Clinical Practice Student Teaching & Fieldwork Overview

TED 400 PRESENTATION

FALL 2019

Introductions

Clinical Coordinators

- Dr. Roberta Benjamin – Multiple Subject Coordinator
- Dr. Cristina Stephany – Single Subject Coordinator
- Ms. Dawn Cook – Clinical Support Coordinator

- Place student teachers
- Manage interactions between student teachers, master teachers, and supervisors
- Ensure CTC and program requirements are met to complete student teaching

Phase II Application Due Nov. 1st

Go to our website: https://www.csudh.edu/coe/apply/

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Our urban schools need you. Apply now.

If you are interested in applying for any of the programs below, click on the Apply Now! button.

For assistance with the Cal State Apply application, please contact the College of Education.

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Application Procedures [PDF downloads]:

👆 **Counseling Application Procedures**

👆 **SPE Credential Application Procedures**

👆 **TED Credential Application Procedures**

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Online Admission and Fieldwork Applications

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you@example.com

Password:

Enter your password here...

Log In   Forgot your password?

Welcome to the College of Education (COE) Online Application website!

For our application deadline dates, click here.

* Early Priority Admission Deadline for Spring 2020 - October 1st and for Fall 2020 - June 10th for select programs.

For information on our TED and SPE Information Sessions, click here.

Applying for Admission

If you are interested in applying for one of our programs, please create an account.

Phase II Application Questions?

Contact Maribel Garcia, Program Admissions Evaluator

- (310) 243-3530
- magarcia@csudh.edu

Need Support Uploading Documents?

- Come into the office COE 1401
- Ask for Glenda Sturdivant, Student Service Center Coordinator
- (310) 243-3525
- gsturdivant@csudh.edu

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Clinical Practice Overview

CTC Requires 600 hours of Clinical Experience

- Phase I Purpose – TED 400
  - 60 hours of observation
- Phase II Practice – TED 433/453 Teaching Practices
  - 90 hours of observation and practice
  - * TED 445.01/465.01 – Fieldwork I Course for Interns
- Phase III Praxis– TED 435/455 Student Teaching
  - Minimum 450 hours of observation, co-teaching, and teaching 5 days for 16 weeks
  - * TED 445.02/465.02 – Fieldwork II Course for Interns

Approved Phase II Application: TED 433/453 Orientation

Once your application is approved, you will receive an email with the dates for the mandatory Teaching Practices Seminar Orientation held at the beginning of the semester.

○ TED 433 – Multiple Subject Teaching Practices Seminar

○ TED 453 – Single Subject Teaching Practices Seminar

PHASE II
TED 433/453
Teaching Practices
Seminar - Practicum

- 90 hours of observation and practice completed over 10 weeks, about 9 hours a week.
- Course professor holds weekly seminar on site to guide candidates' practice.
- Candidates observe, assist in record keeping and planning, work with small groups, design and execute lessons approved by cooperating teacher.
- Candidates record a 30-40 minute, whole-class or small group lesson(s) to reflect on practice.
- Intern Option: TED 445.01 & TED 465.01 Fieldwork I
- Candidate completes clinical practice at site of employment, mentored by DES and observed six times by University Supervisor.

School Sites for Practicum

Fall 2019 (subject to change for Spring 2020)

TED 453 (9 hours per week scheduled with cooperating teacher + seminar)

- Lynwood High School

- Gardena High School, LAUSD

TED 433 (9 hours during Mon all day and Tues half day + Tues seminar)

- 186th Street Elementary, LAUSD

- 75th Street Elementary, LAUSD

- Florence Elementary, LAUSD

- Thurgood Marshall Elementary, Lynwood USD

PHASE III

TED 445/455
TED 445/465

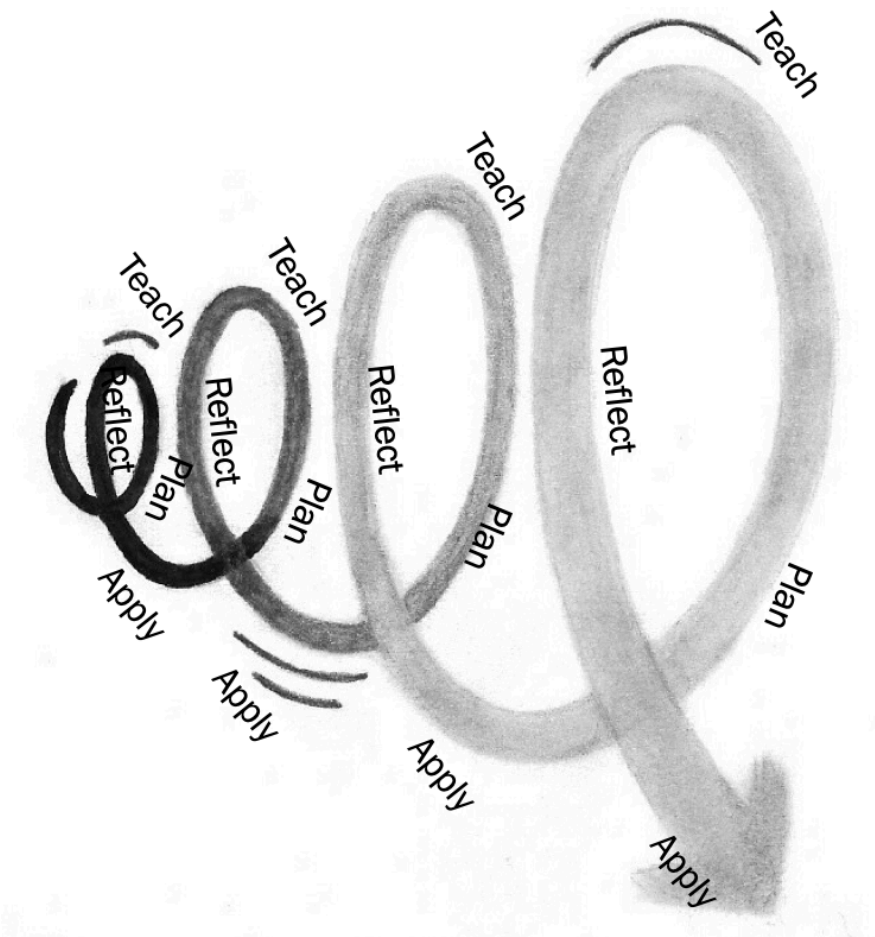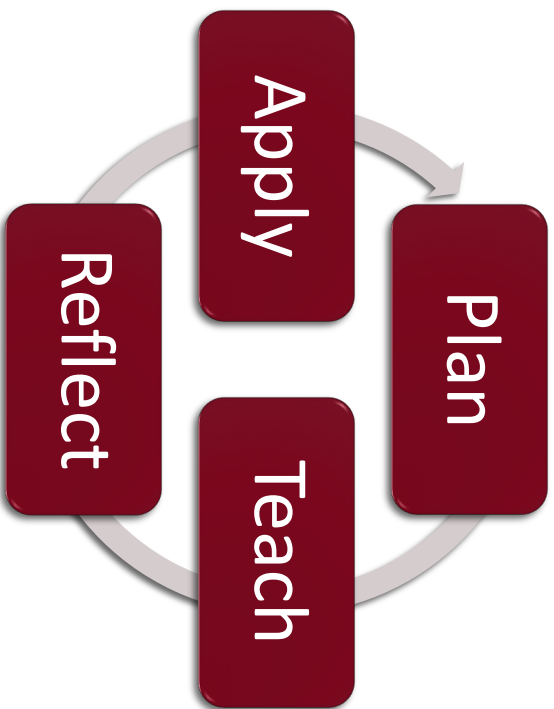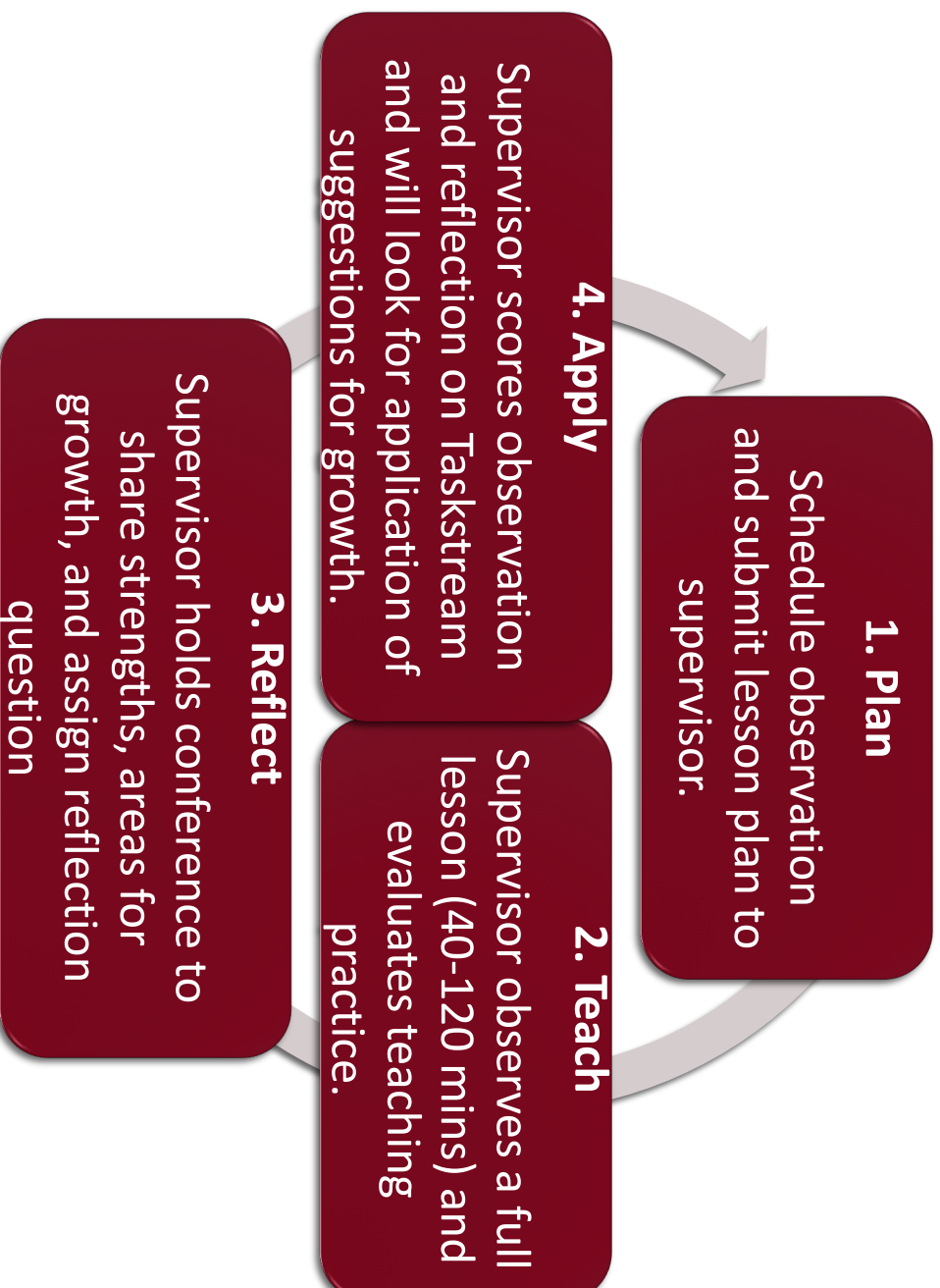## Student Teaching/ Fieldwork

- Minimum of 450 hours of observation, co-teaching, and teaching completed over 16 weeks.

- University Supervisor observes candidate six times to formatively assess and evaluate practice.

- Candidate gradually assumes full responsibility for teaching and completes a minimum of 4 weeks of solo teaching (lesson planning, implementation, and assessment of student learning).

- Candidate records multiple lessons for the California Teacher Performance Assessment (CalTPA) submission to CCTC/Pearson.

- Intern Option: TED 445.02 & TED 465.02 Fieldwork II

- Candidate completes clinical practice at site of employment, mentored by DES and observed six times by University Supervisor.

Building Teaching Practice from the Classroom through Observations

Apply

Reflect

Plan

Teach

Teach
Teach
Teach
Teach
Reflect
Reflect
Reflect
Reflect
Plan
Plan
Plan
Plan
Apply
Apply
Apply
Apply

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University Supervisor Observations

1. Plan
Schedule observation and submit lesson plan to supervisor.

2. Teach
Supervisor observes a full lesson (40-120 mins) and evaluates teaching practice.

3. Reflect
Supervisor holds conference to share strengths, areas for growth, and assign reflection question

4. Apply
Supervisor scores observation and reflection on Taskstream and will look for application of suggestions for growth.

Evaluated Based on Demonstration of Teacher Performance Expectations

The TPEs comprise of the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California.

The TPEs are organized by the six California Standards for the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf

ASTP – Assessment Summary of Teaching Practice

Self-Assessment

- Before the semester begins, the candidate completes a self-assessment.

Midpoint ASTP

- After Observation and Reflection 3 is complete, the supervisor completes a midpoint evaluation of the TPEs demonstrated. Some TPEs will not be applicable.

Final ASTP

- After the final observation, the supervisor completes a final evaluation of the TPEs demonstrated. All TPEs on the rubric will apply.

Completing the ASTP Across Six Observations

Assessment Summary of Teaching Practice (ASTP)

TPE	Standard	Formative Assessment X – Not assessed in student teaching/fieldwork ⟶ Evaluation							
		Observation 1	Observation 2	Observation 3	Mid-point	Observation 4	Observation 5	Observation 6	Final
TPE 1: Engaging and Supporting All Students in Learning									
1.1	Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.		2	3	3		3		3
1.2	Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.				NA		3		3
1.3	Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	3	3	4	4	4	4	5	5
1.4	Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.		3		3	3			3
1.5	Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	3	3		3				3

CalTPA

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CalTPA

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California Teaching Performance Assessment (CalTPA)

CalTPA is offered in the following credential areas*:

- Multiple Subject
- Agriculture
- Art
- Business
- English
- English Language Development
- Health Science
- Home Economics
- Industrial and Technology Education
- Mathematics
- Music
- Physical Education
- Science
- Social Science
- World Languages

Format

Performance assessment consisting of two instructional cycles:

- Instructional Cycle 1: Learning About Students and

CalTPA – Cycle 1

- Cycle 1 focuses on developing an engaging lesson for one class and 3 focus students based on their diverse assets and needs, prior knowledge, interests, and developmental considerations.

- Candidates select appropriate learning goals, determine expectations for what students should know and be able to do, and how students will be assessed.

- Candidates video-record the lesson to demonstrate how they establish a positive learning environment, set expectations for learning, engage students in higher-order thinking, monitor student understanding, make appropriate adaptations to support individual student learning needs, and use resources to enhance content-specific learning.

- Candidates reflect on the flexibility and supports of the lesson to address whole class and focus students' assets and needs. Lastly, candidates explain what they would do differently or the same to improve learning for this group of students.

CalTPA – Cycle 2

- Cycle 2 focuses on the interactions between standards, assessment, and instructional decision-making.

- Candidates conduct a formal assessment that allows students to demonstrate their understanding of the content through the development of a product, process, or performance.

- Candidates video-record instruction and assessment activities to show students engaged in the following specific learning activities: developing academic language, utilizing educational technology supports, making meaning of assessment results/feedback, and higher-order thinking skills.

- Candidates reflect on the effectiveness of their teaching, and determine a re-teaching activity or an extension activity, based on students' assessment results.

Contact Information

Fieldwork Coordinators – place student teachers with master teachers, assign supervisors, schedule and hold trainings for university supervision, support interactions between student teachers, master teachers, supervisors, & interns. Multiple Subject – Dr. Roberta Benjamin robenjamin@csudh.edu
Single Subject – Dr. Cristina Stephany cstephany1@csudh.edu

Clinical Support Coordinator – in charge of all fieldwork related items, including but not limited to: filing out paperwork associated with supervision and fieldwork, phase III petitions and assisting with student teaching placements.
Ms. Dawn Cook vcook@csudh.edu

TaskStream Coordinator – assigns new accounts, helps with log-in, and technical issues on Taskstream. Ms. Janet Severance jseverance@csudh.edu

Bilingual Authorization Certification – questions regarding Bilingual Authorization and dual language programs. Dr. Elexia McGovern emcgovern@csudh.edu

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Questions?

Please note this is not a comprehensive explanation of the teaching practices seminar & student teaching/fieldwork. All information is subject to change as the program is revised for continuous improvement.

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