



SCHOOL OF EDUCATION

Single Subject Credential Program

CLINICAL PRACTICE INFORMATION

<http://www.csusm.edu/soe/credential/singlesubject/clinicalpractice.html>

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SCHOOL OF EDUCATION OVERVIEW

(Adopted by SOE Governance Community, January 2013)

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

Basic Tenets of Our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

SINGLE SUBJECT CLINICAL PRACTICE OVERVIEW

<https://www.csusm.edu/soe/currentstudents/credential/singleclinicalpractice.html>

Organization of the Single Subject Program

The CSUSM Single Subject Credential Program with ELA (English Learner Authorization) Emphasis is designed to prepare candidates to teach students at the secondary level (grades seven through twelve). The ELA 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.

- 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 six (6) 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 5 p.m.: University classes: EDSS 511, 521, 555</p> <p>*Tuesday or Thursday Evenings and some Saturdays: Special Content Methods Course</p>	<p>Tuesday-Friday: Full day at school site every day: Clinical Practice I [EDSS 571]</p> <p>Class Period Breakdown:</p> <ul style="list-style-type: none"> 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
<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 5 p.m.: University classes: EDSS 530, 531 and 541</p> <p>*Tuesday or Thursday Evenings and some Saturdays: Special Content Methods Course</p>	<p>Tuesday-Friday Full day at school site every day: Clinical Practice II [EDSS 572]</p> <p>Class Period Breakdown:</p> <ul style="list-style-type: none"> 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
<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 	