Practicum in the Bilingual Classroom

Multiple Subject : DLE 961 first semester
DLE 962 second semester

Single Subject: DLE 963 first semester
DLE 964 second semester

Class Days: Per schedule
Class Times: Per schedule
Class Location: Online
Office Hours: By appointment
Class grade: Credit/No Credit

Supervisors: As Assigned by coordinators

DLE MS Coordinator: Sheila Solorzano
Contact Information: ssolorzano@sdsu.edu
DLE SS Coordinator: Dr. Lupe H. Buell
Contact Information: lbuell@sdsu.edu
DLE MS Online Coordinator: Guillermo Castillo
Contact Information: gcastillo@sdsu.edu

The Department of Dual Language and English Learner Education policies and procedures are based on current requirements by the Commission on Teacher Credentialing as well as research on the significant relationship of adults in schools who care about their students, value their funds of knowledge, development of biliteracy/bi-cognitive skills, and support of the school and family community.

Course Description (4 units)

In this course bilingual teacher candidates will observe, assist, and learn to plan, organize, and implement lessons within a multicultural, dual language and/or a subject-specific classroom context.

All teacher candidates are responsible for meeting the Teacher Performance Expectations (TPEs) and successfully passing the California Teaching Performance Assessment (CalTPA) cycle 1 and cycle 2). Bilingual Teacher Candidates' clinical (student teaching) practice proceeds through the following three stages:

➔ **Stage 1: Observing (TPE 2)-at least one week**

The teacher candidate specifically observes the Teacher for the following:

- Building classroom community
- Classroom and behavior management system
- Classroom organization
- Instructional delivery and methods of assessment
- Communication with parents

➔ **Stage 2: Assisting (TPE 3 and 4)-at least 2 weeks**

The Bilingual Teacher Candidate assists the Mentor Teacher in the presentation of a lesson, supervision of student work, or assisting students in small groups. The Mentor Teacher maintains overall responsibility for the planning and execution of the lesson or activity.

➔ **Stage 3: Teaching (TPE 1,3,4,5)-at least 4 weeks solo teaching**

The Bilingual Teacher Candidate assumes responsibility for planning, organizing, and implementing lessons for a small group and/or whole group; the lesson includes appropriate assessment of students' progress towards meeting the lesson objectives. The lesson is prepared collaboratively with the Mentor Teacher.

Purpose and Course Content

(Commission on Teacher Credentialing, Preliminary Multiple Subject and Single Subject Credential Program Standards: Standard 3)

"The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidates learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and ***must consist of a minimum of 600 hours of clinical practice across the arc of the program."*** *Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent."*

NOTE: In the case of student teachers who do not meet the 600 hours requirement, assigned supervisors will determine (based on assessments and observations) if a student teacher has the necessary skills and knowledge to be recommended for the preliminary teaching credential.

Student Learning Outcomes

Teaching Performance Expectations (TPEs)

"*The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing the course work, engaging in clinical practice, and passing a Teaching Performance Assessment (CalTPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs, teacher preparation program development; candidate competency with respect to the TPEs is measured through the CAITPA."*

(Commission on Teacher Credentialing, Preliminary Multiple Subject and Single Subject Credential Program Standards)

Student Privacy

DLE University Supervisors and bilingual program coordinators will assure privacy of student grades and feedback on individual assignments as well as notify students if work will be retained beyond the end of term or circulated.

Required Materials

- Students will need access to video recording equipment such as a mobile device. Note: student may request video camera stands by contacting the DLE office
- Students may need to purchase a SIBME subscription to synchronously record their formal observations once they begin clinical practice

- Students need to have access to the following California Department of Education resources – *students can print the sources and/or access via technological devices:*
    - CA Teacher Performance Expectations: http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf
    - Common Core State Standards: http://www.corestandards.org/
    - Common Core State Standards-English Language Arts standards for grades K-5: http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf
    - California Common Core State Standards: http://www.cde.ca.gov/re/cc/
    - English Language Development Standards for California Public Schools K-12: fhttps://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
    - California Common Core State Standards English Language Arts Framework Chapters: http://www.corestandards.org/ELA-Literacy/
    - History-Social Science Content Standards for California Public Schools K-12: http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf
    - Next Generation Science Standards: http://www.nextgenscience.org/next-generation-science-Standards
    - Mathematics Content Standards for California Public Schools K-12: https://www.cde.ca.gov/be/st/Ss/documents/ccssmathstandardaug2013.pdf
    - Visual and Performing Arts Content Standards for California Public Schools K-12: https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp
    - World Languages Standards for California Public Schools K-12: https://www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf

DLE Field Experience Hours and Calendars

- ❏ Scheduling and documentation of the 600 hours will be managed by the Multiple Subject and Single Subject bilingual program students.
    - Coordinators are responsible for creation of the Field Experience calendars aligned with the traditional and year round calendars of participating school districts. If appropriate, the calendars are distributed and reviewed with Mentor Teachers, Bilingual Teacher Candidates, and supervisors at the beginning of each semester.
    - The DLE University Supervisor may adjust the field experiences based on individual student teacher needs.

Reflective Practice (TPEs 1.1, 1.2, 3, 4,5,6)

- ❏ In their seminar class, Bilingual Teacher Candidates receive assignments designed to promote critical reflection on the culture of schools, professional obligations, and instructional practices. Additionally, Bilingual Teacher Candidates will be introduced to the Teacher Performance Expectations (TPEs) .

- ❏ **Reflective Journal:** It is **highly recommended** that Bilingual Teacher Candidates maintain a **digital** reflective journal that serves as the primary mode for reflecting on their field experiences.
    - If the reflective journal is used, DLE University Supervisors are expected to ask the Bilingual Teacher Candidate about their journal entries and respond to any questions/observations presented by the teacher candidate.

- ❏ **Professional Self-Reflection Form**: In the **second semester** of clinical practice, the Bilingual Teacher Candidate will complete this form prior to the mid-term progress meeting and at the end of the spring semester final evaluation meeting.
    - The Bilingual Teacher Candidate's reflections will inform and guide the conversation at these meetings and contribute to the identification of strengths and areas for continued growth and attention.
    - This form is designed to support and engage the Bilingual Teacher Candidate to reflect on their instructional practice as it relates to their progress in meeting the Teacher Performance Expectations (TPEs).
    - This form will support the development of the Individual Induction Development Plan (IDP) at the **end of the second semester**.

Bilingual Teacher Candidate responsibilities (TPE 6)

- ❏ Bilingual Teacher Candidates and DLE University Supervisors are the representatives of the university and must follow established school site protocol. Bilingual Teacher Candidates are guest teachers at their assigned school site under the supervision of the Mentor Teacher and the University Supervisor.
    - Bilingual Teacher Candidates are encouraged to become active members of the faculty while completing their field experience.
    - DLE University Supervisors are consulted, as needed, to determine which activities to attend. DLE
- ❏ University Supervisors will schedule an introductory meeting with the Mentor Teacher and Bilingual Teacher Candidate to explain and clarify all the requirements, procedures, and schedules for observations.
    - The introductory orientation meeting may be individually scheduled or group in person or by zoom.
    - The meeting agenda should include this syllabus, the field experience calendar or expectations set by the DLE University Supervisor as well as reporting time to assigned school.
    - The POP cycle should be explained as well as the role of the teacher in co-planning with the bilingual teacher candidate. CalTPA responsibilities should be shared as well as the CalTPA Handbook for Teachers.
    - Please share the teacher handbooks and student teaching guides.
- ❏ **Attendance (TPE 6)**
    - Consult with the Mentor Teacher to determine classroom reporting time and be on time to the assigned school.
    - Regular attendance is essential for a successful clinical practice learning experience. If you will be absent due to illness or unexpected emergencies, please notify your Mentor Teacher immediately as pre-determined and notify your DLE University Supervisor. You may be required to make up unscheduled absences as determined by the Mentor Teacher and DLE University Supervisor.

- ❏ **Lesson Plans (TPEs 1,3,4,5)**
    - A completed lesson plan is **required** for the 2 scheduled formal observations.

- A copy must be uploaded to SIBME or emailed if requested by the DLE University Supervisor, so that the lesson may be reviewed by the DLE University Supervisor as the first step of the POP process.
- Bilingual Teacher Candidates will use the appropriate lesson plan template provided by their Seminar Course Instructor(s) or one of their course lesson plan template.

Supervisor Observations

"*The minimal amount of program supervision involving formal evaluation of each candidate must be 6 times per semester. Clinical supervision includes six synchronous video observations, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated."*

(Commission on Teacher Credentialing, Preliminary Multiple Subject and Single Subject Credential Program Standards: Standard 3)

Note: The DLE department determined that all teacher candidates will be formally observed 4 times per semester and include the pre observation and post observation meetings as part of the 6 required times per semester.

- ☐ The DLE University Supervisor will document all formal observations. As part of the annotation debrief after a videotaped observation, DLE University Supervisor and Bilingual Teacher Candidate will mutually agree on a **Future CSTP/TPE Growth Focus.**
- ☐ DLE University Supervisors will provide their Teacher Candidates with a copy of the completed form. With the Bilingual Teacher Candidate's approval, a copy will be provided to the Mentor Teacher.
  - **SIBME** will be used as a tool/resource to support and enhance the DLE university supervisor's role as coach and the bilingual teacher candidate's ability to reflect on their instructional practice. The DLE university supervisor and bilingual teacher candidate will mutually agree on the 4 scheduled formal observations and the 2 POP meetings. Bilingual Teacher Candidates must enroll in SIBME once they begin student teaching.
  - Supervisors will provide feedback on the SIBME video using the SIBME application **within 2 days** of receiving the video from the teacher candidate.
  - Supervisors will also provide feedback on the lesson plan submitted by the student teacher via zoom, email, SIBME, or in person.

Recommended Clinical Practice Calendar-MS/SS

NOTE: Each DLE University Supervisor may create their own calendar and will review it with the appropriate coordinator before distributing to Student Teachers and Mentor Teachers.

- ☐ Students will need to conduct two formal lessons during the semester. These lessons will consist of the following:

1. Develop a lesson plan using the CalTPA template or the template your professor shares with you.
2. Meet with your Supervisor before you deliver the lesson. **Share the lesson with your Supervisor.**
3. Teach the lesson and record your instruction.
4. **Upload video to SIBME.**
5. Meet with your Supervisor after you teach the lesson.

Note: if you did not start on January 18th, please adjust the dates accordingly on this form below..

Informal & Formal Progress Report	Time Frame	Date of your Informal & Formal Progress Reports
Walk-Thru **(Reading Profiles)** (Will be POP-Cycle starting in the 2025-2026)	Week of Feb 6 - 10, 2023	Date:
Formal Lesson 1	Week of Feb 13 - 16, Week of Feb 20 - 23	Date:
Midterm	February 27 - March 10	Date:
Walk-Thru **(Designated ELD Lesson)** (Will be POP-Cycle starting in the 2025-2026)	Week of March 13 - 16	Date:
Formal Lesson 2	April 10 - 28 **CALTPA DUE DATES**	Date: **SPRING BREAKS:** CVESD & SBUSD: Week of March 20 - 31 SDUSD: Week of March 27 - 31 LGSD: April 3 - 14 **APRIL 13TH OR APRIL 28TH**
Final	**Week of May 1 - 5, 2023** **IDP Due**	Date:

***Remember, all these dates are Flexible, except for the Final**

***Last day of student teaching is May 5th (Last day of SDSU Spring 2023 semester) for Multiple subject students. Last day of student teaching for Single Subject students is the last day of their assigned school site.**

Communication

- ☐ Bilingual Teacher Candidates will maintain biweekly communication with DLE University Supervisors. The communication is maintained through, but not limited to, scheduled formal observations, phone calls, and emails.
- It is recommended that a certain day be scheduled for the students to complete this responsibility.
- It is also recommended that students respond to prompts, such as what went well or questions you have, what was a surprise occurrence or progress on CalTPA.
- ☐ Supervisors will maintain communication with both Bilingual Teacher Candidate and Mentor Teacher as needed to ensure a successful student teaching experience and immediately respond to any areas of need or difficulty.

Grading Criteria

- ☐ This is a Credit/ No Credit class. In addition to fulfilling all responsibilities and requirements of the clinical practice, the following requirements must also be met to ensure **CREDIT** for **Practicum in Bilingual Classrooms**:
- **Lesson Plans**: A minimum of **2 completed lesson plans** and provided to the DLE University Supervisor for review via POP cycle as scheduled .
- **Professional Self-Reflection:** Completed by student in the second semester at the midterm progress report and final assessment report in second semester
- **Individual Development Plan:** Completion and submission of IDP to DLE University Supervisor
- **Clinical Practice Advancement:** Must meet *Student Teaching Growth Assessment* Recommendations for both semesters

Student Grades Privacy

- ☐ DLE University Supervisors and Bilingual Program Coordinators will assure privacy of student grades and feedback on individual assignments as well as notify students if work will be retained beyond the end of term or circulated.

CLINICAL PRACTICE: CRITERIA RECOMMENDATION FOR ADVANCEMENT

[based on *STUDENT TEACHING GROWTH ASSESSMENT* form ratings]

First Semester Criteria:

- Teacher Candidate minimally demonstrates *"Approaching Competence"* in at least 4 of each of the 6 TPEs listed criteria.

NOTE: A meeting will be held to complete the Professional Expectations Notification (PEN) form by the Supervisor, Mentor Teacher, and Bilingual Teacher Candidate if there is a continued concern about the student teacher's progress. This form will be used to develop a Support Plan for Improvement that will specify steps to be taken by the Teacher Candidate and monitored by the assigned DLE University Supervisor.

- ☐ Supervisors will maintain ongoing communication with Teacher Candidates to ensure a successful field experience in the second semester and take prompt corrective action if needed.

Second Semester Criteria:

- Teacher Candidate demonstrates growth in all areas compared to the first semester assessment, and **minimally** demonstrates "*Approaching Competence"* and/or *"Achieving Competence"* in all TPE criteria.

- Teacher candidates will **NOT** be recommended for a Preliminary Credential if there are any areas that indicate "Developing Competence" or "Area of Concern". NOTE: If a "Developing Competence" or "Area of Concern" is received in any TPE criteria area, a meeting will be held to complete the Professional Expectations Notification (PEN) form by the Supervisor, Mentor Teacher, and Bilingual Teacher Candidate. This form will be used to specify the next steps to be taken by the Bilingual Teacher Candidate. The Summary of Conference form will be completed.

Individual Induction Development Plan (IDP)

"Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors, collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program." (CTC Standard 6: Induction Individual Development Plan)

IDP Process

It is understood that once the Teacher Candidate secures a teaching position and begins a district induction program, the IDP is subject to revisions and modifications over time. It becomes an ILP (Individual Learning Plan).

- ☐ However, it is the primary responsibility of the novice teacher to maintain and provide a copy of the IDP as needed once an induction program is begun.
- ☐ DLE will not provide a copy of the IDP to district officials without permission from the Bilingual Teacher Candidate.
- ☐ The IDP is a formal Commission of Teacher Credentialing document and a copy must be submitted to the SDSU College of Education Credential Analyst.

DLE IDP Development guidelines

- The IDP is developed collaboratively with input from the Teacher Candidate, Mentor Teacher, and DLE University Supervisor and is begun during the Spring semester of the Teacher Candidate's projected graduation.
- The first version of the IDP, using the *Professional Self-Reflection* form will be written at the time of the mid-term progress report meeting. The final version with revised/updated recommendations is completed at the end of the second semester of clinical practice.
- The IDP is a separate document and as indicated in CTC standard 6, the IDP consists of recommendations for professional growth and development for the Teacher Candidate.
- The DLE University Supervisor, in collaboration with the Mentor Teacher, completes the *Student Teaching Professional Growth Assessment* form and uploads both the IDP and the *Student Teaching Professional Growth Assessment* into the DLE google file provided by the appropriate coordinator..

☐ **Development of the IDP** will be supported with a strong body of evidence which will include, but is not limited to:

- Four formal student teaching observation feedback via SIBME and the TPE themed Clinical Practice Observation From from DLE University Supervisor
- Professional Self-Reflection form (second semester)

Important San Diego State University and DLE Policies

Academic Dishonesty: On top of any campus penalties, receiving unacceptable support on the CalTPA invalidates a candidate's results. If you have any questions about the acceptability of any support you are receiving or may receive, contact the CalTPA coordinator.

Statement on Cheating and Plagiarism: *Cheating* is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. *Plagiarism* is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses ('Legal Notices on Cheating and Plagiarism') or the University Catalog ('Policies and Regulations').

Students with Disabilities: In accordance with the Americans with Disabilities Act (ADA), the University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, contact the Student Disability Services Office (http://www.sa.sdsu.edu/dss/dss_home.html) at (619) 594-6473.

Religious Observances: In accordance with University Policy on Absence for Religious Observances: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. Please notify the instructor in a timely manner and reasonable accommodation will be reached.