Learning Outcomes

Teacher candidates will:

1. Plan and implement lessons for four weeks of instruction (elementary) or a minimum of four periods for four weeks (secondary).
2. Use teaching strategies that take into account the linguistic, cultural, and learning style background of the students.
3. Evaluate and propose appropriate adaptations in instructional materials and methods for use with students with special needs or limited English proficiency.
4. Appropriately incorporate computer and technological adaptations into lessons and class management.
5. Analyze pupil and class progress data to evaluate the usefulness of theoretically based instructional systems.
6. Use assessment data to inform instructional planning and future practice.

7. Analyze teaching style, philosophy, classroom organization, and schedule of activities.
8. Assess dynamics of a classroom group and design appropriate intervention.
9. Design a system of communication with parents.
10. Develop as a professional educator.

Class Format

This course is a seminar course: it will meet periodically through the semester in class, face-to-face.

Carnegie Hours Statement

This is a clinical fieldwork course. The expectation for this course is that the candidate will spend a full semester in a field placement while concurrently enrolled in advanced teaching coursework.

Carnegie Hours Chart (SAMPLE - Revise as needed)

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Seminar Sessions	2 hr. 50 min.	42 hrs. 30 min.			
Field Work			30	15	Semester-long clinical placement (6 hours daily x 15 weeks = 450 hours)
Lesson Planning					6 formal lesson plans
Reflective Journal					Due bi-weekly to your Supervisor
University Supervisor Observations					6 formal observation/2 informal visits
Total		45		90	

Learning Activities and Assignments - *Please refer to the DLT Handbook for additional information.*

1. Attendance

School site: Teacher candidates in the method’s semester are in the field for five days per week, all day. This semester’s experience is a “shadowing” model, which means the candidate is expected to keep the same hours as the cooperating teacher they are assigned to work with. Candidates are expected to arrive and leave with the Cooperating Teacher, as well as participate in all after-school meetings and activities. This includes staff meetings, grade level meetings, department meetings, IEP meetings, parent conferences, etc. Candidates are permitted to leave the site at an appropriate time to allow them to go to afternoon and evening classes on time.

In the event of personal illness or extreme emergency, the Cooperating Teacher and University Supervisor must be notified prior to the beginning of the day. The candidate must call each day they

are absent *prior* to the beginning of the day. The principal of the school or the Placement Coordinator may be notified if the Cooperating Teacher and/or University Supervisor cannot be reached. The candidate must obtain these contact phone numbers upon placement. The candidate must make up any absence beyond *two days*.

2. Classroom Involvement

Teacher candidates are expected to become actively involved in the classroom. It is the candidate's responsibility to ask the Cooperating Teacher to be put to work.

3. Lesson Planning

The candidate is responsible to present his/her formal lesson plan to his/her Cooperating Teacher and Supervisor at least *two days* prior to each day's lesson. Lesson Plans must also be uploaded to Canvas. The lesson plan format can be found on the [DLT Student Resources page](#).

4. Reflective Journal-Due bi-weekly to Supervisors

The candidate will keep a journal of his/her experiences in the field for *each day* in the placement focusing on their development for the TPEs (1-7). The [TPE Placemat](#) provides a comprehensive list of elements that need to be addressed and practiced through the course of the field experience. As candidates respond to the activities and situations that occur during the fieldwork experience, they will journal about their specific classroom observations, with a focus on connections between theory and practice as guided by the state's standards. Journals will be reviewed by the University Supervisor, in a format the Supervisor approves.

5. Teacher Candidate Take-over

Candidates are required to take over as a "teacher" for a minimum of four weeks during the semester. During these four weeks the candidate is responsible for the planning and primary delivery of instruction, working with the Cooperating Teacher to ensure the lessons adhere to the school's curriculum plan.

The take-over process is gradual and candidates should be fully prepared for each subject or period by the time they are planning and implementing the full day's curricula. By the third week of placement, candidates should have a plan in place for gradual take-over with their Cooperating Teachers and supervisors.

Grading

This is a Pass/No Credit course. The grade will be based on performance in the field, which includes proficiency in the 6 TPEs and demonstration of appropriate professional dispositions. A grade of no credit will be issued for such things as poor performance, poor attendance, inappropriate or nonprofessional behavior and absence of motivation and/or commitment. A grade of incomplete will be issued only in extenuating circumstances (illness, death in the family).

Candidates are expected to attain the level of Beginning Practice by their final evaluation. A score of 21 points or higher will be required to achieve a passing grade in EDTP 540/560. Both the Cooperating Teacher and the University Supervisor will complete a final evaluation at a score of 21 or higher.

Minimum Grade Requirement

Teachers Candidates must maintain a **GPA of 3.0 or better** to remain in the program and to be recommended for a credential.

Attendance Policy

Teacher candidates are expected to attend **every** day at their placement school site Regular attendance for the entirety of each class session and active participation in classroom discussion and activities are mandatory.

NOTE: Remaining sections are required by the University and have been standardized across syllabi. Sample Schedule at the end of the syllabus.

Technology Requirements

--Face-to-face courses

--Online courses

--Blended courses

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Canvas, Watermark, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. **All assignments will be submitted online.** Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. It is my intention to respond to all received emails in a timely manner. Please be reminded that email and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lowercase) letters, major typos, or slang, often communicate more than the sender originally intended. All electronic messages should be crafted with professionalism and care.

Things to consider:

Would I say in person what this electronic message specifically says?

How could this message be misconstrued?

Does this message represent my highest self?

Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Computer and Handheld Device Use during Class Sessions

You are welcome to use a laptop computer in class when working on class assignments, for example. However, you will need to save checking email or other personal computer use for time outside of class. Additionally, texting during class is prohibited. When focusing on class activities or listening to presentations, electronic devices are disruptive. Your kind consideration is greatly appreciated by all!

Academic Policies – (Policies are posted in Canvas course detail)

--Academic Integrity

--CLU Writing Center

--Disability Statement

--Help Desk

- Pearson Library
- Sexual Misconduct
- Veterans Resources

Course Evaluations

Please note that all course evaluations are now conducted on-line. Your feedback is important to us. You will receive an e-mail message reminding you when the website opens for your feedback. The link is: <http://courseval.callutheran.edu>.

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

Suggested Course Schedule

WEEK	TOPIC/ACTIVITIES
Week 1	Placement classroom-all day
Week 2	Placement classroom-all day
Week 3	Placement classroom-all day
Week 4	Placement classroom-all day
Week 5	Placement classroom-all day
Week 6	Placement classroom-all day
Week 7	Placement classroom-all day/Midterm Evaluation
Week 8	Placement classroom-all day
Week 9	Placement classroom-all day
Week 10	Placement classroom-all day
Week 11	Placement classroom-all day
Week 12	Placement classroom-all day
Week 13	Placement classroom-all day
Week 14	Placement classroom-all day
Week 15	

	Placement classroom-all day/Final Evaluation
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