

California Lutheran University

Graduate School of Education Department of Learning and Teaching

EDTP 523: Introduction to Clinical Practice - Elementary
EDTP 533: Introduction to Clinical Practice – Secondary

Semester:

Day/Time:

3 Semester Credits

Instructor:

Office:

Phone:

Email:

Office Hours: **by appointment**

Location:

Our Vision of Educator Preparation

The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

In accordance with the mission of CLU, the School of Education has adopted the following vision statement:

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

Course Description

EDTP 523 - Elementary	EDTP 533 - Secondary
Fieldwork assignments are made in an elementary classroom with a diverse student population. Typically the placements are made in Professional Development Schools that are partnered with the Graduate School of Education. Focus on observation and active participation of classroom management and teaching strategies that foster academic achievement in reading, literacy, English language development and mathematics for all students. Mentoring and evaluation will be conducted by both a Cooperating Teacher and a University Supervisor, while the candidate works with individuals, small groups, and the entire class.	Fieldwork assignments are made in a middle school classroom with a diverse student population. Typically the placements are made in Professional Development Schools that are partnered with the Graduate School of Education. Focus on observation and active participation of classroom management and teaching strategies that foster academic achievement in the candidate's content area as well as content literacy and English language development. Mentoring and evaluation will be conducted by both a Cooperating Teacher and a University Supervisor, while the candidate works with individuals, small groups, and the entire class.

Prerequisite(s): Passage of all requirements outlined in Section 1 of the Program Handbook for Advancement to Candidacy.

Co-requisites

Candidates will have five half-days per week of fieldwork content with enrollment in EDTP 513, 530, 531, and 532.

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 four periods for four weeks (secondary).
2. Use teaching strategies that take into account the linguistic and cultural 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. Analyze teaching style, philosophy, classroom organization, and schedule of activities.
7. Assess dynamics of a classroom group and design appropriate intervention.
8. Design a system of communication with parents.
9. 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 five half-days per week in a field placement while concurrently enrolled in methods coursework.

Carnegie Hours Chart

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Seminar Sessions	2 hr. 50 min.	42 hrs. 30 min.			
Field Work			20	8	5 half-days per week in clinical placement (Total of ???hours)
Lesson Planning					
Reflective Journal					
University Supervisor Observations					
Total		45		90	

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

1. Attendance

School site: Teacher candidates in the method's semester are in the field for five half-days per week. Teacher candidates are expected to be at the school site from approximately 8:00 a.m. to 12:00 p.m. (adjusted for individual school schedules and arrival time of Cooperating Teacher). Candidates may have both morning and afternoon half days which will further adjust the times. Specific schedules will be provided at orientation.

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 Taskstream. Lesson plans are evaluated using the [Field Observation form](#). Three (3) of the six lesson plans must be literacy-based, with an emphasis on TPE 7 elements. Your supervisor will review these lessons with an additional evaluation form: the [TPE 7 Field Observation form](#).

4. Reflective Journal

The candidate will keep a journal of his/her experiences in the field for *each day* in placement. This allows candidates to respond to the activities and situations that occur during the fieldwork experience, recording thoughts and feelings on specific classroom observations, teaching and other interactions that focus on connections between theory and practice, as well as personal growth. Journals will be reviewed by the University Supervisor, in a format the Supervisor approves.

5. Teacher Candidate Takeover

Candidates are required to take over as a "lead teacher" for one week during the semester. During this week 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. Elementary candidates are expected to take over for five half-days. Single subject candidates are required to take-over for two periods/day for five days.

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 Developing Practice by their final evaluation for the term. A score of 18 points or higher will be required to achieve a passing grade in EDTP 523/533. Both the Cooperating Teacher and the University Supervisor will complete a final evaluation at a score of 18 or higher.

In addition to successful completion of EDTP 523/533, you must also earn a B or better in EDTP 520/530, 521/532, 522/531, a grade of P in EDTP 511/513, and a passing score on both TPA 1 and TPA 2 in order to qualify to advance to full time Clinical Practice. Both the Cooperating Teacher and the University Supervisor will complete a final evaluation for Methods which must be a score of 18 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.

University policy states that Incompletes ("IN" grades) are assigned only in the case of illness. They are strongly discouraged and must be agreed to by the instructor. Incompletes or grades below B will not allow students to proceed to full time teacher candidacy.

Attendance Policy **(Sample – Revise as needed)**

Teacher candidates are expected to attend **every** class. Regular attendance for the entirety of each class session and active participation in classroom discussion and activities are mandatory. Teacher candidates are expected to complete required readings and assignments *before* the class session during which they are addressed. The text(s) should become a part of your professional reference library, as well as the many handouts that you will receive. **Students will earn up to 60 points (4 points per session) for participation. Students will self assess their participation each week by posting their own score with their weekly reflection on Blackboard.**

This is a graduate level course. Quality of written work must represent high standards. Professional quality work is thoughtful, neat, **free of errors**, and professionally presented.

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, Blackboard, TaskStream, 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 Blackboard 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 is open 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	
Week 2	
Week 3	
Week 4	
Week 5	

Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	