



Division of Educational Services
School of Education
Designated Subjects Career Technical Education (CTE) Teaching Credential

Clinical Practice and Supervision CTE 102 (CS-1)

Semester 1- Syllabus

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Instructor Contact Information:

Instructor	Title/Phone	E-mail
Clinical Mentor		

Course Pre-Work

Pre-Work Assignment:

Complete Google Educator Level I Certification

- [Google Educator Level I Certification](#)
- Upload the Google Educator Level I Certification to Canvas
- Upload the Google Educator Level I Certification to CTE Teaching Google Portfolio

Due Date:

- Complete prior to start of the Teaching Assignment
- Upload no later than the end of the first month of Teaching Assignment

Fieldwork assignments such as Teacher Performance Expectations TPEs are assessed by our program using assigned rubrics. **Please note, you will upload all TPE graded rubrics, Clinical Reflection Tool (CRT), to your Canvas LMS CTE Teaching Portfolio Semester I, and will follow a [checklist to guide portfolio submissions](#).**

Learning Outcomes:

The clinical mentor is expected to support and assess the following learning outcomes:

- Conduct Clinical Mentor pre-during-post observation conferences
- Support knowledge and development of Teacher Performance Expectations (TPEs) and Clinical Reflection Tool (CRT)
- Support knowledge of site Learning Management System (LMS)
- Support the development of candidate's gradebook
- Support the development of Google Classroom
- Support the development of course instructional plan or outline (CIP)
- Support the development of course calendar and syllabus
- Support the development of daily lesson plans
- Support the development of class rosters with identified EL and Special Ed students

- Support the development of assessments
- Reinforce knowledge of CTE anchor and pathway standards
- Support the development of cross-curricular units-from Project-Based learning to Problem-Based learning
- Support attendance & participation at Advisory Committee Meetings
- Support and guide processes with student internships, affiliated agreements, and labor laws

Clinical Practice and Supervision

	Description	Standards	Due Date
CTE Program Vision	The RCOE's School of Education vision will be at the forefront of each class: Educational inequities exist in schools across a variety of identity dimensions and we are committed to disrupting inequitable practices, examining biases, and developing inclusive, culturally responsive educators.		
RCOE's CTE Curriculum Design and Instructional Delivery Methodology	Candidates will gain an understanding of the curriculum and instructional delivery methodology that guides the RCOE's credential program design. The CTE Model Curriculum standards, anchor, pathway, and academic standards are interrelated conceptualizations that lead to student achievement. Academic approaches such as UDL, Direct Instruction, Understanding by Design, Rigor and Relevance, Course Instructional Plan and bBeyond Knowledge Construct will continue to be threaded throughout the credential courses.	1A (I) 1C (I) 1D (I) 1E (I)	
Clinical Mentor Expectations	The clinical mentor will: <ul style="list-style-type: none"> • Provide "just-in-time" support. • Contact and meet with CTE Teacher weekly. • Facilitate candidate's observation of CTE expert teacher. • Facilitate the completion CTE Teacher Contact Log • Complete the Classroom Observation Scripting Log and Clinical Reflection Tool (CRT). 		
Observations # 1 # 2	These observations will focus on TPE1 (CSTP 1) , TPE2 (CSTP 2) , and TPE 6 (CSTP 6) .		
	Preparing for Observations: <ul style="list-style-type: none"> • Schedule date/time for Pre-observation conferences • Schedule date/time for Observations • Schedule date/time for Post-observation conferences • Day of observation: provide the Clinical mentor a completed detailed lesson plan, copies of all materials and class activities, and seating chart • Assign a seating place for Clinical mentor • Post on the board: two-step objectives; standards; daily agenda 	9a (P, A) 9b (P, A) 9e (P, A)	

	<ul style="list-style-type: none"> • Post on bulletin boards/walls/or displays: • Student work connected to the standards • Pictures of students at work • Industry relevant postings, ex. OSHA, LMI, work-site info., etc. 		
Connection to Previous CTE Learning	<p>Discussion/Reflection Discussion/Reflection from</p> <ul style="list-style-type: none"> • Google Classroom Modules • Does your district utilize Google Classroom? • How might you use Google Classroom to enhance lessons? • How might you use Google Classroom to assess students? • Understand the legal and ethical issues, security, privacy, of computer use in the classroom • Acceptable Use of Technology contract (desktops, laptops, etc.) • Developing Project or Problem-Based Learning • Designing interactive lessons • Discuss hardware and software used in the CTE classroom <p>Reflect</p> <ul style="list-style-type: none"> • CTE teachers will identify how structures impact student learning • CTE teachers will reflect on what learning structures they would like to further develop 	11a, 11b, 11c, 11d, 11e	
Analysis of TPEs, CSTPs, CRT, Classroom Observation Tool, CTE Teacher Contact Log	<p>Classroom Pre & Post Observation Conferences: Observation Assessment Tools: <u>Clinical Mentors will conduct the first pre-observation conference for SEMESTER 1</u></p> <ul style="list-style-type: none"> • Establish date and time of first and second observations • Examine and discuss the Teacher Performance Expectations <u>TPEs</u> • Examine and discuss the meaning of the California Teaching Standards for the Teaching Profession <u>CSTPs</u> • Examine and discuss the Tool for Clinical Reflection <u>TCR</u> • Examine and discuss the <u>Classroom Observation Scripting Log</u> • Examine and discuss the <u>CTE Support Contact Log</u>, including: <ul style="list-style-type: none"> ○ Clinical mentor support ○ EL coordinator support ○ Special Education and IEP Team ○ CTE department chair support ○ CTE content area professional development ○ Academic professional development ○ Monthly department meetings ○ Weekly professional development ○ PLC cross-curricular planning 	9a, 9b, 9f, 9g	

	Semester 1: <ul style="list-style-type: none"> CLASSROOM OBSERVATION #1 and #2: These observations will focus on the following TPEs (CSTPs): TPE 1 (CSTP 1), TPE 2 (CSTP 2), and TPE 6 (CST 6). 	8e, 8f, 8h, 9a, 9b, 9c, 9e, 9f, 11a, 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h, 12i	
	Equitable Practices: <ul style="list-style-type: none"> English Learner SDAIE Strategies Special Education strategies 	15a, 15b, 15c, 15d, 15e, 15f, 16a, 16d, 16e, 16f, 16g, 16h	
Analysis of Google Classroom	Support the development of Google Classroom CTE teachers will be guided through the process of developing Google Classroom to support students in learning in the CTE classroom: <ul style="list-style-type: none"> Understand the legal and ethical issues, security, privacy, of computer use in the classroom Acceptable Use of Technology contract (desktops, laptops, etc.) Developing Project or Problem-Based Learning Designing interactive lessons Discuss hardware and software used in the CTE classroom Reflect <ul style="list-style-type: none"> CTE teachers will analyze the importance of student attendance and grades. 	11a, 11b, 11c, 11d, 11e	
Analysis of Site Learning Management System (LMS)	Support knowledge of the site's Learning Management System (LMS) CTE teachers will have an overview and have an opportunity to ask questions based on the school site's LMS. They will understand the components of the LMS system by analyzing individual components of the LMS. <ul style="list-style-type: none"> Analyze and discuss the student attendance feature Analyze and discuss grading (quarter and semester grades) Discuss the management of student records 	11a, 11b, 11c, 11d, 11e	
Submissions to CANVAS (LMS)	Submission of Assignments to Canvas (LMS) Both the CTE teacher and the clinical mentor will utilize Canvas to complete the work assigned for Clinical Practice & Supervision (CS-1). The following assignments will be uploaded for a grade. <ul style="list-style-type: none"> Upload Classroom Observation Scripting Log Upload Tool for Clinical Reflection (TCR) Upload CTE Support Contact Log 	11a, 11b, 11c, 11d, 11e	
Submissions to CANVAS (LMS) CTE 102	Submission of Signature Assignments to Canvas (LMS) CTE 102 Teaching Portfolio. The mentor supports and facilitates the discussion and the submission of: <ul style="list-style-type: none"> Observations #1 and #2 (Video 1 and 2, lesson plan for 	8G 10G	

	each lesson) • Contact Log for semester 1 (16 hrs) • CTE 102CS Signature Assignment (10G): Tool for Clinical Reflection (TCR) (Final document will be submitted to CTE 105 Teacher Portfolio)	12A, 12D, 12F, 12G 13B, 13C, 13E, 13F 14E	
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Clinical Practice and Supervision Rubrics and Grading Scale

		Description	Due Date	
		<p>The Clinical Practice & Supervision CTE 102 (CS-1) Course is graded on a letter grade scale of A, B, C, and "Repeat of the Standard" in Canvas. An overall semester grade of "C" or better will be needed in order to successfully enroll into the subsequent course. The letter grade will be determined by the level of Mastery on the TPE Rubric found in the Tool for Clinical Reflection (TCR).</p> <p>Grading Scale Per TPE:</p> <p>a. TPE 1: 8-32</p> <p style="margin-left: 40px;">i. A = 28-32 ii. B = 23-27 iii. C = 15-22 iv. Repeat = 8-16</p> <p>b. TPE 2: 6-24</p> <p style="margin-left: 40px;">i. A = 22-24 ii. B = 19-21 iii. C = 16-18 iv. Repeat = 6-12</p> <p>c. TPE 3: 8-32</p> <p style="margin-left: 40px;">i. A = 29-32 ii. B = 25-28 iii. C = 21-24 iv. Repeat = 8-20</p> <p>d. TPE 4: 8-32</p> <p style="margin-left: 40px;">i. A = 29-32 ii. B = 25-28 iii. C = 21-24 iv. Repeat = 8-20</p> <p>e. TPE 5: 8-32</p> <p style="margin-left: 40px;">i. A = 29-32 ii. B = 25-28 iii. C = 21-24 iv. Repeat = 8-20</p> <p>f. TPE 6: 7-28</p> <p style="margin-left: 40px;">i. A = 25-28 ii. B = 20-24 iii. C = 15-19 iv. Repeat = 7-14</p> <p>2) Total Grade</p> <p style="margin-left: 40px;">a. A = 151-180</p>	<ul style="list-style-type: none"> TBD 	

		<ul style="list-style-type: none"> b. B = 121-150 c. C = 91-120 d. Repeat = 0-90 <p>3) TPE Score Disclaimer</p> <ul style="list-style-type: none"> a. TPE – Standard <ul style="list-style-type: none"> i. CTE Teachers who achieve a passing total score for an observation, but scores “Beginning” (Repeat) on a one (1) or more standards will need to be reevaluated. b. TPE – Substandard <ul style="list-style-type: none"> i. CTE Teachers who achieve a passing total score for an observation, but scores “Beginning” (Repeat) on two (2) or more sub standards will need to be reevaluated. c. Note: The reevaluation of a standard or sub standards must be completed prior to the end of a Clinical Supervision window. 		
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Designated Subjects: Career Technical Education (CTE) Program Standards	
(I) Introduce - (P) Practice - (A) Assess	
Standard 8: Curriculum	
	a. Candidates demonstrate how to develop outcomes-based student performance objectives within CTE standards-aligned unit and lesson plans.
	b. Candidates demonstrate how to provide instruction in the development of manipulative skills in a school environment.
	c. Candidates are able to teach students how to use the most current and appropriate technology to perform the skills needed for the career area.
	d. Candidates demonstrate how to balance the focus of instruction between technical information, concepts, principles, and applications.

	e. Candidates motivate students regarding the instructional content and its relationship to the core academic curriculum and to the workplace.
	f. Candidates promote work habits, interpersonal skills, communication skills and attitudes necessary for success in the workplace.
P. A	g. Candidates demonstrate how to organize, coordinate, and use a program advisory committee to maintain curricular currency.
	h. Candidates integrate critical thinking skills and problem solving abilities into curriculum.
	i. Candidates develop, maintain, and nurture partnerships for work-based learning activities.
	j. Candidates relate child labor laws to classroom assignments and job placements.
I) Introduce - (P) Practice - (A) Assess	
Standard 9: Learning and Instruction	
	a. Candidates demonstrate how to integrate instruction of related academic skills into their courses.
	b. Candidates teach the state-adopted CTE content standards appropriate for the pathway named on the credential in grades 7-12, including classes organized primarily for adults.
	c. Candidates demonstrate how to differentiate instruction that takes into consideration cognitive, physical, social, and emotional characteristics of adolescent and adult learning stages.
	d. Candidates demonstrate how to pace and adjust instruction based on student assessment, including testing, strategies such as discussion, inquiry, and examination of student work.
	e. Candidates know how to actively engage students with strategies, activities, and materials that are based on different learning theories (e.g., constructivist, socio-cultural, transformational).
	f. Candidates demonstrate the use of instructional strategies appropriate to students of varying abilities in small and large group instruction.
	g. Candidates demonstrate how to allocate instructional time to maximize student achievement.
	h. Candidates model correct oral and written language and adjust the complexity of the language to the linguistic abilities of the students.
	i. Candidates demonstrate how to apply language development strategies (oral, reading, and written), including specially designed academic instruction delivered in English (SDAIE).
	j. Candidates provide individualized instruction when needed for student success.

I) Introduce - (P) Practice - (A) Assess	
Standard 10: Assessing Student Learning	
	a. Candidates know how to determine students' prior knowledge and skills in the subject(s)/occupation.
	b. Candidates demonstrate how to monitor progress to determine whether students are achieving the state-adopted CTE model curriculum standards.
	c. Candidates develop and use formal and informal teacher-made assessment instruments to determine mastery of skills, ideas, or topics as a result of instruction.
	d. Candidates can evaluate the effectiveness of instruction based on student assessment data.
	e. Candidates know how to keep accurate records of student achievement.
	f. Candidates demonstrate how to provide specific and timely feedback on achievement to students, families, and school administration.
P, A	g. Candidates integrate assessment data into a plan for self-improvement.
(I) Introduce - (P) Practice - (A) Assess	
Standard 11: Using Education Technology in the Classroom	
P, A	a. Candidates use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.
	b. Candidates perform basic operations of computer hardware and software, and implement basic troubleshooting techniques for computer systems and related peripheral devices.
	c. Candidates use computer applications to manage records and communicate through printed media.
	d. Candidates demonstrate how to interact with students using electronic communication and a variety of computer-based collaborative tools.
	e. Candidates convey issues of ethics, copyright, privacy, security, safety, local and state policies for computer use.
(I) Introduce - (P) Practice - (A) Assess	
Standard 12: Classroom and Laboratory Management	
P, A	a. Candidates design and provide a safe, positive instructional environment conducive to learning.

P, A	b. Candidates maintain good housekeeping practices and records of the classroom and laboratory.
P, A	c. Candidates develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.
P, A	d. Candidates demonstrate attitudes and operate classrooms consistent with safe and legal practices in the school and workplace.
P, A	e. Candidates demonstrate how to manage a class budget, including selection and ordering of supplies and materials.
P, A	f. Candidates communicate clear performance, learning, and behavior expectations to students, parents and school administration.
P, A	g. Candidates establish procedures for routine tasks and manage transitions.
P, A	h. Candidates encourage responsible and independent work habits in students.
P, A	i. Candidates appropriately address sensitive issues and classroom interactions to ensure equitable participation for all students.
P, A	j. Candidates assess and monitor safe and appropriate workplace environments for students.
(I) Introduce - (P) Practice - (A) Assess	
Standard 13: Foundations	
	a. Candidates are able to describe the relationship of historical, legal, social, political, ethical, and economic perspectives of CTE to education and society.
	b. Candidates demonstrate an awareness of student recruitment, placement, and guidance services and the roles such services can play for students.
	c. Candidates are able to describe the local, state, and federal structures of career technical education and how these structures impact the CTE program.
P, A	d. Candidates are able to identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.
P, A	e. Candidates demonstrate the ability to establish, supervise and advise career technical student leadership organizations.
P, A	f. Candidates are able to assist students with identifying career pathway options and associated workplace skills.
(I) Introduce - (P) Practice - (A) Assess	
Standard 14: Professional, Legal, and Ethical Responsibility	
	a. Candidates act in accordance with professional standards and model ethical behaviors, including the appropriate use of student labor, school equipment, supplies, and facilities.

	b. Candidates understand how to develop and maintain student competency and attendance records.
	c. Candidates demonstrate how to identify and report suspected cases of child abuse, neglect, or sexual harassment.
	d. Candidates carry out laws and district guidelines for reporting discrimination.
P, A	e. Candidates implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

(I) Introduce - (P) Practice - (A) Assess

Standard 15: Teaching English Learners

	a. Candidates demonstrate how to select, modify, and use a variety of systematic instructional strategies that make content more comprehensible to English learners
	b. Candidates use the principles of language acquisition, teaching strategies and curriculum materials effective for English learners.
	c. Candidates employ strategies, techniques and materials that are free of bias and foster learning among EL students.
	d. Candidates exhibit understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of their EL students.
	e. Candidates encourage students to excel and promote interaction between different language groups and actively engage students in classroom activities.
	f. Candidates demonstrate how to plan and deliver appropriate instruction based on formal and informal language proficiency assessment data (e.g., CELDT).
	g. Candidates demonstrate how to communicate effectively with parents and families

(I) Introduce - (P) Practice - (A) Assess

Standard 16: Teaching Students with Special Needs

	a. Candidates are able to describe and provide examples of the major categories of disabilities.
	b. Candidates are able to describe the CTE teacher's role in state and federal laws pertaining to the education of students with special needs.
	c. Candidates are able to describe the teacher's role and responsibilities in the Individual Education Program/Individual Transition Plan (IEP/ITP) process for all students as appropriate, including: identification, referral, assessment, IEP/ITP planning and meeting, implementation, and evaluation.

	d. Candidates are able to describe the CTE teacher's role regarding Section 504 as it pertains to the education of students with special needs.
	e. Candidates are able to select and use appropriate instructional materials, assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the CTE classroom.
	f. Candidates are able to plan and deliver instruction that provides special needs students with access to CTE curriculum.
	g. Candidates promote social integration for students with special needs in the CTE classroom.
	h. Candidates demonstrate how to engage students with diverse needs in all classroom activities.
	i. Candidates are able to describe the various programs (e.g., ROP, WorkAbility, work experience, transition-to-work) and resources (e.g., Department of Rehabilitation Services, Regional Center) available for students with special needs.

Grading Policy

Fieldwork assignments are formatively assessed by our program using the Clinical Reflection Tool (CRT) as a rubric. **Please note, all WORK will be submitted to CANVAS for a grade and CTE Teacher Portfolio for recommendation of CTE Clear Teaching Credential.**

If all work is not completed for a course, then the candidate may be placed on a Candidate Success Plan until all work is completed. This deadline will be set in writing by the course instructor and signed by the Program Coordinator, the student, and the instructor. If there are extenuating circumstances, a conference will be held with the instructor and the Program Director to determine if an exception might be made and to set a deadline for all work in the course to be completed.

Candidates with Disabilities

The instructor and the Designated Subjects Credential, CTE staff will make reasonable accommodations for candidates with documented disabilities that may interfere with the successful completion of course requirements. It is the candidate's responsibility to meet with the Program Director to initiate disability verification. The Program Coordinator will conference with the instructor(s) regarding reasonable accommodations, and the candidate will receive written approval of modifications.

Grievances and Appeals

Should a candidate question the prerequisites for program participation, program requirements, participation hours, special needs provision, anti-discrimination policy, program extension request rationale, and/or denial of Designated Subjects CTE Credential, the following process will be implemented:

- Step 1: Candidate will submit his/her concern in writing to the Program Coordinator/Director.
- Step 2: Following review of the concern, the Program Coordinator will meet with the candidate to attempt to resolve the issue within two weeks.
- Step 3: If a satisfactory resolution cannot be reached, the Program Director will schedule a meeting with the Academic Review Committee (Program Director, program staff, instructors, District partners) to review the concern, the proposed resolution, and make a final decision regarding the grievance.

Step 4: The decision of the Academic Review Committee will be final and will be forwarded to the candidate in writing within seven days following the committee meeting.