



California State University San Marcos
School of Education

Single Subject Credential Program

CLINICAL PRACTICE HANDBOOK

<http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

Revised August 2014



Table of Contents

Welcome from the School of Education Director 2

CSUSM SCHOOL OF EDUCATION OVERVIEW 3

 Mission and Vision Statements..... 4

SINGLE SUBJECT CREDENTIAL PROGRAM OVERVIEW..... 5

 Organization of the Single Subject Program 6

 Full-Time Typical Schedule 9



Message from the Director of the School of Education

Welcome to our professional preparation programs at Cal State San Marcos!

In the short time that I have been on campus as director of the School of Education, one theme has become apparent as I go around visiting P-12 schools and I listen to program graduates: Faculty members in the School of Education are outstanding! Clearly, this is the way it should be. At an institution of higher learning, faculty and students are the heart of the educational enterprise.

As a prospective teacher, school principal, or professional preparing to work in P-12 schools, you deserve the best preparation that an institution of higher education can offer. I believe the program you are about to enter, or have been a part of already, provides a *cadre* of “active scholars and artists” who will foster student learning through teaching and learning that reflect ongoing discovery and experimentation. For example, your professors will undoubtedly guide you to learn more about the “Common Core.”

Common Core standards are significant to education reform today. These standards require that we focus on outcomes rather than inputs, with special emphasis on assessment of critical thinking, problem solving, collaboration, and technology integration. The application of “metacognitive” principles is part of the teaching and learning approach in which students are supported in a process of “learning how to learn.” Common Core standards promote depth of knowledge and skills over a multiplicity of topics, which, in the past, have often lacked depth. In this regard, the spiral curriculum approach holds true in that fewer topics are addressed throughout the P-12 grades with greater depth. Thus, the expression of “less (with more depth) is more” aptly describes an essential thrust of the Common Core. I trust that you are ready to learn more about the Common Core as you progress in your professional preparation program.

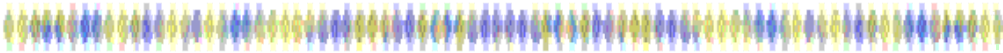
Additionally, we believe that our professional programs must be a part of a transformative force in the P-12 communities. To this end, the School of Education aims to become a change agent in our region, the state, nation, and beyond. Consequently, we are on a mission to ...

- Create a community through partnerships;
- promote and foster social justice and educational equity;
- advance innovative, student-centered practices;
- inspire reflective teaching and learning;
- conduct purposeful research; and
- serve the School, College, university, and community.

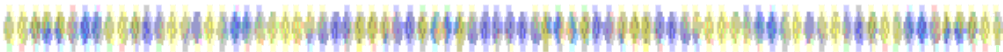
Equally relevant and integrated into our School’s mission is our professional preparation programs’ Conceptual Framework (CF). The CF is the foundation upon which we develop the knowledge, skills, and dispositions necessary to become effective teachers, school principals, or professionals working in P-12 educational settings. Our CF enables faculty and program candidates to be (a) student centered; (b) inform their practice through research and theory specific to the program; (c) link coursework to application; (d) foster strong engagement between faculty and candidates; (e) promote co-teaching clinical practices; and (f) aim to develop culturally responsive pedagogy and socially just outcomes.

I hope that you will be well prepared upon program completion and that you will become an exemplar of those core beliefs and best practices developed at Cal State San Marcos. I wish you much success in your professional career!

Manuel Vargas, PhD



CSUSM School of Education Overview



MISSION & VISION STATEMENT

Vision

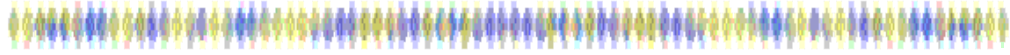
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

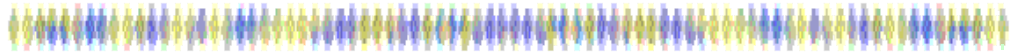
The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

The School of Education is accredited through National Council for Accreditation of Teacher Education ([NCATE](#)) and California Commission on Teacher Credentialing ([CCTC](#)).



Single Subject Clinical Practice Overview



<http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

ORGANIZATION OF THE SINGLE SUBJECT PROGRAM

The CSUSM Single Subject Credential Program with CTEL (California Teacher of English Learners) Emphasis is designed to prepare candidates to teach students at the secondary level (grades seven through twelve). The **CTEL** emphasis is designed to teach candidates theories and methods of first and second language acquisition across the curriculum through English language development techniques. The CSUSM Educator Preparation Program for Single Subject differs from many other university programs in the way Teacher Candidates are organized to work together and in the way courses are designed to work with Clinical Practice. Candidates attend coursework all day on Monday and participate in Clinical Practice Tuesday – Friday each semester. An outline of the key features of our Single Subject Credential Program is provided below:

- **COHORT MODEL:** All Teacher Candidates belong to a cohort. Teacher Candidates take all university courses with their cohort colleagues. Co-teaching, on-line and blended instruction are just some of the best practices which are modeled in coursework.
- **SCHOOL TEAMS:** Within each cohort, Teacher Candidates are grouped into school teams of 3-4 individuals for Clinical Practice placements. Each team represents the various disciplines within the cohort as much as possible (social science, English, Spanish, Physical Education, science, and math). Teams will work together at one high school (or possibly a middle school) first semester and then move, as a team- if possible, to a second high school or middle school for second semester. All candidates will have a minimum of one high school placement.
- **ON-SITE LIAISON:** The Single Subject Program uses a shared supervision model. Each middle or high school will have a member of their teaching staff serve as an **On-site Liaison** for CSUSM Teacher Candidates. The On-site Liaison will meet regularly with the candidates and work collaboratively with a **University Supervisor**.
- **UNIVERSITY COURSE WORK:** The philosophy of the CSUSM Single Subject Program is to weave course work as closely as possible with practical experiences in the field. All coursework is presented on Monday of each week during the semester.
- **CLINICAL PRACTICE:**

California State University San Marcos School of Education Clinical Practice models the belief that relevancy is crucial in teaching, schooling and learning. Teacher Candidates are placed in public school classrooms while attending university classes. Lessons and units developed in the university courses will be designed to complement and support the candidate's field work. The co-teaching model will be used on all settings.

For CTEL certification, Teacher Candidates will be expected to plan and teach Specially Designed Academic Instruction in English (SDAIE) for English learners in the general classroom or in an ELD (English language development) or sheltered class as one of their placements. For BLA certification, candidates should also prepare and teach SDAIE lessons, as well as prepare for and teach primary language instruction (i.e. reading/Spanish/language arts/math/biology).

- **Semester one**

Candidates will attend core coursework each Monday. The core coursework (EDSS 511, 521 and 555) includes co-teaching by faculty, combined sessions and online work. Candidates will also have 10 methods sessions (2 units, 30 hours) spread over the semester on Tuesday or Thursday evening/s and with some Saturday sessions.

For Clinical Practice I, candidates will be at the assigned school site, following the teacher contract hours, with an interdisciplinary cohort group (3-4 candidates) each Tuesday – Friday beginning with pre-service days and continuing until the day before winter break. A co-teaching approach to Clinical Practice will be used in all settings. Candidates will participate in all class activities and move gradually from assisting in the supportive co-teaching approach to leading all aspects from planning to presentation by the end of the experience. University Supervisors (US), the instructors for Clinical Practice, will formally observe each candidate 4 times which may include observing one or two planning sessions. They will also evaluate the Teacher Performance Expectations digital portfolio (TPEP) through observation, reflection assignments, reviewing of the digital artifacts and discussion with the candidate and Cooperating Teacher.

Candidates will be placed with one Cooperating Teacher (CT) for 2 periods of the same assignment (e.g. two English 9 classes) and one setting for assisting such as AVID, SEI, ELD or special education – whatever best suits the needs of the site. During the remaining unassigned periods candidates will be expected to plan with the CT and work with their cohort partners on site to complete university projects and assignments. Candidates will also have a standing weekly lunch with the OSL.

- **Semester two**

Candidates will attend core coursework each Monday. The core coursework (EDSS 530, 531 and 541) includes co-teaching by faculty, combined sessions and online work. Candidates will also have 10 methods sessions (2 units, 30 hours) spread over the semester on Tuesday or Thursday evening/s and with some Saturday sessions.

For Clinical Practice II, candidates (with the interdisciplinary cohort) will be on the assigned school site, following the daily site schedule, each Tuesday – Friday beginning with the first day of the school site spring semester and continuing until the last day of school for the assigned site. A co-teaching approach to Clinical Practice will be used in all settings. Candidates will participate in all class activities and move gradually from assisting in the supportive co-teaching approach to leading all aspects from planning to presentation and assessment by the end of the experience. University Supervisors will formally observe each candidate 4 times which may include observing one or two planning sessions. The US will also evaluate the TPE portfolio through observation, reflection and discussion and assessment of the artifacts in the digital portfolio.

Candidates will be placed with one Cooperating Teacher (CT) for 2 periods of the same assignment (e.g. two English 9 classes) and two classes, one for ELD and a second such as AVID, SEI or special education – whatever best suits the needs of the site. During the two remaining unassigned periods candidates will be expected to plan with the CT and work with their cohort partners on site to complete university projects and assignments. Candidates will also have a standing weekly lunch with the OSL.

Special Note:

Risk Management at School Sites

In the case of an injury that requires medical attention at the clinical placement site, the following steps must be followed:

Teacher Candidate:

- Attend to Injury

Immediately report the injury to your Cooperating Teacher, University Supervisor and Program Coordinator, Julie Rich; jrich@csusm.edu

Cooperating Teacher:

- Immediately report the injury to the University Supervisor

University Supervisor:

- Immediately Report the Injury to the Program Coordinator, Julie Rich; jrich@csusm.edu

Program Coordinator:

- Complete IIPP5
- Track Incident

CSUSM Single Subject Credential Program - *Typical Schedule*
 (Note: schedule may be adapted to fit the individual site schedules such as block, 4X4, etc.)

FALL SEMESTER

Coursework	Clinical Practice
<p>Monday from 7 a.m. until 4 p.m.: University classes: EDSS 511, 521, 555</p> <p>*Tuesday or Thursday Evenings and some Saturdays: Special Content Methods Course</p>	<p>Tues-Fri: Full day at school site every day: Clinical Practice I [EDSS 571]</p> <p><u>Class Period Breakdown:</u> 2 periods = Clinical Practice I co-teaching 1 period = Work in AVID/SEI/ELD/CAHSEE, or special education classroom 1 period = Observations (in and outside of content area) 1 period = Preparation for Clinical Practice class 1 period = Preparation for university work</p>
<ul style="list-style-type: none"> • Bilingual Authorization Requirements: Successful completion of EDUC 653 during Fall semester Successful completion of a Clinical Practice placement in a “Bilingual setting” first or second semester Successful completion of the Spanish language assessment (CSET LOTE Part III and Written) • See Program Coordinator about enrolling in a second methods course for additional credential authorizations 	

SPRING SEMESTER

Coursework	Clinical Practice
<p>Monday from 7 a.m. until 4 p.m.: University classes: EDSS 530, 531 and 541</p> <p>*Tuesday or Thursday Evenings and some Saturdays: Special Content Methods Course</p>	<p>Tues-Fri: Full day at school site every day: Clinical Practice II [EDSS 572]</p> <p><u>Class Period Breakdown:</u> 2 periods = Clinical Practice II (one Cooperating Teacher) 1 period = Assist in an ELD class 1 period = Assist in SEI, AVID, CAHSEE, special education classroom or in a supplemental Area of possible certification (see Program Coordinator) 1 period = Preparation for Clinical Practice classes 1 period = Preparation for university work</p>
<ul style="list-style-type: none"> • Bilingual Authorization Requirements: Successful completion of EDUC 654 Successful completion of a Clinical Practice placement in a “Bilingual setting” first or second semester Successful completion of the Spanish language assessment (CSET LOTE Part III and Written) • See Program Coordinator about enrolling in a second methods course for additional credential authorizations 	