

Center for Teacher Innovation (CTI) Intern Program
Riverside County Office of Education
3939 Thirteenth Street
Riverside, CA., 92501

SPED 283

PRACTICUM III

SEMESTER COURSE

Dates and Times of Course
Semester 3 Fieldwork - FALL SEMESTER

Instructor Contact Information
Assigned Practicum Supervisor

Mission of the Center for Teacher Innovation (CTI) Intern Program

CTI develops teacher expertise by providing research-based learning opportunities and high-quality mentoring accelerate teacher effectiveness and student success.

Center for Teacher Innovation (CTI) Core Learning Objectives

1. Innovation. Apply innovative methods and ideas to engage all learners in an enriched 21st century classroom that promotes creativity, critical thinking, collaboration and student choice.
2. Reflective Practitioners. Continually and intentionally analyze your own knowledge and implementation of practice to enhance next steps and decisions for improved outcomes for all students.
3. Equitable Practitioners. Articulate and refine a clear concept of equity and value which is intrinsic to every facet of the educational experience of all learners.
4. Instructional Design. Expertise in the development and implementation of rigorous and culturally-responsive curriculum which empowers students to higher levels of critical thinking.
5. Inquiry. Cultivate, analyze and implement the latest relevant research to widen your instructional range and continually promote your own professional growth.

Course Description:

Under the supervision of both a practicum supervisor and site mentor, intern teachers take the theories and principles learned in the classroom and apply them to their work in a field setting. Through designated support and direct observation, intern teachers receive formative and summative feedback. They use this feedback to reflect on and evaluate their individual learning plan as well as their growth and progress in meeting the California Standards for the Teaching Profession and the Teaching Performance Expectations.

Student Learning Outcomes (Course Objectives):

1. Receive guidance and coaching on performance in relation to the TPEs using formative processes
2. Demonstrate satisfactory growth and performance on the full range of Teaching Performance Expectations (TPEs)
3. Develop a Mastery Reflection Tool (MRT) to inform teaching practices

4. Implement integrated ELD into the classroom setting
5. Complete the Teacher Attribute Assessment to identify strengths and determine opportunities for growth
6. Implement a refinement of current process for IEP data collection
7. Apply knowledge of IEP Transition Plans to current setting
8. Evaluate own teaching in order to improve skills as a classroom instructor in relation to TPE's
9. Create and implement a Mastery Reflection Tool (MRT)

Required Readings:	
<ul style="list-style-type: none"> CTI Intern Program Handbook 	<ul style="list-style-type: none"> Assigned readings as directed by Practicum Supervisor

PRACTICUM SPANS FULL SEMESTER

1 ST QUARTER		
Session	Intern Candidate	Practicum Supervisor
1-2	<ul style="list-style-type: none"> Read Intern Handbook Review course in Livetext Review Observation Tool Review Mastery Reflection Tool (MRT) Complete Teacher Attribute Assessment to identify strengths and opportunities for growth. Share with practicum supervisor at initial meeting Participate in initial meeting with practicum supervisor 	<ul style="list-style-type: none"> Read Intern Handbook Review course in Livetext Review Observation Tool Review Mastery Reflection Tool (MRT) Make initial contact and arrange initial meeting Collaborate with intern on Teacher Attribute Assessment Results. Set first observation date
3-4	Observations/Visits <ul style="list-style-type: none"> Participate in formal/informal observations with Practicum Supervisor (must have a total of 6 by week 20, 4 of which must be formal) Complete reflection section on observation form during post-observation meetings with Practicum Supervisor 	Observations/Visits <ul style="list-style-type: none"> Arrange and conduct formal/informal observations with intern (must have a total of 6 by week 20, 4 of which must be formal) Arrange and conduct post-observation meetings with intern Share completed observation form with intern

	<p>Progress toward TPE's</p> <ul style="list-style-type: none"> • Plan, facilitate and evaluate classroom instruction • Evaluate own teaching in order to improve skills as a classroom instructor • Identify and change teaching behavior based on feedback from Practicum Supervisor and Site Mentor • Begin Integrated ELD (SDAIE) • Refine current process for IEP data collection • Apply knowledge of IEP Transition Plans to current setting <p>Assignments/Tasks (Due by end of week 4)</p> <ul style="list-style-type: none"> • Enter support hours into Support Log (including EL hours, if applicable) 	<p>Progress toward TPE's</p> <ul style="list-style-type: none"> • Provide high quality feedback to intern • Ensure intern has access to all required materials/resources • Collaborate with Site Mentor and Site Administrator • Support intern with Integrated ELD (SDAIE) • Support intern to refine current process for IEP data collection • Support intern to apply knowledge of IEP Transition Plans to current setting <p>Assignments/Tasks (Due by end of week 4)</p> <ul style="list-style-type: none"> • Collaborate on and review intern's monthly Support Log hours • Upload Observation Forms to Livetext
5-10	<p>Observations/Visits</p> <ul style="list-style-type: none"> • Participate in formal/informal observations with Practicum Supervisor • Complete reflection section on observation form during post-observation meetings with Practicum Supervisor • Review Mastery Reflection Tool (MRT) form with Practicum Supervisor <p>Progress toward TPE's</p> <ul style="list-style-type: none"> • Plan, facilitate and evaluate classroom instruction • Evaluate own teaching in order to improve skills as a classroom instructor • Identify and change teaching behavior based on feedback from Practicum Supervisor and Site Mentor • Continue Integrated ELD (SDAIE) • Continue to refine current process for IEP data collection • Apply knowledge of IEP Transition Plans to current setting • Discuss mid-semester progress with Practicum Supervisor 	<p>Observations/Visits</p> <ul style="list-style-type: none"> • Arrange and conduct formal/informal observations with intern • Arrange and conduct post-observation meetings with intern • Share completed observation form with intern • Review Mastery Reflection Tool (MRT) form with intern <p>Progress toward TPE's</p> <ul style="list-style-type: none"> • Provide high quality feedback to intern • Ensure intern has access to all required materials/resources • Collaborate with Site Mentor and Site Administrator • Support intern with Integrated ELD (SDAIE) • Continue to support refinement of current process for IEP data collection • Support intern to apply knowledge of IEP Transition Plans to current setting • Discuss mid-semester progress with intern

	Assignments/Tasks	Assignments/Tasks
	<p><u>Due by end of week 10:</u></p> <ul style="list-style-type: none"> Enter support hours into Support Log (including EL hours, if applicable) 	<p><u>Due by end of week 10:</u></p> <ul style="list-style-type: none"> Collaborate on and review intern's monthly Support Log hours Upload Observation Forms to Livetext
2nd QUARTER		
Sessions	Intern Candidate	Practicum Supervisor
11-14	<p>Observations/Visits</p> <ul style="list-style-type: none"> Participate in formal/informal observations with Practicum Supervisor (must have a total of 6 by week 20, 4 of which must be formal) Participate in post-observation meetings with Practicum Supervisor <p>Progress toward TPE's</p> <ul style="list-style-type: none"> Plan, facilitate and evaluate classroom instruction Evaluate own teaching in order to improve skills as a classroom instructor Identify and change teaching behavior based on feedback from Practicum Supervisor and Site Mentor Continue Integrated ELD (SDAIE) Continue to refine current process for IEP data collection Apply knowledge of IEP Transition Plans to current setting <p>Assignments</p> <p><u>Due by end of week 12</u></p> <ul style="list-style-type: none"> Enter support hours into Support Log (including EL hours, if applicable) 	<p>Observations/Visits</p> <ul style="list-style-type: none"> Arrange and conduct formal/informal observations (must have a total of 6 by week 20, 4 of which must be formal) Arrange and conduct post-observation meetings intern <p>Progress toward TPE's</p> <ul style="list-style-type: none"> Provide high quality feedback to intern Ensure intern has access to all required materials/resources Collaborate with Site Mentor and Site Administrator Support intern with Integrated ELD (SDAIE) Continue to support and refine current process for IEP data collection Support intern to apply knowledge of IEP Transition Plans to current setting <p>Assignments</p> <p><u>Due by end of week 12:</u></p> <ul style="list-style-type: none"> Collaborate on and review intern's monthly Support Log hours Upload Observation Forms to Livetext

<p>15-18</p>	<p>Observations/Visits</p> <ul style="list-style-type: none"> • Participate in formal/informal observations with Practicum Supervisor • Participate in post-observation meetings with Practicum Supervisor <p>Progress toward TPE's</p> <ul style="list-style-type: none"> • Plan, facilitate and evaluate classroom instruction • Evaluate own teaching in order to improve skills as a classroom instructor • Identify and change teaching behavior based on feedback from Practicum Supervisor and Site Mentor • Continue Integrated ELD (SDAIE) • Continue to refine current process for IEP data collection • Apply knowledge of IEP Transition Plans to current setting <p>Assignments/Tasks</p> <p><u>Due by end of week 16</u></p> <ul style="list-style-type: none"> • Enter support hours into Support Log (including EL hours, if applicable) 	<p>Observations/Visits</p> <ul style="list-style-type: none"> • Arrange and conduct formal/informal observations • Arrange and conduct post-observation meetings intern <p>Progress toward TPE's</p> <ul style="list-style-type: none"> • Provide high quality feedback to intern • Ensure intern has access to all required materials/resources • Collaborate with Site Mentor and Site Administrator • Support intern with Integrated ELD (SDAIE) • Continue to refine current process for IEP data collection • Support intern to apply knowledge of IEP Transition Plans to current setting <p>Assignments/Tasks</p> <p><u>Due by end of week 16:</u></p> <ul style="list-style-type: none"> • Collaborate on and review intern's monthly Support Log hours • Upload Observation Forms to Livetext
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19-20	<p style="text-align: center;">Observations/Visit</p> <ul style="list-style-type: none"> • Participate in any remaining observations still needed (must have a total of 6 by week 20, 4 of which must be formal) • Participate in post-observation meetings with Practicum Supervisor, if applicable • Participate in a Reflective Conference to review Mastery Reflection Tool (MRT) and discuss progress (at least one piece of evidence is required per element) • Continue to refine current process for IEP data collection • Apply knowledge of IEP Transition Plans to current setting <p>Assignments/Tasks</p> <p><u>Due prior to Session 20</u></p> <ul style="list-style-type: none"> • Submit monthly Support Log (including EL hours, if applicable) to Livetext. Requires confirmation by Practicum Supervisor. • Submit Mastery Reflection Tool (MRT) in Livetext. Requires confirmation by Practicum Supervisor. 	<p style="text-align: center;">Observations/Visits</p> <ul style="list-style-type: none"> • Arrange and conduct any remaining observations still needed (must have a total of 6 by week 20, 4 of which must be formal) • Arrange and conduct post-observation meetings intern, if applicable • Arrange and conduct a Reflective Conference to review Mastery Reflection Tool (MRT) and discuss progress (at least one piece of evidence is required per element). Note: Practicum Supervisor will average all scores for a final, overall score. Any overall score of Beginning will require Corrective Action. • Collaborate with Site Mentor and Site Administrator with regards to Mastery Reflection Tool (MRT) • Continue to support and refine current process for IEP data collection • Support intern to apply knowledge of IEP Transition Plans to current setting <p>Assignments/Tasks</p> <p><u>Due by end of week 20:</u></p> <ul style="list-style-type: none"> • Confirm intern's monthly Support Log in Livetext • Upload remaining Observation Forms to Livetext • Confirm intern's Mastery Reflection Tool (MRT) in Livetext • Confirm intern's final grade in Livetext
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Course Learning Activities and Assignments/Tasks	Due Date	CLO Addressed	TPE Element Addressed I - Introduced P - Practiced A - Assessed
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<p>Read Intern Handbook Review course in Livetext Review Observation Tool Review Mastery Reflection Tool (MRT)</p> <p>Teacher Attribute Assessment Intern completes a self-assessment to identify strengths and opportunities for growth. Intern shares results of self-assessment with practicum supervisor at initial meeting.</p> <p>Intern submits self-assessment to Livetext</p>	<p>End of Week 2</p>	<p>1, 2, 3, 4</p>	<p>TPE 1-6 (I)</p>
<p>Formal and Informal Observations A minimum of 6 observations must be held by the end of week 20, 4 of those must be formal observations.</p> <p>Intern completes reflection section on observation form during post-observation meetings with Practicum Supervisor</p> <p>Post-observation meetings must be held for each formal or informal observation (can take place immediately following observation or within 24-48 hours).</p> <p>Progress toward TPEs Plan, facilitate and evaluate classroom instruction Evaluate own teaching in order to improve skills as a classroom instructor Identify and change teaching behavior based on feedback from Practicum Supervisor Begin Integrated ELD (SDAIE) Refine current process for IEP data collection Apply knowledge of IEP Transition Plans to current setting</p> <p>Intern enters support hours into Support Log (including EL hours, if applicable). Practicum Supervisor collaborates on and reviews</p> <p>Practicum Supervisor uploads all observation forms to Livetext</p>	<p>End of Weeks 4, 8, 12, 16, 20</p> <p>End of weeks 4, 8, 10, 12, 16, 20</p>	<p>2, 4</p> <p>2, 3, 4, 5</p>	<p>TPE 1-6 (I) (P)</p> <p>TPE 1-6 (I) (P)</p>

<u>Final Assessment/Reflection</u>	End of Week 20	1, 2, 3, 4	TPE 1-6 (P) (A)
<p>Participate in a Reflective Conference to review Mastery Reflection Tool (MRT) and discuss progress (at least one piece of evidence is required per element)</p> <p>Intern submits monthly Support Log (including EL hours, if applicable) to Livetext. Requires confirmation by Practicum Supervisor.</p> <p>Intern submits Mastery Reflection Tool (MRT) in Livetext. Requires confirmation by Practicum Supervisor</p> <p>Practicum Supervisor submits intern's final grade for SPED 281 Practicum I in Livetext</p> <p>Practicum Supervisor uploads remaining Observation Forms to Livetext</p>			

Professional Conduct:

Students and staff agree to treat one another with mutual trust and respect, promote the success of the individual and the group as a whole, and refrain from behavior that is disruptive, offensive or reflects bias of any kind. All members of this learning community agree to maintain personal and academic integrity including refraining from plagiarism.

Student Responsibilities and Expectations:

- Be an active listener and participant
- Complete required readings and tasks/assignments
- Schedule and prepare for observations/consultations with the Site Mentor and the CTI Practicum Supervisor
- Prepare detailed lesson plans for the formal and informal observations by the CTI Practicum Supervisor
- Send lesson plans to the CTI Practicum Supervisor at least 24 hours in advance of the formal observation
- Receive at least 18 observations (Year 1) or 12 observations (Year 2) by the CTI Practicum Supervisor
- Receive two Mastery Reflection Tool (MRT) per year from the CTI Practicum Supervisor
- Submit semester support log detailing support provided to the intern
- Work with the CTI Practicum Supervisor, Site Mentor, and Site Administrator to create an Induction Plan (IIP) (Bridging Document) during the 2nd year of the intern program

Special Considerations Policy:

Any student in this course who has a disability that prevents the fullest expression of his/her abilities should contact the instructor as soon as possible so that reasonable accommodations can be made.

Assignment and Grading Policies:

Final Grades appear in Livetext under your Student Profile.

Intern Performance Appraisal Grading Scale and Description:

Grades	Minimum Overall Score on IPA	Description of Score	Grade-Point Equivalent
A	Exemplifying	Intern is extremely knowledgeable and demonstrates in-depth ability to apply all, or most, of the TPE elements.	4.0
B	Applying	Intern has a good understanding and applies many of the TPE elements.	3.0
C	Developing	Intern demonstrates an understanding of of the TPE elements but struggles to apply many of them them.	2.0
D Corrective Action Plan Required	Beginning	Demonstrates awareness of all, or most, of the TPE elements but does not yet apply them.	1.0