# **EDUC X302: Teaching Practicum**

# **(3 units)**

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*UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP)****,*** *developed by the California Commission on Teacher Credentialing (CTC).*

**Mission**

The UC Merced Teacher Preparation Program exists to develop culturally responsive educators who equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

**Vision**

The UC Merced Teacher Preparation Program aspires to be a recognized model for developing culturally responsive teachers who are committed to empowering their students. The Teacher Preparation Program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Teacher Preparation Program:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the Teacher Preparation Program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

**Extension Education Programs Learning Outcomes (EPLOs)**

The Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the Teacher Preparation Program will be able to:

**Cultural Responsivity and Values (CRV):** demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

**Content Knowledge (CK):** master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

**Communication and Information Literacy (CIL):** effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

**Professional Development (PD):** deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

**The Teacher Preparation Program Learning Outcomes (PLOs)**

Candidates (students) who complete the Teacher Preparation Program will be able to:

1. Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
2. Personalize instruction and develop co-teaching models.
3. Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment.
4. Practice restorative justice and authentic care.
5. Nurture and educate English language learners through an inclusive and positive class environment.
6. Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
7. Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families, and the community.

Finally, the *Teacher Performance Expectations (TPEs),*developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

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| **TPE 1:** Engaging and Supporting All Students in Learning | **TPE 2:** Creating and Maintaining Effective Environments for Student Learning | **TPE 3:** Understanding and Organizing Subject Matter for Student Learning  |
| **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students | **TPE 5:** Assessing Student Learning | **TPE 6:** Developing as a Professional Educator |

1. **Course Description:** EDUC X302 provides candidates the opportunity to synthesize the theoretical and practical learning in the Teacher Preparation Program and work towards mastery of the Teaching Performance Expectations (TPEs). Mastery is framed as goal-oriented expertise capable of empowering diverse students and K-12 classroom communities. This course is taken concurrently with EDUC X304: Clinical Practice 2 and EDUC X305: Clinical Practice 3.

1. **Course Goal and Outcomes**

1. ***Course Goal:*** The primary course goal is to provide candidates the opportunity to synthesize the theoretical and practical learning in the Teacher Preparation Program and work towards mastery of the Teaching Performance Expectations (TPEs) as they complete their final student teaching.
2. ***Learning Outcomes:*** Course Student Learning Outcomes (CLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC, with Program Goals, and with Extension Education Programs Learning Outcomes (EPLOs).
3. ***English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:*** CLOs 1, 2, 4, 5
4. ***Inclusive Instruction Course Component:*** CLOs 1, 2, 3, 4, 5, 6
5. ***Technology Course Component:*** CLOs 1, 2, 3, 4, 5

The Course Learning Outcomes (CLOs) support student development of the Program Learning Outcomes (PLOs). The connections between the CLOs are made explicit through the indication of which PLOs are connected to each CLO below.

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| **CLOs & Assessments** | **Grading** |
| **CLO 1:** Candidates will critically evaluate instructional strategies and teaching skills to engage and support all students in learning (TPE 1; PLOs 1, 2, 3, 4, 5, 6, 7).**Assessment:** Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio | Description, Points, Weight:see below |
| **CLO 2:** Candidates will use instructional strategies and teaching skills practices to create and maintain effective environments for diverse students and classrooms (TPE 2, PLOs 1, 2, 3, 4, 5, 6, 7).**Assessment:** Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio | Description, Points, Weight:see below |
| **CLO 3:** Candidates will apply their understanding of instructional strategies and teaching skills to organize subject matter for student learning (TPE 3; PLOs 3, 6, 7).**Assessment:** Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio | Description, Points, Weight:see below |
| **CLO 4:** Candidates will apply instructional strategies and teaching skills as they plan and design learning experiences for all students (TPE 4; PLOs 1, 2, 3, 4, 5, 6, 7).**Assessment:** Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio | Description, Points, Weight:see below |
| **CLO 5:** Candidates will consider instructional strategies and teaching skills as they assess student learning (TPE 5; PLOs 2, 3, 6, 7).**Assessment:** Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio | Description, Points, Weight:see below |
| **CLO 6:** Candidates will consider whether/how instructional strategies and teaching skills intersect with personal values and biases influencing instruction (TPE 6; PLOs 1, 4, 6, 7).**Assessment:** Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio | Description, Points, Weight:see below |

| Description of Assessments | Points | **Weight** | Due Date |
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| **Class Participation** Your participation grade will be based on attendance in class, preparation, and engagement with your colleagues. A grading rubric for this assignment will be distributed in class.  | 15 | 15% | Weekly |
| **Critical Reading Blogs (CRBs)**This course includes weekly readings. Critical engagement with the readings is required. The CRB assignment consists of weekly blog entries (minimum 250 words) on assigned reading. In addition, you must respond to CRB entries of at least two other colleagues per week. Your blog should consider the following:*What are the implications of the current readings for becoming a skillful teacher (Saphier, Haley-Speca, & Gower, 2008) and establishing an inclusive classroom (Mastropieri & Scruggs, 2017)?**Apply the current readings to the classroom in which you are completing your final student teaching.*A grading rubric for this assignment will be distributed in class.   | 15 | 15% | Weekly |
| **Discussion Leader**Candidates will be responsible for leading class discussions twice during the term related to the weekly readings, your colleagues’ current teaching placements and the issues/comments by your colleagues in the CRBs.A grading rubric for this assignment will be distributed in class. | 2 x 5 = 10 | 10% | Signups will be during week 1 |
| **Integrated 4-week Unit**Candidates complete a minimum of 4 weeks of solo or co-teaching this term. This requires you to plan and teach the unit, including assessments, and to analyze and reflect on student learning, such that your unit includes re-teaching activities and connecting activities. This assignment will include content covered in your other courses this term. There will be 8 parts to turn in during weeks 2-9. A grading rubric for this assignment will be distributed in class. | 8 x 5 = 40 | 40% | Weeks 2-9 |
| **Portfolio**Candidates work on your portfolio throughout the program as part of your participation grade. Here, the portfolio is graded as a final product.A grading rubric for this assignment will be distributed in class. | 20 | 20% | May 9, 2018 |

1. **Format and Procedures:** This synchronous, face-to-face class meets weekly for a semester. Some course content and all assessment submissions are handled through the Canvas learning management system.

1. **Course Requirements**
	1. ***Class Attendance and Participation Policy***
		1. Attendance: Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
			1. Absences may impact a candidate’s final grade.
			2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
			3. The candidate may be asked to re-enroll or retake the course.
		2. Anticipated Absences: The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class (e.g., Back to School Night). This assures that a candidate has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
		3. Late Work: In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be turned in within one week of its due date. Work turned in later than one week will receive no credit.
		4. Participation**:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.
		5. Tardiness: A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).
	2. ***Technology Policy***

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

* 1. ***Time Expenditure***

EDUC X302 is 3-unit course requiring a total of 135 hours (including class time) over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

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| Class Sessions | 45 hours |
| Weekly Readings | 25 hours |
| CRBs | 15 hours |
| Discussion Leader | 5 hours |
| Integrated 4-week Unit | 25 hours |
| Portfolio | 20 hours |
| **Total** | **135 hours** |

*Note:* Hours spent in clinical practice (e.g., implementing a lesson) are part of your clinical practice are not considered part of your hours for this course.

1. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

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|  | % |
| Participation | 15 |
| CRBs | 15 |
| Discussion Leader | 10 |
| Integrated 4-week Unit | 40 |
| Portfolio | 20 |
| **Total** | **100%** |

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

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| **Letter Grade** | **Percentage** | **Grade Point Equivalent** | **Graduate Level Grades** |
| A | 93-100% | 4.0 | Excellent |
| A- | 90-92% | 3.7 | Outstanding |
| B+ | 87-89% | 3.3 | Above Average |
| B | 83-86% | 3.0 | Average |
| B- | 80-82% | 2.7 | Satisfactory |
| C+ | 77-79% | 2.3 | Marginal, but not acceptable for credit in the Teacher Preparation Program |
| C | 73-76% | 2.0 |
| C- | 70-72% | 1.7 |
| D | 60-69% |  | Not acceptable |
| F | 0-59% |  | Not acceptable |

1. **Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic “F” for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
2. **Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.
3. **Tentative Weekly Schedule**

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| **EDUC X302 TENTATIVE SCHEDULE** **(subject to change)** |
| **Week** | **Topic** | **Before Class** | **Due** |
| 1 | *Welcome, introductions, and overview.**What is skill in teaching? What is the connection between teacher beliefs and teacher behavior?**What is effective differentiated instruction for all students?* | Canvas Week 1*The Skillful Teacher*, Chapters 1 & 2 *The Inclusive Classroom*, Chapter 6 |  |
| 2 | *What do I need to know about my curriculum?**How does one apply principles of Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS)?* | Canvas Week 2*The Skillful Teacher*, Chapter 15*The Inclusive Classroom*, Chapter 7 | CRB 1Discussion Leaders TBDIntegrated 4-week UnitPart I |
| 3 | *How do I frame lesson objectives so they guide my planning and focus on student achievement?**How does one promote learning in literacy?* | Canvas Week 3 *The Skillful Teacher*, Chapter 16*The Inclusive Classroom*, Chapter 13 | CRB 2 Discussion Leaders TBDIntegrated 4-week UnitPart II |
| 4 | *How do I plan lessons that will reach all my students?**How does one promote learning in mathematics?* | Canvas Week 4*The Skillful Teacher*, Chapters 17 and 20*The Inclusive Classroom*, Chapter 14 | CRB 3Discussion Leaders:Integrated 4-week UnitPart III |
| 5 | *What choices do I have for differentiating learning experiences?**How does one promote learning in Science and Social Studies?* | Canvas Week 5*The Skillful Teacher*, Chapter 18*The Inclusive Classroom*, Chapter 15 | CRB 4Discussion Leaders TBDIntegrated 4-week UnitPart IV |
| 6 | *How can I use assessment to inform instruction and increase engagement?**What is assessment? How does one use assessments effectively?* | Canvas Week 6*The Skillful Teacher*, Chapter 19*The Inclusive Classroom*, Chapter 12 | CRB 5Discussion Leaders TBDIntegrated 4-week UnitPart V |

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| 7 | *How do I make concepts and skills clear and accessible to students?* | Canvas Week 7*The Skillful Teacher*, Chapter 9 | CRB 6Discussion Leaders TBDIntegrated 4-week UnitPart VI |
| 8 | *How do I design more efficient and effective learning experiences?*  | Canvas Week 8*The Skillful Teacher*, Chapter 10 | CRB 7Discussion Leaders TBDIntegrated 4-week UnitPart VII |
| 9 | *How do I create learning experiences that develop the mind as well as the content?**How do I teach study skills?* | Canvas Week 9*The Skillful Teacher*, Chapter 11*The Inclusive Classroom*, Chapter 11 | CRB 8Discussion Leaders TBDIntegrated 4-week UnitPart VIII |
| 10 | *How do I get students to pay attention and stay on task?**How do I improve attention and memory for my students?* | Canvas Week 10*The Skillful Teacher*, Chapter 3*The Inclusive Classroom*, Chapter 10 | CRB 9Discussion Leaders TBD |
| 11 | *How do I keep the flow of events moving smoothly and minimize downtime, delays, and distractions?* | Canvas Week 11*The Skillful Teacher*, Chapter 4 | CRB 10Discussion Leaders TBD |
| 12 | *How do I get the most out of my space and furniture?**How do time events and regulate schedules so that students get the most productive learning time?* | Canvas Week 12*The Skillful Teacher*, Chapter 5 *The Skillful Teacher*, Chapter 6  | CRB 11Discussion Leaders TBD |
| 13 | *What procedural routines are important, and how do I get maximum mileage out of them?**How do I eliminate disruptions while building responsibility and ownership?* | Canvas Week 13*The Skillful Teacher*, Chapter 7 *The Skillful Teacher*, Chapter 8 | CRB 12Discussion Leaders TBD |

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| 14 | *How do I communicate to students that what we’re doing is important, that they can do it well, and that I won’t give up on them?**How do I build good personal relationships with students and make them feel truly known and valued?**How do I improve motivation and social behavior in my students?* | Canvas Week 14*The Skillful Teacher*, Chapter 12 *The Skillful Teacher*, Chapter 13 *The Inclusive Classroom*, Chapter 8 | CRB 13Discussion Leaders TBD |
| 15 | *How do I build a climate of inclusion, risk taking, and personal efficacy?**How do I promote inclusion with classroom peers?* | Canvas Week 15*The Skillful Teacher*, Chapter 14*The Inclusive Classroom*, Chapter 9 | CRB 14Discussion Leaders TBD**Portfolio** |

**Required Texts**

Mastropieri, M. A., & Scruggs, T. E. (2017). *The inclusive classroom: Strategies for effective differentiated instruction*. New York, NY: Pearson.\*

Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The skillful teacher*. Acton, MA: Research for Better Teaching.\*

**Required Resources (available online or in Canvas)**

Bybee, R. W., Taylor, J. A., Gardner, A., Van Scotter, P., Powell, J. C., Westbrook, A., & Landes, N. (2006).

*The BSCS 5E instructional model: Origins and effectiveness*. Colorado Springs, Co: BSCS, 5, 88-98.\*

California Department of Education - Common Core State Standards (CCSS) and Resources\*

<https://www.cde.ca.gov/Re/cc/>

Common Core State Standards (CCSS) – Mathematics\*

<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

Common Core State Standards (CCSS) – English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects\* <https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>

The Next Generation Science Standards (NGSS) – California\* <https://www.nextgenscience.org/california>

Olsen, L. (2014). Meeting the Unique Needs of Long Term English Language Learners. *National Education Association*.\*

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. ASCD.\*

\*This resource/text is used in multiple courses.