Fortune School

General Education:
Multiple Subject & Single Subject Preliminary Credential Programs

TABLE OF CONTENTS

INTRODUCTION

FORTUNE SCHOOL, FORMERLY PROJECT PIPELINE, WAS ESTABLISHED IN 1989 BY CENTER USD SUPERINTENDENT DR. REX FORTUNE AND WAS SUPPORTED BY A GRANT FROM THE CALIFORNIA POST-SECONDARY EDUCATION COMMISSION. ITS PRIMARY INITIAL FOCUS WAS TO RECRUIT TEACHERS OF MATHEMATICS AND SCIENCE FOR MIDDLE SCHOOL AND SECONDARY SCHOOLS FOR A CONSORTIUM OF SCHOOL DISTRICT IN SACRAMENTO COUNTY. FOUR YEARS LATER, PROJECT PIPELINE WAS OFFICIALLY ESTABLISHED AS A NONPROFIT PUBLIC BENEFIT CORPORATION (APRIL 5, 1993) AND WAS APPROVED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING TO OFFER AN ALTERNATIVE TEACHER CERTIFICATION PROGRAM FOR SINGLE SUBJECT AND MULTIPLE SUBJECT TEACHERS. BY 1996, PROJECT PIPELINE EXPANDED TO THE SAN FRANCISCO BAY AREA, OPENING PIPELINE CENTERS IN ALAMEDA, PITTSBURG, AND CONCORD (FALL 2001). BY 2004, PROJECT PIPELINE ENROLLED 285 STUDENT INTERNS. THE BUDGET WAS $712,500, AND THE SACRAMENTO COUNTY OFFICE OF EDUCATION WAS THE FISCAL AGENT FOR THE ALTERNATIVE TEACHER CREDENTIALING PROGRAM.

FORTUNE SCHOOL:

FORTUNE SCHOOL IS SEEKING COMMISSION APPROVAL OF A DISTRICT INTERN CREDENTIALING PROGRAM IN WHICH SUCCESSFUL PROGRAM COMPLETERS WILL OBTAIN A PRELIMINARY DISTRICT INTERN CREDENTIAL. FORTUNE SCHOOL'S DISTRICT INTERNS COMPLETE THEIR COURSEWORK THROUGH A RIGOROUS TWO YEAR PROGRAM INCLUDING A 160-HOUR PRE-SERVICE PROGRAM. THE DISTRICT INTERN CREDENTIALING PROGRAM'S CLINICAL-BASED DESIGN PROVIDES OPPORTUNITIES FOR DISTRICT INTERNS TO LEARN AND APPLY SKILLS THROUGHOUT THE PROGRAM. THE PROGRAM DESIGN ALSO ALLOWS DISTRICT INTERNS TO PARTICIPATE IN A VARIETY OF AUTHENTIC TEACHING EXPERIENCES TYPICALLY REQUIRED OF HIGHLY EFFECTIVE TEACHERS THROUGH BOTH COURSE WORK AND FIELDWORK.

VISION:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

MISSION:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

PRECONDITIONS

PRECONDITIONS FOR PRELIMINARY MULTIPLE AND SINGLE SUBJECT INTERNSHIP PROGRAMS

(1) BACHELOR'S DEGREE REQUIREMENT. CANDIDATES ADMITTED TO INTERNSHIP PROGRAMS MUST HOLD BACCALAUREATE DEGREES OR HIGHER FROM A REGIONALLY ACCREDITED INSTITUTION OF HIGHER EDUCATION. *REFERENCE: EDUCATION CODE SECTIONS 44325, 44326, 44453.*

FORTUNE SCHOOL REQUIRES THAT INTERNS HOLD A BACCALAUREATE DEGREE OR HIGHER FROM A REGIONALLY ACCREDITED INSTITUTION OF HIGHER EDUCATION PER THE ADMISSIONS PROCESS.
APPLICATION PACKET FOR MULTIPLE SUBJECT AND SINGLE SUBJECT PROGRAMS

(2) SUBJECT MATTER REQUIREMENT. EACH MULTIPLE SUBJECT INTERN ADMITTED INTO THE PROGRAM HAS PASSED THE COMMISSION-APPROVED SUBJECT MATTER EXAMINATIONS(S) FOR THE SUBJECT AREA(S) IN WHICH THE INTERN IS AUTHORIZED TO TEACH, AND EACH SINGLE SUBJECT INTERN ADMITTED INTO THE PROGRAM HAS PASSED THE COMMISSION-APPROVED SUBJECT MATTER EXAMINATION(S) OR COMPLETED THE SUBJECT MATTER PROGRAM FOR THE SUBJECT AREAS(S) IN WHICH THE INTERN IS AUTHORIZED TO TEACH. *REFERENCE: EDUCATION CODE SECTION 44325(C) (3).*

FORTUNE SCHOOL REQUIRES THAT EACH MULTIPLE SUBJECT DISTRICT INTERN ADMITTED INTO THE PROGRAM HAS PASSED THE COMMISSION-APPROVED SUBJECT MATTER EXAMINATIONS FOR MULTIPLE SUBJECT OR COMPLETED THE SUBJECT MATTER PREPARATION PROGRAM FOR LIBERAL STUDIES (WILL BEGIN ACCEPTING IN 2018). APPLICANTS ARE REQUIRED TO SUBMIT ONE OF THESE ITEMS WITH THEIR APPLICATION MATERIALS.
EXAMPLE OF SUBJECT MATTER EXAMINATION
FORTUNE SCHOOL'S WHAT CAN I TEACH? DOCUMENT

FORTUNE SCHOOL REQUIRES THAT EACH SINGLE SUBJECT DISTRICT INTERN HAS PASSED THE COMMISSION-APPROVED SUBJECT MATTER EXAMINATION(S) OR COMPLETED THE SUBJECT MATTER PROGRAM FOR THE SUBJECT AREAS(S) IN WHICH THE DISTRICT INTERN IS AUTHORIZED TO TEACH. APPLICANTS ARE REQUIRED TO SUBMIT ONE OF THESE ITEMS WITH THEIR APPLICATION MATERIALS.
EXAMPLE OF SUBJECT MATTER AUTHORIZATION LETTER
EXAMPLE OF SUBJECT MATTER EXAMINATION
FORTUNE SCHOOL'S WHAT CAN I TEACH? DOCUMENT

(3) PRE-SERVICE REQUIREMENT.
(A) EACH MULTIPLE AND SINGLE SUBJECT INTERNSHIP PROGRAM MUST INCLUDE A MINIMUM OF 120 CLOCK HOUR (OR THE SEMESTER OR QUARTER UNIT EQUIVALENT) PRE-SERVICE COMPONENT WHICH INCLUDES FOUNDATIONAL PREPARATION IN GENERAL PEDAGOGY INCLUDING CLASSROOM MANAGEMENT AND PLANNING, READING/LANGUAGE ARTS, SUBJECT SPECIFIC PEDAGOGY, HUMAN DEVELOPMENT, AND SPECIFIC CONTENT REGARDING THE TEACHING ENGLISH LEARNERS PURSUANT TO CALIFORNIA CODE OF REGULATIONS §80033.

(A) EACH MULTIPLE AND SINGLE SUBJECT DISTRICT INTERNSHIP PROGRAM INCLUDES A 160 CLOCK HOUR PRE-SERVICE PROGRAM. DISTRICT INTERNS COMPLETE A VARIETY OF COURSES INCLUDING OVERVIEW OF THE PRE-SERVICE PROGRAM, ORGANIZING AND MANAGING THE CLASSROOM/POSITIVE BEHAVIOR

MANAGEMENT, READING AND WRITING IN THE CONTENT AREA, PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS, TEACHING EXCEPTIONAL CHILDREN: TYPICAL AND ATYPICAL DEVELOPMENT, INSTRUCTIONAL PLANNING, FIELD EXPERIENCE, AND CAPSTONE/PORTFOLIO.

FORTUNE SCHOOL'S PRE-SERVICE COURSE SCHEDULE
FORTUNE SCHOOL'S PRE-SERVICE SCOPE & SEQUENCE
FORTUNE SCHOOL WEBSITE – COURSE SCHEDULES

(4) PROFESSIONAL DEVELOPMENT PLAN. THE EMPLOYING DISTRICT HAS DEVELOPED AND IMPLEMENTED A PROFESSIONAL DEVELOPMENT PLAN FOR INTERNS IN CONSULTATION WITH A COMMISSION-APPROVED PROGRAM OF TEACHER PREPARATION. THE PLAN SHALL INCLUDE ALL OF THE FOLLOWING:

(A) PROVISIONS FOR AN ANNUAL EVALUATION OF THE INTERN.

SUCCESSFUL TEACHING AS A DISTRICT INTERN: SUCCESSFUL TEACHING IS DETERMINED BY THE SITE ADMINISTRATOR'S ANNUAL EVALUATION AND FORTUNE SCHOOL'S FIELD SUPERVISORS' ONGOING FORMATIVE AND SUMMATIVE OBSERVATIONS. DISTRICT INTERNS MUST HAVE SUCCESSFUL EVALUATIONS THROUGHOUT THEIR ENTIRE PROGRAM AS DETERMINED BY SITE ADMINISTRATOR AND FIELD SUPERVISOR TO BE RECOMMENDED FOR THEIR CREDENTIAL.

EACH DISTRICT INTERN IS EVALUATED USING THE FOLLOWING:
- *DISPOSITION CHECKLIST*
- *FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA)*
- *GOAL-SETTING REFLECTION*
- *VIDEO OBSERVATION AND COLLABORATION*
- *OBSERVATION TEMPLATE AND ACTION PLANNING TOOLS*
- *PERIODIC REFLECTIVE JOURNALS*
- *SUMMATIVE REFLECTION*

(B) A DESCRIPTION OF THE COURSES TO BE COMPLETED BY THE INTERN, IF ANY, AND A PLAN FOR THE COMPLETION OF PRESERVICE OR OTHER CLINICAL TRAINING, IF ANY, INCLUDING STUDENT TEACHING.

ALL DISTRICT INTERNS ENROLLED IN THE PROGRAM ARE EXPECTED TO COMPLETE THE FOLLOWING COURSES BASED ON THEIR PROGRAM:
- *SINGLE SUBJECT DISTRICT INTERN PROGRAM (INCLUDES PRE-SERVICE PROGRAM)*
- *MULTIPLE SUBJECT DISTRICT INTERN PROGRAM (INCLUDES PRE-SERVICE PROGRAM)*

(C) ADDITIONAL INSTRUCTION DURING THE FIRST SEMESTER OF SERVICE, FOR INTERNS TEACHING IN KINDERGARTEN OR GRADES 1 TO 6 INCLUSIVE, IN CHILD DEVELOPMENT AND TEACHING METHODS, AND SPECIAL EDUCATION PROGRAMS FOR PUPILS WITH MILD AND MODERATE DISABILITIES.

DURING PRE-SERVICE, INTERN CANDIDATES ARE EXPOSED TO CHILD DEVELOPMENT AND TEACHING METHODS FOR STUDENTS WITH SPECIAL NEEDS AND AGAIN, DURING THE FIRST SEMESTER IN THE DISTRICT INTERN PROGRAM AS ENROLLED AS DISTRICT INTERNS (MULTIPLE SUBJECT AND SINGLE SUBJECT) THROUGH THE SUCCESSFUL COMPLETION OF THE FOLLOWING COURSES:

PRE-SERVICE: TEACHING EXCEPTIONAL CHILDREN
THIS COURSE FAMILIARIZES PARTICIPANTS WITH THE BASIC KNOWLEDGE, SKILLS AND STRATEGIES FOR TEACHING SPECIAL POPULATIONS INCLUDING STUDENTS WITH DISABILITIES, STUDENTS ON BEHAVIOR PLANS, AND GIFTED AND TALENTED STUDENTS IN THE GENERAL EDUCATION CLASSROOM. EACH CANDIDATE LEARNS ABOUT THE ROLE OF THE EDUCATION SPECIALIST AND THE GENERAL EDUCATION TEACHER IN THE SPECIAL EDUCATION PROCESS AND THE PROCESSES FOR ANALYZING THE PSYCHOLOGICAL, PHYSICAL, AND

COGNITIVE INFLUENCES ON CHILD DEVELOPMENT. PARTICIPANTS WILL BE INTRODUCED TO THE USE OF DIFFERENTIATED INSTRUCTIONAL STRATEGIES THAT ENSURE THAT ALL STUDENTS HAVE ACCESS TO THE CORE CURRICULUM WHILE CREATING A POSITIVE, INCLUSIVE CLIMATE OF INSTRUCTION FOR ALL SPECIAL POPULATIONS IN THE GENERAL EDUCATION CLASSROOM. ALL PARTICIPANTS WILL HAVE AN INTRODUCTION TO THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP) PROCESS DISCUSSES IMPLEMENTATION OF STATE AND FEDERAL LAWS (IDEA AND ADA), AS WELL AS EXAMINATION AND REFLECTION ON ATTITUDES AND FEELINGS ABOUT EXCEPTIONALITY.

TEACHING EXCEPTIONAL CHILDREN COURSE DESCRIPTION

MODULE B: FOUNDATIONS OF TEACHING (INCLUDES A SUPPLEMENTAL PRACTICUM COURSE)
THIS MODULE WILL INTRODUCE CANDIDATES TO THE COMPLEX PROFESSION OF TEACHING, INCLUDING THE HISTORICAL, PHILOSOPHICAL, CULTURAL, SOCIAL AND POLITICAL HISTORY OF THE EDUCATIONAL SYSTEM IN THE UNITED STATES AND CALIFORNIA, INCLUDING POLICIES ESTABLISHED BY ESEA AND REAUTHORIZED INTO "NO CHILD LEFT BEHIND" AND NOW THE EVERY STUDENT SUCCEEDS ACT (ESSA). THE COURSE WILL EXPLORE CHARACTERISTICS AND CAUSES OF EXCEPTIONALITY AND THE INCLUSION OF CHILDREN WITH DISABILITIES IN CHILDHOOD SETTINGS (INFANT - ADOLESCENCE). INCLUDES DISCUSSION OF DEVELOPMENTAL DISABILITIES, FAMILY AND COMMUNITY RESOURCES, ASSESSMENT AND SCREENING, WORKING WITH DIVERSE FAMILIES, AND KNOWING HOW TO WORK WITH INTERDISCIPLINARY TEAMS TO PROMOTE THE DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS.
FURTHERMORE, CANDIDATES WILL...

- *STUDY PRINCIPLES AND STRATEGIES THAT CAN BRING ABOUT CLASSROOM CONDITIONS THAT CONTRIBUTE TO HIGH STUDENT ACHIEVEMENT FOR ALL LEVELS OF LEARNERS.*
- *BE INTRODUCED TO CURRENT TRENDS AND ISSUES REGARDING INSTRUCTION AND CURRICULUM FOR STUDENTS IN ETHNICALLY, LINGUISTICALLY, AND CULTURALLY DIVERSE CLASSROOMS.*
- *IMPLEMENT CLASSROOM MANAGEMENT PRACTICES THAT ARE RESEARCH-BASED AND ASSOCIATED WITH HIGH LEVELS OF STUDENT ENGAGEMENT IN LEARNING ACTIVITIES AND LOW LEVELS OF DISRUPTIVE BEHAVIOR.*

MODULE B COURSE DESCRIPTION

(D) INSTRUCTION, DURING THE FIRST YEAR OF SERVICE, FOR INTERNS TEACHING CHILDREN IN BILINGUAL CLASSES IN THE CULTURE AND METHODS OF TEACHING BILINGUAL CHILDREN, AND INSTRUCTION IN THE ETIOLOGY AND METHODS OF TEACHING CHILDREN WITH MILD AND MODERATE DISABILITIES.

DISTRICT INTERNS ENROLLED IN THE FORTUNE SCHOOL DISTRICT INTERN PROGRAM ARE NOT COVERED BY THE AUTHORIZATIONS OF BCLAD. ALL ENROLLED DISTRICT INTERNS ARE AUTHORIZED TO PROVIDE SERVICES TO ENGLISH LANGUAGE LEARNERS IN AN ENGLISH LANGUAGE-BASED CLASSROOM. THE AUTHORIZATION ON THEIR DISTRICT INTERN CREDENTIAL IS AS FOLLOWS:

ELA3: THE FOLLOWING INSTRUCTIONAL SERVICES MAY BE PROVIDED TO ENGLISH LEARNERS LIMITED TO THE SETTINGS OR CONTENT/SPECIALTY AREA(S) LISTED AT THE GRADE/AGE LEVELS AUTHORIZED BY THE INTERN CREDENTIAL: (1) ENGLISH LANGUAGE DEVELOPMENT DEFINED AS INSTRUCTION DESIGNED SPECIFICALLY FOR LIMITED-ENGLISH-PROFICIENT STUDENTS TO DEVELOP THEIR LISTENING, SPEAKING, READING, AND WRITING SKILLS IN ENGLISH; AND (2) SPECIALLY DESIGNED CONTENT INSTRUCTION DELIVERED IN ENGLISH DEFINED AS INSTRUCTION IN A SUBJECT AREA, DELIVERED IN ENGLISH, THAT IS SPECIALLY DESIGNED TO MEET THE NEEDS OF LIMITED-ENGLISH-PROFICIENT STUDENTS.

THE DISTRICT INTERN FORTUNE SCHOOL STANDARDS-BASED LESSON PLAN TEMPLATE ENSURES DIVERSE EXPERIENCES DURING SITE-BASED WORK AND LESSON PLANNING INCLUDING MEETING THE NEEDS OF ENGLISH LANGUAGE LEARNERS AND THE FORTUNE SCHOOL STANDARDS-BASED LESSON PLAN TEMPLATE MEETS THE NEEDS OF STUDENTS WITH SPECIAL NEEDS.

5) SUPERVISION OF INTERNS.

(A) IN ALL INTERNSHIP PROGRAMS, THE PARTICIPATING INSTITUTIONS IN PARTNERSHIP WITH EMPLOYING DISTRICTS SHALL PROVIDE 144 HOURS OF SUPPORT AND SUPERVISION ANNUALLY AND 45 HOURS OF SUPPORT AND SUPERVISION SPECIFIC TO TEACHING ENGLISH LEARNERS PURSUANT TO CALIFORNIA CODE OF REGULATIONS §80033. INTERNSHIP PROGRAM 2 PRECONDITIONS

FORTUNE SCHOOL ON-SITE SUPERVISORS ARE CONTRACTED (MOU) TO MEET SYSTEMATICALLY (SUPERVISOR SCHEDULE, MENTOR SUBMISSION) WITH INTERNS/CANDIDATES. DURING THE MENTOR SUBMISSION PROCESS, THE LOG SHEET IS SIGNED BY THE SUPERVISING MENTOR SEVERAL TIMES WITHIN THE ACADEMIC YEAR TO ENSURE THAT THE INTERNS ARE MEETING THE 144 HOURS OF SUPPORT WITH THE 45 HOURS OF EL BEING DOCUMENTED VIA THE LOG SHEET AND CONFIRMED BY THE SUPERVISING MENTOR VIA SIGNATURES TO CONFIRM PROGRESS MONITORING AND TRACKING. THESE HOURS ARE IN ADDITION TO THE 45 HOURS OF EL SUPPORT PROVIDED DURING THE PRE-SERVICE PROGRAM IN THE "PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS" COURSE. LOG SHEETS ARE COLLECTED BY THE LEARNING MANAGEMENT SYSTEM AND MONITORED BY THE DIRECTOR AND COORDINATOR OF TEACHER EDUCATION.

THESE ADDITIONAL HOURS OF EL SUPPORT ARE OBTAINED DURING THE FOUNDATIONAL PREPARATION OF 45 HOURS DURING PRE-SERVICE WITH THE FOLLOWING COURSE OF INSTRUCTION:
PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS:
CANDIDATES WILL EXAMINE IDEOLOGIES BASED ON EQUITY, DIVERSITY, CULTURAL AWARENESS, AND LINGUISTIC RESPONSIVENESS AND THEIR IMPLEMENTATION ON SCHOOL POLICIES AND ON TEACHING PRACTICES FOR ALL LEARNERS. CANDIDATES WILL DEVELOP AN UNDERSTANDING OF THEORIES, PROGRAMS, AND INSTRUCTIONAL PRACTICES FOR ENGLISH LANGUAGE DEVELOPMENT, INCLUDING:

- *HISTORICAL, LEGAL, AND LEGISLATIVE FOUNDATIONS OF PROGRAMS FOR ENGLISH LEARNERS*
- *ENGLISH LANGUAGE ACQUISITION AND ITS RELATIONSHIP TO ACADEMIC ACHIEVEMENT*
- *ENGLISH LANGUAGE STRUCTURE AND USE*
- *SCAFFOLDING STRATEGIES TO SUPPORT AND DEVELOP ACADEMIC LANGUAGE PROFICIENCY*
- *CULTURAL DIVERSITY AND ITS RELATIONSHIP TO ACADEMIC ACHIEVEMENT*

INTERN PROGRAM MODIFICATION TEMPLATE – ENGLISH LEARNERS

(B) UNIVERSITY INTERN PROGRAMS ONLY: NO INTERN'S SALARY MAY BE REDUCED BY MORE THAN 1/8 OF ITS TOTAL TO PAY FOR SUPERVISION, AND THE SALARY OF THE INTERN SHALL NOT BE LESS THAN THE MINIMUM BASE SALARY PAID TO A REGULARLY CERTIFICATED PERSON. IF THE INTERN SALARY IS REDUCED, NO MORE THAN EIGHT INTERNS MAY BE ADVISED BY ONE DISTRICT SUPPORT PERSON. *REFERENCE: EDUCATION CODE SECTION 44462.* INSTITUTIONS WILL DESCRIBE THE PROCEDURES USED IN ASSIGNING SUPERVISORS AND, WHERE APPLICABLE, THE SYSTEM USED TO PAY FOR SUPERVISION.
FORTUNE SCHOOL WILL OPERATE DISTRICT INTERN PROGRAM, NOT UNIVERSITY INTERN PROGRAMS.

(6) ASSIGNMENT AND AUTHORIZATION. TO RECEIVE PROGRAM APPROVAL, THE PARTICIPATING INSTITUTION AUTHORIZES THE CANDIDATES IN AN INTERNSHIP PROGRAM TO ASSUME THE FUNCTIONS

THAT ARE AUTHORIZED BY THE REGULAR STANDARD CREDENTIAL. *REFERENCE: EDUCATION CODE SECTION 44454.* THE INSTITUTION STIPULATES THAT THE INTERNS' SERVICES MEET THE INSTRUCTIONAL OR SERVICE NEEDS OF THE PARTICIPATING DISTRICT(S). *REFERENCE: EDUCATION CODE SECTION 44458.*

PER THE MOU AGREEMENT BETWEEN FORTUNE SCHOOL AND THE EMPLOYING AGENCY, BOTH PARTIES AGREE TO THE FOLLOWING:

THE EMPLOYER AND PROGRAM HEREBY AGREE TO COLLABORATE WITH EACH OTHER TO IMPLEMENT TEACH, AND TO RECRUIT, PLACE, AND TRAIN TEACHERS FOR POSITIONS AS "TEACHER OF RECORD" IN THE FOLLOWING AREAS: ENGLISH, MATHEMATICS, SOCIAL SCIENCE, SCIENCE, PHYSICAL EDUCATION, WORLD LANGUAGES, AND MULTIPLE SUBJECT UPON THE TERMS AND CONDITIONS HEREINAFTER SET FORTH.
EXAMPLE MOU – ASSIGNMENT AND AUTHORIZATION

TEACHERS OF RECORD ARE CLASSIFIED AS THE INSTRUCTOR RESPONSIBLE FOR THE CLASSROOM TO WHICH THE TEACHER IS ASSIGNED AND IS THE PERSON SOLELY RESPONSIBLE FOR ALL GRADING AND EVALUATIONS OF THE STUDENTS WITHIN THE CLASSROOM. THE TEACHER OF RECORD IS THE PERSON RESPONSIBLE FOR THE CLASSROOM BASED ON THE CREDENTIAL HE/SHE HAS ON FILE WITH THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING. THIS CREDENTIAL WILL INCLUDE ENGLISH LEARNER AUTHORIZATION FOR DISTRICT INTERNS UNDER AUTHORIZATION CODE ELA3.

(7) PARTICIPATING DISTRICTS. PARTICIPATING DISTRICTS ARE PUBLIC SCHOOL DISTRICTS OR COUNTY OFFICES OF EDUCATION. SUBMISSIONS FOR APPROVAL MUST IDENTIFY THE SPECIFIC DISTRICTS INVOLVED AND THE SPECIFIC CREDENTIAL(S) INVOLVED. *REFERENCE: EDUCATION CODE SECTIONS 44321 AND 44452.*

FORTUNE SCHOOL, IN COLLABORATION WITH ITS CONSORTIUM SCHOOLS AND DISTRICTS, DEVELOPS STRONG TEACHER LEADERS THROUGH A DISTRICT INTERN PROGRAM. OUR CURRENT LIST OF PARTNERING SCHOOLS AND DISTRICTS IS CONSISTENTLY GROWING AND IS PROVIDED VIA OUR WEBSITE
FORTUNE SCHOOL PARTNERS

THE PARTNERS IDENTIFIED ON THE FORTUNE SCHOOL WEBSITE INDICATE THE EMPLOYERS WITH WHICH FORTUNE SCHOOL DISTRICT INTERNS ARE AUTHORIZED TO WORK. FORTUNE SCHOOL'S DISTRICT INTERN PROGRAM OPERATES HAND-IN-HAND WITH PARTNERING DISTRICTS, CHARTER SCHOOLS, AND NONPUBLIC SCHOOLS TO PROVIDE THE PROGRAM AS A WHOLE. FORTUNE SCHOOL IS RESPONSIBLE FOR PROVIDING THE PROGRAM ITEMS: COURSES, SUPERVISION, AND CREDENTIAL, WHILE THE EMPLOYING SCHOOL/DISTRICT IS RESPONSIBLE FOR PROVIDING EMPLOYMENT AS THE TEACHER OF RECORD UNDER THE DISTRICT INTERN CREDENTIAL. SINGLE SUBJECT AND MULTIPLE SUBJECT DISTRICT INTERNS ARE AUTHORIZED TO BE EMPLOYED WITHIN PUBLIC SCHOOL DISTRICTS AND CHARTER SCHOOLS. NO DISTRICT INTERN CREDENTIAL HOLDERS ARE AUTHORIZED TO BE EMPLOYED IN A PRIVATE SCHOOL SETTING. AT THE END OF THE DISTRICT INTERN PROGRAM, FORTUNE SCHOOL(PROGRAM) AND THE SCHOOL DISTRICT/CHARTER SCHOOL/NONPUBLIC SCHOOL (EMPLOYER) COME TOGETHER TO APPROVE OF THE DISTRICT INTERN'S PROGRESS AND RECOMMEND HIM/HER FOR THE PRELIMINARY CREDENTIAL.

(8) EARLY PROGRAM COMPLETION OPTION. (DOES NOT APPLY TO AN EDUCATION SPECIALIST INTERN PROGRAM) EACH INTERN PROGRAM MUST MAKE AVAILABLE TO CANDIDATES WHO QUALIFY FOR THE OPTION THE OPPORTUNITY TO CHOOSE AN EARLY PROGRAM COMPLETION

OPTION, CULMINATING IN A FIVE YEAR PRELIMINARY TEACHING CREDENTIAL. THIS OPTION MUST BE MADE AVAILABLE TO INTERNS WHO MEET THE FOLLOWING REQUIREMENTS:

(A) PASS A WRITTEN ASSESSMENT ADOPTED BY THE COMMISSION THAT ASSESSES KNOWLEDGE OF TEACHING FOUNDATIONS AS WELL AS ALL OF THE FOLLOWING:

• HUMAN DEVELOPMENT AS IT RELATES TO TEACHING AND LEARNING ALIGNED WITH THE STATE CONTENT AND PERFORMANCE STANDARDS FOR K-12 STUDENTS

• TECHNIQUES TO ADDRESS LEARNING DIFFERENCES, INCLUDING WORKING WITH STUDENTS WITH SPECIAL NEEDS

• TECHNIQUES TO ADDRESS WORKING WITH ENGLISH LEARNERS TO PROVIDE ACCESS TO THE CURRICULUM

• READING INSTRUCTION IN ACCORDANCE WITH STATE STANDARDS

• ASSESSMENT OF STUDENT PROGRESS BASED ON THE STATE CONTENT AND PERFORMANCE STANDARDS

• CLASSROOM MANAGEMENT TECHNIQUES

• METHODS OF TEACHING THE SUBJECT FIELDS

(B) PASS THE TEACHING PERFORMANCE ASSESSMENT. THIS ASSESSMENT MAY BE TAKEN ONLY ONE TIME BY AN INTERN PARTICIPATING IN THE EARLY COMPLETION OPTION.

(C) PASS THE READING INSTRUCTION COMPETENCE ASSESSMENT (RICA) (MULTIPLE SUBJECT CREDENTIAL ONLY).

(D) MEET THE REQUIREMENTS FOR TEACHER FITNESS.

AN INTERN WHO CHOOSES THE EARLY COMPLETION OPTION BUT IS NOT SUCCESSFUL IN PASSING THE ASSESSMENT MAY COMPLETE HIS OR HER FULL INTERNSHIP PROGRAM. *(REFERENCE: EDUCATION CODE SECTION 44468).* INTERNSHIP PROGRAM 3 PRECONDITIONS

FORTUNE SCHOOL OFFERS THE EARLY COMPLETION OPTION FOR QUALIFIED CANDIDATES WHO MEET THE FOLLOWING REQUIREMENTS:

a) *PASS A WRITTEN ASSESSMENT ADOPTED BY THE COMMISSION THAT ASSESSES KNOWLEDGE OF TEACHING FOUNDATIONS:*
   MULTIPLE SUBJECT EXAM: ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEMENTARY
   SINGLE SUBJECT EXAM: ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SECONDARY

b) *PASS THE TEACHING PERFORMANCE ASSESSMENT*
   APPLICANTS TO THE ECO PROGRAM ARE REQUIRED TO PASS TPA TASK 1: SINGLE SUBJECT PEDAGOGY WITH A SCORE OF 3 OR 4.

c) *PASS THE READING INSTRUCTION COMPETENCE ASSESSMENT (RICA)*
   MULTIPLE SUBJECT ECO CANDIDATES ARE REQUIRED TO PASS THE RICA PRIOR TO SUCCESSFUL PROGRAM COMPLETION.

d) *MEET THE REQUIREMENTS FOR TEACHER FITNESS*
   APPLICANTS MUST HAVE A VALID DOCUMENT ON THE CTC WEBSITE SHOWING THAT HE/SHE HAS SUBMITTED FINGERPRINTS TO THE COMMISSION AND IS CLEARED TO BE IN THE CLASSROOM AS A TEACHER.

FORTUNE SCHOOL CURRENTLY OFFERS THE ECO PROGRAM TO QUALIFIED CANDIDATES IN THE SUBJECT AREAS OF ENGLISH, MATHEMATICS, SCIENCE, AND MULTIPLE SUBJECT.
FSE WEBSITE – ECO PROGRAM

(9) LENGTH OF VALIDITY OF THE INTERN CERTIFICATE. EACH INTERN CERTIFICATE WILL BE VALID FOR A PERIOD OF TWO YEARS. HOWEVER, A CERTIFICATE MAY BE VALID FOR THREE YEARS IF THE INTERN IS PARTICIPATING IN A PROGRAM LEADING TO THE ATTAINMENT OF A SPECIALIST CREDENTIAL TO TEACH STUDENTS, OR FOR FOUR YEARS IF THE INTERN IS PARTICIPATING IN A DISTRICT INTERN PROGRAM LEADING TO THE ATTAINMENT OF BOTH A MULTIPLE SUBJECT OR A SINGLE SUBJECT TEACHING CREDENTIAL AND A SPECIALIST CREDENTIAL TO TEACH STUDENTS WITH MILD/MODERATE DISABILITIES. *REFERENCE: EDUCATION CODE SECTION 44325 (B).*

FORTUNE SCHOOL OPERATES ON A TWO-YEAR PROGRAM FOR SINGLE SUBJECT AND MULTIPLE SUBJECT. ALL DISTRICT INTERNS ARE REQUIRED TO COMPLETED ALL COURSEWORK, SUPERVISION, AND TPA (IF APPLICABLE) REQUIREMENTS WITHIN THIS TIMEFRAME. A ONE-TIME, ONE-YEAR EXTENSION IS AVAILABLE TO DISTRICT INTERNS WHO HAVE NOT COMPLETED THEIR REQUIREMENTS WITHIN THE TWO-YEAR TIMEFRAME. FOR MULTIPLE SUBJECT DISTRICT INTERNS, PROOF OF PASSING RICA IS REQUIRED PRIOR TO RECOMMENDATION FOR THE PRELIMINARY CREDENTIAL.

(10) NON-DISPLACEMENT OF CERTIFICATED EMPLOYEES. THE INSTITUTION AND PARTICIPATING DISTRICTS MUST CERTIFY THAT INTERNS DO NOT DISPLACE CERTIFICATED EMPLOYEES IN PARTICIPATING DISTRICTS.

FORTUNE SCHOOL PURPOSEFULLY RECRUITS AND ADMITS DISTRICT INTERN CREDENTIAL CANDIDATES FROM PARTNERING PUBLIC SCHOOLS, NON-PUBLIC SCHOOLS, AND CHARTER SCHOOLS TO ASSIST IN THE COMPLETION OF THEIR CREDENTIAL PROGRAM REQUIREMENTS.

THE GOAL OF OUR DISTRICT INTERN PROGRAM WILL BE TO CREDENTIAL A TOTAL OF AT LEAST 150 FULLY CREDENTIALED TEACHERS DURING THE NEXT THREE SCHOOL YEARS: 2018-2019, 2019-2020, AND 2020-2021. THE PROGRAM'S OUTCOME WILL BE FOR OUR PARTNERING PUBLIC SCHOOLS, NON-PUBLIC SCHOOLS, AND CHARTER SCHOOLS TO END THE 2020-2021 SCHOOL YEAR WITH NO MORE THAN FIVE TEACHERS SERVING ON EMERGENCY SUBSTITUTE PERMITS, PROVISIONAL INTERNSHIP PERMITS, AND/OR SHORT TERM STAFF PERMITS.

*FORTUNE SCHOOL FOSTERS A HISTORY OF POSITIVE RELATIONSHIPS WITH OUR PARTNERS AND HAS CONDUCTED RESEARCH WITH VARIOUS DISTRICT HIRING MANAGERS AND SUPERINTENDENTS TO DISCERN THE PROFESSIONAL DISPOSITIONS AND SKILL-SETS SCHOOLS MOST DESIRED IN TEACHER CANDIDATES. SOME EXAMPLES OF OUR SUPPORTING PARTNERS INCLUDE **SACRAMENTO CITY UNIFIED SCHOOL DISTRICT** AND FORTUNE CHARTER SCHOOLS – WHICH INCLUDE: FORTUNE SCHOOL, WILLIAM LEE COLLEGE PREP, ALAN ROWE COLLEGE PREP, EPHRAIM WILLIAMS COLLEGE, HAZEL MAHONE COLLEGE PREP, REX & MARGARET FORTUNE EARLY COLLEGE HIGH SCHOOL, AND HARDY BROWN COLLEGE PREP.*

PROGRAM DESIGN: FORTUNE SCHOOL

FORTUNE SCHOOL WILL WORK CLOSELY WITH THE PARTICIPATING SCHOOLS/DISTRICT TO FILL HARD-TO-STAFF POSITIONS. PER THE MOU, THE DISTRICT WILL CERTIFY THAT DISTRICT INTERNS DO NOT DISPLACE CERTIFICATED EMPLOYEES AND THAT AFTER EXTENSIVE SEARCH AND RECRUITMENT METHODS, IT IS DETERMINED THAT PERSONNEL ARE UNAVAILABLE FOR THE POSITION.
EXAMPLE MOU – NON DISPLACEMENT

(11) JUSTIFICATION OF INTERNSHIP PROGRAM. WHEN AN INSTITUTION SUBMITS A PROGRAM FOR INITIAL OR CONTINUING ACCREDITATION, THE INSTITUTION MUST EXPLAIN WHY THE INTERNSHIP IS BEING IMPLEMENTED. PROGRAMS THAT ARE DEVELOPED TO MEET EMPLOYMENT SHORTAGES MUST INCLUDE A STATEMENT FROM THE PARTICIPATING DISTRICT(S) ABOUT THE AVAILABILITY OF QUALIFIED CERTIFICATED PERSONS HOLDING THE CREDENTIAL. THE EXCLUSIVE REPRESENTATIVE OF CERTIFICATED EMPLOYEES IN THE CREDENTIAL AREA (WHEN APPLICABLE) IS ENCOURAGED TO SUBMIT A WRITTEN STATEMENT TO THE COMMITTEE ON ACCREDITATION AGREEING OR DISAGREEING WITH THE JUSTIFICATION THAT IS SUBMITTED.

> *FORTUNE SCHOOL ACKNOWLEDGES THE CONTINUING NEED FOR INTERNS IN CRITICAL AREAS SUCH AS SPECIAL EDUCATION, MATHEMATICS, AND SCIENCE TEACHERS TO REDUCE THE CURRENT TEACHER SHORTAGE. FORTUNE OFFERS PROGRAMS DESIGNED TO RECRUIT, TRAIN, AND SUPPORT NEW OR EXISTING EDUCATORS, AND TO SUPPORT THE DEVELOPMENT OF PRINCIPALS/OTHER SCHOOL LEADERS AS A SERVICE TO OUR CANDIDATES AND TO THE DISTRICTS WE SERVE.*
>
> *THE **SUPPORT LETTER** PROVIDED BY SACRAMENTO CITY UNIFIED SCHOOL INDICATED THAT FORTUNE SCHOOL IS A "KEY PARTNER IN SOURCING AND PREPARING TALENTED TEACHERS THROUGH A RIGOROUS, COHORT-BASED PROGRAM."*
>
> *THE **RATIONAL FOR THE INTERNSHIP** TO SUPPORT FORTUNE SCHOOL IS PROVIDED.*

(12) BILINGUAL LANGUAGE PROFICIENCY. EACH INTERN WHO IS AUTHORIZED TO TEACH IN BILINGUAL CLASSROOMS HAS PASSED THE LANGUAGE PROFICIENCY SUBTEST OF THE COMMISSION-APPROVED ASSESSMENT PROGRAM LEADING TO THE BILINGUAL CROSS CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT CERTIFICATE. *REFERENCE: EDUCATION CODE SECTION 44325 (C) (4).*

> *DISTRICT INTERNS ENROLLED IN THE FORTUNE SCHOOL DISTRICT INTERN PROGRAM ARE NOT COVERED BY THE AUTHORIZATIONS OF BCLAD.*

PROGRAM STANDARDS

STANDARD 1: PROGRAM DESIGN AND RATIONALE	
THE MS/SS PREPARATION PROGRAM PREPARES INSTRUCTIONAL LEADERS TO SERVE EFFECTIVELY IN A VARIETY OF PUBLIC SCHOOLS AND SCHOOL DISTRICTS.	
THE PROGRAM'S DESIGN IS GROUNDED IN A CLEARLY ARTICULATED THEORY OF TEACHING AND LEARNING THAT IS RESEARCH- AND EVIDENCE-BASED. THE PROGRAM'S THEORETICAL FOUNDATIONS ARE REFLECTED IN THE ORGANIZATION, SCOPE AND SEQUENCE OF THE CURRICULUM PROVIDED TO CANDIDATES.	THEORY AND PRACTICE & EFFECTIVE PROFESSIONAL PRACTICE: FORTUNE SCHOOL INSTRUCTORS ARE COMMITTED TO DEVELOPING AND IMPLEMENTING STANDARDS-BASED CURRICULUM AND SCHOLARLY RESEARCH WITH CONTENT SPECIFIC PEDAGOGY. **A PROFICIENCY ALIGNMENT OF ARTIFACTS AND CULMINATING PROJECTS** ENSURE STUDENT UNDERSTANDING OF CONTENT AT VARYING LEVELS OF DEPTH OF KNOWLEDGE AND WITH DIVERSE THEORETICAL PERSPECTIVES. INSTRUCTIONAL STRATEGIES AND STANDARDS-ALIGNED TOOLS ARE USED FOR EVIDENCE COLLECTION AND DATA ANALYSIS. A FOCUS ON ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH SPECIAL NEEDS IS EMBEDDED THROUGHOUT THE PROGRAM. OUR COURSES ARE ALIGNED TO OUR **CONCEPTUAL FRAMEWORK**: (1) HIGH EXPECTATIONS (2) CHOICE AND COMMITMENT (3) MORE TIME (4) FOCUS ON RESULTS (5) CITIZENSHIP. IN ADDITION TO OUR CONCEPTUAL FRAMEWORK, **STUDENT LEARNING OUTCOMES (SLO'S)** FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE; (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING; (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS; (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP. THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS. TO ENSURE THAT EQUITABLE AND ETHICAL STANDARDS ARE BEING MET, A *RESEARCH-BASED* **PROFESSIONAL DISPOSITION CHECKLIST** IS IMPLEMENTED AS AN EFFECTIVE PROFESSIONAL PRACTICE. * VALID AND RELIABLE SURVEY MODIFIED FROM THE UNIVERSITY OF TAMPA: *DISPOSITIONS ASSESSMENT IN TEACHER EDUCATION: DEVELOPING AN ASSESSMENT INSTRUMENT FOR THE COLLEGE CLASSROOM AND THE FIELD.* THROUGH SITE-BASED WORK AND CLINICAL EXPERIENCES, PROGRAMS OFFERED BY THE UNIT PROVIDE CANDIDATES WITH OPPORTUNITIES TO BOTH EXPERIENCE ISSUES OF DIVERSITY THAT AFFECT SCHOOL CLIMATE

	AND TO EFFECTIVELY IMPLEMENT RESEARCH-BASED STRATEGIES FOR IMPROVING TEACHING AND STUDENT LEARNING. FORTUNE SCHOOL IS COMMITTED TO DEVELOPING TK-12 STUDENTS TO THEIR FULLEST POTENTIAL. IN ORDER TO ACCOMPLISH THIS, FORTUNE SCHOOL FOLLOWS GUIDELINES SET FORTH IN THE CALIFORNIA STATE STANDARDS AND FRAMEWORKS WHEN DEVELOPING AND UPDATING TEACHER PREPARATION CURRICULUM AND FIELD EXPERIENCE REQUIREMENTS. DISTRICT INTERN COURSEWORK CALENDAR: **YEAR 1** AND **YEAR 2** AND **SCOPE AND SEQUENC**E THE DISTRICT INTERN FORTUNE SCHOOL STANDARDS-BASED **LESSON PLAN TEMPLATE** ENSURES DIVERSE EXPERIENCES DURING SITE-BASED WORK AND LESSON PLANNING. THE MOU STATES THAT SUPPORT WITH PLANNING FOR DIVERSE EXPERIENCES IS SHARED WITH THE FSE SUPPORT SUPERVISOR AND ON-SITE MENTOR. TO MEASURE THESE EXPERIENCES, THE CANDIDATE SUBMITS A COMPLETED FSE LESSON PLAN TEMPLATE TO THE SUPERVISOR FOR EACH OBSERVATION, WHICH ENSURES PLANNING FOR DIVERSE EXPERIENCES. **EVIDENCE: LESSON PLANNING PER MOU ENSURES DIVERSE EXPERIENCES** DISTRICT INTERNS ARE REQUIRED TO COMPLETE FIELD EXPERIENCE DURING THE **PRE-SERVICE PROGRAM** AND ONGOING DURING THE PROGRAM AS EVIDENCED USING **LOG SHEETS**, **REFLECTIVE JOURNALS**, AND **FORMATIVE** AND **SUMMATIVE ASSESSMENTS**. DISTRICT INTERNS ARE AFFORDED THE OPPORTUNITY TO WORK EFFECTIVELY WITH THE FULL RANGE OF CALIFORNIA'S DIVERSE TK-12 STUDENTS AND TO EXPERIENCE A VARIETY OF CLASSROOM SETTINGS, STUDENT POPULATIONS, AND GRADE LEVELS. WHILE ENROLLED IN THE TEACHER PREPARATION PROGRAM, CANDIDATES TAKE PART IN A MODULE-STYLE SETTING THROUGHOUT THE FIRST YEAR. THIS STYLE OF PROGRAM FOSTERS COLLABORATION AMONG ALL SINGLE SUBJECT AND MULTIPLE SUBJECT CANDIDATES. WITH THE IMPLEMENTATION OF SCHOOLOGY, CANDIDATES ARE ABLE TO CONTINUE THEIR COLLABORATION AND COMMUNICATION WITH THEIR PEERS ONLINE VIA *SCHOOLOGY*.
IN ORDER TO PREPARE CANDIDATES TO EFFECTIVELY TEACH ALL CALIFORNIA PUBLIC SCHOOL STUDENTS, KEY ELEMENTS WITHIN THE PROGRAM'S CURRICULUM INCLUDE TYPICAL AND ATYPICAL CHILD AND ADOLESCENT GROWTH AND DEVELOPMENT; HUMAN LEARNING THEORY; SOCIAL, CULTURAL, PHILOSOPHICAL	FORTUNE SCHOOL'S PROGRAM DESIGN ENGAGES DISTRICT INTERNS TO EFFECTIVELY TEACH ALL CALIFORNIA PUBLIC STUDENTS TO MEET KEY ELEMENTS. CANDIDATES WILL ENGAGE IN RELEVANT FIELD EXPERIENCES AT THEIR OWN SCHOOL SITE AND TOOLS WILL BE USED TO MEASURE SUCH ELEMENTS AS *ADOLESCENT GROWTH AND DEVELOPMENT*: **FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT**

AND HISTORICAL FOUNDATIONS OF EDUCATION; SUBJECT-SPECIFIC PEDAGOGY; DESIGNING AND IMPLEMENTING CURRICULUM AND ASSESSMENTS; UNDERSTANDING AND ANALYZING STUDENT ACHIEVEMENT OUTCOMES TO IMPROVE INSTRUCTION; UNDERSTANDING OF THE RANGE OF FACTORS AFFECTING STUDENT LEARNING SUCH AS THE EFFECTS OF POVERTY, RACE, AND SOCIOECONOMIC STATUS; AND KNOWLEDGE OF THE RANGE OF POSITIVE BEHAVIORAL SUPPORTS FOR STUDENTS. THE PROGRAM DESIGN ALSO INCLUDES A COHERENT CANDIDATE ASSESSMENT SYSTEM TO PROVIDE FORMATIVE INFORMATION TO CANDIDATES REGARDING THEIR PROGRESS TOWARDS THE CREDENTIAL (SEE STANDARD 2).	**4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**		
		PRESENT (3)	EMERGING (2)	WEAK (1)
	USES STUDENTS' CURRENT ACADEMIC UNDERSTANDING AND SKILLS IN PLANNING INSTRUCTION, INCLUDING LANGUAGE PROFICIENCY, CULTURAL BACKGROUND (4.1)			
	DESIGNS AND IMPLEMENTS INSTRUCTION AND ASSESSMENT THAT DRAWS ON MULTIPLE CONTENT AREAS AND REVEALS THE INTERCONNECTEDNESS OF CONTENT, AS APPLICABLE (4.3)			
	APPLIES PRINCIPLES OF BACKWARDS DESIGN (4.4)			
	APPROPRIATELY ALLOCATES AND MANAGES INSTRUCTIONAL TIME (4.4)			
	PLANS AND IMPLEMENTS INSTRUCTION THAT USES LINGUISTICALLY, CULTURALLY, AND DEVELOPMENTALLY APPROPRIATE, MAKING ACCOMMODATIONS FOR ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS (4.4)			
	INCORPORATES TECHNOLOGY WHERE APPROPRIATE (4.4)			
	FOSTERS STUDENT OWNERSHIP OF CONTENT, ACTIVITIES, AND ASSESSMENT (4.5; 4.7)			
	IMPLEMENTS TECHNOLOGIES AS APPROPRIATE, PROVIDING OPPORTUNITIES TO MODEL AND DEVELOP STUDENTS' DIGITAL LITERACIES, INCLUDING DIGITAL CITIZENSHIP AND DISCIPLINARY PRACTICES (4.8; ALSO 3.7; 3.8)			

TPE-ALIGNED TOOLS ARE USED TO GATHER AND EVALUATE OBSERVATION AND COLLABORATION DATA FOR DISTRICT INTERNS:
OBSERVATION TOOL
ACTION PLAN
ON-SITE MENTOR LOG
PROFESSIONAL DISPOSITION CHECKLIST
FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT

THESE TOOLS WILL BE SUBMITTED VIA *SCHOOLOGY* FOR DATA ANALYSIS BY THE COORDINATOR OF FIELD EXPERIENCES TO BETTER SUPPORT DISTRICT INTERNS, PROVIDE ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FIELD SUPERVISORS AND ON-SITE MENTORS, AND SUPPLEMENT MODULE AND PRACTICUM MATERIALS TO DEVELOP DISTRICT INTERNS' CONNECTION OF THEORY AND PRACTICE.

FIELD SUPERVISORS WILL PARTICIPATE IN A MINIMUM OF 12 SUPERVISORY ACTIVITIES, INCLUDING IN-CLASS OBSERVATIONS, VIDEO OBSERVATIONS AND REFLECTIONS, AND INFORMAL COLLABORATION OPPORTUNITIES:

FIELD EXPERIENCE SYLLABUS
DISTRICT INTERN FIELD SUPERVISION AND ASSESSMENT MANUAL

EVIDENCE: UPDATED PLANNING TOOL: FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA) ALIGNED TO CURRENT TPES

FORTUNE SCHOOL'S PROGRAM DESIGN ENGAGES CANDIDATES IN LEARNING ACTIVITIES THAT FACILITATE THE UNDERSTANDING OF THE RANGE OF FACTORS AFFECTING STUDENT LEARNING SUCH AS THE EFFECTS OF POVERTY, RACE, AND SOCIOECONOMIC STATUS; AND KNOWLEDGE OF THE RANGE OF POSITIVE BEHAVIORAL SUPPORTS FOR STUDENTS. AS EXAMPLED BELOW:

MODULE B: FOUNDATIONS OF TEACHING
CANDIDATES ARE INTRODUCED TO THE COMPLEX PROFESSION OF TEACHING, INCLUDING THE HISTORICAL, PHILOSOPHICAL, CULTURAL, SOCIAL, AND POLITICAL HISTORY OF THE EDUCATIONAL SYSTEM IN THE UNITED STATES AND CALIFORNIA, INCLUDING POLICIES ESTABLISHED BY ESEA AND REAUTHORIZED INTO "NO CHILD LEFT BEHIND" AND NOW THE EVERY STUDENT SUCCEEDS ACT (ESSA). FURTHERMORE, CANDIDATES WILL STUDY PRINCIPLES AND STRATEGIES THAT CAN BRING ABOUT CLASSROOM CONDITIONS THAT CONTRIBUTE TO HIGH STUDENT ACHIEVEMENT, INCLUDING CONSTRUCTIVIST THEORY, BLOOM'S TAXONOMY, AND BACKWARDS DESIGN. CANDIDATES WILL ALSO BE INTRODUCED TO CURRENT TRENDS AND ISSUES OF INSTRUCTION AND CURRICULUM FOR STUDENTS IN ETHNICALLY, LINGUISTICALLY, AND CULTURALLY DIVERSE CLASSROOMS.
SEE EXAMPLE OF SITE-BASED EVIDENCE
SEE EXAMPLE OF AGE-APPROPRIATE EVIDENCE

FORTUNE SCHOOL'S PROGRAM DESIGN ENGAGES CANDIDATES IN LEARNING ACTIVITIES THAT FACILITATE THE UNDERSTANDING OF FOUNDATIONS OF EDUCATION AND THE FUNCTIONS OF SCHOOLS IN SOCIETY ALONG WITH THE DEVELOPMENT OF PEDAGOGICAL COMPETENCE AS EXAMPLED BELOW:

MODULE D: SUPPORTING DIVERSE LEARNERS
CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS
(*MEASURABLE ARTIFACT*)
CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.
  o *READING/LA FRAMEWORK*
  o *SIOP MODEL*
  o *TESOL QUARTERLY JOURNALS*

o *BEST PRACTICES FOR ELL STUDENTS IN PERSONALIZED ENVIRONMENTS (J. BOLKEN)*
o READ RUBY PAYNE'S *A FRAMEWORK FOR UNDERSTANDING POVERTY*
o CONFERRING NOTES BY C. TOVANI

PRE-SERVICE: ORGANIZING AND MANAGING THE CLASSROOM CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS
(*MEASURABLE ARTIFACT*)
CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.

o REINKE ET AL.'S "PBIS IN THE CLASSROOM"
o NOGUERA
o MOLL ET AL. "FUNDS OF KNOWLEDGE"

FORTUNE SCHOOL'S PROGRAM DESIGN ALSO INCLUDES A COHERENT CANDIDATE ASSESSMENT SYSTEM TO PROVIDE FORMATIVE INFORMATION TO CANDIDATES REGARDING THEIR PROGRESS TOWARDS THE CREDENTIAL AS REFLECTED QUARTERLY USING A **SNAPSHOT** AND AS REFLECTED THROUGHOUT THE PROGRAM:
ASSESSMENT CYCLE (TO SHOW SYSTEMATIC AND CONTINUOUS COLLECTION AND ANALYSIS OF DATA, WHICH INFLUENCES PROGRAM CHANGES)
ASSESSMENT ARTIFACT DESCRIPTIONS

PRACTICUM G DATA, ANALYSIS, REFLECTION, AND LESSON PLANNING
PRACTICUM SYLLABUS (INTEGRATED FIELD EXPERIENCE WITHIN COURSEWORK)
SITE-BASED LEARNING EXPERIENCE - STUDENT COLLABORATION
SEE EXAMPLE OF SITE-BASED EVIDENCE
SEE EXAMPLE OF AGE-APPROPRIATE EVIDENCE
DESIGN A DRAFT OF A SUMMATIVE ASSESSMENT THAT IS SUBJECT-SPECIFIC AND AGE-APPROPRIATE. PROVIDE A RATIONALE FOR THE RESOURCES USED TO DEVELOP THE SUMMATIVE ASSESSMENT. PROVIDE THE SUBJECT-SPECIFIC STANDARD(S) AND GOALS THAT ALIGN TO THE STANDARD(S) FOR THE SUMMATIVE ASSESSMENT. THEN, IN COLLABORATION WITH STUDENTS (WHOLE CLASS OR WITH A FOCUS GROUP), SOLICIT THEIR FEEDBACK ON THE ASSESSMENT IN EVERY WAY, INCLUDING DIRECTIONS, QUESTIONS, PROCESS, AND PRODUCT. DO STUDENTS HAVE ANY IDEAS TO ASSESS THEIR OWN LEARNING IN A WAY THAT IS DIFFERENT, UNIQUE, OR BUILDS ON THEIR STRENGTHS IN DIFFERENT WAYS?

	EVIDENCE: TPA Integration – Supporting English Learners
	EVIDENCE: TPA Integration – Universal Design for Learning (UDL)
	EVIDENCE: TPA Integration – Field Supervision

STANDARD 2:
PREPARING CANDIDATES TOWARD MASTERY OF THE *TEACHING PERFORMANCE EXPECTATIONS* (TPEs)

THE *TEACHING PERFORMANCE EXPECTATIONS* DESCRIBE THE SET OF PROFESSIONAL KNOWLEDGE, SKILLS AND ABILITIES EXPECTED OF A BEGINNING LEVEL PRACTITIONER IN ORDER TO EFFECTIVELY EDUCATE AND SUPPORT ALL STUDENTS IN MEETING THE STATE-ADOPTED ACADEMIC STANDARDS.

THE FORTUNE SCHOOL INSTRUCTIONAL DELIVERY MODEL INTEGRATES THEORY AND PRACTICE AS APPROPRIATE FOR TEACHERS OF RECORD. THE DESIGN OF THE PROGRAM IS GROUNDED ON SOUND RATIONALE INFORMED BY THEORY AND RESEARCH AND CALIFORNIA STANDARDS-BASED TEACHING AND LEARNING. **CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS:**

(A) MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS
(B) ASSESSING STUDENT LEARNING
(C) ENGAGING AND SUPPORTING STUDENTS IN LEARNING
(D) PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS USING VARIOUS RESEARCH-BASED APPROACHES INCLUDING THE **RIGOR AND RELEVANCE FRAMEWORK** BY DR. BILL DAGGETT
(E) CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
(F) DEVELOPING AS A PROFESSIONAL EDUCATOR TO ENSURE FIRST-YEAR READINESS AS A BEGINNING LEVEL PRACTITIONER. THE **FORTUNE SCHOOL LESSON PLAN TEMPLATE** IS ALIGNED TO THE CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS TO ENSURE BEGINNING LEVEL PRACTITIONERS ARE PLANNING EFFECTIVE LESSONS.

CONSISTENT TERMINOLOGY IS USED TO INCREASE ORGANIZATION, WHICH MAY APPEAR TO BE REPETITIVE BUT THE CONTEXT OF THE CONTENT IS VARIED. THE CBAS (COMPETENCY-BASED ARTIFACTS) ARE REVISITED THROUGHOUT THE PROGRAM AND A DEEPER DEVELOPMENT AND HIGHER LEVEL OF CRITICAL THINKING IS MEASURED AS REFERENCED BY THE PROFICIENCY ALIGNMENT. THE CONSISTENCY OF THE TERMS IN THE FOLLOWING CHART ARE USED IN EVERY SYLLABUS:

GRADED ASSIGNMENTS	%
CLASS PARTICIPATION AND COLLABORATION • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST	25
MEASURABLE ARTIFACTS • PRACTICUM ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS • RIGOR AND RELEVANCE FRAMEWORK	50
COMPETENCY-BASED ARTIFACT • FSE LESSON PLAN TEMPLATE, WITH CLASS ROSTER, IDENTIFIED SUBGROUPS, RIGOR AND RELEVANCE FRAMEWORK IDENTIFICATION, AND DIFFERENTIATED STRATEGIES	25
TOTAL	**100**

THE PROGRAM'S ORGANIZED COURSEWORK AND CLINICAL PRACTICE PROVIDE MULTIPLE OPPORTUNITIES FOR CANDIDATES TO LEARN, APPLY, AND REFLECT ON EACH TEACHING PERFORMANCE EXPECTATION (TPE). AS CANDIDATES PROGRESS THROUGH THE PROGRAM, PEDAGOGICAL ASSIGNMENTS ARE INCREASINGLY COMPLEX AND CHALLENGING. THE SCOPE OF THE PEDAGOGICAL ASSIGNMENTS (A) ADDRESSES THE TPES AS THEY APPLY TO THE SUBJECTS TO BE AUTHORIZED BY THE CREDENTIAL, AND (B) PREPARES THE CANDIDATE FOR THE TEACHING PERFORMANCE ASSESSMENT (TPA) AND OTHER PROGRAM-BASED ASSESSMENTS.	A **TPE ALIGNED PROFICIENCY ALIGNMENT OF ARTIFACTS AND CULMINATING PROJECTS** ENSURE STUDENT UNDERSTANDING OF CONTENT AT A PROFICIENT LEVEL. THE ADDITIONAL MEASUREABLE ARTIFACTS (BELOW) ENSURE MULTIPLE OPPORTUNITIES AT VARYING LEVELS OF DEPTH OF KNOWLEDGE AND WITH DIVERSE THEORETICAL PERSPECTIVES FOR CANDIDATES TO LEARN, APPLY, AND REFLECT ON TPES. ALL SYLLABI ARE ALIGNED TO THE TPES: **TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:** 	TPE	TPE DESCRIPTION
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 | FORTUNE SCHOOL OF EDUCATION 68 | P A G E A PROFICIENCY ALIGNMENT GIVES INSTRUCTORS A VIEW OF THE PROGRAM AND HOW IT IS ALIGNED TO THE TPES: **FORTUNE** | SCHOOL OF EDUCATION **PROFICIENCY ALIGNMENT MATRIX** | MULTIPLE SUBJECT COURSES	TPE 1 ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING AND GENERAL GOOD CITIZENSHIP	TPA 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	TPA 6 DEVELOPING AS A PROFESSIONAL EDUCATOR
---	---	---	---	---	---	---
MODULE B FOUNDATION OF TEACHING	X	X				X
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION	X		X	X	X	X
MODULE D SUPPORTING DIVERSE LEARNERS	X	X	X	X	X	X
MODULE E EFFECTIVE INSTRUCTIONAL DESIGN	X	X	X	X	X	X
ED 200 METHODOLOGIES OF TEACHING READING AND	X	X		X	X	X	 **MEASUREABLE ARTIFACTS:** **ADMIT/EXIT SLIPS ARE** *(PARTICIPATION AND COLLABORATION)* ADMIT AND EXIT SLIPS ARE WRITTEN RESPONSES (VIA SCHOOLOGY) PROMPTED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS. THESE INFORMAL ASSESSMENTS MEASURE UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (WORKSHOP MODEL). **CURRENT TRENDS REFLECTIONS/ARTIFACTS** ARE *MEASURABLE ARTIFACTS* EMBEDDED IN ALL COURSES. CANDIDATES WILL READ SCHOLARLY ARTICLES

ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.

ACTIVE CLASS PARTICIPATION ELEMENTS *(PARTICIPATION AND COLLABORATION)*

- **PREPARATION**: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
- **SUBSTANTIVE CONTRIBUTIONS:** MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
- **ATTENDANCE:** ATTEND THE ENTIRE CLASS SESSION

PROFESSIONAL DISPOSITION CHECKLIST: *(PARTICIPATION AND COLLABORATION)*

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

PROGRAM PEDAGOGICAL ASSIGNMENTS ARE INCREASINGLY COMPLEX AND CHALLENGING AT VARYING LEVELS OF PROFICIENCY THROUGHOUT THE PROGRAM AS EXAMPLED BELOW:

I. **PRE-SERVICE: PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS**
INTRODUCTION LEVEL LESSON PLANNING
ADAPTED LANGUAGE OBJECTIVES AND ENGLISH LEARNER STRATEGIES
CANDIDATES WILL MODIFY PROVIDED FSE LESSON PLANS TO BUILD SIOP MODEL STRATEGIES INTO THE LESSON IN SUPPORT OF ENGLISH LEARNERS USING THE FOLLOWING APPROACH:

- GRAPHIC ORGANIZERS THAT HELP ELL STUDENTS MAKE CONNECTIONS TO CONTENT
- VOCABULARY TOOLS THAT HELP ELL STUDENTS SEE NEW WORDS IN CONTEXT AND ENGAGE IN ACTIVITIES THAT INCREASE UNDERSTANDING OF VOCABULARY TERMS
- LITERACY STRATEGIES FOR HELPING ENGLISH LEARNERS IN EVERY GRADE DEVELOP THEIR SKILLS IN READING, WRITING, SPEAKING, AND LISTENING

II. **YEAR 1**
MODULE D: SUPPORTING DIVERSE LEARNERS
DETAILED LESSON PLANNING WITH MODIFICATIONS
CASE STUDY WITH MODIFIED LESSON PLAN AND MATERIALS
CANDIDATES WILL PREPARE A CASE STUDY OF A PARTICULAR STUDENT, AS WELL AS A LESSON PLAN MODIFIED WITH THAT

STUDENT'S NEEDS IN MIND WITH APPROPRIATE MODIFIED MATERIALS. THE CASE STUDY OF THE STUDENT SHOULD INCLUDE: STUDENT BACKGROUND INFORMATION; ASSESSMENT DATA FROM A VARIETY OF SOURCES, BOTH FORMAL AND INFORMAL; DOCUMENTED COLLABORATION AND DISCUSSION WITH THE PARENT(S)/GUARDIAN(S); AND INSTRUCTIONAL STRATEGIES AIMED AT SUPPORTING THE STUDENT. THE LESSON PLAN AND SUPPORTING MATERIALS SHOULD CONTAIN LANGUAGE OBJECTIVES (PER SIOP) AND BEAR OUT THE EVIDENCE OF THIS CLOSE STUDY, DEMONSTRATING CLEAR MOMENTS OF APPROPRIATE DIFFERENTIATION AND SCAFFOLDING. THESE MATERIALS WILL BE PRESENTED TO THE CLASS DURING THE FINAL MEETING OF THE COURSE FOR FEEDBACK AND FURTHER COLLABORATION, FOLLOWED BY A REFLECTION AND NEXT STEPS.

III. **YEAR 2**
PRE-SERVICE: ADVANCED PLANNING & INSTRUCTIONAL DELIVERY
DETAILED LESSON PLANNING WITH MODIFICATIONS, DATA ANALYSIS, AND RATIONALE:
DATA ANALYSIS AND REFLECTION
CANDIDATES WILL SUBMIT DATA ANALYSIS AND REFLECTIONS. AN ANALYSIS OF FORMAL, INFORMAL, PROGRESS MONITORING, AND SUMMATIVE ASSESSMENTS WITH MODIFIED VERSIONS FOR ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS WILL BE CONDUCTED ALONG WITH A REFLECTION FOR RATIONAL SUPPORTED BY THEORY.

THROUGH CLINICAL PRACTICE, THE PROGRAM PROVIDES MULTIPLE OPPORTUNITIES FOR CANDIDATES TO LEARN, APPLY, AND REFLECT ON EACH TEACHING PERFORMANCE EXPECTATION (TPE).

SUGGESTED SUPERVISION CALENDAR:

MONTH	SUGGESTED SUPERVISORY ACTIVITIES
SEPTEMBER	- FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT) - INFORMAL COLLABORATION
OCTOBER	- INFORMAL COLLABORATION - GOAL-SETTING REFLECTION AND FEEDBACK
NOVEMBER	- FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT)
DECEMBER	- VIDEO OBSERVATION AND DEBRIEF - INFORMAL COLLABORATION
JANUARY	- FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE

		-	PERFORMANCE AND PARTICIPATION ASSESSMENT)
		-	REFLECTION AND FEEDBACK
	FEBRUARY	-	INFORMAL COLLABORATION
	MARCH	-	FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT)
		-	REFLECTION AND FEEDBACK
	APRIL	-	VIDEO OBSERVATION AND DEBRIEF
		-	INFORMAL COLLABORATION
	MAY	-	FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT)
	JUNE	-	SUMMATIVE REFLECTION AND FEEDBACK

THE PROGRAM USES FEEDBACK FROM SURVEYS COLLECTING FEEDBACK FROM ON-SITE MENTORS TO DETERMINE CANDIDATE PROGRESS AND INFLUENCE PROGRAM CHANGE AS NEEDED TO IMPROVE EFFECTIVENESS.
MID-PROGRAM MENTOR SURVEY (VIA SURVEY MONKEY)
END OF YEAR PROGRAM MENTOR SURVEY (VIA SURVEY MONKEY)

STANDARD 3:
CLINICAL PRACTICE: ORGANIZATION OF CLINICAL PRACTICE EXPERIENCES

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 CANDIDATE'S 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. THE RANGE OF CLINICAL PRACTICE EXPERIENCES PROVIDED BY THE PROGRAM INCLUDES SUPERVISED EARLY FIELD EXPERIENCES, INITIAL STUDENT TEACHING (CO-

THE **FIELD SUPERVISION** AND **PRACTICUM** ACTIVITIES ARE DESIGNED TO SUPPORT DISTRICT INTERNS' DEVELOPMENT AS TEACHERS. SUPERVISION ACTIVITIES CENTER ON GOAL SETTING AND GROWTH FOR DISTRICT INTERNS AT THE BEGINNING OF THE YEAR IN COLLABORATION WITH BOTH THEIR FSE FIELD SUPERVISORS AND THEIR ON-SITE MENTORS, MOVING THROUGH THE ACADEMIC YEAR WITH A SEQUENCE THAT INCREASES ATTENTION TO SPECIFIC AREAS OF NEED WITHIN THE DISTRICT INTERNS' CLASSROOM PRACTICE, ALL DRIVEN BY THE ASSESSMENT AND OBSERVATIONAL TOOLS:

ON-SITE MENTOR LOG SHEET
OBSERVATION NOTES
ACTION PLAN
FIELD EXPERIENCE SYLLABUS
DISTRICT INTERN FIELD SUPERVISION MANUAL

THE FIELD SUPERVISION ACTIVITIES PROVIDE OPPORTUNITIES NOT ONLY FOR FORMAL OBSERVATION, BUT INFORMAL COLLABORATION AND OBSERVATION, INCLUDING (BUT NOT LIMITED TO) COLLABORATIVE PLANNING, DATA ANALYSIS CONVERSATIONS, AND CO-TEACHING OPPORTUNITIES WITH BOTH THE FSE FIELD SUPERVISOR AND THE ON-SITE MENTOR AS NOTED IN THE **DISTRICT INTERN FIELD SUPERVISION MANUAL** AND **ON-SITE MENTOR LOG SHEET**.

IN ADDITION TO THIS REFLEXIVE, NEEDS-BASED, OBSERVATION-DRIVEN APPROACH TO FIELD SUPERVISION, THE PRACTICUM ACTIVITIES ARE SEQUENCED ACROSS DISTRICT INTERNS' TWO YEARS TO GRADUALLY IMPROVE TEACHERS' REFLECTIVE PRACTICE AND COLLABORATION WITH COLLEAGUES AS REFERENCED IN THE **PRACTICUM SYLLABUS.** THESE PRACTICUM ACTIVITIES ARE DESIGNED TO PUSH DISTRICT INTERNS' THINKING ABOUT THEIR TEACHING PRACTICE, RELATIONSHIPS WITH THEIR STUDENTS, THEIR ABILITIES TO MEET THE NEEDS OF DIVERSE LEARNERS, AND THE CONNECTIONS TO THEIR FAMILIES, COLLEAGUES, AND COMMUNITY. THE PRACTICUM PROVIDES READINGS, WRITING PROMPTS, AND SITE-BASED LEARNING EXPERIENCES THAT PROVIDE OPPORTUNITIES TO EXPAND DISTRICT INTERNS' KNOWLEDGE, SKILLS, AND MINDSETS AROUND STUDENTS, ACHIEVEMENT, AND THE TEACHER'S ROLE IN THE SCHOOL COMMUNITY. THESE SEQUENTIAL (AS ALIGNED WITH DISTRICT INTERNS' COURSEWORK) AND DEVELOPMENTAL (AS SUPPORTED THROUGH FIELD SUPERVISORS AND ON-SITE MENTORS) ACTIVITIES HAVE BEEN DESIGNED TO INTEGRATE WITH THE COURSEWORK, WITH ACTIVITIES CONNECTING TO THE COMPETENCY-BASED ARTIFACTS FOR EACH MODULE AND IN SUPPORT OF THE THEORETICAL AND PEDAGOGICAL COURSEWORK.

TO FACILITATE THESE CONNECTIONS, INSTRUCTORS WILL FACILITATE DISCUSSIONS (IN-CLASS AND ON-LINE VIA *SCHOOLOGY*) THAT CONNECT THE WORK OF DISTRICT INTERNS' FIELD SUPERVISION, THE THEORY PRESENTED IN THE COURSEWORK AND PRACTICUM, AND THE FEEDBACK DISTRICT INTERNS RECEIVE FROM THEIR FIELD SUPERVISORS AND ON-SITE MENTORS. ALL OF THESE ACTIVITIES ARE GROUNDED IN DISTRICT INTERNS' ONGOING WORK WITH THEIR TK-12 STUDENTS IN CALIFORNIA PUBLIC SCHOOL CLASSROOMS.

PLANNING AND CO-TEACHING WITH BOTH GENERAL EDUCATORS AND EDUCATION SPECIALISTS, AS APPROPRIATE, OR GUIDED TEACHING), AND FINAL STUDENT TEACHING. STUDENT TEACHING INCLUDES A MINIMUM OF FOUR WEEKS OF SOLO OR CO-TEACHING OR ITS EQUIVALENT. FOR INTERNS, EARLY FIELD EXPERIENCE WOULD TAKE PLACE IN AN EXPERIENCED MENTOR'S CLASSROOM.	
DUAL CREDENTIAL PROGRAMS LEADING TO BOTH A GENERAL AND A SPECIAL EDUCATION CREDENTIAL ARE REQUIRED TO HAVE SUBSTANTIVE EXPERIENCES IN GENERAL EDUCATION, INCLUSIVE, AND SPECIAL EDUCATION SETTINGS WITHIN THE 600 HOURS, AND ARE ENCOURAGED TO EXTEND CLINICAL PRACTICE FOR AN ADDITIONAL 150 HOURS. CANDIDATES WHO ARE WORKING IN PRIVATE SCHOOLS AND SEEKING A CREDENTIAL ARE	THE FIELD EXPERIENCE AND PRACTICUM ACTIVITIES PROVIDE MULTIPLE OPPORTUNITIES FOR DISTRICT INTERNS IN ALL CREDENTIALING PROGRAMS TO EXPAND THEIR UNDERSTANDING OF CALIFORNIA'S DIVERSE TK-12 CLASSROOMS AND STUDENTS, BUILD THEIR SKILLS IN DIFFERENTIATION, AND STRENGTHEN THEIR CONNECTIONS BETWEEN THEORETICAL TEXTS AND CLASSROOM PRACTICE. THE FIELD SUPERVISION SUPPORTS THESE GOALS THROUGH IN THE ACTIVITIES AND REFLECTION EMBEDDED IN THE OBSERVATION/DEBRIEF AND DATA REFLECTION CYCLES (SEE **DISTRICT INTERN FIELD SUPERVISION MANUAL**). THE FIELD SUPERVISION TOOLS INCLUDING THE **PROFESSIONAL DISPOSITION CHECKLIST** AND **FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT** HAVE FOCUSED AREAS FOR ADDRESSING ALL STUDENTS IN THE CLASSROOM, INCLUDING ASSESSING DISTRICT INTERNS' ABILITY TO ENGAGE RESPECTFULLY ACROSS LINES OF DIFFERENCE (RACE, SOCIO-ECONOMIC STATUS, LANGUAGE STATUS) AND THEIR ABILITY TO DIFFERENTIATE INSTRUCTION FOR STUDENTS WITH DIVERSE ABILITIES AND NEEDS, INCLUDING THOSE STUDENTS IDENTIFIED AS HAVING SPECIAL NEEDS, ENGLISH LEARNERS, AND STUDENTS NEEDING BEHAVIORAL SUPPORT. ADDITIONALLY, THE ON-SITE MENTOR'S SITE-SPECIFIC EXPERTISE PROVIDES A VALUE RESOURCE FOR DISTRICT INTERNS, WITH MENTORSHIP ACTIVITIES THAT INVOLVE (BUT ARE NOT LIMITED TO) OBSERVATIONS, PROFESSIONAL DEVELOPMENT, CO-TEACHING, AND DATA ANALYSIS SESSIONS AS VALIDATED VIA AN **ON-SITE MENTOR LOG.** THE ON-SITE MENTORS PROVIDE A NECESSARY SUPPORT FOR INTERNS NOT ONLY THROUGH THE REQUIRED HOURS, BUT ALSO THROUGH THEIR KNOWLEDGE OF THE SCHOOL AND COMMUNITY IN WHICH THE DISTRICT INTERN IS SERVING. THE PRACTICUM HOURS FOR ALL DISTRICT INTERNS HAVE A PARTICULAR FOCUS IN SUPPORTING DIVERSE LEARNERS IN THE CLASSROOM AND CONNECTING

REQUIRED TO COMPLETE A SUBSTANTIVE CLINICAL EXPERIENCE OF AT LEAST 150 HOURS IN A DIVERSE SCHOOL SETTING WHERE THE CURRICULUM ALIGNS WITH CALIFORNIA'S ADOPTED CONTENT STANDARDS AND FRAMEWORKS AND THE SCHOOL REFLECTS THE DIVERSITY OF CALIFORNIA'S STUDENT POPULATION.	THEORETICAL TEXTS TO PRACTICE. FOR ALL DISTRICT INTERNS, THE PRACTICUM READINGS AND ACTIVITIES ARE AIMED AT ADDRESSING ISSUES OF DIVERSITY ACROSS THE DISTRICT INTERN'S EXPERIENCE IN THE PROGRAM, FROM THEORETICAL PERSPECTIVES (CURRENT TRENDS), PRACTICAL, GRADE-LEVEL APPROPRIATE STRATEGIES AND TOOLS (IN OBSERVATIONS AND COLLABORATION WITH COLLEAGUES, FIELD SUPERVISORS, AND ON-SITE MENTORS), AND PERSONAL REFLECTIONS (IN WRITTEN SUBMISSIONS CONNECTING READINGS, EXPERIENCES IN THE CLASSROOM, AND PERSONAL HISTORIES, IN ALIGNMENT WITH TPE 6) AS EXAMPLED IN THE [PRACTICUM SYLLABUS.](#)
THE PROGRAM PROVIDES INITIAL ORIENTATION FOR PREPARATION PROGRAM SUPERVISORS AND DISTRICT-EMPLOYED SUPERVISORS OF CLINICAL PRACTICE EXPERIENCES TO ENSURE ALL SUPERVISORS UNDERSTAND THEIR ROLE AND EXPECTATIONS. THE MINIMAL AMOUNT OF PROGRAM SUPERVISION INVOLVING FORMAL EVALUATION OF EACH CANDIDATE MUST BE 4 TIMES PER QUARTER OR 6 TIMES PER SEMESTER. THE MINIMUM AMOUNT OF DISTRICT-EMPLOYED SUPERVISORS' SUPPORT AND	PROGRAM-ASSIGNED FIELD SUPERVISORS AND ON-SITE MENTORS ARE TRAINED IN SUPERVISION, ORIENTED TO THE SUPERVISORY ROLE, AND INFORMED OF PROGRAM EXPECTATIONS FOR SUPERVISION AS EVIDENCED BELOW: **[FIELD SUPERVISOR ORIENTATION AGENDA](#)** **[ON-SITE MENTOR ORIENTATION AGENDA](#)** ORIENTATION PROVIDES AN UNDERSTANDING OF THE SUPERVISORY RESPONSIBILITIES FOR BOTH FIELD SUPERVISORS AND ON-SITE MENTORS, AS WELL AS INTRODUCING TPE-ALIGNED TOOLS TO BE USED TO GATHER AND EVALUATE OBSERVATION AND COLLABORATION DATA FOR DISTRICT INTERNS: **[OBSERVATION TOOL](#)** **[ACTION PLAN](#)** **[ON-SITE MENTOR LOG](#)** **[PROFESSIONAL DISPOSITION CHECKLIST](#)** **[FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT](#)** THESE TOOLS WILL BE SUBMITTED VIA *SCHOOLOGY* FOR DATA ANALYSIS BY THE COORDINATOR OF FIELD EXPERIENCES TO BETTER SUPPORT DISTRICT INTERNS, PROVIDE ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FIELD SUPERVISORS AND ON-SITE MENTORS, AND SUPPLEMENT MODULE AND PRACTICUM MATERIALS TO DEVELOP DISTRICT INTERNS' CONNECTION OF THEORY AND PRACTICE. FIELD SUPERVISORS WILL PARTICIPATE IN A MINIMUM OF 12 SUPERVISORY ACTIVITIES, INCLUDING IN-CLASS OBSERVATIONS, VIDEO OBSERVATIONS AND REFLECTIONS, AND INFORMAL COLLABORATION OPPORTUNITIES: **[FIELD EXPERIENCE SYLLABUS](#)**

GUIDANCE MUST BE 5 HOURS PER WEEK. CLINICAL SUPERVISION MAY INCLUDE AN IN-PERSON SITE VISIT, VIDEO CAPTURE OR SYNCHRONOUS VIDEO OBSERVATION, 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.	**DISTRICT INTERN FIELD SUPERVISION MANUAL** SITE-BASED SUPERVISORS ARE REQUIRED TO PROVIDE SUPPORT AND GUIDANCE HAVE AS ASSURED BY OUR **MOU** WITH OUR CONSORTIUM OF PARTNERING SCHOOL DISTRICTS. THE ON-SITE MENTOR LOG DOCUMENTS EVIDENCE OF SUPPORT BY THE MENTOR THROUGHOUT THE ACADEMIC YEAR, SUBMITTED THREE TIMES A YEAR VIA *SCHOOLOGY*, AND REVIEWED BY THE COORDINATOR OF FIELD EXPERIENCES TO ENSURE DIVERSE MENTORSHIP ACTIVITIES AND ADEQUATE NUMBER OF MENTORSHIP HOURS PER **ON-SITE MENTOR LOG.** BOTH FSE FIELD SUPERVISORS AND ON-SITE MENTORS WILL BE EVALUATED TWICE A YEAR (WINTER AND SPRING) TO ENSURE THAT DISTRICT INTERNS RECEIVE THE NECESSARY SUPERVISORY SUPPORT NEEDED TO BE SUCCESSFUL: **FIELD SUPERVISOR EVALUATION TOOL** **ON-SITE MENTOR EVALUATION TOOL** ADDITIONALLY, IN ORDER TO PROVIDE THE BEST POSSIBLE STRUCTURES FOR DISTRICT INTERNS TO CONNECT THEIR COURSEWORK, PRACTICUM, AND FIELD EXPERIENCE, THE MODULE INSTRUCTORS WILL BE PROVIDED WITH AN ORIENTATION THAT ADDRESSES HOW THEY CAN FACILITATE AND SUPPORT THESE CONNECTIONS FOR DISTRICT INTERNS: **INSTRUCTOR ORIENTATION AGENDA** **INSTRUCTOR PROFESSIONAL DEVELOPMENT CALENDAR** **INSTRUCTOR PROFESSIONAL DEVELOPMENT AGENDA**
B. CRITERIA FOR SCHOOL PLACEMENTS CLINICAL SITES (SCHOOLS) SHOULD BE SELECTED THAT DEMONSTRATE COMMITMENT TO COLLABORATIVE EVIDENCE-BASED PRACTICES AND CONTINUOUS PROGRAM IMPROVEMENT, HAVE PARTNERSHIPS WITH APPROPRIATE OTHER EDUCATIONAL, SOCIAL, AND COMMUNITY ENTITIES THAT SUPPORT TEACHING AND LEARNING, PLACE STUDENTS WITH DISABILITIES IN	DISTRICT INTERNS ARE REQUIRED TO HAVE VARIOUS EXPERIENCES WITH DIVERSE STUDENT POPULATIONS INCLUDING SOCIOECONOMIC AND CULTURAL DIVERSITY AS ASSURED BY OUR **MOU** WITH OUR CONSORTIUM OF PARTNERING SCHOOL DISTRICTS. THE **MENTOR COLLABORATION LOG** SHOWS EVIDENCE OF THE DIVERSE EXPERIENCES AND THOSE EXPERIENCES ARE ASSURED BY THE MENTOR DURING **VARIOUS CHECKPOINTS** WITHIN THE ACADEMIC YEAR AND SUBMITTED VIA THE **LEARNING MANAGEMENT SYSTEM, *SCHOOLOGY*.** THIS IS ADDRESSED IN THE MOU: A) District Intern Support Responsibilities of the **EMPLOYER** 　i. Provide a qualified On-Site Mentor 　　1. Nominated by their school administrator 　　2. Valid corresponding Clear or Life credential 　　3. Three years successful teaching experience 　　4. English Learner Authorization (An individual who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for ELs, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.) 　　5. Effective in classroom management and subject specific pedagogy 　　6. Trained in **PROGRAM**-approved Mentor Training Program 　ii. Site Administrator: Ensures that a qualified Site Administrator is in place and possesses a current, appropriate administrative-level credential. 　iii. Focus: to assist each District Intern with developing teaching competencies with regard to design and delivery of curriculum and classroom management practices 　iv. English Learners: Support will include in-classroom coaching specific to the needs of English learners IN ADDITION, WE VERIFY THAT THE ON-SITE MENTOR PROCESS IS VETTED THROUGH A COLLECTION SYSTEM VIA THE LEARNING MANAGEMENT SYSTEM, SCHOOLOGY:

<table>
<tr>
<td>

THE LEAST RESTRICTIVE ENVIRONMENT (LRE), PROVIDE ROBUST PROGRAMS AND SUPPORT FOR ENGLISH LEARNERS, REFLECT TO THE EXTENT POSSIBLE SOCIOECONOMIC AND CULTURAL DIVERSITY, AND PERMIT VIDEO CAPTURE FOR CANDIDATE REFLECTION AND TPA COMPLETION. CLINICAL SITES SHOULD ALSO HAVE A FULLY QUALIFIED SITE ADMINISTRATOR.

</td>
<td>

THE PROFESSIONAL SERVICES AGREEMENT (PSA) COLLECTS THE DETAILED INFORMATION NEEDED FOR THE CREDENTIAL ANALYST AND COORDINATOR OF FIELD EXPERIENCE TO CHECK PROPER ASSIGNMENT:

THE SITE ADMINISTRATOR IS PART OF THE VETTING PROCESS PER THE SITE-ADMINISTRATOR LETTER:

</td>
</tr>
</table>

ON-SITE MENTOR 2018-2019: Year 2 - Cohort ... ▶ Getting Started
Mentor Requirements and Necessary Letters

THE PROFESSIONAL SERVICES AGREEMENT (PSA) COLLECTS THE DETAILED INFORMATION NEEDED FOR THE CREDENTIAL ANALYST AND COORDINATOR OF FIELD EXPERIENCE TO CHECK PROPER ASSIGNMENT:

ADDITIONAL EVIDENCE: ON-SITE MENTOR QUALIFICATIONS

REX AND MARGARET
FORTUNE
SCHOOL OF EDUCATION
INSPIRING LEADERS.

SACRAMENTO
BAY AREA

2890 Gateway Oaks Dr., #100
Sacramento, CA 95833
fortuneschool.us

916.924.8633 tel
916.924.8664 fax

Dear Site Administrator:

Fortune School of Education would like to take this opportunity to thank you for your partnership and to your commitment of success for our District Intern Teacher Candidate.

These experiences will help our candidates meet the necessary requirements for our teacher education course work mandated by our program and our institution. The ultimate goal is to provide these District Interns the opportunity to implement varied learning styles, practice teaching strategies, develop standards-based instruction, and implement pedagogical structures in the classroom.

As per our Memorandum of Understanding, our District Interns will be provided a Mentor selected by his/her site administrator. In order to be in compliance with the California Commission on Teacher Credentialing, the Mentor selected will need to hold a valid credential that matches the credential that the District Intern is seeking. Thank you for your participation in our teacher preparation courses. This collaborative effort will help make our candidates and our program a success.

C. CRITERIA FOR THE SELECTION OF PROGRAM SUPERVISORS THE PROGRAM SELECTS INDIVIDUALS WHO ARE CREDENTIALED OR WHO HAVE EQUIVALENT EXPERIENCE IN EDUCATOR PREPARATION. SUPERVISORS SHOULD BE EXPERT IN THE CONTENT AREA OF THE CANDIDATE BEING SUPERVISED AND	FORTUNE SCHOOL EMPLOYS QUALIFIED PERSONS FOR THE HIGHER EDUCATION PROGRAMS USING THE FOLLOWING RESOURCES FOR ASSURANCES: **FIELD SUPERVISOR JOB DESCRIPTION** **SUPERVISOR CREDENTIALS** **SUPERVISOR EVALUATION** PROGRAM-ASSIGNED FIELD SUPERVISORS AND ON-SITE MENTORS ARE TRAINED IN SUPERVISION, ORIENTED TO THE SUPERVISORY ROLE, AND INFORMED OF PROGRAM EXPECTATIONS FOR SUPERVISION. THESE EXPECTATIONS INCLUDE KNOWLEDGE ABOUT PROGRAM CURRICULUM AND ASSESSMENTS, INCLUDING THE TPES AND THE TPAS: **FIELD SUPERVISOR ORIENTATION AGENDA** **ON-SITE MENTOR ORIENTATION AGENDA** THE PROGRAM PROVIDES ON-SITE MENTORS A MINIMUM OF 10 HOURS OF INITIAL ORIENTATION: **ON-SITE MENTOR ORIENTATION** **ON-SITE MENTOR PROFESSIONAL DEVELOPMENT AGENDA** **ON-SITE MENTOR PROFESSIONAL DEVELOPMENT CALENDAR**

RETURN TO TABLE OF CONTENTS

SHOULD HAVE RECENT PROFESSIONAL EXPERIENCES IN SCHOOL SETTINGS WHERE THE CURRICULUM ALIGNS WITH CALIFORNIA'S ADOPTED CONTENT STANDARDS AND FRAMEWORKS AND THE SCHOOL REFLECTS THE DIVERSITY OF CALIFORNIA'S STUDENT POPULATION. THE PROGRAM PROVIDES SUPERVISORS WITH ORIENTATION TO THE PROGRAM'S EXPECTATIONS AND ASSURES THAT SUPERVISORS ARE KNOWLEDGEABLE ABOUT THE PROGRAM CURRICULUM AND ASSESSMENTS, INCLUDING THE TPES AND THE TPA MODEL CHOSEN BY THE PROGRAM. IN ADDITION, PROGRAM SUPERVISORS MAINTAIN CURRENT KNOWLEDGE OF EFFECTIVE SUPERVISION APPROACHES SUCH AS COGNITIVE COACHING, ADULT LEARNING THEORY, AND CURRENT CONTENT-SPECIFIC PEDAGOGY AND INSTRUCTIONAL PRACTICES.	THIS ORIENTATION PROVIDES PROFESSIONAL DEVELOPMENT ON EFFECTIVE SUPERVISION APPROACHES (I.E. COGNITIVE COACHING) AND COLLABORATION OPPORTUNITIES WITH THE DISTRICT INTERN. THIS ORIENTATION AND PROFESSIONAL DEVELOPMENT ARE AVAILABLE AS EITHER IN-PERSON OR ON-LINE WORKSHOPS VIA THE LEARNING MANAGEMENT SYSTEM, *SCHOOLOGY*. **EVIDENCE: PROGRAM STANDARDS REFLECT REDEVELOPED CALTPA WITH EVIDENCE – DISTRICT INTERNS** **EVIDENCE: PROGRAM STANDARDS REFLECT REDEVELOPED CALTPA WITH EVIDENCE – FIELD SUPERVISORS**

D. CRITERIA FOR THE SELECTION OF DISTRICT-EMPLOYED SUPERVISORS (ALSO MAY BE KNOWN AS THE COOPERATING TEACHER, MASTER TEACHER OR ON-SITE MENTOR) THE PROGRAM SELECTS DISTRICT SUPERVISORS WHO HOLD A CLEAR CREDENTIAL IN THE CONTENT AREA FOR WHICH THEY ARE PROVIDING SUPERVISION AND HAVE A MINIMUM OF THREE YEARS OF CONTENT AREA K-12 TEACHING EXPERIENCE. THE DISTRICT SUPERVISOR MUST HAVE DEMONSTRATED EXEMPLARY TEACHING PRACTICES AS DETERMINED BY THE EMPLOYER AND THE PREPARATION PROGRAM. THE MATCHING OF CANDIDATE AND DISTRICT-EMPLOYED SUPERVISOR MUST BE A COLLABORATIVE PROCESS BETWEEN THE SCHOOL DISTRICT AND THE PROGRAM. THE PROGRAM PROVIDES DISTRICT	ON-SITE MENTOR REQUIREMENTS: • NOMINATED BY THEIR SCHOOL ADMINISTRATOR • VALID CORRESPONDING CLEAR OR LIFE CREDENTIAL • THREE YEARS SUCCESSFUL TEACHING EXPERIENCE • ENGLISH LEARNER AUTHORIZATION (AN INDIVIDUAL WHO IS IMMEDIATELY AVAILABLE TO ASSIST THE INTERN WITH PLANNING LESSONS THAT ARE APPROPRIATELY DESIGNED AND DIFFERENTIATED FOR ELs, FOR ASSESSING LANGUAGE NEEDS AND PROGRESS, AND TO SUPPORT LANGUAGE ACCESSIBLE INSTRUCTION, THROUGH IN-CLASSROOM MODELING AND COACHING AS NEEDED.) • EFFECTIVE IN CLASSROOM MANAGEMENT AND SUBJECT SPECIFIC PEDAGOGY • TRAINED IN PROGRAM-APPROVED MENTOR TRAINING PROGRAM THE PROGRAM PROVIDES ON-SITE MENTORS A MINIMUM OF 10 HOURS OF INITIAL ORIENTATION: **ON-SITE MENTOR ORIENTATION AGENDA** **ON-SITE MENTOR PROFESSIONAL DEVELOPMENT AGENDA** **ON-SITE MENTOR PROFESSIONAL DEVELOPMENT CALENDAR** THIS ORIENTATION ADDITIONAL PROVIDES PROFESSIONAL DEVELOPMENT ON EFFECTIVE SUPERVISION APPROACHES (I.E. COGNITIVE COACHING) AND COLLABORATION OPPORTUNITIES WITH THE DISTRICT INTERN. THIS ORIENTATION AND PROFESSIONAL DEVELOPMENT ARE AVAILABLE AS EITHER IN-PERSON OR ON-LINE WORKSHOPS VIA THE LEARNING MANAGEMENT SYSTEM, *SCHOOLOGY*.

EMPLOYED SUPERVISORS A MINIMUM OF 10 HOURS OF INITIAL ORIENTATION TO THE PROGRAM CURRICULUM, ABOUT EFFECTIVE SUPERVISION APPROACHES SUCH AS COGNITIVE COACHING, ADULT LEARNING THEORY, AND CURRENT CONTENT-SPECIFIC PEDAGOGY AND INSTRUCTIONAL PRACTICES. THE PROGRAM ENSURES THAT DISTRICT EMPLOYED SUPERVISORS REMAIN CURRENT IN THE KNOWLEDGE AND SKILLS FOR CANDIDATE SUPERVISION AND PROGRAM EXPECTATIONS.	

STANDARD 4:
MONITORING, SUPPORTING, AND ASSESSING CANDIDATE PROGRESS TOWARDS MEETING CREDENTIAL REQUIREMENTS

PROGRAM FACULTY, PROGRAM SUPERVISORS, AND DISTRICT-EMPLOYED SUPERVISORS MONITOR AND SUPPORT CANDIDATES DURING THEIR PROGRESS TOWARDS MASTERING THE TPES. EVIDENCE REGARDING CANDIDATE PROGRESS AND PERFORMANCE IS USED TO GUIDE ADVISEMENT AND ASSISTANCE EFFORTS. THE PROGRAM PROVIDES SUPPORT AND ASSISTANCE TO CANDIDATES AND ONLY RETAINS CANDIDATES WHO ARE SUITED FOR ADVANCEMENT INTO TEACHING. APPROPRIATE INFORMATION IS ACCESSIBLE TO GUIDE CANDIDATES' SATISFACTION OF ALL PROGRAM REQUIREMENTS.	PROGRAM FACULTY, PROGRAM SUPERVISORS, AND DISTRICT-EMPLOYED SUPERVISORS MONITOR AND SUPPORT CANDIDATES DURING THEIR PROGRESS TOWARDS MASTERING THE TPES. CLINICAL SUPERVISION INCLUDES A VARIETY OF FORMAL AND INFORMAL VISITS AND IN-PERSON SITE VISITS. SUPERVISION INCLUDES VIDEO CAPTURE EXPERIENCES USING THE PLATFORM, *WHETSTONE*. ALL EXPERIENCES ARE EVIDENCED USING **TPE-ALIGNED TOOLS** COLLECTED VIA THE LEARNING MANAGEMENT SYSTEM, *SCHOOLOGY* AND PRODUCE DATA THAT IS AGGREGATED AND DISAGGREGATED FOR PROGRAM EFFECTIVENESS: **ASSESSMENT CYCLE** **ASSESSMENT ARTIFACT DESCRIPTIONS** **EVIDENCE: FIELD SUPERVISION & ASSESSMENT MANUAL** QUANTITATIVE AND QUALITATIVE EVIDENCE IS COLLECTED THROUGH *SURVEYS, GAB SESSIONS, ONLINE COMMENT BOX, AND PROFESSIONAL DISPOSITION CHECKLISTS** REGARDING CANDIDATE PROGRAM STRENGTHS AND WEAKNESSES AND PERFORMANCE IS CONSISTENTLY UTILIZED TO GUIDE ADVISEMENT AND PROGRAM CHANGE. FORTUNE SCHOOL PROVIDES **MULTIPLE LEVELS OF ASSISTANCE** DESIGNED TO PROVIDE OPPORTUNITIES FOR CANDIDATES TO SUCCESSFULLY EARN THEIR DESIGNATED CREDENTIALS. FORTUNE SCHOOL DISTRICT INTERNS WILL SIGN VARIOUS ASSURANCE AGREEMENTS ABIDING BY THE GUIDELINES AND COMPETENCIES SET FORTH IN THE FORTUNE SCHOOL DISTRICT INTERN HANDBOOK. THE AGREEMENTS STATE THAT CONTINUATION AND COMPLETION OF THE PROGRAM(S) ARE CONTINGENT UPON SATISFACTORY PROGRESS TOWARDS MEETING REQUIREMENTS AND PROGRAM COMPETENCIES. DOCUMENTATION OF THE DISTRICT INTERN'S PROGRESS OR LACK THEREOF, IN SPECIFIED GROWTH AREA, WILL BE RECORDED ON AN ON-GOING BASIS BY THE HIGHER EDUCATION DEPARTMENT. APPEALS MAY BE MADE BASED ON ACADEMIC STANDING, UNFAVORABLE DISPOSITION REPORTS, AND/OR ISSUES INVOLVING PLACEMENT. APPROPRIATE INFORMATION AND PERSONNEL ARE CLEARLY IDENTIFIED AND ACCESSIBLE TO GUIDE EACH CANDIDATE'S ATTAINMENT OF PROGRAM REQUIREMENTS. * VALID AND RELIABLE SURVEY MODIFIED FROM THE UNIVERSITY OF TAMPA: *DISPOSITIONS ASSESSMENT IN TEACHER EDUCATION: DEVELOPING AN ASSESSMENT INSTRUMENT FOR THE COLLEGE CLASSROOM AND THE FIELD.* **PERSONNEL ROLES – HIGHER EDUCATION** **EVIDENCE: FSE CONTACTS WITHIN THE HIGHER EDUCATION DEPARTMENT + SPECIFIC ROLES**

| | EVIDENCE: STUDENT-SPECIFIC PROGRAM SNAPSHOT – PROVIDED BY CREDENTIAL ANALYST

EVIDENCE REGARDING PROGRESS IN MEETING COMPETENCY AND PERFORMANCE EXPECTATIONS IS CONSISTENTLY USED TO GUIDE ADVISEMENT AND CANDIDATE SUPPORT EFFORTS. A CLEARLY DEFINED PROCESS IS IN PLACE TO IDENTIFY AND SUPPORT CANDIDATES WHO NEED ADDITIONAL ASSISTANCE TO MEET COMPETENCIES.
THE INSTITUTION PROVIDES THE UNIT WITH SUFFICIENT RESOURCES FOR THE EFFECTIVE OPERATION OF EACH EDUCATOR PREPARATION PROGRAM, INCLUDING, BUT NOT LIMITED TO, COORDINATION, ADMISSION, <u>ADVISEMENT</u>, CURRICULUM, PROFESSIONAL DEVELOPMENT/ INSTRUCTION, FIELD BASED SUPERVISION AND CLINICAL EXPERIENCES.
PRE-SERVICE KICK-OFF AGENDA
DISTRICT ORIENTATION
    ON-SITE MENTOR AND FIELD SUPERVISOR TRAINING
    HANDBOOK REVIEW
    ASSURANCE FORM ACKNOWLEDGMENT
WORKSHOPS

FSE COMMENT BOX
TO ENSURE THAT "COMMENTS" IN THE ACADEMIC COURSES FOCUS ON RELEVANT INQUIRIES NEEDED TO COMPLETE INSTRUCTIONAL TASKS OR TO SEEK CLARIFICATION, FORTUNE SCHOOL IS PROVIDING A **LINK** FOR YOU TO LEAVE COMMENTS REGARDING THE PROGRAM.

EVIDENCE: STUDENT-SPECIFIC PROGRAM SNAPSHOT – PROVIDED BY CREDENTIAL ANALYST
SUBJECT MATTER COMPETENCY IS A REQUIREMENT FOR ENTRY INTO THE DISTRICT INTERN PROGRAM AND IS NOT A PART OF CONTINUED STUDENT MONITORING AS THE COMPETENCY IS ALREADY ATTACHED AND VALIDATED BY THEIR CREDENTIAL.

EVIDENCE TO SHOW ADDITIONAL SUPPORT WITHIN SUBJECT-SPECIFIC PROGRAM AREAS:
    SEE EXAMPLE OF VISITING INSTRUCTOR EVIDENCE.
    SEE EXAMPLE OF SITE-BASED EVIDENCE
    SEE EXAMPLE OF AGE-APPROPRIATE EVIDENCE |

STANDARD 5:
IMPLEMENTATION OF A TEACHING PERFORMANCE ASSESSMENT

THE TPA IS IMPLEMENTED ACCORDING TO THE REQUIREMENTS OF THE COMMISSION-APPROVED MODEL SELECTED BY THE PROGRAM. ONE OR MORE INDIVIDUALS RESPONSIBLE FOR IMPLEMENTING THE TPA DOCUMENT THE ADMINISTRATION PROCESSES FOR ALL TASKS/ACTIVITIES OF THE APPLICABLE TPA MODEL IN ACCORDANCE WITH THE REQUIREMENTS OF THE SELECTED MODEL. THE PROGRAM CONSULTS AS NEEDED WITH THE MODEL SPONSOR WHERE ISSUES OF CONSISTENCY IN IMPLEMENTING THE MODEL AS DESIGNED ARISE. THE PROGRAM REQUIRES PROGRAM FACULTY (INCLUDING FULL TIME, ADJUNCT, AND OTHER INDIVIDUALS PROVIDING INSTRUCTIONAL AND/OR SUPERVISORY SERVICES TO CANDIDATES WITHIN THE PROGRAM) TO BECOME KNOWLEDGEABLE ABOUT THE TPA TASKS, RUBRICS, AND SCORING, AS WELL AS HOW THE TPA IS IMPLEMENTED WITHIN THE PROGRAM SO THAT THEY CAN APPROPRIATELY PREPARE CANDIDATES FOR THE ASSESSMENT AND ALSO USE TPA DATA FOR PROGRAM IMPROVEMENT PURPOSES.	THE PROGRAM PROMOTES A COMMISSION-ALIGNED MODEL FOR IMPLEMENTING THE TPA. THE TPA TASKS ARE SCHEDULED APPROPRIATELY THROUGHOUT THE PROGRAM. **CHART OF SCHEDULED TPA TASK DUE DATES** **ADMINISTRATIVE PROCESSES** FOR ALL TASKS/ACTIVITIES INCLUDE SUBMISSION VIA PEARSON EDUCATION AND ARE MONITORED VIA THE LEARNING MANAGEMENT SYSTEM, SCHOOLOGY. **TPA WORKSHOPS** ARE SCHEDULED AS NEEDED THROUGHOUT THE PROGRAM AND FACILITATED BY THE DIRECTOR OF TEACHER EDUCATION/LEAD TPA ASSESSOR. THE LINKED PAGE PROVIDES EVIDENCE OF ASSISTANCE ELECTRONICALLY WITH DOCUMENTS AND VIDEOS. **EVIDENCE: PROGRAM STANDARDS REFLECT REDEVELOPED CalTPA WITH EVIDENCE – DISTRICT INTERNS** THE PROGRAM REQUIRES PROGRAM FACULTY TO BECOME KNOWLEDGEABLE ABOUT THE TPA TASKS, RUBRICS, AND SCORING, AS WELL AS HOW THE TPA IS IMPLEMENTED WITHIN THE PROGRAM. ARTIFACTS WITH A TPA FOCUS ARE EMBEDDED THROUGHOUT THE PROGRAM AS EXAMPLED BELOW: **MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY** **RIGOR AND RELEVANCE FRAMEWORK** (*MEASURABLE ARTIFACT*) COMPLETE ACTIVITIES RELATED TO THE RIGOR AND RELEVANCE FRAMEWORK DEVELOPED TO ENSURE THE INCLUSION OF BOTH RIGOR AND RELEVANCE IN INSTRUCTION. THE FRAMEWORK CONSISTS OF FOUR QUADRANTS THAT REFLECT THESE TWO DIMENSIONS OF HIGHER STANDARDS AND STUDENT ACHIEVEMENT. *DEVELOP MODIFIED LESSONS TO MEET THE NEEDS OF VARIOUS LEARNERS INCLUDING ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS AND PROVIDE RATIONALE FOR STRATEGIES (TPA-ALIGNED).* THE ARTIFACTS AND **CURRENT TRENDS** ARE DESIGNED TO CONNECT THEORY TO PRACTICE AND PROVIDE OPPORTUNITIES TO DEVELOP PEDAGOGICAL COMPETENCE UTILIZING A VARIETY OF STRATEGIES AS INTERNS DEVELOP EXPERTISE AND DEVELOP TPA TASKS. **MODULE F1: MULTIPLE AND SINGLE SUBJECT CONTENT INSTRUCTIONAL PLANNING** **TOTAL PARTICIPATION STRATEGIES** (*COMPETENCY-BASED ARTIFACT*) CREATE A "MENU" OF TOTAL PARTICIPATION STRATEGIES FOR EACH SECTION OF THE LESSON, INCLUDING YOUR "STARTERS" (BELL RINGER), "ENTREES" (DIRECT INSTRUCTION, GUIDED PRACTICE, AND INDEPENDENT PRACTICE), "SIDES" (TPTS THAT ARE EASY TO INSERT

	INTO A LESSON), AND "DESSERT" (STRATEGIES FOR CLOSING A LESSON) WITH A *SUBJECT-SPECIFIC PEDAGOGY FOCUS (TPA-ALIGNED)*. BE CREATIVE AND REMEMBER THAT THIS IS A CHANCE FOR YOU AND YOUR STUDENTS TO HAVE FUN. ADDITIONALLY, BE SURE TO INCLUDE THE TITLE, PREP TIME, AND REQUIRED MATERIALS (IF ANY) IN YOUR "MENU."
5A: ADMINISTRATION OF THE TEACHING PERFORMANCE ASSESSMENT (TPA)	**ADMINISTRATIVE PROCESSES** FOR ALL TASKS/ACTIVITIES FOR TPA SUBMISSIONS ARE COLLECTED AND MONITORED VIA THE LEARNING MANAGEMENT SYSTEM, SCHOOLOGY. **EVIDENCE: PROGRAM STANDARDS REFLECT REDEVELOPED CALTPA WITH EVIDENCE – DISTRICT INTERNS**
5B: CANDIDATE PREPARATION AND SUPPORT	**TPA WORKSHOPS** ARE SCHEDULED AS NEEDED THROUGHOUT THE PROGRAM AND FACILITATED BY THE DIRECTOR OF TEACHER EDUCATION/**LEAD TPA ASSESSOR**. THE LINKED PAGE PROVIDES EVIDENCE OF ASSISTANCE ELECTRONICALLY WITH DOCUMENTS AND VIDEOS. THE PROGRAM REQUIRES PROGRAM FACULTY TO BECOME KNOWLEDGEABLE ABOUT THE TPA TASKS, RUBRICS, AND SCORING, AS WELL AS HOW THE TPA IS IMPLEMENTED WITHIN THE PROGRAM. ARTIFACTS WITH A TPA FOCUS ARE EMBEDDED THROUGHOUT THE PROGRAM AS EXAMPLED BELOW: **MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY** **RIGOR AND RELEVANCE FRAMEWORK** (*MEASURABLE ARTIFACT*) COMPLETE ACTIVITIES RELATED TO THE RIGOR AND RELEVANCE FRAMEWORK DEVELOPED TO ENSURE THE INCLUSION OF BOTH RIGOR AND RELEVANCE IN INSTRUCTION. THE FRAMEWORK CONSISTS OF FOUR QUADRANTS THAT REFLECT THESE TWO DIMENSIONS OF HIGHER STANDARDS AND STUDENT ACHIEVEMENT. *DEVELOP MODIFIED LESSONS TO MEET THE NEEDS OF VARIOUS LEARNERS INCLUDING ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS AND PROVIDE RATIONALE FOR STRATEGIES (TPA-ALIGNED).* THE **ARTIFACTS AND CURRENT TRENDS** ARE DESIGNED TO CONNECT THEORY TO PRACTICE AND PROVIDE OPPORTUNITIES TO DEVELOP PEDAGOGICAL COMPETENCE UTILIZING A VARIETY OF STRATEGIES AS INTERNS DEVELOP EXPERTISE AND DEVELOP TPA TASKS. **MODULE F1: MULTIPLE AND SINGLE SUBJECT CONTENT INSTRUCTIONAL PLANNING** **TOTAL PARTICIPATION STRATEGIES** (*COMPETENCY-BASED ARTIFACT*) CREATE A "MENU" OF TOTAL PARTICIPATION STRATEGIES FOR EACH SECTION OF THE LESSON, INCLUDING YOUR "STARTERS" (BELL RINGER), "ENTREES" (DIRECT INSTRUCTION, GUIDED PRACTICE, AND INDEPENDENT PRACTICE), "SIDES" (TPTS THAT ARE EASY TO INSERT INTO A LESSON), AND "DESSERT" (STRATEGIES FOR CLOSING A LESSON) WITH A *SUBJECT-SPECIFIC PEDAGOGY FOCUS (TPA-ALIGNED)*. BE CREATIVE

	AND REMEMBER THAT THIS IS A CHANCE FOR YOU AND YOUR STUDENTS TO HAVE FUN. ADDITIONALLY, BE SURE TO INCLUDE THE TITLE, PREP TIME, AND REQUIRED MATERIALS (IF ANY) IN YOUR "MENU."
5C: ASSESSOR QUALIFICATIONS, TRAINING, AND SCORING RELIABILITY	ALL FORTUNE SCHOOL ASSESSORS ARE REQUIRED TO COMPLETE THE STATE-APPROVED TRAINING, WHICH INCLUDES ORIENTATION & FOUNDATIONS AND TASK-SPECIFIC TRAINING. RELIABILITY IS ASSURED FROM USING ONLY CALIBRATED ASSESSORS, USING ANONYMITY, AND RESCORING 15% OF TASKS FOR EACH TASK SUBMISSION. IF A SECOND ASSESSOR SCORER IS HIGHER THAN THE FIRST ASSESSOR SCORER (BEING A SCORE OF 1 OR 2), A THIRD ASSESSOR SCORER MAY DETERMINE THE DISTRICT INTERN RECEIVES A PASSING SCORE. CURRENTLY, THE DIRECTOR OF TEACHER EDUCATION IS A CERTIFIED LEAD ASSESSOR. **EVIDENCE: PROGRAM STANDARDS REFLECT REDEVELOPED CALTPA WITH EVIDENCE – DISTRICT INTERNS**

STANDARD 6: INDUCTION INDIVIDUAL DEVELOPMENT PLAN	
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.	FORTUNE SCHOOL'S DISTRICT INTERN PROGRAMS PREPARE TEACHERS FOR A PRELIMINARY CREDENTIAL THROUGH A TWO-YEAR JOB-EMBEDDED SYSTEM OF MENTORING, SUPPORT, AND PROFESSIONAL LEARNING. DISTRICT INTERNS ARE REQUIRED TO CLEAR THEIR TEACHING CREDENTIAL WITHIN FIVE YEARS IN ORDER TO REMAIN A K-12 TEACHER WITHIN THE CALIFORNIA PUBLIC EDUCATION SYSTEM. DISTRICT INTERNS ARE GUIDED WITH THE KNOWLEDGE THAT THEY WILL NEED TO SEEK AN INDUCTION PROGRAM EITHER WITH THEIR EMPLOYING DISTRICT OR WITH ANOTHER CTC-APPROVED INDUCTION PROGRAM.

FORTUNE SCHOOL IS NOT CURRENTLY IMPLEMENTING AN INDUCTION PROGRAM.

FORTUNE SCHOOL PROVIDES A PATHWAY TO INDUCTION FOR ALL DISTRICT INTERNS BEGINNING IN PRE-SERVICE. THIS PATHWAY IS CREATED VIA THE LEARNING MANAGEMENT SYSTEM, *SCHOOLOGY*, THROUGH AN INTERACTIVE PORTFOLIO. THIS PORTFOLIO COLLECTION INCLUDES VARIOUS EXAMPLES OF COMPETENCY-BASED ARTIFACTS, REFLECTIONS AND GOAL SETTING EXAMPLES FROM CLINICAL EXPERIENCE, EVALUATION FORMS, ASSESSMENTS, AND SURVEYS IN ORDER TO MEET THE STANDARDS FOR COLLABORATION BETWEEN THE PROGRAM, CANDIDATE, SUPERVISORS, AND THE INDUCTION PROGRAM.

EVIDENCE: PATHWAY TO INDUCTION EXAMPLE

EVIDENCE: FSE AND INDUCTION PROGRAM COLLABORATION EXAMPLE

THE MEMORANDUM OF UNDERSTANDING (MOU) DEFINES THE RESPONSIBILITIES OF THE ON-SITE MENTOR AND FIELD SUPERVISOR IN COLLABORATION WITH THE DISTRICT INTERN IN THE DEVELOPMENT OF AN INDIVIDUAL DEVELOPMENT PLAN (IDP) FOR THE PURPOSES OF A PATHWAY TO INDUCTION:

   v. Both the **EMPLOYER** and **PROGRAM** will participate in the development of an Individu Development Plan (IDP) to serve as a pathway to Induction. In shard collaboration with the On Site Mentor (via the **EMPLOYER**) and the Field Supervisor (via the **PROGRAM**), the Distri Intern will work to develop an Induction Portfolio throughout the duration of the District Inter Program. This portfolio will be submitted at the conclusion of the District Intern Program an will be required for successful completion of the program prior to receiving a recommendatio for the Preliminary Credential. |

MULTIPLE SUBJECT PROGRAM

SCOPE & SEQUENCE:

CURRICULUM FOR MULTIPLE SUBJECT

PRE-SERVICE – MODULE A		HOURS	UNITS
A1:	OVERVIEW OF THE PRE-SERVICE PROGRAM	5	0.5
A2:	ORGANIZING & MANAGING THE CLASSROOM/POSITIVE BEHAVIOR MANAGEMENT	30	3.0
A3:	PREPARATION TO TEACH READING / LANGUAGE ARTS	20	2.0
A4:	PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS	45	4.5
A5:	TEACHING EXCEPTIONAL CHILDREN – TYPICAL & ATYPICAL DEVELOPMENT	20	2.0
A6:	CONTENT SPECIFIC SEMINAR	20	2.0
PRACTICUM A:	FIELD EXPERIENCE	15	1.5
A1:	CAPSTONE	5	0.5
	PRE-SERVICE TOTAL	**160.0**	**16.0**

FIRST YEAR		HOURS	UNITS
MODULE B:	FOUNDATIONS OF TEACHING	25	2.5
PRACTICUM B:	FOUNDATIONS OF TEACHING	15	1.5
MODULE C:	PLANNING FOR DATA-DRIVEN INSTRUCTION	25	2.5
PRACTICUM C:	PLANNING FOR DATA-DRIVEN INSTRUCTION	15	1.5
TPA	**SUBJECT SPECIFIC PEDAGOGY**		
MODULE D:	SUPPORTING DIVERSE LEARNERS	25	2.5
PRACTICUM D:	SUPPORTING DIVERSE LEARNERS	15	1.5
MODULE E:	EFFECTIVE INSTRUCTIONAL DELIVERY	20	2.0
PRACTICUM E:	EFFECTIVE INSTRUCTIONAL DELIVERY	15	1.5
ED 200:	METHODOLOGY OF TEACHING READING & WRITING (RICA)	30	3.0
ED 206 A/B/C	FIELD EXPERIENCE/SUPERVISION	30	3.0
TPA	**DESIGNING INSTRUCTION**		
	FIRST YEAR TOTAL	**215.0**	**21.5**

SECOND YEAR		HOURS	UNITS
MODULE F	PROFESSIONAL LEARNING COMMUNITIES FOR SS & MS EDUCATORS		
MODULE F1:	MULTIPLE SUBJECT CONTENT INSTRUCTIONAL PLANNING	25	2.5
TPA	**ASSESSING LEARNING**		
MODULE G:	SPECIAL TOPICS		
MODULE G1:	TECHNOLOGY IN THE CLASSROOM	30	3.0
MODULE G2:	ADVANCED PLANNING & INSTRUCTIONAL DELIVERY	20	2.0
MODULE G3:	HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	20	2.0
PRACTICUM G:	DATA, ANALYSIS, REFLECTION, AND LESSON PLANNING	45	4.5
ED 405 A/B/C	FIELD EXPERIENCE/SUPERVISION	30	3.0
TPA	**CULMINATING TEACHING EXPERIENCE**		
	SECOND YEAR TOTAL	**170.0**	**17.0**

PROGRAM TOTAL		545	54.5

Course Calendar:

CONCORD CAMPUS

MULTIPLE SUBJECT YEAR I		COURSES BEGIN OCTOBER 2017	
COURSE	**DATES OF COURSE**	**REQUIRED HOURS**	**POTENTIAL UNITS**
MODULE B FOUNDATIONS OF TEACHING	OCTOBER 4, 11, 18, 25 NOVEMBER 1, 8	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION (ED 205)	NOVEMBER 15, 29 DECEMBER 6, 13 JANUARY 3, 10	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
TPA TASK 1 SUBJECT SPECIFIC PEDAGOGY TASK DUE	DUE: DECEMBER 8		
MODULE D PLANNING INSTRUCTION FOR ALL LEARNERS (ED 203/202/400)	JANUARY 17, 24, 31 FEBRUARY 7, 14, 21	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE E EFFECTIVE INSTRUCTIONAL DELIVERY (ED 202/400/205)	FEBRUARY 28 MARCH 7, 14 APRIL 4, 11	20 TOTAL COURSE HOURS 15 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 1.5
ED 200 METHODOLOGY OF TEACHING READING AND WRITING (PREPARING FOR RICA)	APRIL 18, 25, 28 (SATURDAY) MAY 2, 9, 16, 23	30 TOTAL COURSE HOURS	COURSE: 3.0
TPA TASK 2 DESIGNING INSTRUCTION TASK DUE	DUE: JUNE 8		

UPCOMING WORKSHOPS: MULTIPLE SUBJECT
TPA WORKSHOP: TBD
RICA WORKSHOP: TBD

SACRAMENTO CAMPUS

MULTIPLE SUBJECT YEAR I		COURSES BEGIN OCTOBER 2017	
COURSE	**DATES OF COURSE**	**REQUIRED HOURS**	**POTENTIAL UNITS**
MODULE B FOUNDATIONS OF TEACHING	OCTOBER 4, 11, 18, 25 NOVEMBER 1, 8	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION (ED 205)	NOVEMBER 15, 29 DECEMBER 6, 13 JANUARY 3, 10	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
TPA TASK 1 SUBJECT SPECIFIC PEDAGOGY TASK DUE	DUE: DECEMBER 8		
MODULE D PLANNING INSTRUCTION FOR ALL LEARNERS (ED 203/202/400)	JANUARY 17, 24, 31 FEBRUARY 7, 14, 21	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE E EFFECTIVE INSTRUCTIONAL DELIVERY (ED 202/400/205)	FEBRUARY 28 MARCH 7, 14 APRIL 4, 11	20 TOTAL COURSE HOURS 15 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 1.5
ED 200 METHODOLOGY OF TEACHING READING AND WRITING (PREPARING FOR RICA)	APRIL 18, 25, 28 (SATURDAY) MAY 2, 9, 16, 23	30 TOTAL COURSE HOURS	COURSE: 3.0
TPA TASK 2 DESIGNING INSTRUCTION TASK DUE	DUE: JUNE 8		

UPCOMING WORKSHOPS: MULTIPLE SUBJECT
TPA WORKSHOP: TBD
RICA WORKSHOP: TBD

CONCORD CAMPUS

MULTIPLE SUBJECT YEAR 2		COURSES BEGIN SEPTEMBER 2017	
COURSE	**DATES OF COURSE**	**REQUIRED HOURS**	**POTENTIAL UNITS**
MODULE F1 GENERAL EDUCATION CONTENT INSTRUCTIONAL PLANNING	SEPTEMBER 7, 14, 21, 28 OCTOBER 5, 12	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION	COURSE: 2.5
TPA TASK 3 ASSESSING LEARNING	DUE: DECEMBER 8		
MODULE G2 ADVANCED PLANNING AND INSTRUCTIONAL DELIVERY	JANUARY 4, 11, 18, 25 FEBRUARY 1	20 TOTAL COURSE HOURS + 45 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 4.5
MODULE G3 HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ONLINE COURSE BEGINS: FEBRUARY 8 ENDS: MARCH 8	20 TOTAL COURSE HOURS	COURSE: 2.0
MODULE G1 TECHNOLOGY IN THE CLASSROOM	ONLINE COURSE BEGINS: APRIL 5 ENDS: MAY 3	30 TOTAL COURSE HOURS	COURSE: 3.0
TPA TASK 4 CULMINATING TEACHING EXPERIENCE	DUE: MAY 18		

UPCOMING WORKSHOPS: MULTIPLE SUBJECT
TPA WORKSHOP: TBD
RICA WORKSHOP: TBD

SACRAMENTO CAMPUS

MULTIPLE SUBJECT YEAR 2		COURSES BEGIN SEPTEMBER 2017	
COURSE	**DATES OF COURSE**	**REQUIRED HOURS**	**POTENTIAL UNITS**
MODULE F1 GENERAL EDUCATION CONTENT INSTRUCTIONAL PLANNING	SEPTEMBER 5, 12, 19, 26 OCTOBER 3, 10	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION	COURSE: 2.5
TPA TASK 3 ASSESSING LEARNING	DUE: DECEMBER 8		
MODULE G2 ADVANCED PLANNING AND INSTRUCTIONAL DELIVERY	JANUARY 2, 9, 16, 23, 30	20 TOTAL COURSE HOURS + 45 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 4.5
MODULE G3 HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ONLINE COURSE BEGINS: FEBRUARY 6 ENDS: MARCH 6	20 TOTAL COURSE HOURS	COURSE: 2.0
MODULE G1 TECHNOLOGY IN THE CLASSROOM	ONLINE COURSE BEGINS: APRIL 3 ENDS: MAY 1	30 TOTAL COURSE HOURS	COURSE: 3.0
TPA TASK 4 CULMINATING TEACHING EXPERIENCE	DUE: MAY 18		

UPCOMING WORKSHOPS: MULTIPLE SUBJECT
TPA WORKSHOP: TBD
RICA WORKSHOP: TBD

RETURN TO TABLE OF CONTENTS

SINGLE SUBJECT PROGRAM

SCOPE & SEQUENCE:

CURRICULUM FOR SINGLE SUBJECT

PRE-SERVICE – MODULE A		HOURS	UNITS
A1:	OVERVIEW OF THE PRE-SERVICE PROGRAM	5	0.5
A2:	ORGANIZING & MANAGING THE CLASSROOM/POSITIVE BEHAVIOR MANAGEMENT	30	3.0
A3:	READING AND WRITING IN THE CONTENT AREA	20	2.0
A4:	PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS	45	4.5
A5:	TEACHING EXCEPTIONAL CHILDREN – TYPICAL & ATYPICAL DEVELOPMENT	20	2.0
A6:	CONTENT SPECIFIC SEMINAR	20	2.0
PRACTICUM A:	FIELD EXPERIENCE	15	1.5
A1:	CAPSTONE	5	0.5
	PRE-SERVICE TOTAL	**160.0**	**16.0**

FIRST YEAR		HOURS	UNITS
MODULE B:	FOUNDATIONS OF TEACHING	25	2.5
PRACTICUM B:	FOUNDATIONS OF TEACHING	15	1.5
MODULE C:	PLANNING FOR DATA-DRIVEN INSTRUCTION	25	2.5
PRACTICUM C:	PLANNING FOR DATA-DRIVEN INSTRUCTION	15	1.5
TPA	**SUBJECT SPECIFIC PEDAGOGY**		
MODULE D:	SUPPORTING DIVERSE LEARNERS	25	2.5
PRACTICUM D:	SUPPORTING DIVERSE LEARNERS	15	1.5
MODULE E:	EFFECTIVE INSTRUCTIONAL DELIVERY	20	2.0
PRACTICUM E:	EFFECTIVE INSTRUCTIONAL DELIVERY	15	1.5
ED 206 A/B/C	FIELD EXPERIENCE/SUPERVISION	30	3.0
TPA	**DESIGNING INSTRUCTION**		
	FIRST YEAR TOTAL	**185.0**	**18.5**

SECOND YEAR		HOURS	UNITS
MODULE F	PROFESSIONAL LEARNING COMMUNITIES FOR SS & MS EDUCATORS		
MODULE F1:	SINGLE SUBJECT CONTENT INSTRUCTIONAL PLANNING	25	2.5
MODULE F2:	METHODOLOGY OF TEACHING READING & WRITING IN THE CONTENT AREA	20	2.0
PRACTICUM F:	DATA, ANALYSIS, REFLECTION, AND LESSON PLANNING	45	4.5
TPA	**ASSESSING LEARNING**		
MODULE G:	SPECIAL TOPICS		
MODULE G1:	TECHNOLOGY IN THE CLASSROOM	30	3.0
MODULE G2:	ADVANCED PLANNING & INSTRUCTIONAL DELIVERY	20	2.0
MODULE G3:	HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	20	2.0
PRACTICUM G:	DATA, ANALYSIS, REFLECTION, AND LESSON PLANNING	45	4.5
ED 405 A/B/C	FIELD EXPERIENCE/SUPERVISION	30	3.0
TPA	**CULMINATING TEACHING EXPERIENCE**		
	SECOND YEAR TOTAL	**235**	**23.5**

PROGRAM TOTAL		580	58.0

Course Calendar:

CONCORD CAMPUS

SINGLE SUBJECT YEAR 1		COURSES BEGIN OCTOBER 2017	
COURSE	DATES OF COURSE	REQUIRED HOURS	POTENTIAL UNITS
MODULE B FOUNDATIONS OF TEACHING	OCTOBER 4, 11, 18, 25 NOVEMBER 1, 8	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION (ED 205)	NOVEMBER 15, 29 DECEMBER 6, 13 JANUARY 3, 10	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
TPA TASK 1 SUBJECT SPECIFIC PEDAGOGY TASK DUE	DUE: DECEMBER 8		
MODULE D PLANNING INSTRUCTION FOR ALL LEARNERS (ED 203/202/400)	JANUARY 17, 24, 31 FEBRUARY 7, 14, 21	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE E EFFECTIVE INSTRUCTIONAL DELIVERY (ED 202/400/205)	FEBRUARY 28 MARCH 7, 14 APRIL 4, 11	20 TOTAL COURSE HOURS 15 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 1.5
TPA TASK 2 DESIGNING INSTRUCTION TASK DUE	DUE: MAY 4		

UPCOMING WORKSHOPS: SINGLE SUBJECT
TPA WORKSHOP: TBD

SACRAMENTO CAMPUS

SINGLE SUBJECT YEAR 1		COURSES BEGIN OCTOBER 2017	
COURSE	DATES OF COURSE	REQUIRED HOURS	POTENTIAL UNITS
MODULE B FOUNDATIONS OF TEACHING	OCTOBER 4, 11, 18, 25 NOVEMBER 1, 8	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION (ED 205)	NOVEMBER 15, 29 DECEMBER 6, 13 JANUARY 3, 10	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
TPA TASK 1 SUBJECT SPECIFIC PEDAGOGY TASK DUE	DUE: DECEMBER 8		
MODULE D PLANNING INSTRUCTION FOR ALL LEARNERS (ED 203/202/400)	JANUARY 17, 24, 31 FEBRUARY 7, 14, 21	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE E EFFECTIVE INSTRUCTIONAL DELIVERY (ED 202/400/205)	FEBRUARY 28 MARCH 7, 14 APRIL 4, 11	20 TOTAL COURSE HOURS 15 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 1.5
TPA TASK 2 DESIGNING INSTRUCTION TASK DUE	DUE: MAY 4		

UPCOMING WORKSHOPS: SINGLE SUBJECT
TPA WORKSHOP: TBD

CONCORD CAMPUS

SINGLE SUBJECT YEAR 2		COURSES BEGIN SEPTEMBER 2017	
COURSE	**DATES OF COURSE**	**REQUIRED HOURS**	**POTENTIAL UNITS**
MODULE F1 **GENERAL EDUCATION CONTENT INSTRUCTIONAL PLANNING**	SEPTEMBER 7, 14, 21, 28 OCTOBER 5, 12	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION	COURSE: 2.5
MODULE F2 **METHODOLOGY OF TEACHING READING AND WRITING IN THE CONTENT AREA (ED 205/308)**	OCTOBER 19, 26 NOVEMBER 2, 9, 16	20 TOTAL COURSE HOURS + 45 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 4.5
TPA TASK 3 **ASSESSING LEARNING**	DUE: DECEMBER 8		
MODULE G2 **ADVANCED PLANNING AND INSTRUCTIONAL DELIVERY**	JANUARY 4, 11, 18, 25 FEBRUARY 1	20 TOTAL COURSE HOURS + 45 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 4.5
MODULE G3 **HEALTHY ENVIRONMENTS FOR STUDENT LEARNING**	ONLINE COURSE BEGINS: FEBRUARY 8 ENDS: MARCH 8	20 TOTAL COURSE HOURS	COURSE: 2.0
MODULE G1 **TECHNOLOGY IN THE CLASSROOM**	ONLINE COURSE BEGINS: APRIL 5 ENDS: MAY 3	30 TOTAL COURSE HOURS	COURSE: 3.0
TPA TASK 4 **CULMINATING TEACHING EXPERIENCE**	DUE: MAY 18		

UPCOMING WORKSHOPS: SINGLE SUBJECT
TPA WORKSHOP: TBD

SACRAMENTO CAMPUS

SINGLE SUBJECT YEAR 2		COURSES BEGIN SEPTEMBER 2017	
COURSE	**DATES OF COURSE**	**REQUIRED HOURS**	**POTENTIAL UNITS**
MODULE F1 **GENERAL EDUCATION CONTENT INSTRUCTIONAL PLANNING**	SEPTEMBER 5, 12, 19, 26 OCTOBER 3, 10	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION	COURSE: 2.5
MODULE F2 **METHODOLOGY OF TEACHING READING AND WRITING IN THE CONTENT AREA (ED 205/308)**	OCTOBER 17, 24, 31 NOVEMBER 7, 14	20 TOTAL COURSE HOURS + 45 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 4.5
TPA TASK 3 **ASSESSING LEARNING**	DUE: DECEMBER 8		
MODULE G2 **ADVANCED PLANNING AND INSTRUCTIONAL DELIVERY**	JANUARY 2, 9, 16, 23, 30	20 TOTAL COURSE HOURS + 45 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 4.5
MODULE G3 **HEALTHY ENVIRONMENTS FOR STUDENT LEARNING**	ONLINE COURSE BEGINS: FEBRUARY 6 ENDS: MARCH 6	20 TOTAL COURSE HOURS	COURSE: 2.0
MODULE G1 **TECHNOLOGY IN THE CLASSROOM**	ONLINE COURSE BEGINS: APRIL 3 ENDS: MAY 1	30 TOTAL COURSE HOURS	COURSE: 3.0
TPA TASK 4 **CULMINATING TEACHING EXPERIENCE**	DUE: MAY 18		

UPCOMING WORKSHOPS: SINGLE SUBJECT
TPA WORKSHOP: TBD

RETURN TO TABLE OF CONTENTS

SYLLABI

MODULE B:
FOUNDATIONS OF TEACHING

PROGRAM TRACK: SINGLE SUBJECT AND MULTIPLE SUBJECT
INSTRUCTOR: _____
DATES OF COURSE: _____
CLASS MEETING TIME: 5:00 – 9:00
PRACTICUM MEETING TIME: VIA SCHOOLOGY
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:
TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:
TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:
THIS MODULE WILL INTRODUCE CANDIDATES TO THE COMPLEX PROFESSION OF TEACHING, INCLUDING THE HISTORICAL, PHILOSOPHICAL, CULTURAL, SOCIAL, AND POLITICAL HISTORY OF THE EDUCATIONAL SYSTEM IN THE UNITED STATES AND CALIFORNIA, INCLUDING POLICIES ESTABLISHED BY ESEA AND REAUTHORIZED INTO "NO CHILD LEFT BEHIND" AND NOW THE EVERY STUDENT SUCCEEDS ACT (ESSA). FURTHERMORE, CANDIDATES WILL STUDY PRINCIPLES AND STRATEGIES THAT CAN BRING ABOUT CLASSROOM CONDITIONS THAT CONTRIBUTE TO HIGH STUDENT ACHIEVEMENT, INCLUDING CONSTRUCTIVIST THEORY, BLOOM'S TAXONOMY, AND BACKWARDS DESIGN. CANDIDATES WILL ALSO BE INTRODUCED TO CURRENT TRENDS AND ISSUES OF INSTRUCTION AND CURRICULUM FOR STUDENTS IN ETHNICALLY, LINGUISTICALLY, AND CULTURALLY DIVERSE CLASSROOMS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
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

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO's) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO's INCLUDE:

(1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;

(2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;

(3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;

(4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXTS/RESOURCES:

- CALIFORNIA CONTENT FRAMEWORKS AVAILABLE AT: HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP FOR THE FOLLOWING CONTENT AREAS: ELA/ELD
- CALIFORNIA STATE FRAMEWORK FOR YOUR CONTENT AREA.
- *LEMOV, DOUG. TEACH LIKE A CHAMPION 2.0 - 62 TECHNIQUES THAT PUT STUDENTS ON THE PATH TO COLLEGE. SAN FRANCISCO: JOSSEY-BASS, 2015.*
- WIGGINS, GRANT AND MCTIGHE, JAY. UNDERSTANDING BY DESIGN – EXPANDED 2ND EDITION.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION • ADMITS (DO NOWS)/EXITS • PROFESSIONAL DISPOSITION CHECKLIST	25

II.	MEASURABLE ARTIFACTS • PRACTICUM ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS	50
III.	COMPETENCY-BASED ARTIFACT • PHILOSOPHY OF EDUCATION	25
	TOTAL	**100**

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. **CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS** *(MEASURABLE ARTIFACT)*
   CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.

2. **ADMIT/EXIT SLIPS** *(PARTICIPATION AND COLLABORATION)*
   ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

3. **ACTIVE CLASS PARTICIPATION ELEMENTS** *(PARTICIPATION AND COLLABORATION)*
   PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
   SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
   ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. **PROFESSIONAL DISPOSITION CHECKLIST:** *(PARTICIPATION AND COLLABORATION)*
   DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

5. **PHILOSOPHY OF EDUCATION** *(COMPETENCY-BASED ARTIFACT)*
   DISTRICT INTERNS ARE TO ARTICULATE THEIR DEVELOPING UNDERSTANDING OF THEIR PHILOSOPHY BASED ON THEIR EXPERIENCES WITH THE K-12 EDUCATIONAL SYSTEM AND GROUNDED IN THE RESEARCH/LITERATURE INTRODUCED IN THIS MODULE. TOPICS ADDRESSED WITHIN THE PHILOSOPHY STATEMENT SHOULD INCLUDE: THE TEACHER-STUDENT RELATIONSHIP; THE LEARNING ENVIRONMENT, INCLUDING ADDRESSING PERSPECTIVES ON CLASSROOM MANAGEMENT AND CULTURE; THE PURPOSE OF EDUCATION, WITH SPECIFIC REGARD TO

CONTENT, PEDAGOGY, AND STANDARDS; AND THE ROLE OF FAMILIES AND COMMUNITIES IN EDUCATION. CONSIDER INFLUENCES AND INTERACTIONS WITH MEMBERS OF THE K-12 EDUCATIONAL SYSTEM AS YOU WRITE YOUR PHILOSOPHY AND USE SPECIFIC EXAMPLES TO ILLUSTRATE YOUR PHILOSOPHY IN ACTION. *FOR A MORE THOROUGH DETAILING OF THIS ASSIGNMENT, PLEASE SEE THE DOCUMENTS, EXEMPLARS, AND RUBRIC POSTED ON SCHOOLOGY.*

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	TPE; STUDENT LEARNING OUTCOMES
SESSION 1	**CHAPTER/TEXT: 1:** ✓ NCLB ACT OF 2001 ✓ CALIFORNIA EDUCATION: FROM FIRST TO WORST - VIDEO ✓ CLOSING THE ACHIEVEMENT GAP IN CALIFORNIA ✓ REVISIT KEY CONCEPTS FROM PRE-SERVICE	**DO NOW** WRITE A PHILOSOPHY OF TEACHING STATEMENT. • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • DISCUSSION – VIEW "*FROM FIRST TO WORST*" WITH VIDEO-VIEWING GUIDE; COMPLETE 5-7 ENTRIES USING THE DOUBLE-ENTRY JOURNAL STRATEGY (CURRENT TREND REFLECTION) • CLOSING THE ACHIEVEMENT GAP • SETTING BIG GOALS **EXIT TICKET** AS WE CLOSE OUT, PLEASE REFLECT ON THE FOLLOWING: • WHAT ARE THREE THINGS I AM GOING TO TRY IN MY CLASSROOM BEFORE OUR NEXT SESSION? • WHAT ARE TWO THINGS THAT WORKED FOR ME AS A LEARNER ABOUT TONIGHT'S WORK? • WHAT IS ONE THING I'M FEELING ANXIOUS ABOUT OR WOULD LIKE TO LEARN MORE ABOUT? FEEL FREE TO ADD ANY ADDITIONAL THOUGHTS ABOUT THE CONTENT AND/OR STRUCTURE OF TONIGHT'S CLASS. **HOMEWORK:** ENGAGE IN AN INQUIRY AROUND THE UNDERLYING PRIORITIES AND PHILOSOPHIES DRIVING EDUCATIONAL POLICY AND REFORM IN THE UNITED STATES. THERE ARE TWO RESOURCES TO EXPLORE BEFORE ENGAGING IN THE DISCUSSION. FIRST, IN THE (ATTACHED VIA SCHOOLOGY) "BLUEPRINT FOR REFORM," READ THE "PRIORITIES IN	TPE: 1-3, 5-6, SLO: 1,4

		a Blueprint for Reform" (p. 3-6). Then, select **two** of the priorities to explore in more depth: • College- and Career-Ready Students (p. 7-12) • Great Teachers and Great Leaders (p. 13-18) • Meeting the Needs of English Learners and Other Diverse Learners (p. 19-23) • A Complete Education (p. 25-29) After reading, explore the resources on the USDOE's website regarding the Every Student Succeeds Act (ESSA). Link: HTTPS://WWW.ED.GOV/ESSA Based on this exploration and reading, what appears to be the underlying and/or guiding philosophies of these documents and reforms? Consider how students, families, teachers, administrators, and communities are described. What do these descriptions tell you? How do the underlying principles/philosophies align with your own perspectives on education? What do you think drives each of these? A robust response should be about 3 paragraphs and approximately 250-300 words. Be sure to reference the rubric for additional information.	
Session 2	**Chapter/text:** *ELA/ELD Framework for California Public Schools: Equity and Access* Chapter1: *Teaching as Leadership* ✓ Equity and Access ✓ RtI2 ✓ Practices in Special Education/ IDEA ✓ Research for Student Information Binder	**DO NOW** Read, *an Indian's father plea*, and respond to prompts. • Homework/ Discussion • Quiz Time • session 2 Slides • the ikea challenge (cooperative groups) • Predicting the Current High School Achievement Gaps • CAHSEE Scores • facilitation checkins • Equity and Access; RtI2 • Special Education- IDEA, FAPE, LRE, IEP • FSE Lesson Planning (review) *Differentiation & Accommodations; ELLs* **EXIT TICKET** The Philosophical chekin:	TPE: 1-3, 5-6, SLO: 1,4

June 17, 2019

49 | P A G E

Return To Table Of Contents

		BASED ON TONIGHT'S INTRODUCTION TO SOME CENTRAL THEORISTS, HOW DO YOU SEE YOUR OWN PHILOSOPHY OF EDUCATION DEVELOPING, PARTICULARLY AS REGARDS TO THE TEACHER-STUDENT RELATIONSHIP AND THE NATURE OF LEARNING. WHILE YOUR RESPONSE DOES NOT NEED TO BE FORMAL, PLEASE BE THOROUGH, AND DETAIL THE "WHY" OF YOUR RESPONSE. RESPONSES SHOULD BE 2-3 PARAGRAPHS. **HOMEWORK:** READ THE FOLLOWING CURRENT TRENDS VIA SCHOOLOGY (SEE RUBRIC) SUCCESSFUL, SAFE, AND HEALTHY STUDENTS (P. 31-34) FOSTERING INNOVATION AND EXCELLENCE (P. 35-38)	
SESSION 3	**CHAPTER/TEXT: 2:** *TEACHING AS LEADERSHIP: INVEST STUDENTS AND THEIR FAMILIES* ✓ STUDENT STUDY TEAM AND 504 PLANS ✓ INDIVIDUALIZED EDUCATION PROGRAM ✓ PRINCIPLES OF EDUCATIONAL EQUITY, DIVERSITY, CULTURAL AND LINGUISTIC RESPONSIVENESS AND THEIR IMPLEMENTATION IN CURRICULUM CONTENT AND SCHOOL PRACTICES ✓ EDUCATION SPECIALISTS-CREATING POSITIVE BEHAVIOR SUPPORT PLANS	**DO NOW** DESCRIBE THE BEST LEARNING EXPERIENCES THAT YOU HAVE HAD AS A STUDENT. • HOMEWORK/ DISCUSSION • READING AND REFLECTION AYERS AND ALEXANDER-TANNER (2010) "TO TEACH: A JOURNEY IN COMICS." • DISCUSSION: SUPPORTING ALL STUDENTS; MOCK SST; POSITIVE SUPPORT PLANS • FSE LESSON PLANNING (REVIEW) *DIFFERENTIATION & ACCOMMODATIONS; ELLS* **EXIT TICKET** CLASSROOM SPACE REFLECTION **HOMEWORK:** 1. READ LADSON-BILLINGS' (1995) "BUT THAT'S JUST GOOD TEACHING! THE CASE FOR CULTURALLY RELEVANT PEDAGOGY." AS YOU READ RESPOND TO THE FOLLOWING • SELECT ONE QUOTE FROM THE TEXT THAT YOU FIND PARTICULARLY CHALLENGING AND/OR INSPIRING. INCLUDE IT IN YOUR POST WITH AN EXPLANATION OF YOUR THINKING. • IN WHAT WAYS HAVE YOUR TRIED TO INCLUDE CULTURALLY-RELEVANT PRACTICES INTO YOUR TEACHING? HOW WAS IT CONTENT-SPECIFIC AND STANDARDS-ALIGNED? WHAT HAS BEEN YOUR EXPERIENCE WITH THIS? • IN WHAT WAYS IS CRP DIFFICULT? DESCRIBE A SPECIFIC CONCERN YOU HAVE ABOUT	TPE: 1-3, 5-6, SLO: 1,4

		INTEGRATING THIS INTO YOUR CLASSROOM PRACTICE. 2. IN RESPONDING TO A MINIMUM OF TWO OF YOUR COLLEAGUES, BE SURE TO SPECIFICALLY ADDRESS SOLUTIONS TO THE CONCERNS RAISED IN QUESTION 3, THOUGH FEEL FREE TO RESPOND TO OTHER ASPECTS OF YOUR COLLEAGUES' POSTS, AS WELL.	
SESSION 4	**CHAPTER/TEXT:** *TEACH LIKE A CHAMPION* CHAPTERS 5 AND 6 ✓ CREATING A CULTURE OF HIGH EXPECTATIONS ✓ LEAST INVASIVE BEHAVIOR INTERVENTIONS ✓ SETTING A POSITIVE TONE ✓ JOY FACTOR	**DO NOW** DESCRIBE A BEST TEACHING EXPERIENCE THAT YOU HAVE HAD AS A TEACHER. • HOMEWORK/ DISCUSSION • EXPLORING THE LITERATURE (USE PROQUEST & LITERATURE EXPLORATION TEMPLATE) • ACADEMIC IMPACT MODEL/SETTING THE TONE FOR LEARNING • LEAST INVASIVE INTERVENTION • FSE LESSON PLANNING (REVIEW) *DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS* • SKILLS AND OTHER DILEMMAS **EXIT TICKET** GIVEN TONIGHT'S DISCUSSION AND THEORETICAL CONSIDERATIONS, WHAT ARE SOME PARTING THOUGHTS AND REFLECTIONS? **HOMEWORK:** 1. READ: *TEACH LIKE A CHAMPION* CHAPTER 5 2. EXPLORE ARTICLES WITHIN THE PROQUEST EDUCATION DATABASE (LINKED VIA SCHOOLOGY). USING THE ATTACHED TEMPLATE, FIND TWO ARTICLES (FULL TEXT) THAT WRESTLE WITH ISSUES OF CULTURALLY RELEVANT PEDAGOGY WITHIN YOUR GRADE OR WITHIN A CONTENT AREA YOU'RE STRUGGLING TO APPLY CRP. YOU MAY HAVE TO PLAY AROUND WITH YOUR SEARCH TERMS A BIT. WE FOUND BEST SUCCESS USING THE ADVANCED SEARCH FEATURE WITH TERMS LIKE "CULTURALLY RELEVANT" WITH "SCIENCE" AND "ELEMENTARY" (OR SOMETHING ALONG THOSE LINES).	TPE: 1-3, 5-6, SLO: 1,4
SESSION 5	**CHAPTER/TEXT:** *TEACH LIKE A CHAMPION* CHAPTERS 5 AND 6	**DO NOW** WHEN THE WHEELS FALL OFF THE WAGON OF YOUR LESSON, WHAT DO YOU TYPICALLY DO? THIS CAN EITHER BE ADDRESSING BEHAVIOR OR ACADEMICALLY.	TPE: 1-3, 5-6, SLO: 1,4

RETURN TO TABLE OF CONTENTS

	✓ STANDARDS AND FRAMEWORKS ✓ ASSESSMENT ✓ COMMON CORE/STANDARDS-BASED OR STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS ✓ TARGETS AND OBJECTIVES	BONUS POINTS IF YOU REFERENCE LEMOV'S STRATEGIES AT ALL. • HOMEWORK/ DISCUSSION • DISCUSSION: BLOOM'S TAXONOMY; BACKWARDS DESIGN; DECONSTRUCTING STANDARDS • FSE LESSON PLANNING (REVIEW) *DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS* • BLOOM'S QUESTIONING ACTIVITY **EXIT TICKET** CBA REVIEW **HOMEWORK:** PRESENTATIONS FOR LAST SESSION OVER **FSE LESSON PLAN TEMPLATE** AND **INVENTORIES**.	
SESSION 6 *FINAL*		**PRESENTATION** ➢ INVENTORIES ➢ DIGITAL WRITER'S WORKSHOP FSE LESSON PLAN (REFLECT DATA CASE STUDY ACCOMMODATIONS AND MODIFICATIONS)	TPE: 1-3, 5-6, SLO: 1,4

ARTIFACTS & RUBRICS:
- COURSE: MODULE B

PHILOSOPHY OF EDUCATION

YOU ARE TO ARTICULATE YOUR DEVELOPING UNDERSTANDING OF THEIR PHILOSOPHY BASED ON YOUR EXPERIENCES WITH THE K-12 EDUCATIONAL SYSTEM AND GROUNDED IN THE RESEARCH/LITERATURE INTRODUCED IN THIS MODULE. CONSIDER INFLUENCES AND INTERACTIONS WITH MEMBERS OF THE K-12 EDUCATIONAL SYSTEM AS YOU WRITE YOUR PHILOSOPHY AND USE SPECIFIC EXAMPLES TO ILLUSTRATE YOUR PHILOSOPHY IN ACTION. WHILE NOT NEEDING TO ADDRESS ALL OF THE GUIDING QUESTIONS, YOUR PHILOSOPHY SHOULD DISCUSS THE FOLLOWING TOPICS
:
- THE TEACHER-STUDENT RELATIONSHIP
  - WHAT ROLE DOES THE TEACHER AND STUDENT EACH PLAY WITHIN THE CLASSROOM?
  - HOW CAN EACH BE POSITIONED IN DIFFERENT WAYS?
  - WHAT ROLE DOES COLLABORATION PLAY WITHIN THIS RELATIONSHIP?

- THE LEARNING ENVIRONMENT, INCLUDING ADDRESSING PERSPECTIVES ON CLASSROOM MANAGEMENT AND CULTURE
  - USE YOUR CLASSROOM MANAGEMENT PLAN FROM PRE-SERVICE AS A JUMPING OFF POINT
  - HOW DOES YOUR CURRENT CLASSROOM MATCH THE VISION YOU SET FOR IT? WHAT MIGHT BE SOME UNDERLYING CAUSES FOR THIS?
  - WHAT WOULD YOUR IDEAL CLASSROOM LOOK LIKE? SOUND LIKE? WHERE DOES THIS VISION COME FROM?

- THE PURPOSE OF EDUCATION, WITH SPECIFIC REGARD TO CONTENT, PEDAGOGY, AND STANDARDS
  - WHAT IS THE PURPOSE OF EDUCATION?
  - HOW DO YOU SEE STANDARDS AND CONTENT CONTRIBUTING TO OR DETRACTING FROM THAT PURPOSE?
  - HOW DOES YOUR PEDAGOGY MATCH YOUR VIEW OF THE PURPOSE OF EDUCATION?

- THE ROLE OF FAMILIES AND COMMUNITIES IN EDUCATION
  - HOW DO OUR FAMILIES AND COMMUNITIES PLAY A PART IN EDUCATION?
  - HOW WOULD YOU LIKE TO INVOLVED FAMILIES AND COMMUNITIES IN YOUR CLASSROOM PRACTICE?

- ADDITIONALLY, SPELLING, MECHANICS, AND GRAMMAR ARE PART OF THE GRADE. BE SURE TO PROOFREAD AND ENSURE THERE ARE NOT ERRORS

PHILOSOPHY OF EDUCATION RUBRIC

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
TEACHER-STUDENT RELATIONSHIP	THOROUGH DISCUSSION OF THE TEACHER-STUDENT RELATIONSHIP, DRAWING ON PAST AND CURRENT EXPERIENCES TO DRAW CONCLUSIONS, AND BUILDS ON EXISTING LITERATURE	CLEAR DISCUSSION OF THE TEACHER-STUDENT RELATIONSHIP, DRAWING ON PAST AND CURRENT EXPERIENCES TO DRAW CONCLUSIONS, AND BUILDS ON EXISTING LITERATURE	DISCUSSION OF THE TEACHER-STUDENT RELATIONSHIP IS MINIMAL, DRAWING ON PAST OR CURRENT EXPERIENCES TO DRAW CONCLUSIONS; BUILDS MINIMALLY ON EXISTING LITERATURE	DISCUSSION OF THE TEACHER-STUDENT RELATIONSHIP IS INSUFFICIENT, FAILING TO DRAW ON PAST OR CURRENT EXPERIENCES TO DRAW CONCLUSIONS, AND FAILS TO BUILD ON EXISTING LITERATURE
LEARNING ENVIRONMENT	THOROUGH DISCUSSION OF THE LEARNING ENVIRONMENT, DISCUSSING THE SIMILARITIES AND DIFFERENCES BETWEEN VISIONS ESTABLISHED AND THE LIVED ENACTMENT OF THOSE VISIONS, INCORPORATING EXISTING LITERATURE AND DRAWING ON PAST AND CURRENT EXPERIENCES.	CLEAR DISCUSSION OF THE LEARNING ENVIRONMENT, DISCUSSING THE SIMILARITIES AND DIFFERENCES BETWEEN VISIONS ESTABLISHED AND THE LIVED ENACTMENT OF THOSE VISIONS, INCORPORATING SOME EXISTING LITERATURE AND DRAWING ON PAST AND CURRENT EXPERIENCES.	DISCUSSION OF THE LEARNING ENVIRONMENT IS MINIMAL, EVALUATING THE SIMILARITIES AND DIFFERENCES BETWEEN VISIONS ESTABLISHED AND THE LIVED ENACTMENT OF THOSE VISIONS, BUT AT A SURFACE-LEVEL; FAILS TO ADDRESS EXISTING LITERATURE OR DOES NOT DRAW ON PAST AND CURRENT EXPERIENCES.	DISCUSSION OF THE LEARNING ENVIRONMENT IS INSUFFICIENT, FAILING TO EVALUATE THE SIMILARITIES AND DIFFERENCES BETWEEN VISIONS ESTABLISHED AND THE LIVED ENACTMENT OF THOSE VISIONS; FAILS TO ADDRESS EXISTING LITERATURE AND DOES NOT DRAW ON PAST AND CURRENT EXPERIENCES.
PURPOSE OF EDUCATION	THOROUGH AND THOUGHTFUL DISCUSSION OF THE PURPOSE OF EDUCATION, INCLUDING DISCUSSIONS OF CONTENT, STANDARDS, AND PEDAGOGY, INCORPORATING EXISTING LITERATURE AND DRAWING ON PAST AND CURRENT EXPERIENCES	CLEAR DISCUSSION OF THE PURPOSE OF EDUCATION, INCLUDING DISCUSSIONS OF CONTENT, STANDARDS, AND PEDAGOGY, INCORPORATING EXISTING LITERATURE AND DRAWING ON PAST AND CURRENT EXPERIENCES	MINIMAL DISCUSSION OF THE PURPOSE OF EDUCATION, WITH LIMITED DISCUSSIONS OF CONTENT, STANDARDS, AND/OR PEDAGOGY, INCORPORATES EXISTING LITERATURE OR DRAWS ON PAST AND CURRENT EXPERIENCES, BUT IN LIMITED WAYS	INSUFFICIENT DISCUSSION OF THE PURPOSE OF EDUCATION, WITHOUT DISCUSSIONS OF CONTENT, STANDARDS, AND/OR PEDAGOGY, FAILING TO INCORPORATE EXISTING LITERATURE AND DRAWING ON PAST AND CURRENT EXPERIENCES
ROLE OF FAMILIES AND COMMUNITIES	THOROUGH AND THOUGHTFUL EVALUATION OF THE ROLE OF FAMILIES AND COMMUNITIES FROM A HUMBLE PERSPECTIVE; INCORPORATES EXISTING LITERATURE AND DRAWS ON PAST AND CURRENT EXPERIENCES	CLEAR EVALUATION OF THE ROLE OF FAMILIES AND COMMUNITIES FROM A HUMBLE PERSPECTIVE; INCORPORATES SOME EXISTING LITERATURE AND DRAWS ON SOME PAST AND CURRENT EXPERIENCES	MINIMAL EVALUATION OF THE ROLE OF FAMILIES AND COMMUNITIES FROM A HUMBLE PERSPECTIVE; INCORPORATES MINIMAL EXISTING LITERATURE OR DRAWS MINIMALLY ON PAST AND CURRENT EXPERIENCES	INSUFFICIENT EVALUATION OF THE ROLE OF FAMILIES AND COMMUNITIES OR FAILS TO TAKE A HUMBLE PERSPECTIVE; FAILS TO INCORPORATE EXISTING LITERATURE AND DOES NOT DRAW ON PAST AND CURRENT EXPERIENCES
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(___ x 20)= ___ /100

MODULE C:
PLANNING FOR DATA-DRIVEN INSTRUCTION

PROGRAM TRACK: SINGLE SUBJECT AND MULTIPLE SUBJECT
INSTRUCTOR: _____
DATES OF COURSE: _____
CLASS MEETING TIME: 5:00 – 9:00
PRACTICUM MEETING TIME: VIA SCHOOLOGY
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:
TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:
TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:
THIS MODULE WILL PREPARE CANDIDATES TO USE STUDENT ACHIEVEMENT DATA TO DRIVE THEIR INSTRUCTIONAL PRACTICES. WITH A FOCUS ON EQUITY AND INCLUSION, CANDIDATES WILL BE INTRODUCED TO THE WAYS IN WHICH ALIGNMENT OF ASSESSMENT AND STANDARDS-BASED PLANNING AND INSTRUCTION CAN SUPPORT STUDENT LEARNING. CANDIDATES WILL BE INTRODUCED TO BEST-PRACTICES OF ASSESSMENT, AND THEN BE SHOWN HOW DATA IS THEN USED TO ENGAGE IN A RECURSIVE PLANNING PROCESS FOR BOTH LONG-TERM PLANNING AND LESSON-LEVEL PLANNING. THIS MODULE WILL HAVE A FOCUS ON SUPPORTING STUDENTS WITH SPECIAL NEEDS, STRUGGLING READERS, AND ENGLISH LEARNERS THROUGH THE LENS OF ASSESSMENT.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
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

Student Learning Outcomes:

Student Learning Outcomes (SLO's) foundationally describe what our District Interns are able to demonstrate in terms of knowledge, skills, and values upon completion of a program. Our SLO's include:

(1) the ability to communicate clearly and effectively to drive the dissemination of ideas and civic discourse;
(2) the ability to analyze, assess, and use information to drive decision making;
(3) the ability to work collaboratively to drive results;
(4) the ability to understand and appreciate multiple perspectives to drive social justice and promote good citizenship.

These outcomes are routinely assessed by program faculty as a way of informing programmatic improvement efforts.

Required Texts/Resources:

- California Content Frameworks available at: http://www.cde.ca.gov/ci/cr/cf/allfwks.asp for the following content areas: ELA/ELD
- California State Framework for your content area.
- *Lemov, Doug. Teach Like a Champion 2.0 - 62 Techniques That Put Students on the Path to College. San Francisco: Jossey-Bass, 2015.*
- Wiggins, Grant and McTighe, Jay. Understanding by Design – Expanded 2nd Edition.

Grading System and Grade Points:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 and below	(0.0)

Grading Criteria:

	GRADED ASSIGNMENTS	%
I.	Class Participation and Collaboration • Admits (Do Nows)/Exits • Professional Disposition Checklist	25
II.	Measurable Artifacts • Practicum Artifacts and Presentation • Current Trends Reflections	50

	• STUDENT ASSESSMENT INVENTORY		
III.	COMPETENCY-BASED ARTIFACT		25
	• LONG-TERM PLAN WITH ALIGNED ASSESSMENT		
		TOTAL	**100**

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. **CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS** *(MEASURABLE ARTIFACT)*
   CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.

2. **ADMIT/EXIT SLIPS** *(PARTICIPATION AND COLLABORATION)*
   ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

3. **ACTIVE CLASS PARTICIPATION ELEMENTS** *(PARTICIPATION AND COLLABORATION)*
   PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
   SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
   ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. **PROFESSIONAL DISPOSITION CHECKLIST:** *(PARTICIPATION AND COLLABORATION)*
   DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

5. **STUDENT ASSESSMENT INVENTORY** *(MEASUREABLE ARTIFACT)*
   CANDIDATES DEVELOP A STUDENT ASSESSMENT INVENTORY. DATA FROM ASSESSMENTS PLAY A CRITICAL ROLE IN IMPROVING INSTRUCTION AND LEARNING. ASSESSMENTS PROVIDE CONSISTENT MEASURES THAT ALLOW TEACHERS, PARENT(S)/GUARDIAN(S), AND STUDENTS THEMSELVES TO MONITOR STUDENT PROGRESS, UNDERSTAND SPECIFIC STRENGTHS AND WEAKNESSES, AND SET LEARNING GOALS/OBJECTIVES. A STUDENT ASSESSMENT INVENTORY PROVIDES IMPORTANT INFORMATION TO TEACHERS ABOUT ASSESSMENTS FROM A STUDENT PERSPECTIVE.

6. **LONG-TERM PLAN WITH ALIGNED ASSESSMENT** *(COMPETENCY-BASED ARTIFACT)*

USING THE STANDARDS AND CURRICULUM OF CANDIDATES' CLASSROOMS, CANDIDATES WILL DEVELOP A 4-6 WEEK LONG-TERM PLAN. IN ADDITION TO THIS, CANDIDATES WILL ALSO DEVELOP ONE ALIGNED SUMMATIVE ASSESSMENT, AS WELL AS A MINIMUM OF TWO ADDITIONAL FORMATIVE ASSESSMENTS. CANDIDATES SHOULD EMPLOY A VARIETY OF ASSESSMENT STRATEGIES, AS WELL AS NOTE HOW THEY WILL PROVIDE ACCOMMODATIONS FOR STUDENT SUBGROUPS AND EXTENSIONS OF STUDENT LEARNING INCLUDING ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS. THESE PLANS WILL BE PRESENTED DURING THE LAST MEETING OF THE COURSE, AND CANDIDATES WILL THEN REFLECT ON THE COLLABORATIVE FEEDBACK THEY RECEIVED. *FOR A MORE THOROUGH DETAILING OF THIS ASSIGNMENT, PLEASE SEE THE DOCUMENTS, EXEMPLARS, AND RUBRIC POSTED ON SCHOOLOGY.*

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	TPE; STUDENT LEARNING OUTCOMES
SESSION 1	**CHAPTER/TEXT: 1:** ✓ UNDERSTANDING BY DESIGN CHAPTERS 1-3	**DO NOW** *ON A SCALE OF 1-5 (WHERE 1 IS LOST-IN-THE SAUCE AND 5 IS EXPERT-I-COULD-WRITE-THE-AP-EXAM-FOR-MY-GRADE/CONTENT), HOW COMFORTABLE ARE YOU AT DESIGNING ASSESSMENTS THAT MEASURE YOUR STUDENTS' LEARNING?* • SYLLABUS SCAVENGER HUNT • LESSON PLAN REFLECTION – UDL LENS • UBD CHAPTERS 1-3 • SESSION1 POWERPOINT **EXIT TICKET** TAKE AWAY **HOMEWORK** PER THE CBA, YOU WILL BE CREATING A LONG-TERM PLAN OF YOUR OWN. USING THE ATTACHED TEMPLATE, PROPOSE YOUR INITIAL UNIT OF STUDY, AND LIST THE STANDARDS (FULL TEXT) THAT THIS UNIT ADDRESSES. BE SURE TO CONSULT YOUR CURRICULUM SO THAT YOUR WORK IS IN HARMONY WITH YOUR SCHOOL. EVEN IF YOUR CURRICULUM IS LARGELY PRESCRIPTIVE, UBD CAN BE USED IN SUPPORT OF THOSE CURRICULAR MATERIALS.	TPE: 3-6 SLO: 2, 3
SESSION 2	**CHAPTER/TEXT:** *ELA/ELD FRAMEWORK FOR CALIFORNIA PUBLIC*	**DO NOW** WHAT IS A STUDENT-GENERATED ASSESSMENT – SGA (MARZANO)?	TPE: 3-6 SLO: 2, 3

| | *Schools: Equity and Access*
Chapter 1: *Teaching as Leadership*
✓ Equity and Access
✓ RtI2
✓ Practices in Special Education/ IDEA
✓ Research for Student Information Binder | • Homework/ Discussion
• Predicting the Current High School Achievement Gaps
• unpacking standards
• CAHSEE Scores
• Equity and Access; RtI2
• Special Education- IDEA, FAPE, LRE, IEP
• FSE Lesson Planning (review) *Differentiation & Accommodations; ELLs*

EXIT TICKET
data dump

HOMEWORK:
Read *Understanding by Design*, Chapters 4-6 (p. 82-145).
Now that you've unpacked your standards, use the tools Wiggins and McTighe present in Chapters 5 and 6 to refine your essential questions and understandings for your long-term plan. In your posted response, you should include:
• Grade/Subject
• Topic
• Proposed Essential Questions with standards-based rationale
• Proposed Understandings with standards-based rationale
Your questions and understandings should demonstrate a refinement of your thinking, illustrating your deep engagement with the reading. (To put it another way - don't just change a word here and there from your initial submission with your standards.)
Once you have posted, be sure to respond to a minimum of two (2) colleagues, offering feedback on the questions and understandings in particular. Are their questions and understandings supported clearly by the standards? Have they generated questions and understandings that adequately address the questions Wiggins and McTighe raise on p. 137? How might their rethink, reframe, or reword the questions or understandings? Where have they done a great job and what ideas might you steal? | |

SESSION 3	CHAPTER/TEXT: 2: *TEACHING AS LEADERSHIP: INVEST STUDENTS AND THEIR FAMILIES* ✓ STUDENT STUDY TEAM AND 504 PLANS ✓ INDIVIDUALIZED EDUCATION PROGRAM ✓ PRINCIPLES OF EDUCATIONAL EQUITY, DIVERSITY, CULTURAL AND LINGUISTIC RESPONSIVENESS AND THEIR IMPLEMENTATION IN CURRICULUM CONTENT AND SCHOOL PRACTICES	**DO NOW** DESCRIBE A 4-POINT SCALE. WHAT IS THE RATIONALE FOR ITS EFFECTIVENESS (HINT: MARZANO). • HOMEWORK/ DISCUSSION • DISCUSSION: SUPPORTING ALL STUDENTS; MOCK SST; POSITIVE SUPPORT PLANS (PBIS) • FSE LESSON PLANNING (REVIEW) *DIFFERENTIATION & ACCOMMODATIONS; ELLs* • SESSION 3 POWERPOINT • CBA LONG-TERM PLANNING **EXIT TICKET** FACILITATION CHECK-IN **HOMEWORK:** READ <u>UNDERSTANDING BY DESIGN</u>, CHAPTER 8 (P. 172-190) ABOUT CRITERIA AND VALIDITY. 1. DESIGN THE PERFORMANCE TASK FOR YOUR UNIT OF STUDY. YOU **DO NOT** HAVE TO USE A SIX-FACETED RUBRIC, BUT THERE SHOULD BE A RUBRIC/ANSWER KEY OF SOME KIND. ADDITIONALLY, YOU SHOULD COMPLETE THE "SELF-TEST OF ASSESSMENT IDEAS" ON PAGE 187 BEFORE SUBMITTING THE ASSIGNMENT TO CHECK YOUR THINKING.	TPE: 3-6 SLO: 2, 3
SESSION 4	**CHAPTER/TEXT:** *TEACH LIKE A CHAMPION* ✓ CREATING A CULTURE OF HIGH EXPECTATIONS ✓ LEAST INVASIVE BEHAVIOR INTERVENTIONS ✓ SETTING A POSITIVE TONE ✓ JOY FACTOR ✓ ACHIEVE STUDENT ASSESSMENT INVENTORY PDF	**DO NOW** WHY IS VOCABULARY DEVELOPMENT ESSENTIAL FOR EVERY LESSON? (HINT: SIOP MODEL) • HOMEWORK/ DISCUSSION • ACADEMIC IMPACT MODEL/SETTING THE TONE FOR LEARNING • WHERETO PRESENTATION • CHAPTER 9 SLIDES • LEAST INVASIVE INTERVENTION • FSE LESSON PLANNING (REVIEW) *DIFFERENTIATION & ACCOMMODATIONS; ELLs; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS* • STUDENT ASSESSMENT INVENTORY (MEASUREABLE ARTIFACT) **EXIT TICKET** CRP REFLECTION **HOMEWORK:** UPLOAD CBA DRAFT FOR PEER FEEDBACK	TPE: 3-6 SLO: 2, 3
SESSION 5	**CHAPTER/TEXT:**	**DO NOW**	TPE: 3-6

RETURN TO TABLE OF CONTENTS

	TEACH LIKE A CHAMPION ✓ STANDARDS AND FRAMEWORKS ✓ ASSESSMENT ✓ COMMON CORE/STANDARDS-BASED OR STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS ✓ TARGETS AND OBJECTIVES	• HOMEWORK/ DISCUSSION • DISCUSSION: BLOOM'S TAXONOMY; BACKWARDS DESIGN; DECONSTRUCTING STANDARDS • COMPUTER ADAPTIVE TESTING (CAT) • FSE LESSON PLANNING (REVIEW) *DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS* • NWEA NEXT STEPS • VISITING INSTRUCTOR - NWEA **EXIT TICKET** NWEA REFLECTION (VISITING INSTRUCTOR/TOPIC SEMINAR REFLECTION TEMPLATE) **HOMEWORK:** PRESENTATIONS FOR LAST SESSION OVER LONG-TERM PLAN AND ASSESSMENT.	HW: DUE BY SESSION 6	SLO: 2, 3
SESSION 6 FINAL		**PRESENTATION** ➢ LONG-TERM PLAN AND ASSESSMENT (CBA)	FINAL REFLECTION	TPE: 3-6 SLO: 2, 3

ARTIFACT DESCRIPTION & RUBRIC:

LONG-TERM PLAN WITH ALIGNED ASSESSMENT

USING THE STANDARDS AND CURRICULUM OF YOUR CLASSROOMS, YOU WILL DEVELOP A 4-6 WEEK LONG-TERM PLAN FOR INSTRUCTION. IN ADDITION TO THIS, CANDIDATES WILL ALSO DEVELOP ONE ALIGNED SUMMATIVE ASSESSMENT, AS WELL AS A MINIMUM OF TWO ADDITIONAL FORMATIVE ASSESSMENTS, PROVIDING TIME TO RETEACH, REMEDIATE, AND EXTEND STUDENTS' THINKING THROUGHOUT THE UNIT. CANDIDATES SHOULD EMPLOY A VARIETY OF ASSESSMENT STRATEGIES AND ENGAGE WITH QUESTION AT A VARIETY OF LEVELS OF BLOOMS TAXONOMY, AS WELL AS NOTE HOW THEY WILL PROVIDE ACCOMMODATIONS FOR STUDENT SUBGROUPS AND EXTENSIONS OF STUDENT LEARNING.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

LONG-TERM PLAN WITH ALIGNED ASSESSMENT RUBRIC

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
LONG TERM PLAN	ADVANCED WORK IS COMPLETE WITH ALL PARTS PRESENT.	PROFICIENT WORK IS MOSTLY COMPLETE AND MOST ELEMENTS PRESENT.	WORK IS MINIMALLY COMPLETE AND SOME ELEMENTS ARE PRESENT.	WORK IS INSUFFICIENT AND IS MISSING, INACCURATE INAPPROPRIATE, OR AMBIGUOUS.
SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENTS MEETS ALL THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • PROVIDES STUDENTS WITH MULTIPLE OPPORTUNITIES TO SUCCEED • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY	SUMMATIVE ASSESSMENTS MEETS ALL BUT 1 THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • PROVIDES STUDENTS WITH MULTIPLE OPPORTUNITIES TO SUCCEED • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY	SUMMATIVE ASSESSMENTS MEETS ALL BUT 2 THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • PROVIDES STUDENTS WITH MULTIPLE OPPORTUNITIES TO SUCCEED • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY	SUMMATIVE ASSESSMENTS MEETS ALL BUT 3 THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • PROVIDES STUDENTS WITH MULTIPLE OPPORTUNITIES TO SUCCEED • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS MEETS ALL THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • TIMED TO ALLOW FOR RETEACHING, REMEDIATION, AND/OR EXTENSION • PROVIDES STUDENTS WITH A VARIETY OF QUESTION TYPES • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY	SUMMATIVE ASSESSMENTS MEETS ALL BUT 1 THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • TIMED TO ALLOW FOR RETEACHING, REMEDIATION, AND/OR EXTENSION • PROVIDES STUDENTS WITH A VARIETY OF QUESTION TYPES • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY	SUMMATIVE ASSESSMENTS MEETS ALL BUT 2 THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • TIMED TO ALLOW FOR RETEACHING, REMEDIATION, AND/OR EXTENSION • PROVIDES STUDENTS WITH A VARIETY OF QUESTION TYPES • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY	SUMMATIVE ASSESSMENTS MEETS ALL BUT 3 THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • TIMED TO ALLOW FOR RETEACHING, REMEDIATION, AND/OR EXTENSION • PROVIDES STUDENTS WITH A VARIETY OF QUESTION TYPES • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY
ACCOMMODATIONS AND EXTENSIONS FOR STUDENTS	ALL ASSESSMENTS INDICATE WAYS THEY WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.	ALL BUT 1 ASSESSMENT INDICATE WAYS THEY WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.	ALL BUT 2 ASSESSMENTS INDICATE WAYS THEY WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.	NO ASSESSMENTS INDICATE WAYS THEY WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(x 20)= /100

STUDENT ASSESSMENT INVENTORY

DATA FROM ASSESSMENTS PLAY A CRITICAL ROLE IN IMPROVING INSTRUCTION AND LEARNING. ASSESSMENTS PROVIDE CONSISTENT MEASURES THAT ALLOW TEACHERS, PARENT(S)/GUARDIAN(S), AND STUDENTS THEMSELVES TO MONITOR STUDENT PROGRESS, UNDERSTAND SPECIFIC STRENGTHS AND WEAKNESSES, AND SET LEARNING GOALS/OBJECTIVES.

A STUDENT ASSESSMENT INVENTORY PROVIDES IMPORTANT INFORMATION TO TEACHERS ABOUT ASSESSMENTS FROM A STUDENT PERSPECTIVE.

STUDENT ASSESSMENT INVENTORY	
GRADE:	
CONTENT:	
WHICH STUDENTS ARE ELIGIBLE OR REQUIRED TO TAKE ASSESSMENT?	
TYPE OF ASSESSMENT SUMMATIVE; INTERIM/BENCHMARK; FORMATIVE; DIAGNOSTIC	
WHICH STANDARDS WERE ADDRESSED?	
WERE ALL STANDARDS MET?	
ACCOMMODATIONS	
DID YOU RETEACH ANY OF THE STANDARDS?	
PERCENTAGE OF STUDENTS THAT MET? EXCEEDED? DID NOT MEET?	

RETURN TO TABLE OF CONTENTS

MEASUREABLE ARTIFACT

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
COMPLETION	EXCELLENT WORK IS COMPLETE WITH ALL PARTS PRESENT.	GOOD WORK IS MOSTLY COMPLETE AND MOST ELEMENTS PRESENT.	SATISFACTORY WORK IS PARTLY COMPLETE AND SOME ELEMENTS ARE PRESENT.	NEEDS IMPROVEMENT WORK IS MISSING, INACCURATE INAPPROPRIATE, OR AMBIGUOUS.
COMPREHENSION	EXCELLENT WORK DEMONSTRATES EXCEPTIONAL UNDERSTANDING OF IDEAS.	GOOD WORK DEMONSTRATES ADEQUATE UNDERSTANDING OF IDEAS.	SATISFACTORY WORK DEMONSTRATES MINIMAL UNDERSTANDING OF IDEAS.	NEEDS IMPROVEMENT WORK LACKS UNDERSTANDING OF IDEAS.
ACCURACY	EXCELLENT WORK IS ACCURATE AND SHOWS ALL WORK PROCESSES TO ACHIEVE RESULT.	GOOD WORK IS ACCURATE AND SHOWS SOME PROCESSES TO ACHIEVE RESULT.	SATISFACTORY WORK IS ACCURATE.	NEEDS IMPROVEMENT WORK IS NOT ACCURATE.
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(x 25)= /100

RETURN TO TABLE OF CONTENTS

MODULE D:
SUPPORTING DIVERSE LEARNERS

PROGRAM TRACK: SINGLE SUBJECT AND MULTIPLE SUBJECT
INSTRUCTOR: _____
DATES OF COURSE: _____
CLASS MEETING TIME: 5:00 – 9:00
PRACTICUM MEETING TIME: VIA SCHOOLOGY
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:
TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:
TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:
ENGAGING WITH ISSUES OF EQUITY, ABILITY, AND LINES OF DIFFERENCE, CANDIDATES WILL BE INTRODUCED TO THE NECESSARY TOOLS AND MINDSETS TO ENGAGE ALL LEARNERS IN THEIR CLASSROOMS. CANDIDATES WILL EXPLORE THE CRITICAL NEED TO DIFFERENTIATE AND SCAFFOLD INSTRUCTION FOR 21ST CENTURY LEARNERS, SUPPORTING STUDENTS' ACADEMIC, EMOTIONAL, AND SOCIAL NEEDS. ADDITIONALLY, DISCUSSIONS AND ACTIVITIES WILL REFINE CANDIDATES' CURRENT DIFFERENTIATION STRATEGIES AND PRACTICES IN AN EFFORT TO MEET THE NEEDS OF ALL LEARNERS IN THEIR CLASSROOMS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
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

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

(1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;

(2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;

(3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;

(4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXTS/RESOURCES:

- CALIFORNIA CONTENT FRAMEWORKS AVAILABLE AT: HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP FOR THE FOLLOWING CONTENT AREAS: ELA/ELD
- CALIFORNIA STATE FRAMEWORK FOR YOUR CONTENT AREA.
- *LEMOV, DOUG. TEACH LIKE A CHAMPION 2.0 - 62 TECHNIQUES THAT PUT STUDENTS ON THE PATH TO COLLEGE. SAN FRANCISCO: JOSSEY-BASS, 2015.*
- WIGGINS, GRANT AND MCTIGHE, JAY. UNDERSTANDING BY DESIGN – EXPANDED 2ND EDITION.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION • ADMITS (DO NOWS)/EXITS • PROFESSIONAL DISPOSITION CHECKLIST	25
II.	MEASURABLE ARTIFACTS • PRACTICUM ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS	50
III.	COMPETENCY-BASED ARTIFACT • CASE STUDY WITH MODIFIED LESSON PLAN AND MATERIALS	25
	TOTAL	**100**

RETURN TO TABLE OF CONTENTS

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS FOR THE MODULE ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. **CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS** *(MEASURABLE ARTIFACT)*
   CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.
   - *READING/LA FRAMEWORK*
   - *SIOP MODEL*
   - *TESOL QUARTERLY JOURNALS*
   - *BEST PRACTICES FOR ELL STUDENTS IN PERSONALIZED ENVIRONMENTS (J. BOLKEN)*
   - READ RUBY PAYNE'S *A FRAMEWORK FO UNDERSTANDING POVERTY*
   - CONFERRING NOTES BY C. TOVANI

2. **ADMIT/EXIT SLIPS** *(PARTICIPATION AND COLLABORATION)*
   ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

3. **ACTIVE CLASS PARTICIPATION ELEMENTS** *(PARTICIPATION AND COLLABORATION)*
   PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
   SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
   ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. **PROFESSIONAL DISPOSITION CHECKLIST:** *(PARTICIPATION AND COLLABORATION)*
   DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

5. **CASE STUDY WITH MODIFIED LESSON PLAN AND MATERIALS** *(COMPETENCY-BASED ARTIFACT)*
   CANDIDATES WILL PREPARE A CASE STUDY OF A PARTICULAR STUDENT, AS WELL AS A LESSON PLAN MODIFIED WITH THAT STUDENT'S NEEDS IN MIND WITH APPROPRIATE MODIFIED MATERIALS. THE CASE STUDY OF THE STUDENT SHOULD INCLUDE: STUDENT BACKGROUND INFORMATION; ASSESSMENT DATA FROM A VARIETY OF SOURCES, BOTH FORMAL AND INFORMAL; DOCUMENTED COLLABORATION AND DISCUSSION WITH THE PARENT(S)/GUARDIAN(S); AND

INSTRUCTIONAL STRATEGIES AIMED AT SUPPORTING THE STUDENT. THE LESSON PLAN AND SUPPORTING MATERIALS SHOULD BEAR OUT THE EVIDENCE OF THIS CLOSE STUDY, DEMONSTRATING CLEAR MOMENTS OF APPROPRIATE DIFFERENTIATION AND SCAFFOLDING. THESE MATERIALS WILL BE PRESENTED TO THE CLASS DURING THE FINAL MEETING OF THE COURSE FOR FEEDBACK AND FURTHER COLLABORATION, FOLLOWED BY A REFLECTION AND NEXT STEPS. *FOR A MORE THOROUGH DETAILING OF THIS ASSIGNMENT, PLEASE SEE THE DOCUMENTS, EXEMPLARS, AND RUBRIC POSTED ON SCHOOLOGY.*

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	TPE; STUDENT LEARNING OUTCOMES
SESSION 1	**CHAPTER/TEXT:** ✓ EMPLOY UNDERSTANDING OF THE STATE-ADOPTED STANDARDS ✓ SHOW UNDERSTANDING OF HOW TO TEACH THE <u>SUBJECT MATTER</u> IN THE STANDARDS BY DEVELOPING AND IMPLEMENTING LESSON PLANS BASED ON THE PRINCIPLES OF BACKWARD DESIGN. ✓ PLAN INSTRUCTION THAT ADDRESSES THE <u>AGE-APPROPRIATE</u> STANDARDS BY DEVELOPING AND IMPLEMENTING LESSON PLANS BASED ON THE PRINCIPLES OF BACKWARD DESIGN. ✓ SIOP MODEL	**DO NOW** WHAT IS DIVERSITY? DEFINE THE TERM/CONCEPT IN REGARDS TO YOUR STUDENTS, CLASSROOM, AND SCHOOL. IN WHAT WAYS IS DIVERSITY BEAUTIFUL, CHALLENGING, AND COMPLEX? HOW DOES DIVERSITY PARTICULARLY IMPACT YOU AS AN EDUCATOR? HOW MIGHT IT IMPACT YOU PERSONALLY AS AN INDIVIDUAL? • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • INSTRUCTIONAL PLANNING (STEP BACK, THEN MOVE FORWARD WITH PURPOSE) • OVERVIEW OF PURPOSEFUL PLANNING • REVISIT KEY CONCEPTS FROM MODULES B AND C: STAGES 1 & 2 BACKWARD DESIGN • INTRODUCTION OF MODULE D • FOUNDATIONS OF PURPOSEFUL PLANNING: VISION-ASSESSMENT-PLAN • 3 FORMS OF CLASSROOM PLANS • SESSION POWERPOINT • CURRENT TREND: MULTIPLE INTELLIGENCES ARE NOT LEARNING STYLES • WRITING STRATEGIES ACTIVITY **EXIT TICKET** HOW WELL DO YOU FEEL YOU KNOW YOUR STUDENTS IN TERMS OF DIVERSITY? WHAT ABOUT IN TERMS OF DIVERSITIES THAT MIGHT NOT BE VISUALLY OR PHYSICALLY APPARENT? IN WHAT	TPE: 1-2, 4-5 SLO: 1, 4

RETURN TO TABLE OF CONTENTS

		WAYS DO YOU GATHER INFORMATION ABOUT YOUR STUDENT POPULATION? IN WHAT WAYS MIGHT YOU PLAN AND IMPLEMENT YOUR LESSONS AND ASSESSMENTS WITH STUDENT DIVERSITY IN MIND? HOW COMFORTABLE ARE YOU WITH THE DIVERSITY IN YOUR CLASSROOMS? WHAT QUESTIONS OR CONCERNS MIGHT YOU HAVE ABOUT DIVERSE STUDENT POPULATIONS? **HOMEWORK:** BRING SAMPLE(S) OF THE 3 TYPES OF CLASSROOM PLANS (EXAMPLES VIA SCHOOLOGY)	
SESSION 2	**CHAPTER/TEXT:** ✓PRIORITIZE AND SEQUENCE CONTENT BY DEVELOPING AND IMPLEMENTING LESSON PLANS BASED ON THE PRINCIPLES OF BACKWARD DESIGN	**DO NOW** ACCOMMODATIONS/MODIFICATIONS/DIFFERENTIATIONS ARE KEY TO DIVERSIFYING OUR TEACHING STYLES TO MEET THE NEEDS OF ALL STUDENTS. WHEN DO YOU FIND YOURSELF IMPLEMENTING DIFFERENTIATION FOR YOUR STUDENTS THE MOST? WHICH FORMS OF DIFFERENTIATION DO YOU CURRENTLY USE? (FOR EXAMPLE: ASSIGNMENTS, TESTS, QUIZZES, PROJECTS…OR IF YOU ARE A PE TEACHER, SKILLS, TECHNIQUES, ETC.) DO YOU FEEL THEY ARE EFFECTIVE (WHY OR WHY NOT)? IN WHAT WAYS, IF ANY, MIGHT YOUR SCHOOL OR COLLEAGUES PROVIDE HELP IN YOUR UNDERSTANDING OF HOW TO DIVERSIFY STUDENT NEEDS? WHAT ARE SPECIFIC EXAMPLES OF HELP THAT YOU COULD USE IN PLANNING AND IMPLEMENTING DIFFERENTIATION? ● HOMEWORK/ DISCUSSION ● YEAR LONG PLANNING ● LONG TERM PLANS: VISION, ASSESSMENT PLAN, & BENEFITS OF YEAR LONG PLANNING ● CREATE REMAINDER OF THE YEAR PLANS ● CURRENT TREND: THE PROBLEM WITH COLOR BLINDNESS **EXIT TICKET** DESCRIBE YOUR ROLE IN YOUR GROUP PRESENTATION. IN WHAT WAYS WILL YOU CONTRIBUTE TO THE PRESENTATION? HOW WILL YOU GO ABOUT COLLECTING YOUR INFORMATION? DO YOU HAVE ANY QUESTIONS ABOUT GATHERING THE INFORMATION YOU NEED TO PRESENT? PLEASE BE SPECIFIC. **HOMEWORK:** EXIT TICKET WILL BE HOMEWORK. BRING INFORMATION TO NEXT CLASS MEETING	TPE: 1-2, 4-5 SLO: 1, 4
SESSION 3	**CHAPTER/TEXT:**	**DO NOW**	TPE: 1-2, 4-5

RETURN TO TABLE OF CONTENTS

	✓ PLAN INSTRUCTION THAT ADDRESSES THE STANDARDS BY DEVELOPING AND IMPLEMENTING LESSON PLANS BASED ON THE PRINCIPLES OF BACKWARD DESIGN. *VISITING INSTRUCTOR ES FOCUS – IEP IMPLEMENTATION	DO YOU INCORPORATE MINDFULNESS ACTIVITIES IN YOUR CLASSES? IF YES, IN WHAT WAYS DO YOU EMPLOY THEM? WHAT ARE THE IMPACT OF THEM ON STUDENTS? IF NOT, IN WHAT WAYS MIGHT YOU INCLUDE A SHORT ACTIVITY SUCH AS THIS IN YOUR CLASSROOM? • HOMEWORK/ DISCUSSION (GROUP PRESENTATION FEEDBACK) • DISCUSSION: SESSION 3 POWERPOINT • GROUP POWERPOINT/PRESENTATION NAME THREE TRAUMA EXPOSED BEST PRACTICES FOR ALL GRADE LEVELS: -WHAT ARE TWO EXAMPLES FROM THE FOSTER YOUTH "WHAT TO DO" SECTION? -WHAT IS THE NAME OF THE HOMELESS ACT AND WHAT ARE TWO OF THE RIGHTS IT OFFERS TO HOMELESS STUDENTS? -REVIEW THE CLASS ACTIVITY FROM THE HOMELESS YOUTH SECTION AND EXPLAIN IF THAT IS AN ACTIVITY YOU COULD USE IN YOUR CLASS AND HOW IT MAY BENEFIT THEM. -ACCORDING TO MASLOW'S HIERARCHY OF NEEDS, WHAT ARE TWO EXAMPLES OF "BASIC NEEDS" (ONLY 2 ON THE PYRAMID WILL QUALIFY AS "BASIC NEEDS") AND HOW COULD YOU OR YOUR SCHOOL PROVIDE THESE FOR YOUR STUDENTS? -WHAT ARE THREE EXAMPLES OF A TRAUMATIC SITUATION? • FSE LESSON PLANNING (REVIEW) *DIFFERENTIATION & ACCOMMODATIONS; ELLS* **EXIT ITCKET** REVIEW MULTICULTURALISM POWERPOINT AND ANSWER QUESTIONS **HOMEWORK:** 1. READ LOW INCOME, FOSTER, HOMELESS, TRAUMA ARTICLE (PROQUEST) AND COMPLETE DISCUSSION THREAD VIA SCHOOLOGY	SLO: 1, 4
SESSION 4	**CHAPTER/TEXT:** *TEACH LIKE A CHAMPION* ✓ ESTABLISH ACADEMIC LEARNING GOALS. ✓ SELECT APPROPRIATE MATERIALS ✓ TAKE RESPONSIBILITY FOR ACADEMIC LEARNING OUTCOMES	**DO NOW** LBGTQ HANDOUT AND PROMPTS • HOMEWORK/ DISCUSSION • FSE LESSON PLANNING (REVIEW) *DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS* • LGBTQ VIDEO/LINK • SAFE SPACE VIDEO/LINK • CURRENT TREND: REFLECT ON THE ARTICLE, *VALUE THE ADVANCED LEARNER.* HOW YOU WILL PRACTICE TO BETTER MEET THE NEEDS OF YOUR ADVANCED LEARNERS. **EXIT ITCKET**	TPE: 1-2, 4-5 SLO: 1, 4

RETURN TO TABLE OF CONTENTS

		PLEASE DESCRIBE A SPECIFIC WAY IN WHICH YOU PLAN TO UTILIZE THE INFORMATION GAINED IN TONIGHT'S SESSION INTO YOUR PRACTICE WITH STUDENTS. **HOMEWORK:** 1. ANSWER LBGTQ GROUP PRESENTATION REFLECTION QUESTIONS AND SUBMIT VIA SCHOOLOGY	
SESSION 5	**CHAPTER/TEXT:** *TEACH LIKE A CHAMPION* ✓ ENSURE ACTIVE AND EQUITABLE PARTICIPATION ✓ UNDERSTAND THE IMPORTANCE OF SOCIAL ENVIRONMENT	**DO NOW** WHAT ARE SOME COMMON EDUCATIONAL INEQUITIES THAT YOU ARE AWARE OF, HAVE BEEN TAUGHT ABOUT, HAVE EXPERIENCED YOURSELF, ETC.? ARE YOU AWARE OF ANY INEQUITIES THAT TAKE PLACE IN YOUR SPECIFIC SCHOOL ENVIRONMENT? IF SO, WHICH STUDENTS ARE IMPACTED? HOW DO YOU REACT TO THEM? IN WHAT WHAT WAYS, IF ANY, DO YOU ENSURE THAT YOUR STUDENTS ARE NOT DISADVANTAGED BY EDUCATIONAL INEQUITIES? ● HOMEWORK/ DISCUSSION ● APPLY THE VISION ASSESSMENT PLAN APPROACH (PURPOSEFUL PLANNING) TO CLASSROOM PROCEDURES AND SYSTEMS ● IDENTIFY AND IMPLEMENT APPROPRIATE INSTRUCTIONAL PRACTICES FOR ENGLISH LEARNERS AND STUDENTS WHO POSE DIFFERENT INSTRUCTIONAL CHALLENGES AS REFLECTED IN FSE LESSON PLAN TEMPLATE ● CREATE A PLAN FOR PROCEDURES AND PRACTICES/SYSTEMS ● MULTICULTURAL AND MULTIETHICAL POWERPOINT ● CURRENT TRENDS (READ 2 ARTICLES VIA SCHOOLOGY) WHAT ARE THE PROBLEMS ASSOCIATED WITH HAVING A TEACHER AND ADMINISTRATION POPULATION THAT DRASTICALLY DIFFER FROM THE STUDENT POPULATION? WHAT CAN TEACHERS DO TO ENSURE THEY HAVE A CLASSROOM THAT WELCOMES AND CELEBRATES STUDENTS FROM DIFFERENT CULTURES AND BACKGROUNDS? THE SECOND ARTICLE FOCUSES ON THE IMPACT OF SCHOOL RESOURCE OFFICERS IN SCHOOLS. WHAT DOES THIS ARTICLE SHOW US ABOUT CULTURAL BIAS AND UNINTENDED CONSEQUENCES? HOW CAN WE AS TEACHERS ENSURE ALL OUR STUDENTS FEEL SAFE AT SCHOOL AND ARE PROTECTED FROM SCHOOL AND COMMUNITY POLICIES THAT CAN BE DETRIMENTAL TO OUR STUDENTS OF COLOR?	TPE: 1-2, 4-5 SLO: 1, 4

RETURN TO TABLE OF CONTENTS

		EXIT TICKET REVIEW CASE STUDY #5 **HOMEWORK:** CASE STUDY REVIEW (CLASSROOM MANAGEMENT WITH EDUCATIONAL INEQUALITIES AS FOCUS)	
SESSION 6 *FINAL*		**PRESENTATIONS** CASE STUDY WITH MODIFIED LESSON MATERIALS	TPE: 1-2, 4-5 SLO: 1, 4

ARTIFACT DESCRIPTION & RUBRIC:

CASE STUDY

CANDIDATES WILL PREPARE A CASE STUDY OF A PARTICULAR STUDENT, AS WELL AS A LESSON PLAN MODIFIED WITH THAT STUDENT'S NEEDS IN MIND WITH APPROPRIATE MODIFIED MATERIALS. THE CASE STUDY OF THE STUDENT SHOULD INCLUDE: STUDENT BACKGROUND INFORMATION; ASSESSMENT DATA FROM A VARIETY OF SOURCES, BOTH FORMAL AND INFORMAL; DOCUMENTED COLLABORATION AND DISCUSSION WITH THE PARENT(S)/GUARDIAN(S); AND INSTRUCTIONAL STRATEGIES AIMED AT SUPPORTING THE STUDENT. THE LESSON PLAN AND SUPPORTING MATERIALS SHOULD BEAR OUT THE EVIDENCE OF THIS CLOSE STUDY, DEMONSTRATING CLEAR MOMENTS OF APPROPRIATE DIFFERENTIATION AND SCAFFOLDING. THESE MATERIALS WILL BE PRESENTED TO THE CLASS DURING THE FINAL MEETING OF THE COURSE FOR FEEDBACK AND FURTHER COLLABORATION.

YOU CASE STUDY SHOULD INCLUDE:
- PRESENTATION OF THE STUDENT
    - STUDENT (ALIAS/ANONYMITY) BACKGROUND INFORMATION (AGE, GRADE, SEX, EDUCATIONAL AND NONEDUCATIONAL FACTORS)
    - ASSESSMENT DATA
    - (AFFECTIVE SURVEYS, STANDARDIZED TEST DATA, ORAL LANGUAGE CONCEPTS, PRINT CONCEPTS, PHONOLOGICAL AWARENESS TEST, LETTER IDENTIFICATION TEST, WRITING OBSERVATION FORM, STORY SENSE, INFORMAL READING INVENTORY, RUNNING RECORDS, WRITING SAMPLE, PHONICS DIAGNOSTIC CHECKLIST, SPELLING INVENTORY, FLUENCY CHART)
    - INSTRUCTIONAL STRATEGIES
    - RECOMMENDATIONS FOR PARENTS

- DEMONSTRATED KNOWLEDGE OF THE STUDENT'S ACADEMIC PERFORMANCE, PARTICULARLY LOOKING AT READING AND WRITING SCORES

- PRESENTATION WILL BE ASSESSED FOR ORGANIZATION, ABILITY TO COMMUNICATE CLEARLY WITH THE AUDIENCE WITH CONFIDENCE, AND A FOCUSED POWERPOINT PRESENTATION. SEE THE EXEMPLARS ON SCHOOLOGY FOR REFERENCE.
- SPELLING, MECHANICS, AND GRAMMAR
    - BE SURE TO PROOFREAD AND ENSURE THERE ARE NOT ERRORS

SEE RUBRIC FOR MORE DETAILS.

CASE STUDY RUBRIC

CRITERIA	ADVANCED	PROFICIENT	MINIMALLY PROFICIENT	INSUFFICIENT
	50 POINTS	**45 POINTS**	**38 POINTS**	**25 POINTS**
CONTENTS	CASE STUDY PRESENTATION INCLUDED ALL OF THE FOLLOWING: • STUDENT (ALIAS/ANONYMITY) BACKGROUND INFORMATION (AGE, GRADE, SEX, EDUCATIONAL AND NONEDUCATIONAL FACTORS) • ASSESSMENT DATA • (AFFECTIVE SURVEYS, STANDARDIZED TEST DATA, ORAL LANGUAGE CONCEPTS, PRINT CONCEPTS, PHONOLOGICAL AWARENESS TEST, LETTER IDENTIFICATION TEST, WRITING OBSERVATION FORM, STORY SENSE, INFORMAL READING INVENTORY, RUNNING RECORDS, WRITING SAMPLE, PHONICS DIAGNOSTIC CHECKLIST, SPELLING INVENTORY, FLUENCY CHART) • INSTRUCTIONAL STRATEGIES • RECOMMENDATIONS FOR PARENTS	CASE STUDY PRESENTATION INCLUDED ALL BUT 1-2 OF THE FOLLOWING: • STUDENT (ALIAS/ANONYMITY) BACKGROUND INFORMATION (AGE, GRADE, SEX, EDUCATIONAL AND NONEDUCATIONAL FACTORS) • ASSESSMENT DATA (AFFECTIVE SURVEYS, STANDARDIZED TEST DATA, ORAL LANGUAGE CONCEPTS, PRINT CONCEPTS, PHONOLOGICAL AWARENESS TEST, LETTER IDENTIFICATION TEST, WRITING OBSERVATION FORM, STORY SENSE, INFORMAL READING INVENTORY, RUNNING RECORDS, WRITING SAMPLE, PHONICS DIAGNOSTIC CHECKLIST, SPELLING INVENTORY, FLUENCY CHART) • INSTRUCTIONAL STRATEGIES • RECOMMENDATIONS FOR PARENTS	CASE STUDY PRESENTATION INCLUDED ALL BUT 3-4 OF THE FOLLOWING: • STUDENT (ALIAS/ANONYMITY) BACKGROUND INFORMATION (AGE, GRADE, SEX, EDUCATIONAL AND NONEDUCATIONAL FACTORS) • ASSESSMENT DATA (AFFECTIVE SURVEYS, STANDARDIZED TEST DATA, ORAL LANGUAGE CONCEPTS, PRINT CONCEPTS, PHONOLOGICAL AWARENESS TEST, LETTER IDENTIFICATION TEST, WRITING OBSERVATION FORM, STORY SENSE, INFORMAL READING INVENTORY, RUNNING RECORDS, WRITING SAMPLE, PHONICS DIAGNOSTIC CHECKLIST, SPELLING INVENTORY, FLUENCY CHART) • INSTRUCTIONAL STRATEGIES • RECOMMENDATIONS FOR PARENTS	CASE STUDY PRESENTATION WAS MISSING 5 OR MORE OF THE FOLLOWING: • STUDENT (ALIAS/ANONYMITY) BACKGROUND INFORMATION (AGE, GRADE, SEX, EDUCATIONAL AND NONEDUCATIONAL FACTORS) • ASSESSMENT DATA (AFFECTIVE SURVEYS, STANDARDIZED TEST DATA, ORAL LANGUAGE CONCEPTS, PRINT CONCEPTS, PHONOLOGICAL AWARENESS TEST, LETTER IDENTIFICATION TEST, WRITING OBSERVATION FORM, STORY SENSE, INFORMAL READING INVENTORY, RUNNING RECORDS, WRITING SAMPLE, PHONICS DIAGNOSTIC CHECKLIST, SPELLING INVENTORY, FLUENCY CHART) • INSTRUCTIONAL STRATEGIES • RECOMMENDATIONS FOR PARENTS
	30 POINTS	**25 POINTS**	**20 POINTS**	**10 POINTS**
KNOWLEDGE	THE STUDENT DOCUMENTED AND COMMUNICATED A DEEP, COMPREHENSIVE UNDERSTANDING OF THEIR STUDENT'S READING AND WRITING PERFORMANCE.	THE STUDENT DOCUMENTED AND COMMUNICATED AN UNDERSTANDING OF THEIR STUDENT'S READING AND WRITING PERFORMANCE.	THE STUDENT ATTEMPTED TO DOCUMENT AND COMMUNICATE AN UNDERSTANDING OF THEIR STUDENT'S READING AND WRITING PERFORMANCE.	THE STUDENT WAS UNABLE TO DOCUMENT AND COMMUNICATE AN UNDERSTANDING OF THEIR STUDENT'S READING AND WRITING PERFORMANCE.
	15 POINTS	**12 POINTS**	**9 POINTS**	**3 POINTS**
PRESENTATION	PRESENTATION WAS A POWERPOINT AND THE STUDENT DEMONSTRATED ALL OF THE FOLLOWING: *CONFIDENCE *ENTHUSIASM *ORGANIZATION *ADEQUATE VOICE LEVEL	PRESENTATION WAS A POWERPOINT AND THE STUDENT DEMONSTRATED ALL BUT 1 OF THE FOLLOWING: *CONFIDENCE *ENTHUSIASM *ORGANIZATION *ADEQUATE VOICE LEVEL	PRESENTATION WAS A POWERPOINT AND THE STUDENT DEMONSTRATED ALL BUT 2 OF THE FOLLOWING: *CONFIDENCE *ENTHUSIASM *ORGANIZATION *ADEQUATE VOICE LEVEL	PRESENTATION WAS A POWERPOINT AND THE STUDENT WAS UNABLE TO DEMONSTRATE MORE THAN 1 OF THE FOLLOWING: *CONFIDENCE *ENTHUSIASM *ORGANIZATION *ADEQUATE VOICE LEVEL
	5 POINTS	**4 POINTS**	**3 POINTS**	**1 POINTS**
SPELLING AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, PUNCTUATION, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, PUNCTUATION, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, PUNCTUATION, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, PUNCTUATION, OR GRAMMAR.
				_____ OUT OF 100

MODULE E:
EFFECTIVE INSTRUCTIONAL DELIVERY

PROGRAM TRACK: SINGLE SUBJECT AND MULTIPLE SUBJECT
INSTRUCTOR: _____
DATES OF COURSE: _____
CLASS MEETING TIME: 5:00 – 9:00
PRACTICUM MEETING TIME: VIA SCHOOLOGY
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:
TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:
TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:
THROUGH THE SUCCESSFUL COMPLETION OF MODULE E, INTERNS WILL LEARN RESEARCH-BASED STRATEGIES FOR ALL LEARNERS, INCLUDING STRUGGLING READERS, STUDENTS WITH SPECIAL NEEDS, ENGLISH LEARNERS, SPEAKERS OF NON-STANDARD ENGLISH, AND ADVANCED LEARNERS. INTERNS WILL PLAN AND PRACTICE EFFECTIVE EXECUTION OF RESULTS-ORIENTED INSTRUCTIONAL DELIVERY WITH A KEY FOCUS ON DIFFERENTIATION FOR A PARTICULAR CLASS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
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

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

(1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;

(2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;

(3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;

(4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXTS/RESOURCES:

FRAMEWORKS FOR CALIFORNIA PUBLIC SCHOOLS (AVAILABLE AT HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP FOR THE FOLLOWING CONTENT AREAS:

- 2014 ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK
- CALIFORNIA STATE FRAMEWORK FOR YOUR CONTENT AREA IF DIFFERENT FROM ABOVE

CURRENT AND CONFIRMED RESEARCH-BASED ARTICLES AS DETERMINED BY THE INSTRUCTOR.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST	25
II.	MEASURABLE ARTIFACTS • PRACTICUM ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS • RIGOR AND RELEVANCE FRAMEWORK	50
III.	COMPETENCY-BASED ARTIFACT • FSE LESSON PLAN TEMPLATE, WITH CLASS ROSTER, IDENTIFIED SUBGROUPS, RIGOR AND RELEVANCE FRAMEWORK IDENTIFICATION, AND DIFFERENTIATED STRATEGIES	25
	TOTAL	100

RETURN TO TABLE OF CONTENTS

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. **CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS** *(MEASURABLE ARTIFACT)*
   CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.
   - *FINDING THE BLACK NINJA FISH: REVISION AND WRITING GROUPS IN THE FIRST GRADE*
   - RIGOR AND RELEVANCE FRAMEWORK
   - READ TO RESPOND

2. **ADMIT/EXIT SLIPS** *(PARTICIPATION AND COLLABORATION)*
   ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

3. **ACTIVE CLASS PARTICIPATION ELEMENTS** *(PARTICIPATION AND COLLABORATION)*
   PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
   SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
   ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. **PROFESSIONAL DISPOSITION CHECKLIST:** *(PARTICIPATION AND COLLABORATION)*
   DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

5. **RIGOR AND RELEVANCE FRAMEWORK** *(MEASURABLE ARTIFACT)*
   COMPLETE ACTIVITIES RELATED TO THE RIGOR AND RELEVANCE FRAMEWORK DEVELOPED TO ENSURE THE INCLUSION OF BOTH RIGOR AND RELEVANCE IN INSTRUCTION. THE FRAMEWORK CONSISTS OF FOUR QUADRANTS THAT REFLECT THESE TWO DIMENSIONS OF HIGHER STANDARDS AND STUDENT ACHIEVEMENT. *DEVELOP MODIFIED LESSONS TO MEET THE NEEDS OF VARIOUS LEARNERS INCLUDING ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS AND PROVIDE RATIONALE FOR STRATEGIES (TPA-ALIGNED).*

6. **FSE LESSON PLAN TEMPLATE** *(PROFESSIONAL COMPETENCY-BASED ARTIFACT)*
   THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A STANDARDS-BASED LESSON IN YOUR CONTENT AREA, USING THE FSE LESSON PLAN TEMPLATE. THE LESSON SHOULD BE

TAUGHT WHOLE CLASS. CANDIDATES SHOULD IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS WITH THE INCORPORATION OF TECHNOLOGY, INCLUDING SUBGROUPS (SPECIAL EDUCATION, ELL, GATE, AND/OR OTHER IDENTIFIED SUBGROUPS). *FOR A MORE THOROUGH DETAILING OF THIS ASSIGNMENT, PLEASE SEE THE DOCUMENTS, EXEMPLARS, AND RUBRIC POSTED ON SCHOOLOGY.*

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	TPEs; STUDENT LEARNING OUTCOMES
SESSION 1	**CHAPTER/TEXT:** ✓ OVERVIEW OF EFFECTIVE INSTRUCTIONAL DELIVERY ✓ RIGOR AND RELEVANCE FRAMEWORK ✓ EFFECTIVE ELL STRATEGIES	**DO NOW** READ THROUGH THE LISTED DEFINITIONS FOR (1) DIFFERENTIATION (2) RIGOR AND (3) RELEVANCE AND ANSWER PROMPTS VIA SCHOOLOGY DISCUSSION THREAD. • TPA WORKSHOP (DURING DINNER BREAK) • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • INTRODUCE RIGOR AND RELEVANCE FRAMEWORK • OVERVIEW OF PROMISING PRACTICES IN ELL INSTRUCTION • **RINSE AND REPEAT:** DUE TO MISCONCEPTIONS REGARDING THE FLIPPED CLASSROOM APPROACH GATHERED THROUGH EXIT SLIPS DURING OUR "LAST CLASS MEETING," WE WILL RECOGNIZE/RINSE THOSE MISCONCEPTIONS AND REVISIT/REPEAT THE CONCEPT OF A FLIPPED CLASSROOM. *IT IS IMPERATIVE TO BE AWARE OF MISCONCEPTIONS PRIOR TO ORGANIZING A PROFESSIONAL DEVELOPMENT OR WORKSHOP TO TRAIN OTHER TEACHERS. **OBJECTIVE:** AS A GROUP, WE WILL ADDRESS MISCONCEPTIONS (ATTACHED) ASSOCIATED WITH A FLIPPED CLASSROOM TO BETTER UNDERSTAND THE EFFECTIVENESS OF THE APPROACH. **RESOURCES:** NEA TODAY: *WHAT FLIPPED CLASSROOM CAN AND (AND CAN'T) DO FOR EDUCATION.* NY TIMES: *IN FLIPPED CLASSROOMS, A METHOD FOR MASTERY.*	TPE: 1-6 SLO: 1-4

		KHAN ACADEMY SAL KHAN: RELEVANT EDUCATION (TED TALK) KIPP: EMPOWER SCHOOLS (LA) • WATCH DR. BILL DAGGETT (RIGOR & RELEVANCE FRAMEWORK) VIDEO **EXIT TICKET** IN WHICH QUADRANT DO YOU THINK MOST STANDARDIZED, STATE TESTING ASSESSMENTS OCCUR? WHY? **HOMEWORK:** REVIEW FULTON COUNTY'S RIGOR AND RELEVANCE INITIATIVE AND DISCUSS VIA SCHOOLOGY THREAD.	
SESSION 2	**CHAPTER/TEXT:** ✓ DIFFERENTIATE INSTRUCTION BASED ON STUDENT ASSESSMENT DATA AND DIVERSE LEARNING NEEDS. ✓ DEMONSTRATE THE SKILLS NECESSARY TO USE INSTRUCTIONAL STRATEGIES, MATERIALS, TECHNOLOGIES AND OTHER RESOURCES TO MAKE CONTENT ACCESSIBLE TO ALL STUDENTS.	**DO NOW** ANSWER PROMPTS FROM YOUR HOMEWORK'S READ: FULTON COUNTY'S RIGOR AND RELEVANCE INITIATIVE • ON SCHOOLOGY: SELECT ONE CLASS (SS/ES) OR ONE CONTENT (MS) ON WHICH YOU WANT TO FOCUS YOUR WORK FOR THE MODULE. CHART EACH STUDENT ON THE RIGOR AND RELEVANCE FRAMEWORK AND CONSIDER WHAT FACTORS CONTRIBUTE TO YOUR ASSESSMENT OF YOUR STUDENTS' ABILITY. • SESSION 2 POWERPOINT **EXIT TICKET** READ FRANKLIN'S ARTICLE "FINDING THE BLACK NINJA FISH: REVISION AND WRITING GROUPS IN THE FIRST GRADE" (2005; *THE QUARTERLY OF THE NATIONAL WRITING PROJECT*). CONSIDER HOW FRANKLIN'S UNDERSTANDING OF WRITING INSTRUCTION CHANGES WHEN SHE BEGINS TO REFLECT ON HER STUDENTS IN A DIFFERENT WAY. **HOMEWORK:** DECONSTRUCT A LESSON (USING THE FSE LESSON PLAN TEMPLATE) AND... • LABEL EACH OF THE QUADRANTS OF THE RIGOR AND RELEVANCE FRAMEWORK USED IN THE DESIGN OF THE LESSON • IDENTIFY DIFFERENTIATION WITHIN YOUR LESSON • REFLECT: IN EXAMINING THE LESSON USING THE R&R FRAMEWORK: • WHAT DID YOU DO WELL IN THIS LESSON?	TPE: 1-6 SLO: 1-4

		• WHAT WOULD YOU CHANGE/DO BETTER IN THE LESSON? • WHAT DID YOU LEARN ABOUT YOUR TEACHING PRACTICE FROM THE DECONSTRUCTION PROCESS? ARE THERE QUADRANTS THAT I SEEM TO FAVOR? QUADRANTS I DON'T ADDRESS AT ALL? WHAT MIGHT I NEED TO CHANGE IN MY PRACTICE TO ADDRESS THESE AREAS OF GROWTH?	
SESSION 3	**CHAPTER/TEXT:** ✓ PLAN INSTRUCTION THAT ADDRESSES THE STANDARDS BY DEVELOPING AND IMPLEMENTING LESSON PLANS BASED ON DIFFERENTIATED INSTRUCTION AND USING TECHNOLOGY (21ST CENTURY SKILLS) ✓ *READ IT, BUT I DON'T GET IT*, CH 3 (TOVANI, 2000)	**DO NOW** EDUTOPIA: DIFFERENTIATED LESSON – ANSWER PROMPTS. • HOMEWORK/ DISCUSSION • DIFFERENTIATION FOR PROCESS VS. PRODUCT • DIFFERENTIATION AND WRITING POWERPOINT • DIFFERENTIATED LESSON PRACTICE • SAMPLE WRITING LESSON (MODELED BY DOC) • LESSON CRITIQUE AND MODIFICATION • TOMLINSON AND ALLAN – CHAPTER 1 **EXIT TICKET** READ CHAPTER 3 FROM TOVANI'S *I READ IT, BUT I DON'T GET IT*. WHILE SHE HAS A PARTICULAR FOCUS ON ADOLESCENT LITERACY, THERE ARE KEY LESSONS FOR ALL EDUCATORS, REGARDLESS OF CONTENT OR GRADE LEVEL. ANSWER QUESTIONS VIA SCHOOLOGY AND POST DISCUSSION THREAD (SEE RUBRIC) **HOMEWORK:** READ AND RESPOND TO CH 3 IN TOVANI'S *I READ IT, BUT I DON'T GET IT* (VIA SCHOOLOGY). ANSWER REFLECTION QUESTIONS AND SUBMIT VIA SCHOOLOGY.	TPE: 1-6 SLO: 1-4
SESSION 4	**CHAPTER/TEXT:** ✓ SELECT AND USE APPROPRIATE INSTRUCTIONAL MATERIALS AND TECHNOLOGIES, INCLUDING ASSISTIVE TECHNOLOGIES, TO MEET THE NEEDS OF STUDENTS WITH SPECIAL NEEDS IN THE GENERAL	**DO NOW** GIVE ONE – GET ONE! REFLECT ON AN ENGAGEMENT STRATEGY YOU PURPOSEFULLY USED IN YOUR CLASSROOM. CONSIDER THE FOLLOWING: ▪ THE TYPE OF OBJECTIVES OR CLASSROOM PRACTICES THIS IS HELPFUL FOR ▪ GROUPING ▪ CLASSROOM MANAGEMENT TIPS ▪ ANY LESSONS YOU LEARNED WHEN YOU TRIED IT THAT YOU'D LIKE TO PASS ON THEN GO AND "LIKE" A FEW (AND LEARN SOMETHING)! • HOMEWORK/ DISCUSSION	TPE: 1-6 SLO: 1-4

	EDUCATION CLASSROOM VISITING INSTRUCTOR: EDUCATION SPECIALIST FOCUS	• SUPPORTING COMPREHENSION ACROSS GRADE-LEVELS AND CONTENT AREAS • PLANNING FOR MISUNDERSTANDING AND EXTENDING STUDENTS' THINKING • FSE LESSON PLANNING (REVIEW) *DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS* • CULMINATING ARTIFACTS DIRECTIONS (POWERPOINT) • CLASSROOM ENGAGEMENT STRATEGIES • CURRENT TREND: A TALK TO TEACHER (BALDWIN) **EXIT TICKET** INTERACTIVE EXIT ACTIVITY VIA SCHOOLOGY (USE LINK) **HOMEWORK:** WORK ON FINAL CBA (SEE CBA RESOURCES FOLDER VIA SCHOOLOGY)	

SESSION 5	**CHAPTER/TEXT:**
	✓ PRESENT FINAL FSE LESSON PLAN, WITH NECESSARY SUPPLEMENTS
		DO NOW
		
		• PRESENT FINAL LESSON PLAN
		• ENGAGE IN DESCRIPTIVE REVIEW FOR LESSON PLANS
		• SEE HOMEWORK FOR CBA REFLECTION
		
		HOMEWORK:
		CBA REFLECTION:
		BASED ON THE DESCRIPTIVE REVIEW PROCESS, REFLECT ON THE FOLLOWING:
		  • WHAT ARE THE KEY TAKEAWAYS FROM THE FEEDBACK OF YOUR PEERS?
		  • WHAT CLARIFYING QUESTION(S) MADE YOU CONSIDER YOUR CLASS IN A DIFFERENT WAY? HOW SO?
		  • WHAT SUGGESTION HAD YOU ALREADY TRIED? WHY DID YOU ABANDON IT AND/OR WHY DIDN'T IT WORK?
		  • WHAT NEW SUGGESTION ARE YOU MOST EXCITED BY?
		  • HOW WILL YOU CARRY THE LESSONS AND REFLECTIONS FROM THIS LESSON (AND IT'S REVIEW) INTO YOUR REMAINING LESSONS AND YOUR UPCOMING YEARS AS A TEACHER?
		YOUR REFLECTION SHOULD BE BETWEEN 300-500 WORDS (1-2 PAGES), TYPED.
			TPE: 1-6
			SLO: 1-4

Artifact Description & Rubric:

For your Competency-Based Artifact, you will provide a standards-aligned lesson in your content area. You should indicate which of the Rigor and Relevance quadrants you're addressing at different stages in the lesson. Additionally, you should note moments of differentiation, the type of differentiation, and for which students you will be differentiating. This lesson may be either a lesson you have already taught or one you are planning to teach; in both instances, you should bring materials on which you want feedback from your peers. implement strategies that will promote student engagement and mastery of the standards, and particularly reflect on how instructional interventions and differentiated instruction supported learning for all students with the incorporation of technology, including subgroups (Special Education, ELL, GATE, and/or other identified subgroups).

Please provide:
- Lesson Plan, using the Fortune SchoolLesson Planning Template, annotated for both the Rigor and Relevance frameworks and for differentiation
- Any student-facing documents or supplemental materials (e.g. handouts, PowerPoint decks, etc.)
- A class list, annotated for student subgroups (ELs, IEPs, GATE, etc.) and noted for groupings (if applicable). Please redact last names or otherwise protect your students' identities.
- Student work (if you are bringing a lesson you have already taught)
- A question or problem of practice you would like your colleagues to consider

During our last course meeting, we will engage in a Descriptive Review Process (Hines, Bowser, & Brown, 2009), in which you will receive feedback on your materials grounded in your question or problem of practice.

For the Reflection
Based on the Descriptive Review Process, provide a 300-500 word reflection addressing one or more of the following questions:
- What are the key takeaways from the feedback of your peers?
- What clarifying question(s) made you consider your class in a different way? How so?
- What suggestion had you already tried? Why did you abandon it and/or why didn't it work?
- What new suggestion are you most excited by?
- How will you carry the lessons and reflections from this lesson (and its review) into your remaining lessons and your upcoming years as a teacher?

Please be sure to incorporate two or more references and/or connections to the readings from this or other modules using APA format. For rubric requirements, please refer to "Final Reflection Rubric" on Schoology.

ANNOTATED LESSON RUBRIC

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT	0 MISSING
FSE LESSON PLAN	STANDARDS-ALIGNED, OBJECTIVE-DRIVEN LESSON PLAN, ADHERING TO ALL COMPONENTS OF THE LESSON PLAN WITH APPROPRIATE INSTRUCTIONAL METHODS AND EXEMPLAR OF ASSESSMENT	STANDARDS-ALIGNED, OBJECTIVE-DRIVEN LESSON PLAN, ADHERING TO ALL COMPONENTS OF THE LESSON PLAN WITH APPROPRIATE INSTRUCTIONAL METHODS	STANDARDS-ALIGNED, OBJECTIVE-DRIVEN LESSON PLAN, ADHERING TO ALL BUT 2 COMPONENTS OF THE LESSON PLAN WITH APPROPRIATE INSTRUCTIONAL METHODS	SUBMITTED LESSON PLAN FAILS TO ADDRESS TWO OR MORE OF THE FOLLOWING: - STANDARDS-ALIGNED - OBJECTIVE-DRIVEN - ADHERING TO ALL COMPONENTS OF THE LESSON PLAN - APPROPRIATE INSTRUCTIONAL METHODS	COMPONENT IS ENTIRELY ABSENT OR FAILS TO ADDRESS THE DIRECTIONS.
ANNOTATIONS PER REQUIREMENTS	ANNOTATIONS ARE COMPLETE THROUGHOUT THE LESSON PLAN, EXPLAIN THE RATIONALE FOR CONCLUSIONS, AND DIRECTLY REFERENCE ADDITIONAL INSTRUCTIONAL CONTENT OR MATERIALS	ANNOTATIONS ARE COMPLETE THROUGHOUT THE LESSON PLAN AND EXPLAIN RATIONALE FOR CONCLUSIONS	ANNOTATIONS ARE PRESENT AND MINIMALLY EXPLAIN RATIONALE FOR CONCLUSIONS; MAY BE MISSING ANNOTATIONS IN 1-2 SECTIONS	ANNOTATIONS ARE MINIMAL AND INCOMPLETE, ADDRESSING ONLY 1-2 SECTIONS OF THE LESSON PLAN	COMPONENT IS ENTIRELY ABSENT OR FAILS TO ADDRESS THE DIRECTIONS.
SUPPLEMENTAL MATERIALS	ALL OF THE FOLLOWING WERE SUBMITTED: - STUDENT-FACING HANDOUTS - TEACHER INSTRUCTIONAL MATERIALS (POWERPOINT, TEXTBOOK, ETC.) - ANONYMIZED CLASS LIST WITH ANNOTATIONS FOR STUDENT SUBGROUPS - ANONYMIZED STUDENT WORK (IF APPLICABLE) ADDITIONALLY, PROVIDED ADDITIONAL MATERIALS RELEVANT TO QUESTION/PROBLEM/CLASS.	ALL OF THE FOLLOWING WERE SUBMITTED: - STUDENT-FACING HANDOUTS - TEACHER INSTRUCTIONAL MATERIALS (POWERPOINT, TEXTBOOK, ETC.) - ANONYMIZED CLASS LIST WITH ANNOTATIONS FOR STUDENT SUBGROUPS - ANONYMIZED STUDENT WORK (IF APPLICABLE)	ONLY TWO OF THE FOLLOWING WERE SUBMITTED: - STUDENT-FACING HANDOUTS - TEACHER INSTRUCTIONAL MATERIALS (POWERPOINT, TEXTBOOK, ETC.) - ANONYMIZED CLASS LIST WITH ANNOTATIONS FOR STUDENT SUBGROUPS - ANONYMIZED STUDENT WORK (IF APPLICABLE)	ONLY ONE OF THE FOLLOWING SUBMITTED: - STUDENT-FACING HANDOUTS - TEACHER INSTRUCTIONAL MATERIALS (POWERPOINT, TEXTBOOK, ETC.) - ANONYMIZED CLASS LIST WITH ANNOTATIONS FOR STUDENT SUBGROUPS - ANONYMIZED STUDENT WORK (IF APPLICABLE)	COMPONENT IS ENTIRELY ABSENT OR FAILS TO ADDRESS THE DIRECTIONS.
QUESTION OR PROBLEM OF PRACTICE	QUESTION OR PROBLEM OF PRACTICE IS FOCUSED, CLEAR, AND OPEN-ENDED; ADDITIONALLY, IT REFLECTS A QUESTION EXTENDING BEYOND PRESENTED LESSON	QUESTION OR PROBLEM OF PRACTICE IS FOCUSED, CLEAR, AND OPEN-ENDED.	QUESTION OR PROBLEM OF PRACTICE MEETS TWO OF THE FOLLOWING: FOCUSED, CLEAR, OR OPEN-ENDED.	QUESTION OR PROBLEM OF PRACTICE MEETS ONLY ONE OF THE FOLLOWING: FOCUSED, CLEAR, OR OPEN-ENDED.	COMPONENT IS ENTIRELY ABSENT OR FAILS TO ADDRESS THE DIRECTIONS.
				(___ X 25) = ___/100	

ED 200:
METHODOLOGY OF TEACHING READING AND WRITING

PROGRAM TRACK: MULTIPLE SUBJECT
INSTRUCTOR: _____
DATES OF COURSE: _____
CLASS MEETING TIME: 5:00 – 9:00
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:
TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:
TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

COURSE DESCRIPTION:
THIS COURSE PROVIDES SUBSTANTIVE, RESEARCH-BASED, CONTENT LITERACY INSTRUCTION FOR THE GENERAL EDUCATION CLASSROOM AND THE SPECIAL EDUCATION CLASSROOM. RESEARCH-BASED CONTENT LITERACY INCLUDES PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT SPECIFIC TO EACH SUBJECT AREA, ACADEMIC LANGUAGE APPROPRIATE FOR EACH SUBJECT, READING COMPREHENSION STRATEGIES AND SKILLS TO ACCESS GRADE-LEVEL CONTENT MATERIAL, AND WRITING STRATEGIES NECESSARY TO DEMONSTRATE CONTENT KNOWLEDGE. THIS COURSE USES THE CALIFORNIA READING-LANGUAGE ARTS (ELA) FRAMEWORK TO DEVELOP GOOD READING STRATEGIES. THE COURSE TAKES INTERNS THROUGH WHAT SYSTEMATIC, EXPLICIT INSTRUCTION IS AND HOW IT MEETS THE NEEDS OF THE FULL RANGE OF LEARNERS (INCLUDING STRUGGLING READERS, STUDENTS WITH SPECIAL NEEDS, ENGLISH LANGUAGE LEARNERS, SPEAKERS OF NON-STANDARD ENGLISH, STUDENTS WHO HAVE NO COMMUNICATION LANGUAGE SYSTEM, AND ADVANCED LEARNERS) WHO HAVE VARIED READING LEVELS AND LANGUAGE BACKGROUNDS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
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

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

(1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
(2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
(3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
(4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT:

PUT READING FIRST HTTP://LINCS.ED.GOV/PUBLICATIONS/PDF/PRFBOOKLET.PDF
CALIFORNIA ELA/ELD FRAMEWORK HTTPS://WWW.CDE.CA.GOV/CI/RL/CF/ELAELDFRMWRKSBEADOPTED.ASP

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST	25
II.	MEASURABLE ARTIFACTS • ONLINE ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS	50
III.	COMPETENCY-BASED ARTIFACT • INFORMAL READING INVENTORY	25
	TOTAL	**100**

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. **CURRENT TRENDS REFLECTIONS/ONLINE SCHOOLOGY ARTIFACTS** *(MEASURABLE ARTIFACT)*
   CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.

2. **ADMIT/EXIT SLIPS** *(PARTICIPATION AND COLLABORATION)*
   ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

3. **ACTIVE CLASS PARTICIPATION ELEMENTS** *(PARTICIPATION AND COLLABORATION)*
   PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
   SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
   ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. **PROFESSIONAL DISPOSITION CHECKLIST:** *(PARTICIPATION AND COLLABORATION)*
   DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

RETURN TO TABLE OF CONTENTS

5. **INFORMAL READING INVENTORY** *(COMPETENCY-BASED ARTIFACT)*

WRITE AN ACADEMIC REPORT BASED ON INFORMAL READING ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD. CREATE/IDENTIFY OPPORTUNITIES FOR INTERVENTION AND SUPPORT BASED ON READING NEEDS OF THE STUDENT.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	PROGRAM STANDARDS; TPEs
SESSION 1	**TEXT: ELA FRAMEWORK** ✓ CCSS FOR GRADE LEVEL(S) TAUGHT ✓ USING ASSESSMENT TO DRIVE INSTRUCTION	**DO NOW** ICEBREAKER • WELCOME AND INTRODUCTIONS • REVIEW SYLLABUS • ELA CCSS • PHONEMIC AWARENESS SKILLS – SESSION 1 POWERPOINT • PHONEMIC IDENTITY **EXIT TICKET** TAKE AWAY **HOMEWORK:** REVIEW ELA FRAMEWORK. CREATE A 5-7 MINUTE LESSON THAT TEACHES PHONEMIC AWARENESS.	TPEs: 1, 4, 5 SLO: 1-2
SESSION 2	**TEXT:** ✓ INFORMAL READING ASSESSMENTS: WORD LISTS, FLUENCY, COMPREHENSION, PA	**DO NOW** *ANSWER RICA SITUATIONAL PROMPT* • REVIEW HOMEWORK/DISCUSSION. • PRESENT 5-7 LESSON (FROM HOMEWORK) • PRACTICE USING READING ASSESSMENTS, CREATE RECOMMENDATIONS BASED ON ASSESSMENT FINDINGS • INFORMAL READING ASSESSMENTS (SESSION 2 POWERPOINT) • WHAT ARE WE MEASURING: FLUENCY, ACCURACY, TONE, PACE, INTONATION, COMPREHENSION. • INFORMAL READING INVENTORY (IRI) • MTSS **EXIT TICKET** AHA! **HOMEWORK:** ANSWER 2 MTSS DISCUSSION QUESTIONS VIA SCHOOLOGY	TPEs: 1, 4, 5 SLO: 1-2

JUNE 17, 2019

88 | P A G E

RETURN TO TABLE OF CONTENTS

SESSION 3	**TEXT: PUT READING FIRST** ✓ READ PUT READING FIRST	**DO NOW** *ANSWER RICA SITUATIONAL PROMPT* **HOMEWORK:** • ONLINE DISCUSSION	TPEs: 1-5
SESSION 4	**TEXT:** ✓ PRE-READING ACTIVITIES ✓ PHONOLOGICAL AWARENESS ✓ COMPREHENSION SKILLS AND STRATEGIES ✓ FLUENCY	**DO NOW** *ANSWER RICA SITUATIONAL PROMPT* • DISCUSSION • ACTIVITY: INSTRUCTIONAL PRACTICES **EXIT TICKET** TAKE AWAY! **HOMEWORK** CBA REVIEW – SEE CBA RESOURCE FOLDER VIA SCHOOLOGY	TPEs: 1-5 SLO: 1-2
SESSION 5	**TEXT:** ✓ WRITTEN LANGUAGE ✓ DOMAIN REVIEW VISITING INSTRUCTOR: RICA FOCUS/WORKSHOP	**DO NOW** *ANSWER RICA SITUATIONAL PROMPT* • DISCUSSION • RICA PRACTICE • RICA STUDY GUIDE TEMPLATE **EXIT TICKET** TAKE AWAY! **HOMEWORK:**	TPEs: 1-5 SLO: 1-2
SESSION 6	**TEXT:** ✓ TEST PREP DAY	**DO NOW** *ANSWER RICA SITUATIONAL PROMPT* • RICA POWERPOINT • RICA REVIEW • PHONICS INSTRUCTION SYSTEMATIC READING INSTRUCTION • PROMOTING STUDENT FLUENCY	TPEs: 1-5 ASD AA: 2
SESSION 7	**TEXT:** ✓ LESSON PLANNING	**DO NOW** *ANSWER RICA SITUATIONAL PROMPT* • INSTRUCTIONAL DESIGN • WRITE AN ACADEMIC REPORT BASED ON INFORMAL READING INVENTORY SHARE CBA: ACADEMIC REPORT BASED ON INFORMAL READING ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD. CREATE/IDENTIFY OPPORTUNITIES FOR INTERVENTION AND SUPPORT BASED ON READING NEEDS OF THE STUDENT.	

MODULE F1:
MULTIPLE AND SINGLE SUBJECT CONTENT INSTRUCTIONAL PLANNING

PROGRAM TRACK: SINGLE SUBJECT AND MULTIPLE SUBJECT
INSTRUCTOR: _____
DATES OF COURSE: _____
CLASS MEETING TIME: 5:00 – 9:00
PRACTICUM MEETING TIME: VIA SCHOOLOGY
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:
TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:
TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:
THROUGH USE OF PROFESSIONAL LEARNING COMMUNITIES WITHIN THE COURSE STRUCTURE, CANDIDATES WILL CONSIDER CRITICALLY HOW THEIR DEVELOPING KNOWLEDGE AND SKILLS OF BACKWARDS DESIGN (VISION, ASSESSMENT, PLANNING) AT THE UNIT AND LESSON LEVEL CAN FOSTER STUDENT ACHIEVEMENT FOR STUDENTS IN THEIR CLASSROOM. WITH A CONTINUED FOCUS ON INCLUSION AND EQUITY, CANDIDATES WILL BEGIN TO APPLY MORE ADVANCED THEORETICAL CONCEPTS TO THEIR EXISTING INSTRUCTIONAL PRACTICE, WHILE SIMULTANEOUSLY FOCUSING ON INCREASING ENGAGEMENT AND PARTICIPATION.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
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

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

(1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
(2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
(3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
(4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT:

- HIMMELE, P & HIMMELE, W. (2011). TOTAL PARTICIPATION TECHNIQUES: MAKING EVERY STUDENT AN ACTIVE LEARNER. ALEXANDRIA, VA: ASCD.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST	25
II.	MEASURABLE ARTIFACTS • CURRENT TRENDS REFLECTIONS • INSTRUCTIONAL STRATEGIES COLLECTION	50
III.	COMPETENCY-BASED ARTIFACT • TOTAL PARTICIPATION STRATEGIES	25
	TOTAL	**100**

RETURN TO TABLE OF CONTENTS

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS FOR MODULE F1: INSTRUCTIONAL PLANNING ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. **CURRENT TRENDS REFLECTIONS/PRACTICUM** *(MEASURABLE ARTIFACT)*
   CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.
   - QUIÑONES'S "POOR IS THE NEW BLACK"

2. **INSTRUCTIONAL STRATEGIES COLLECTION** *(MEASUREABLE ARTIFACT)*
   CANDIDATES WILL PUBLISH A COLLECTION OF HIGHLY ENGAGING TECHNIQUES THAT CAN BE USED IN A VARIETY OF CLASSROOM SITUATIONS.

3. **ADMIT/EXIT SLIPS** *(PARTICIPATION AND COLLABORATION)*
   ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

5. **ACTIVE CLASS PARTICIPATION ELEMENTS** *(PARTICIPATION AND COLLABORATION)*
   PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
   SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
   ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

6. **PROFESSIONAL DISPOSITION CHECKLIST:** *(PARTICIPATION AND COLLABORATION)*
   DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

7. **TOTAL PARTICIPATION STRATEGIES** *(COMPETENCY-BASED ARTIFACT)*
   CREATE A "MENU" OF TOTAL PARTICIPATION STRATEGIES FOR EACH SECTION OF THE LESSON, INCLUDING YOUR "STARTERS" (BELL RINGER), "ENTREES" (DIRECT INSTRUCTION, GUIDED PRACTICE, AND INDEPENDENT PRACTICE), "SIDES" (TPTS THAT ARE EASY TO INSERT INTO A LESSON), AND "DESSERT" (STRATEGIES FOR CLOSING A LESSON). BE CREATIVE AND REMEMBER THAT THIS IS A CHANCE FOR YOU AND YOUR STUDENTS TO HAVE FUN. ADDITIONALLY, BE SURE TO INCLUDE THE TITLE, PREP TIME, AND REQUIRED MATERIALS (IF ANY) IN YOUR "MENU."

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASURABLE ARTIFACTS	TPEs; STUDENT LEARNING OUTCOMES
SESSION 1	✓ ICE BREAKER ✓ RECAP OF YEAR ONE ✓ CHAPTER 1 ✓ INQUIRY-BASED LEARNING/PROBLEM-BASED LEARNING ✓ WHAT IS PUBLIC EDUCATION FOR? ✓ WHAT ARE OUR ROLES AND RESPONSIBILITIES AS TEACHERS?	**QUESTION OF THE DAY:** 1. POST A REPLY TO THE INSTRUCTOR'S QUESTION (VIA SCHOOLOGY DISCUSSION THREAD). 2. POST YOUR OWN QUESTION ABOUT TEACHING THAT YOU WOULD LIKE OTHER PEOPLE TO ANSWER. 3. POST A REPLY TO AT LEAST TWO PEOPLE WHO POSTED BEFORE YOU, OR ONE PERSON WHO POSTED AFTER YOU. *SEE RUBRIC • LEARNING TARGETS – MODEL • HOW TO KNOW WHAT STUDENT'S KNOW ACTIVITY • LAB: ➢ '*ROLLER COASTER*' LAB (INQUIRY-BASED LEARNING/PROBLEM-BASED LEARNING & FORMATIVE ASSESSMENTS) **HOMEWORK** DOUBLE ENTRY JOURNAL (DEJ) OF QUIÑONES'S "POOR IS THE NEW BLACK" SELECT THREE TPTS AND DESCRIBE WHY YOU THINK THEY WOULD BE GREAT FOR YOUR CLASSROOM. READ CHAPTERS 2-6 (PP. 14-91) BEFORE SESSION 2 ON WEDNESDAY NIGHT. THERE'S NOTHING TO SUBMIT FOR THIS ASSIGNMENT, BUT BE PREPARED TO SHARE ONE TPT FROM EACH OF THE CHAPTERS 4, 5, AND 6 (THAT'S THREE TOTAL) THAT YOU ARE CONSIDERING FOR YOUR CLASSROOM.	TPE: 1, 3-5 SLO: 1-4
SESSION 2	**IDENTIFY TOP TPTS** ✓ TRACKING STUDENT PROGRESS ✓ MARZANO'S 4-POINT GRADING SCALE ✓ LEARNING TARGETS/ LESSON PLAN TEMPLATE	**QUESTION OF THE DAY:** 1. POST A REPLY TO THE INSTRUCTOR'S QUESTION (VIA SCHOOLOGY DISCUSSION THREAD). 2. POST YOUR OWN QUESTION ABOUT TEACHING THAT YOU WOULD LIKE OTHER PEOPLE TO ANSWER. 3. POST A REPLY TO AT LEAST TWO PEOPLE WHO POSTED BEFORE YOU, OR ONE PERSON WHO POSTED AFTER YOU. *SEE RUBRIC	TPE: 1, 3-5 SLO: 1-4

RETURN TO TABLE OF CONTENTS

		• TPT SORTING ACTIVITY • WRITE A FOUR TO FIVE ENTRY DOUBLE ENTRY JOURNAL FOR CHAPTER 16 OF PAUL TOUGH'S *HELPING CHILDREN SUCCEED*. PLEASE TRY TO DRAW CONNECTIONS TO OUR DISCUSSION LAST WEEK AND WHAT YOU LEARNED FROM READING *TOTAL PARTICIPATION TECHNIQUES*. I'VE ATTACHED A BLANK ONE FOR YOUR JOURNALING CONVENIENCE. **HOMEWORK:** WRITE A 200-400 WORD REFLECTION ON THE PAPER SESSION ONE'S POOR IS THE NEW BLACK ARTICLE. REFLECT ABOUT WHICH POINTS HAD PARTICULAR SIGNIFICANCE FOR YOU. WHAT CONCLUSIONS DO YOU DRAW FROM IT IN TERMS OF YOUR OWN TEACHING? HOW SHOULD YOUR SCHOOL RESPOND? WHAT ADDITIONAL INFORMATION DO WE NEED GOING FORWARD?	
SESSION 3	✓ DEMONSTRATE SELECTED TPT 1.0	**QUESTION OF THE DAY:** 1. POST A REPLY TO THE INSTRUCTOR'S QUESTION (VIA SCHOOLOGY DISCUSSION THREAD). 2. POST YOUR OWN QUESTION ABOUT TEACHING THAT YOU WOULD LIKE OTHER PEOPLE TO ANSWER. 3. POST A REPLY TO AT LEAST TWO PEOPLE WHO POSTED BEFORE YOU, OR ONE PERSON WHO POSTED AFTER YOU. *SEE RUBRIC • TPT 1.0 POWERPOINT • TPT GROUP WORK **HOMEWORK:** TPT 1.0 IN YOUR CLASS – SEE ASSIGNMENT AND REFLECTION VIA SCHOOLOGY	TPE: 1, 3-5 SLO: 1-4
SESSION 4	✓ PRESENT 1.0 RESULTS	**QUESTION OF THE DAY:** 1. POST A REPLY TO THE INSTRUCTOR'S QUESTION (VIA SCHOOLOGY DISCUSSION THREAD). 2. POST YOUR OWN QUESTION ABOUT TEACHING THAT YOU WOULD LIKE OTHER PEOPLE TO ANSWER. 3. POST A REPLY TO AT LEAST TWO PEOPLE WHO POSTED BEFORE YOU, OR ONE PERSON WHO POSTED AFTER YOU. *SEE RUBRIC • WARM UP: QUOTE GAME	TPE: 1, 3-5 SLO: 1-4

RETURN TO TABLE OF CONTENTS

		• ARTICLE (VIA SCHOOLOGY) "WHAT IS MOTIVATION AND WHY DOES IT MATTER?" HOW DO THE AUTHORS ANSWER THEIR OWN QUESTIONS? HOW WOULD YOU ANSWER THOSE QUESTIONS? ADDITIONALLY, PLEASE APPLY THE CONCEPTS TO WHAT YOU HAVE SEEN WITH THE STUDENTS IN YOUR CLASSROOM. **HOMEWORK:** FEEDBACK-IN-A-FLASH	
SESSION 5	✓ DEMONSTRATE TPT 2.0	**QUESTION OF THE DAY:** 1. POST A REPLY TO THE INSTRUCTOR'S QUESTION (VIA SCHOOLOGY DISCUSSION THREAD). 2. POST YOUR OWN QUESTION ABOUT TEACHING THAT YOU WOULD LIKE OTHER PEOPLE TO ANSWER. 3. POST A REPLY TO AT LEAST TWO PEOPLE WHO POSTED BEFORE YOU, OR ONE PERSON WHO POSTED AFTER YOU. *SEE RUBRIC • WANTING VS CHOOSING • TPT 2.0 REFLECTION • WHO SAID IT? • FEEDBACK IN A FLASH 2.0 **HOMEWORK:** TPT 2.0 IN YOUR CLASS	TPE: 1, 3-5 SLO: 1-4
SESSION 6	✓ PRESENT RESULTS FROM 2.0; PRESENT TPT MENU; TEACH 1ST YEAR COHORT	**QUESTION OF THE DAY:** 1. POST A REPLY TO THE INSTRUCTOR'S QUESTION (VIA SCHOOLOGY DISCUSSION THREAD). 2. POST YOUR OWN QUESTION ABOUT TEACHING THAT YOU WOULD LIKE OTHER PEOPLE TO ANSWER. 3. POST A REPLY TO AT LEAST TWO PEOPLE WHO POSTED BEFORE YOU, OR ONE PERSON WHO POSTED AFTER YOU. *SEE RUBRIC • FEEDBACK-IN-A-FLASH 2.0 (PART 2) • CBA: TPT MENU PRESENTATION	

RETURN TO TABLE OF CONTENTS

ARTIFACTS & RUBRICS:
- COURSE: MODULE F1

TPT MENU

CREATE A "MENU" OF TOTAL PARTICIPATION STRATEGIES FOR EACH SECTION OF THE LESSON, INCLUDING YOUR "STARTERS" (BELL RINGER), "ENTREES" (DIRECT INSTRUCTION, GUIDED PRACTICE, AND INDEPENDENT PRACTICE), "SIDES" (TPTS THAT ARE EASY TO INSERT INTO A LESSON), AND "DESSERT" (STRATEGIES FOR CLOSING A LESSON). BE CREATIVE AND REMEMBER THAT THIS IS A CHANCE FOR YOU AND YOUR STUDENTS TO HAVE FUN. ADDITIONALLY, BE SURE TO INCLUDE THE TITLE, PREP TIME, AND REQUIRED MATERIALS (IF ANY) IN YOUR "MENU."

FOR EACH MENU ITEM, BE SURE TO INCLUDE:
- TITLE
- DESCRIPTION
- LOCATION WITHIN LESSON PLAN OR INSTRUCTIONAL CYCLE
- PREP TIME
- MATERIALS (IF NECESSARY)

RETURN TO TABLE OF CONTENTS

TPT Strategies Menu Rubric

Component	4 Advanced	3 Proficient	2 Minimally Proficient	1 Insufficient
Starters	TPT strategy presented meets all of the following criteria: • Is appropriate for an opening activity • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets all but 1 of the following criteria: • Is appropriate for an opening activity • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets all but 2 of the following criteria: • Is appropriate for an opening activity • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets fewer than 2 of the following criteria: • Is appropriate for an opening activity • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors
Entrees	TPT strategy presented meets all of the following criteria: • Is appropriate for direct instruction, guided practice or independent practice • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets all but 1 of the following criteria: • Is appropriate for direct instruction, guided practice or independent practice • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets all but 2 of the following criteria: • Is appropriate for direct instruction, guided practice or independent practice • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets fewer than 2 of the following criteria: • Is appropriate for direct instruction, guided practice or independent practice • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors
Sides	TPT strategy presented meets all of the following criteria: • Is appropriate for spontaneous use • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets all but 1 of the following criteria: • Is appropriate for spontaneous use • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets all but 2 of the following criteria: • Is appropriate for spontaneous use • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets fewer than 2 of the following criteria: • Is appropriate for spontaneous use • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors
Dessert	TPT strategy presented meets all of the following criteria: • Is appropriate for closing a lesson • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets all but 1 of the following criteria: • Is appropriate for closing a lesson • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets all but 2 of the following criteria: • Is appropriate for closing a lesson • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors	TPT strategy presented meets fewer than 2 of the following criteria: • Is appropriate for closing a lesson • Engages students in an unique way • Contains the title, procedure, and required materials (if necessary) • Is free of spelling or grammar errors
				(x20)= /100

FSE Lesson Plan Rubric

Component	Advanced	Proficient	Minimally Proficient	Insufficient
Content Knowledge	**(25 points)** The student demonstrated all of the following in the development and delivery of the lesson: • Content Accuracy • Rigor (Blooms) • Critical Thinking • Relevance	**(20 points)** The student demonstrated all but 1 of the following in the development and delivery of the lesson: • Content Accuracy • Rigor (Blooms) • Critical Thinking • Relevance	**(15 points)** The student demonstrated all but 2 of the following in the development and delivery of the lesson: • Content Accuracy • Rigor (Blooms) • Critical Thinking • Relevance	**(10 points)** The student demonstrated fewer than 2 of the following in the development and delivery of the lesson: • Content Accuracy • Rigor (Blooms) • Critical Thinking • Relevance
Lesson Plan Components	**(25 points)** The lesson plan included all of the following correctly: • Teacher, Grade Level, Title • Content Area, Standard, Prepared Graduates, Grade Level Expectations, Concepts and Skills Students Master • Evidence Outcomes, 21st Century Skills and Readiness Competencies • Inquiry Questions • Evidence Outcomes • Instructional Objectives • Assessment • Facilitate Learning • Data Analysis • Reflect on Practice	**(20 points)** The lesson plan included all but 1 of the following correctly: • Teacher, Grade Level, Title • Content Area, Standard, Prepared Graduates, Grade Level Expectations, Concepts and Skills Students Master • Evidence Outcomes, 21st Century Skills and Readiness Competencies • Inquiry Questions • Evidence Outcomes • Instructional Objectives • Assessment • Facilitate Learning • Data Analysis • Reflect on Practice	**(15 points)** The lesson plan included all but 2 of the following correctly: • Teacher, Grade Level, Title • Content Area, Standard, Prepared Graduates, Grade Level Expectations, Concepts and Skills Students Master • Evidence Outcomes, 21st Century Skills and Readiness Competencies • Inquiry Questions • Evidence Outcomes • Instructional Objectives • Assessment • Facilitate Learning • Data Analysis • Reflect on Practice	**(10 points)** The lesson plan was missing more than 2 of the following correctly: • Teacher, Grade Level, Title • Content Area, Standard, Prepared Graduates, Grade Level Expectations, Concepts and Skills Students Master • Evidence Outcomes, 21st Century Skills and Readiness Competencies • Inquiry Questions • Evidence Outcomes • Instructional Objectives • Assessment • Facilitate Learning • Data Analysis • Reflect on Practice
Engagement	**(20 points)** Lesson was highly engaging for the audience and the objective(s) were posted and communicated.	**(15 points)** Lesson was engaging for the audience and the objective(s) were posted and communicated.	**(10 points)** Lesson attempted to engage the audience and objective(s) were posted and/or communicated.	**(5 points)** Lesson was unable to engage the audience and objective(s) were not posted or communicated.
Presentation	**(25 points)** Presentation was professionally crafted demonstrating all of the following: • Confidence • Enthusiasm • Organization • Adequate voice level • Neat handwriting on board	**(20 points)** Presentation was professionally crafted demonstrating all but 1 of the following: • Confidence • Enthusiasm • Organization • Adequate voice level • Neat handwriting on board	**(15 points)** Presentation was professionally crafted demonstrating all but 2 of the following: • Confidence • Enthusiasm • Organization • Adequate voice level • Neat handwriting on board	**(10 points)** Presentation failed to demonstrate 2 or more of the following: • Confidence • Enthusiasm • Organization • Adequate voice level • Neat handwriting on board
Spelling, Mechanics and Grammar	**(5 points)** There are no errors in spelling, mechanics, or grammar.	**(4 points)** There are 1-3 errors in spelling, mechanics, or grammar.	**(3 points)** There are 4-5 errors in spelling, mechanics, or grammar.	**(1 points)** There are more than 5 errors in spelling, mechanics, or grammar.
				_____/100

MODULE F2:
METHODOLOGY OF TEACHING READING AND WRITING IN THE CONTENT AREA

PROGRAM TRACK: SINGLE SUBJECT
INSTRUCTOR: _____
DATES OF COURSE: _____
CLASS MEETING TIME: 5:00 – 9:00
PRACTICUM MEETING TIME: VIA SCHOOLOGY
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:
TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:
TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:
CANDIDATES WILL ENGAGE WITH CURRENT CONCEPTUALIZATIONS OF AND THEORY SURROUNDING LITERACY INSTRUCTION IN THE SINGLE-SUBJECT CLASSROOM. EMBRACING 21ST CENTURY TOOLS, CANDIDATES WILL BEGIN TO APPLY LITERACY STRATEGIES IN ORDER TO SUPPORT STUDENTS' UNDERSTANDING OF CONTENT MATERIAL. ADDITIONALLY, CANDIDATES WILL IMPROVE THE RIGOR OF THEIR TEACHING BY ENGAGING THEIR STUDENTS THROUGH LITERACY PRACTICES, APPLYING LITERACY PRACTICES ACROSS A VARIETY OF MODALITIES (GRAPHIC REPRESENTATIONS, ONLINE PUBLISHING, ETC.), AS WELL AS DEVELOP THE KNOWLEDGE AND SKILLS NECESSARY TO TEACH STUDENTS TO READ AND WRITE WITHIN THE GENRE OF THE CONTENT.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
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

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

(1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
(2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
(3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
(4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT(S)/RESOURCE(S):

- FRAMEWORKS FOR CALIFORNIA PUBLIC SCHOOLS (AVAILABLE AT HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP)
- MARZANO, ROBERT J. & DEBRA J. PICKERING AND JANE E. POLLOCK. *CLASSROOM INSTRUCTION THAT WORKS.* ALEXANDRIA: ASCD, 2001.
- TOVANI, C. (2000). *I READ IT BUT I DON'T GET IT: COMPREHENSION STRATEGIES FOR ADOLESCENT READERS.* STEINHOUSE. (ISBN: 157110089X)
- WIGGINS, GRANT AND JAY MCTIGHE. *UNDERSTANDING BY DESIGN (2ND EDITION).* ALEXANDRIA: ASCD, 2005.
- CURRENT AND CONFIRMED RESEARCH-BASED ARTICLES AS DETERMINED BY THE INSTRUCTOR.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION	25
	• ADMITS/EXITS	
	• PROFESSIONAL DISPOSITION CHECKLIST	
II.	MEASURABLE ARTIFACTS	50

	• PRACTICUM ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS • DATA CASE STUDY – FSE LESSON PLAN TEMPLATE	
III.	COMPETENCY-BASED ARTIFACT • LITERACY-BASED SUMMATIVE ASSESSMENT WITH LESSON PLAN(S)	25
	TOTAL	**100**

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS FOR THE MODULE: INSTRUCTIONAL PLANNING ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. **PRACTICUM ARTIFACTS** *(MEASURABLE ARTIFACT)*
   IDENTIFY A CLASS AND COLLECT INFORMATION ABOUT EVERY STUDENT IN THE CLASS (USE ANONYMITY). THE INFORMATION YOU COLLECT NEEDS TO BE ORGANIZED (PHYSICAL BINDER OR ELECTRONICALLY) AND ACCESSIBLE DURING CLASS MEETINGS.

2. **CURRENT TRENDS REFLECTIONS** *(MEASURABLE ARTIFACT)*
   CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.

3. **ADMIT/EXIT SLIPS** *(PARTICIPATION AND COLLABORATION)*
   ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

4. **ACTIVE CLASS PARTICIPATION ELEMENTS** *(PARTICIPATION AND COLLABORATION)*
   PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
   SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
   ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

5. **PROFESSIONAL DISPOSITION CHECKLIST:** *(PARTICIPATION AND COLLABORATION)*
   DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

6. **LITERACY-BASED SUMMATIVE ASSESSMENT WITH LESSON PLAN(S)** *(COMPETENCY-BASED ARTIFACT)*

CANDIDATES WILL DESIGN A STANDARDS-ALIGNED SUMMATIVE IN THEIR CONTENT AREA THAT INCORPORATES LITERACY AS A KEY COMPONENT OF THE ASSESSMENT (E.G. LAB REPORT, PHYSICAL SKILLS NOTEBOOK, WRITTEN DIALOGUE IN TARGET LANGUAGE, ETC.). THE SUBMISSION SHOULD INCLUDE THE ASSESSMENT PLAN, ANY STUDENT-FACING SUPPORTING DOCUMENTS (HANDOUTS, POWERPOINT DECKS, ETC.), AN ALIGNED RUBRIC, AND AT LEAST ONE LESSON PLAN TO TEACH THE NECESSARY CONTENT-SPECIFIC LITERACY SKILLS NECESSARY FOR STUDENTS TO DEMONSTRATE PROFICIENCY ON THE ASSESSMENT. ASSESSMENTS AND LESSON PLANS WILL BE PRESENTED ON THE LAST DAY OF THE COURSE FOR FEEDBACK FROM PEERS.

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	TPEs; STUDENT LEARNING OUTCOMES
SESSION 1	**CHAPTER/TEXT: 1:** ✓ COURSE OVERVIEW: SETTING THE PURPOSE ✓ COURSE SYLLABUS AND ASSIGNMENT REVIEW ✓ VOCABULARY ACADEMIC LANGUAGE	**DO NOW** THINK ALOUD ACTIVITY: SELECT AN EXCERPT (1-2 PARAGRAPHS) OF READING FROM YOUR CURRICULUM THAT YOU CAN MODEL AS A THINK ALOUD IN YOUR CLASS. PRACTICE A THINK ALOUD (TO YOURSELF) AT HOME. BRING A COPY OF THAT EXCERPT TO CLASS NEXT WEEK. • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • EFFECTIVE VOCABULARY INSTRUCTION VIDEO • PROFICIENCY IN ACADEMIC LANGUAGE • INSTRUCTIONAL STRATEGIES FOR VOCABULARY DEVELOPMENT • READING STRATEGIES FOR EL • MARZANO'S 9 STRATEGIES **EXIT TICKET** SCAN PART 1 "THE REALITIES OF READING" IN TOVANI FOR STRATEGIES YOU FIND APPLICABLE. **HOMEWORK:** IMPLEMENT A STRATEGY IN YOUR CLASSROOM THIS WEEK. SHARE OUT VIA SCHOOLOGY.	TPE: 1, 3 SLO: 1-2

RETURN TO TABLE OF CONTENTS

SESSION 2	**CHAPTER/TEXT:** *TLaC* ✓ STRATEGIES FOR HELPING STRUGGLING READERS - VIDEO ✓ READING COMPREHENSION ✓ LESSON PLANNING	**DO NOW** READ THROUGH PART 2 OF TOVANI. SEARCH FOR STRATEGIES THAT ARE APPLICABLE IN YOUR CLASS. • HOMEWORK/ DISCUSSION • FSE LESSON PLANNING WORKSHOP (USING FSE LESSON PLAN TEMPLATE) • INSTRUCTIONAL DELIVERY • CBA PREPARATION • INTEGRATING ELD IN SCIENCE AND MATH • COMMON CORE ACADEMIC VOCABULARY STRATEGIES • SESSION 2 POWERPOINT **EXIT TICKET** REVIEW WORD WALL SLIDESHOW AND ANSWER REFLECTION PROMPTS VIA SCHOOLOGY. **HOMEWORK:** • READ ISSUE BRIEF FROM *ALLIANCE FOR EXCELLENT EDUCATION,* "READING AND WRITING IN THE ACADEMIC CONTENT AREAS." • PREPARE A 5-7 MINUTE VOCABULARY OR READING COMPREHENSION LESSON FOR YOUR CONTENT AREA. BE PREPARED TO MODEL A NEW INSTRUCTIONAL STRATEGY ALONG WITH YOUR LESSON.	TPE: 1, 3 SLO: 1-2
SESSION 3	**CHAPTER/TEXT: 2:** *TLaC* ✓ WRITING IN THE CONTENT AREAS ✓ DIFFERENTIATED INSTRUCTION	**DO NOW** PLEASE COMPLETE A 1-2 PARAGRAPH WRITE-UP ON YOUR IMPLEMENTATIONS OF READING/VOCABULARY STRATEGIES OR LESSONS OVER THE PAST FEW WEEKS. WHAT STRATEGY/STRATEGIES DID YOU USE? WHAT LESSON DID YOU USE THEM WITH? DESCRIBE WHETHER OR NOT YOU FELT AS IF THOSE STRAEGIES HAVE BEEN SUCCESSFUL. WHY OR WHY NOT? WHICH STRATEGIES WOULD YOU USE AGAIN? ARE THERE ANY THAT YOU ARE INTERESTED IN USING THAT YOU HAVEN'T USED YET? • HOMEWORK/ DISCUSSION • DISCUSSION: • FSE LESSON PLANNING (REVIEW) *DIFFERENTIATION & ACCOMMODATIONS; ELLS* • THE ANATOMY OF FORMATIVE ASSESSMENT (MARZANO) **EXIT TICKET**	TPE: 1, 3 SLO: 1-2

		SUBMIT A SHORT DESCRIPTION OF THE SPECIFIC ASSESSMENT THAT YOU ARE GOING TO USE FOR YOUR CBA TASK DUE ON THE LAST DAY OF CLASS. INCLUDE: WHAT CLASS ARE YOU USING IT IN (GRADE LEVEL, PERIOD, STUDENT DEMOGRAHICS); TYPE OF ASSESSMENT (FORMAL/INFORMAL...FORMATIVE/SUMMATIVE); THE UNIT OR AREA OF STUDY THAT YOU ARE USING IT FOR; THE FORM OF ASSESSMENT; WHAT YOU ARE SPECIFICALLY TRYING TO MEASURE; ANY TYPE OF RUBRIC THAT IS INVOLVED; AND THE WAY YOU INTEND TO PROVIDE FEEDBACK. **HOMEWORK:** VIEW ASSESSMENT IN A DIFFERENTIATED CLASSROOM VIDEO AND COMPLETE DISCUSSION THREAD VIA SCHOOLOGY	
SESSION 4	**CHAPTER/TEXT:** *TEACH LIKE A CHAMPION* ✓	**DO NOW** MAKE A LIST OF YOUR CBA RESOURCES. SHARE. • HOMEWORK/ DISCUSSION • FSE LESSON PLANNING (REVIEW) *DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS* **EXIT TICKET** DESCRIBE AN EXAMPLE OF A WRITING ASSIGNMENT THAT YOU HAVE USED OR THAT YOU INTEND TO USE IN CLASS. **HOMEWORK** ASSEMBLE YOUR READING/WRITING RESOURCE BINDER. YOU SHOULD HAVE AT LEAST 10 RESOURCES BY 10/14. BRING TO CLASS TO SHARE.	TPE: 1, 3 SLO: 1-2
SESSION 6 *FINAL*		**PRESENTATION** CBA PRESENTATION: ASSESSMENT AND SUPPORTING LESSON PLAN(S)	TPE: 1, 3 SLO: 1-2

RETURN TO TABLE OF CONTENTS

ARTIFACTS & RUBRICS:

- COURSE: MODULE F2

LITERACY-BASED ASSESSMENT

YOU WILL DESIGN A STANDARDS-ALIGNED SUMMATIVE IN YOUR CONTENT AREA THAT INCORPORATES LITERACY AS A KEY COMPONENT OF THE ASSESSMENT. THIS CAN BE ANYTHING THAT ASSESSES STUDENTS' SKILLS TO WRITE WITHIN THE GENRE OF YOUR CONTENT (E.G. LAB REPORT, PHYSICAL SKILLS NOTEBOOK, WRITTEN DIALOGUE IN TARGET LANGUAGE, ETC.). THE ASSESSMENT SHOULD INDICATE HOW STUDENTS WILL ENGAGE IN ALL ASPECTS OF THE WRITING PROCESS, AS WELL AS INCLUDE AT LEAST ONE LESSON PLAN TO TEACH THE NECESSARY CONTENT-SPECIFIC LITERACY SKILLS NECESSARY FOR STUDENTS TO DEMONSTRATE PROFICIENCY ON THE ASSESSMENT. THE SUBMISSION SHOULD INCLUDE THE ASSESSMENT PLAN, ANY STUDENT-FACING SUPPORTING DOCUMENTS (HANDOUTS, POWERPOINT DECKS, ETC.), THE LESSON PLAN(S), AND AN ALIGNED RUBRIC.

LITERACY-BASED ASSESSMENT RUBRIC

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
ASSESSMENT	ASSESSMENT MEETS ALL THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT USING LITERACY • IS BASED IN THE GENRE OF THE CONTENT • ENGAGES STUDENTS IN THE WRITING PROCESS	ASSESSMENT MEETS ALL BUT 1 OF THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT USING LITERACY • IS BASED IN THE GENRE OF THE CONTENT • ENGAGES STUDENTS IN THE WRITING PROCESS	ASSESSMENT MEETS ALL BUT 2 OF THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT USING LITERACY • IS BASED IN THE GENRE OF THE CONTENT • ENGAGES STUDENTS IN THE WRITING PROCESS	ASSESSMENT MEETS FEWER THAN 2 OF THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT USING LITERACY • IS BASED IN THE GENRE OF THE CONTENT • ENGAGES STUDENTS IN THE WRITING PROCESS
LESSON PLAN	LESSON PLAN MEETS ALL THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • USES FSE LESSON PLAN TEMPLATE • EXPLICITLY MODELS THE LITERACY SKILLS NECESSARY FOR STUDENTS TO SUCCEED • PROVIDES A FORMATIVE ASSESSMENT TO DETERMINE STUDENTS' PROGRESS	LESSON PLAN MEETS ALL BUT 1 OF THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • USES FSE LESSON PLAN TEMPLATE • EXPLICITLY MODELS THE LITERACY SKILLS NECESSARY FOR STUDENTS TO SUCCEED • PROVIDES A FORMATIVE ASSESSMENT TO DETERMINE STUDENTS' PROGRESS	LESSON PLAN MEETS ALL BUT 2 OF THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • USES FSE LESSON PLAN TEMPLATE • EXPLICITLY MODELS THE LITERACY SKILLS NECESSARY FOR STUDENTS TO SUCCEED • PROVIDES A FORMATIVE ASSESSMENT TO DETERMINE STUDENTS' PROGRESS	LESSON PLAN MEETS FEWER THAN TWO OF THE FOLLOWING CRITERIA: • ALIGNED TO STANDARDS • USES FSE LESSON PLAN TEMPLATE • EXPLICITLY MODELS THE LITERACY SKILLS NECESSARY FOR STUDENTS TO SUCCEED • PROVIDES A FORMATIVE ASSESSMENT TO DETERMINE STUDENTS' PROGRESS
RUBRIC	RUBRIC MEETS ALL OF THE FOLLOWING CRITERIA: • ALIGNED TO THE ASSESSMENT • CLEARLY INDICATES AND DIFFERENTIATES BETWEEN LEVELS OF PROFICIENCY • STUDENT-FRIENDLY LANGUAGE	RUBRIC MEETS ALL BUT 1 OF THE FOLLOWING CRITERIA: • ALIGNED TO THE ASSESSMENT • CLEARLY INDICATES AND DIFFERENTIATES BETWEEN LEVELS OF PROFICIENCY • STUDENT-FRIENDLY LANGUAGE	RUBRIC MEETS ALL BUT 2 OF THE FOLLOWING CRITERIA: • ALIGNED TO THE ASSESSMENT • CLEARLY INDICATES AND DIFFERENTIATES BETWEEN LEVELS OF PROFICIENCY • STUDENT-FRIENDLY LANGUAGE	RUBRIC IS ABSENT, COPIED FROM THE INTERNET, OR IS UNRELATED TO THE SKILLS OF THE ASSESSMENT
ACCOMMODATIONS AND EXTENSIONS FOR STUDENTS	INDICATES MULTIPLE WAYS MATERIALS WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.	INDICATES SOME WAYS MATERIALS WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.	INDICATES ONLY 1 WAY MATERIALS WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.	DOES NOT INDICATE ANY WAYS MATERIALS WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(____ X 20)= ____ /100

MODULE G1:
TECHNOLOGY IN THE CLASSROOM

PROGRAM TRACK: SINGLE SUBJECT AND MULTIPLE SUBJECT
INSTRUCTOR: _____
DATES OF COURSE: _____
CLASS MEETING TIME: VIA SCHOOLOGY
PRACTICUM MEETING TIME: VIA SCHOOLOGY
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:
TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:
TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:
THIS COURSE IS AN OVERVIEW OF THE USE OF COMPUTER-BASED TECHNOLOGY IN THE EDUCATIONAL ENVIRONMENT, AND THE INTEGRATION OF TECHNOLOGY INTO THE EXISTING CLASSROOM CURRICULUM. TOPICS FOR STUDY AND/OR HANDS-ON EXPERIENCE INCLUDE: TEACHER PRODUCTIVITY SOFTWARE, MANAGEMENT ISSUES RELATING TO TECHNOLOGY, INTEGRATION OF TECHNOLOGY INTO EXISTING CURRICULUM, COMPUTER APPLICATIONS, SOCIETAL IMPACT OF TECHNOLOGY IN THE CLASSROOM, AND COMPUTER ASSISTED INSTRUCTION.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPA	TPE DESCRIPTION
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

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

(1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
(2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
(3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
(4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT(S)/RESOURCE(S):

- CURRENT AND CONFIRMED RESEARCH-BASED ARTICLES AND ONLINE RESOURCES AS DETERMINED BY THE INSTRUCTOR.
- *REQUIRED MATERIALS:*
  - WORD FILE: USED TO RECORD TIPS, WEBSITES, ETC.
  - WORD FILE: USED TO RECORD QUICK WRITES, REFLECTIONS, ETC.
  - INTERNET ACCESS

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION	25
	• ADMITS/DO NOWS/EXITS (ONLINE DISCUSSION THREADS)	
	• PROFESSIONAL DISPOSITION CHECKLIST	
II.	MEASURABLE ARTIFACTS	50
	• BLENDED LEARNING REVIEW	
	• INTERNET SAFETY REVIEW	
	• APPLIED LEARNING PROJECT – DISTRICT TECHNOLOGY POLICIES	
	• TEACHING DIGITAL NATIVES	
III.	COMPETENCY-BASED ARTIFACT	25

RETURN TO TABLE OF CONTENTS

• APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION	
TOTAL	**100**

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS FOR THE MODULE: INSTRUCTIONAL PLANNING ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. **ADMIT/DO NOW/EXIT SLIPS & DISCUSSION THREAD** (PARTICIPATION AND COLLABORATION)
   ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE WORKSHOP MODEL). DISCUSSION THREADS ARE INTERACTIVE AND ENGAGING VIA SCHOOLOGY. PLEASE SEE RUBRIC FOR ADDITIONAL DETAILS.

2. **CURRENT TRENDS REFLECTIONS** (MEASURABLE ARTIFACT)
   CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.

3. **FSE LESSON PLAN TEMPLATE** (MEASUREABLE ARTIFACT)
   DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS. THESE LESSON PLAN TEMPLATES ARE MODIFIED TO INCORPORATE THE ADDITIONAL TECHNOLOGY COMPONENTS (EXAMPLE: DIGITAL LIBRARY, GOORU, ETC.,).

4. **ACTIVE CLASS PARTICIPATION ELEMENTS** (PARTICIPATION AND COLLABORATION)
   PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
   SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
   ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

5. **PROFESSIONAL DISPOSITION CHECKLIST:** (PARTICIPATION AND COLLABORATION)
   DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

6. **APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION** *(COMPETENCY-BASED ARTIFACT)*
CANDIDATES WILL DEVELOP AND SHARE LESSON PLANNING AND ASSESSMENTS UTILIZING TECHNOLOGY AND DELIVERED USING A MULTIMODAL PLATFORM (WEBSITE, BLOG, YOUTUBE CHANNEL, LMS, ETC.). IN COLLABORATION WITH THEIR COLLEAGUES IN THE COURSE, CANDIDATES WILL PROVIDE FEEDBACK TO ONE ANOTHER ON THE MATERIALS AND THEIR DELIVERY IN AN ONLINE SPACE, ADJUSTING THEIR PLATFORMS AS NECESSARY TO ENSURE HIGHLY EFFECTIVE INSTRUCTION. *FOR A MORE THOROUGH DETAILING OF THIS ASSIGNMENT, PLEASE SEE THE DOCUMENTS, EXEMPLARS, AND RUBRIC POSTED ON SCHOOLOGY.*

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	TPEs; STUDENT LEARNING OUTCOMES
SESSION 1	**CHAPTER/TEXT:** ✓ DIGITAL NATIVE VS. DIGITAL IMMIGRANT ARTICLE ✓ ACCESSING THE WIKI ✓ SUBMITTING ASSIGNMENTS VIA GOOGLE DOCS ON THE WIKI. ✓ DEVELOPING A CLASS WEBSITE	**DO NOW/ DISCUSSION THREAD** WHAT IS BLENDED LEARNING? • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • UNDERSTAND HOW TO USE THE CLASS WIKI. • RESPOND TO THE FIRST BLOG POST ASSIGNMENT. • USE TECHNOLOGY TO PROVIDE DEVELOPMENTALLY APPROPRIATE EDUCATIONAL EXPERIENCES. • [BLENDED LEARNING REVIEW VIDEO](#) **HOMEWORK:** • ACCESS THE WIKI • POST BLOG RESPONSE #1	TPE: 1, 3-5 SLO: 2-3
SESSION 2	**CHAPTER/TEXT:** ✓ THE BLENDED LEARNING MOVEMENT ✓ TECHNOLOGY RESOURCES. ✓ TECHNOLOGY ENHANCED LESSON PLANNING.	**DO NOW/ DISCUSSION THREAD** WHAT IS INTERNET SAFETY FOR THE CLASSROOM? • DEMONSTRATE UNDERSTANDING THE STATE-ADOPTED ACADEMIC CONTENT STANDARDS BY DEVELOPING LESSON PLANS THAT INTEGRATE THE USE OF TECHNOLOGY AND LEAD TO STUDENT MASTERY. • USE TECHNOLOGY TO ENSURE ACTIVE AND EQUITABLE PARTICIPATION. • USE TECHNOLOGY TO PROVIDE DEVELOPMENTALLY APPROPRIATE EDUCATIONAL	TPE: 1, 3-5 SLO: 2-3

		EXPERIENCES.	
		• ESTABLISH AND MAINTAIN A POSITIVE ONLINE ENVIRONMENT FOR LEARNING.	
		• PREZI IS AN EXCELLENT TOOL FOR MAKING PRESENTATIONS. PART OF OUR CLASS IS USING TECHNOLOGY TOOLS THAT CAN HELP YOU EXPAND YOUR KNOWLEDGE. PREZI IS AN EXCELLENT TOOL FOR GIVING CLASS AND INTERNET PRESENTATIONS. CREATE A PREZI THAT YOU COULD USE WITH YOUR STUDENTS TO TALK TO THEM ABOUT INTERNET SAFETY. USE HTTPS://PREZI.COM/ TO CREATE YOUR PRESENTATION **HOMEWORK:** • ACCESS THE WIKI • POST BLOG RESPONSE #2 • POST TECHNOLOGY ENHANCED LESSON PLAN	
SESSION 3	**CHAPTER/TEXT:** ✓ ASSESSMENTS ✓ TECHNOLOGY DRIVEN DATA DRIVEN INSTRUCTION ✓ STATE RESOURCES ✓ USING STATE RESOURCES TO PLAN INSTRUCTION ON THE PRINCIPLES OF BACKWARD DESIGN.	**DO NOW/ DISCUSSION THREAD** DISTRICT TECHNOLOGY POLICIES AND DESIGN THINKING (SEE ARTICLE AND COMPLETE DISCUSSION THREAD) • USE TECHNOLOGY, INCLUDING HARDWARE (GRADE CAMS) AND SOFTWARE (GRADING SOFTWARE), TO DETERMINE STUDENT PROGRESS TOWARD ACHIEVING THE STATE-ADOPTED ACADEMIC CONTENT STANDARDS. • USE TECHNOLOGY TO COLLECT AND GIVE FEEDBACK ON RESULTS FROM A VARIETY OF ASSESSMENTS. • SELECT AND USE VARIOUS INSTRUCTIONAL STRATEGIES, ACTIVITIES, AND TECHNOLOGY-BASED RESOURCES TO FACILITATE STUDENT LEARNING. • TASK: INTERVIEW YOUR DISTRICT OR SCHOOL TECHNOLOGY COORDINATOR THIS INTERVIEW CAN BE COMPLETED VIA PHONE OR IN PERSON. DISCUSS THE FOLLOWING QUESTIONS WITH YOUR DISTRICT TECHNOLOGY COORDINATOR. WHAT ARE THE ROLES AND RESPONSIBILITIES OF A TECHNOLOGY COORDINATOR? WHAT ARE THE BEST PARTS OF YOUR JOB? HOW DOES YOUR JOB SUPPORT TEACHERS AND STUDENTS IN THE CLASSROOM? IF YOU COULD MAKE CHANGES TO THE DISTRICT TECHNOLOGY POLICY OR PLAN, WHAT WOULD THEY BE? • INNOVATIONS (CURRENT TREND VIA	TPE: 1, 3-5 SLO: 2-3

		SCHOOLOGY) • CREATIVE CONFIDENCE (CURRENT TREND VIA SCHOOLOGY) **HOMEWORK:** • ACCESS THE WIKI • POST BLOG RESPONSE #3 • POST DIGITAL LIBRARY ENHANCED LESSON PLAN	
SESSION 4	**CHAPTER/TEXT:** ✓ BLENDED LEARNING APPROACHES (GOORU) ✓ INTERNET SAFETY	**DO NOW/ DISCUSSION THREAD** DIGITAL NATIVES AND TEACHERS KNOW BEST (SEE ARTICLE AND COMPLETE DISCUSSION THREAD) • DEMONSTRATE UNDERSTANDING THE STATE-ADOPTED ACADEMIC CONTENT STANDARDS BY DEVELOPING LESSON PLANS THAT INTEGRATE THE USE OF TECHNOLOGY AND LEAD TO STUDENT MASTERY. • USE TECHNOLOGY TO COLLECT AND GIVE FEEDBACK ON RESULTS FROM A VARIETY OF ASSESSMENTS. • SELECT AND USE VARIOUS INSTRUCTIONAL STRATEGIES, ACTIVITIES, AND TECHNOLOGY-BASED RESOURCES TO FACILITATE STUDENT LEARNING. • USE TECHNOLOGY TO PROVIDE DEVELOPMENTALLY APPROPRIATE EDUCATIONAL EXPERIENCES. • ESTABLISH AND MAINTAIN A POSITIVE ONLINE ENVIRONMENT FOR LEARNING. **HOMEWORK:** • ACCESS THE WIKI • POST BLOG RESPONSE #4 • POST LINK TO GOORU LESSON PLAN • POST WEB-SAFETY GRAPHIC ORGANIZER	TPE: 1, 3-5 SLO: 2-3
SESSION 5	**CHAPTER/TEXT:** ✓ SCHOOL REFORM ✓ WEBSITE MAINTENANCE	**DO NOW/ DISCUSSION THREAD** SUBMIT PROJECTS IN DROPBOX VIA SCHOOLOGY • USE TECHNOLOGY TO ENSURE ACTIVE AND EQUITABLE PARTICIPATION. • ESTABLISH AND MAINTAIN A POSITIVE ONLINE ENVIRONMENT FOR LEARNING. • TECHNOLOGY IN ACTION: THINK ABOUT THE THE PROS AND CONS OF EACH TOOL. SELECT ONE TOOL THAT YOU THINK WOULD BE A	TPE: 1, 3-5 SLO: 2-3

RETURN TO TABLE OF CONTENTS

| | | GOOD RESOURCE FOR YOUR CLASSROOM AND AGE GROUP. IF YOU DO NOT LIKE ANY OF THE TOOLS LISTED, PLEASE EMAIL YOUR INSTRUCTOR WITH THE WEB LINK OF A TOOL YOU WOULD LIKE TO USE BEFORE STARTING TO WRITE ABOUT IT.

HOMEWORK:
• ACCESS THE WIKI
• POST BLOG POST #5
• FINAL CLASS REFLECTION
• POST LINK TO CLASSROOM WEBSITE | |

ARTIFACTS & RUBRICS:

- COURSE: MODULE G1/ED 309

APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION

CANDIDATES WILL DEVELOP AND SHARE LESSON PLANNING AND ASSESSMENTS UTILIZING TECHNOLOGY AND DELIVERED USING A MULTIMODAL PLATFORM (WEBSITE, BLOG, YOUTUBE CHANNEL, LMS, ETC.). IN COLLABORATION WITH THEIR COLLEAGUES IN THE COURSE, CANDIDATES WILL PROVIDE FEEDBACK TO ONE ANOTHER ON THE MATERIALS AND THEIR DELIVERY IN AN ONLINE SPACE, ADJUSTING THEIR PLATFORMS AS NECESSARY TO ENSURE HIGHLY EFFECTIVE INSTRUCTION.

- WRITTEN COMPONENT

  REVIEW THESE WEBPAGES THAT INCLUDE A SERIES OF EDUCATIONAL SOFTWARE AND APPLICATIONS.

  - HTTP://WWW.TEACHTHOUGHT.COM/THE-FUTURE-OF-LEARNING/TECHNOLOGY/9-TECHNOLOGY-TOOLS-ENGAGE-STUDENTS-CLASSROOM/
  - HTTPS://WW2.KQED.ORG/MINDSHIFT/2015/07/29/TEACHER-RECOMMENDED-50-FAVORITE-TEACHING-APPS/

  REVIEW EACH OF THE TOOLS THAT ARE LISTED, AND THINK ABOUT THE PROS AND CONS OF EACH TOOL. THEN SELECT ONE TOOL THAT YOU THINK WOULD BE A GOOD RESOURCE FOR YOUR CLASSROOM AND AGE GROUP.

  > NOTE: IF YOU DO NOT LIKE ANY OF THE TOOLS LISTED, PLEASE EMAIL YOUR INSTRUCTOR WITH THE WEB LINK OF A TOOL YOU WOULD LIKE TO USE BEFORE STARTING TO WRITE ABOUT IT.

  THEN PREPARE A DETAILED PLAN OF HOW YOU WOULD IMPLEMENT THIS TOOL IN YOUR CLASSROOM. PLAN MUST INCLUDE:

  1. A 3-5 PARAGRAPH SUMMARY OF THE STEPS YOU WOULD TAKE TO IMPLEMENT THE SELECTED TOOL IN YOUR CLASSROOM
  2. A BUDGET PROPOSAL FOR ANY COSTS THAT YOUR SCHOOL WOULD NEED TO INCUR TO IMPLEMENT THIS TOOL (INCLUDE ANY COST SAVINGS YOUR SCHOOL MIGHT REALIZE BY USING THIS TOOL
  3. AN INVENTORY OF THE TECHNOLOGY TOOLS YOU OR YOUR STUDENTS WOULD NEED TO USE THIS TOOL
  4. AN EXPLANATION OF THE GOALS THAT YOU HOPE TO ACCOMPLISH BY USING THIS TOOL
  5. AN EXPLANATION OF HOW YOU WOULD EVALUATE THE EFFECTIVENESS OF THE TOOL ON STUDENT OUTCOMES EITHER ACADEMIC OR BEHAVIORAL

- VIDEO COMPONENT

  USING YOUR WEBCAM ON YOUR COMPUTER OR THE CAMERA ON YOUR PHONE, RECORD A TWO MINUTE "ELEVATOR PITCH" TO YOUR SUPERINTENDENT OR PRINCIPAL ABOUT WHY THIS TECHNOLOGY WILL BE USEFUL IN YOUR CLASSROOM AND HOW IT WILL IMPROVE STUDENT OUTCOMES.

- SPELLING, MECHANICS, AND GRAMMAR

  - BE SURE TO PROOFREAD AND ENSURE THERE ARE NOT ERRORS

SEE RUBRIC FOR MORE DETAILS.

APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION RUBRIC

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
COMPLETION	WRITTEN COMPONENT INCLUDES ALL OF THE FOLLOWING: • SUMMARY (ACCURATE AND WITHIN LIMITS) • A BUDGET PROPOSAL • AN INVENTORY OF NEEDED TECHNOLOGICAL TOOLS • AN EXPLANATION OF THE GOALS FOR THE TOOL • AN EXPLANATION OF EVALUATION OF THE EFFECTIVENESS OF THE TOOL ON STUDENT OUTCOMES VIDEO IS COMPLETE AND DOES NOT EXCEED 2 MINUTES.	WRITTEN COMPONENT INCLUDES ALL BUT 1 OF THE FOLLOWING: • SUMMARY (ACCURATE AND WITHIN LIMITS) • A BUDGET PROPOSAL • AN INVENTORY OF NEEDED TECHNOLOGICAL TOOLS • AN EXPLANATION OF THE GOALS FOR THE TOOL • AN EXPLANATION OF EVALUATION OF THE EFFECTIVENESS OF THE TOOL ON STUDENT OUTCOMES VIDEO IS COMPLETE BUT EXCEEDS 2 MINUTES.	WRITTEN COMPONENT INCLUDES ALL BUT 2 OF THE FOLLOWING: • SUMMARY (ACCURATE AND WITHIN LIMITS) • A BUDGET PROPOSAL • AN INVENTORY OF NEEDED TECHNOLOGICAL TOOLS • AN EXPLANATION OF THE GOALS FOR THE TOOL • AN EXPLANATION OF EVALUATION OF THE EFFECTIVENESS OF THE TOOL ON STUDENT OUTCOMES VIDEO IS COMPLETE BUT IS EITHER UNDER 1 MINUTE OR EXCEEDS 2 MINUTES.	WRITTEN COMPONENT INCLUDES ALL BUT 3 OF THE FOLLOWING: • SUMMARY (ACCURATE AND WITHIN LIMITS) • A BUDGET PROPOSAL • AN INVENTORY OF NEEDED TECHNOLOGICAL TOOLS • AN EXPLANATION OF THE GOALS FOR THE TOOL • AN EXPLANATION OF EVALUATION OF THE EFFECTIVENESS OF THE TOOL ON STUDENT OUTCOMES VIDEO IS INCOMPLETE AND IS EITHER UNDER 1 MINUTE OR EXCEEDS 2 MINUTES.
COMPREHENSION	WORK DEMONSTRATES ADVANCED UNDERSTANDING OF IDEAS, TOOLS, AND DESIRED STUDENT OUTCOMES.	WORK DEMONSTRATES PROFICIENT UNDERSTANDING OF IDEAS, TOOLS, AND DESIRED STUDENT OUTCOMES.	WORK DEMONSTRATES MINIMAL UNDERSTANDING OF IDEAS, TOOLS, AND DESIRED STUDENT OUTCOMES.	WORK DEMONSTRATES INSUFFICIENT UNDERSTANDING OF IDEAS, TOOLS, AND DESIRED STUDENT OUTCOMES.
ACCURACY	WORK IS ACCURATE AND SHOWS ALL WORK PROCESSES TO ACHIEVE RESULT.	WORK IS ACCURATE AND SHOWS MOST PROCESSES TO ACHIEVE RESULT.	WORK IS ACCURATE, BUT DOES NOT DETAIL PROCESSES TO ACHIEVE RESULTS.	WORK IS INACCURATE.
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(x 25)= /100

MODULE G2:
ADVANCED PLANNING & INSTRUCTIONAL DELIVERY

PROGRAM TRACK: SINGLE SUBJECT AND MULTIPLE SUBJECT
INSTRUCTOR: _____
DATES OF COURSE: _____
CLASS MEETING TIME: 5:00 – 9:00
PRACTICUM MEETING TIME: VIA SCHOOLOGY
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:
TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:
TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:
CANDIDATES WILL APPLY THE PRINCIPLES OF PURPOSEFUL PLANNING (VISION, ASSESSMENT, PLANNING) AND BACKWARD DESIGN TO PLAN AND ORGANIZE INSTRUCTION, THAT EMPHASIZES STUDENT ENGAGEMENT AND DIFFERENTIATION IN THE CONTENT AREA, AND TO FOSTER ACHIEVEMENT FOR ALL STUDENTS. SEEKING TO DEVELOP A DEEPER FOUNDATION OF INSTRUCTIONAL STRATEGIES, ASSESSMENTS, AND DATA-DRIVEN INSTRUCTION, CANDIDATES WILL EXPLORE THE KNOWLEDGE AND SKILLS FOR DESIGNING ENGAGING, PROBLEM-SOLVING LEARNING ENVIRONMENTS USING A THEORY-BASED DESIGN APPROACH. THIS MODULE PARTICULARLY HIGHLIGHTS THE IMPLEMENTATION OF TECHNOLOGY-SUPPORTED LEARNING ENVIRONMENTS USING VARIOUS PEDAGOGICAL APPROACHES.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
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

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO's) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO's INCLUDE:

(1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;

(2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;

(3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;

(4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXTS/RESOURCES:

- CALIFORNIA CONTENT FRAMEWORKS AVAILABLE AT: HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP FOR THE FOLLOWING CONTENT AREAS: ELA/ELD
- CALIFORNIA STATE FRAMEWORK FOR YOUR CONTENT AREA.
- LEMOV, D. (2015). *TEACH LIKE A CHAMPION 2.0 - 62 TECHNIQUES THAT PUT STUDENTS ON THE PATH TO COLLEGE. SAN FRANCISCO: JOSSEY-BASS.*
- WIGGINS, G., & McTIGHE, J. *UNDERSTANDING BY DESIGN – EXPANDED 2ND EDITION.*
- MARZANO, R., PICKERING, D., & POLLOCK, J. *CLASSROOM INSTRUCTION THAT WORKS: RESEARCH-BASED STRATEGIES FOR INCREASING STUDENT ACHIEVEMENT 1ST EDITION.*

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

FORTUNE | SCHOOL OF EDUCATION

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION ● ADMITS/EXITS ● PROFESSIONAL DISPOSITION CHECKLIST	25
II.	MEASURABLE ARTIFACTS ● PRACTICUM ARTIFACTS AND PRESENTATION ● CURRENT TRENDS REFLECTIONS ● BUILDING EFFECTIVE ASSESSMENTS	50
III.	COMPETENCY-BASED ARTIFACT ● DATA ANALYSIS AND REFLECTION	25
	TOTAL	**100**

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. **PRACTICUM ARTIFACTS** *(MEASURABLE ARTIFACT)*
   IDENTIFY A CLASS AND COLLECT INFORMATION ABOUT EVERY STUDENT IN THE CLASS (USE ANONYMITY). THE INFORMATION YOU COLLECT NEEDS TO BE ORGANIZED (PHYSICAL BINDER OR ELECTRONICALLY) AND ACCESSIBLE DURING CLASS MEETINGS.

2. **CURRENT TRENDS REFLECTIONS** *(MEASURABLE ARTIFACT)*
   CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR *SCHOOLOGY* DISCUSSIONS.

3. **FSE LESSON PLAN TEMPLATE** *(MEASUREABLE ARTIFACT)*
   DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS.

4. **ADMIT/EXIT SLIPS** *(PARTICIPATION AND COLLABORATION)*
   ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

5. **ACTIVE CLASS PARTICIPATION ELEMENTS** *(PARTICIPATION AND COLLABORATION)*

PREPARATION: CANDIDATES WILL COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION.

SUBSTANTIVE CONTRIBUTIONS: CANDIDATES WILL MAKE APPROPRIATE, THOUGHTFUL, INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES THAT EXTEND THE THINKING OF OTHERS AND SELF.

ATTENDANCE: CANDIDATES WILL ATTEND THE ENTIRE CLASS SESSION.

6. **PROFESSIONAL DISPOSITION CHECKLIST** *(PARTICIPATION AND COLLABORATION)*

   CANDIDATES SHALL DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND WILL NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

7. **BUILDING EFFECTIVE ASSESSMENTS** *(MEASUREABLE ARTIFACT)*

   CANDIDATES LEARN THE THEORY BEHIND EFFECTIVE ASSESSMENT BUILDING. CANDIDATES WILL BE GUIDED THROUGH CONSTRUCTED-RESPONSE AND STUDENT-GENERATED ASSESSMENTS.

8. **DATA ANALYSIS AND REFLECTION** *(COMPETENCY-BASED ARTIFACT)*

   CANDIDATES WILL SUBMIT DATA ANALYSIS AND REFLECTIONS. AN ANALYSIS OF FORMAL, INFORMAL, PROGRESS MONITORING, AND SUMMATIVE ASSESSMENTS WILL BE CONDUCTED ALONG WITH A REFLECTION FOR RATIONAL SUPPORTED BY THEORY.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	TPEs
SESSION 1	**CHAPTER/TEXT:** *TEACH LIKE A CHAMPION* I KEEP ME SAFE (VIA SCHOOLOGY) MAKING HOPE HAPPEN (VIA SCHOOLOGY) HOW CHILDREN SUCCEED EXCERPTS	**DO NOW** IN THE BEGINNING OF CLASS, ON A STICKY NOTE, POST THE RESPONSE TO "WHAT HAS MOST SURPRISED YOU ABOUT TEACHING?" **CURRENT TRENDS** I KEEP ME SAFE (VIA SCHOOLOGY) MAKING HOPE HAPPEN (VIA SCHOOLOGY) HOW CHILDREN SUCCEED EXCERPTS • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • UBD RESOURCES – EXPLORE! • UBD INTRODUCTION • UBD VIDEO – MCTIGHE **EXIT TICKET** JFK'S SPEECH - RVISITED **HOMEWORK:**	TPEs: 1-6

		SUBMIT FOUR TO SIX QUOTES (ENTRIES) FROM *HOW CHILDREN SUCCEED VIA SCHOOLOGY.*	
SESSION 2	**CHAPTER/TEXT:** *TEACH LIKE A CHAMPION*	**DO NOW** WHAT OR WHO HAVE YOU FOUND TO BE THE MOST HELPFUL AND SUPPORTIVE IN YOUR TEACHING JOURNEY? • HOMEWORK/ DISCUSSION • TPT EXPERIMENT • STUDENT FEEDBACK SAMPLE • SELF-DIRECTED LEARNERS • GIFT SCALE • WATCH: ANGELA DUCKWORTH (TED TALK) • UBD POWERPOINT **EXIT TICKET** WHAT TYPES OF EVIDENCE DO YOU CURRENTLY COLLECT? **HOMEWORK:** IN PREPARATION FOR FINAL CBA PROJECT, FOCUS ON FOUR MAIN PARTS: A CLEAR AND THOROUGH <u>DESCRIPTION</u> OF YOUR TPT, A <u>HISTORY</u> OF YOUR IMPROVEMENTS, A <u>JUSTIFICATION</u> FOR ITS USE IN THE CLASSROOM, AND A LIST OF POSSIBLE <u>ADAPTATIONS</u>.	TPEs: 1-6
SESSION 3	**CHAPTER/TEXT:** *TEACH LIKE A CHAMPION* *FORMAL ASSESSMENTS OF INDIVIDUAL STUDENTS* (MARZANO)	**DO NOW** QUESTION OF THE DAY? (VIA SCHOOLOGY) • HOMEWORK/ DISCUSSION – REVIEW "REMAINDER OF THE YEAR PLANS" • USING RUBRICS TO GRADE, ASSESS, AND IMPROVE STUDENT LEARNING (SEE PDF) **EXIT TICKET** GATHER ASSESSMENT EXAMPLES FOR NEXT CLASS. WHAT IS ONE WAY YOU USED ASSESSMENT IN YOUR CLASSROOM THIS PAST WEEK? **HOMEWORK:** READ, *FORMAL ASSESSMENTS OF INDIVIDUAL STUDENTS* (MARZANO)	TPEs: 1-6
SESSION 4	**CHAPTER/TEXT:** *CLASSROOM INSTRUCTION THAT WORKS: RESEARCH-BASED STRATEGIES FOR INCREASING STUDENT ACHIEVEMENT* (MARZANO)	**DO NOW** QUESTION OF THE DAY? (VIA SCHOOLOGY) • HOMEWORK/ DISCUSSION • CORRECTLY DEVELOPING STUDENT-SELECTED AND SHORT ANSWER QUESTIONS (MARZANO) **EXIT TICKET**	TPEs: 16

		LIST A COUPLE OF REASONS FOR THE IMPORTANCE OF GIVING FEEDBACK TO STUDENTS REGARDING THEIR PROGRESS TOWARD LEARNING OBJECTIVES. **HOMEWORK:** READ, *TEACHERS' ABILITY TO USE DATA TO INFORM INSTRUCTION* – US DEPT OF EDUC (VIA SCHOOLOGY)	
	TEACHERS' ABILITY TO USE DATA TO INFORM INSTRUCTION – US DEPT OF EDUC		
SESSION 5	**CHAPTER/TEXT:** *TEACH LIKE A CHAMPION* *PRINCIPLES OF DATA DRIVEN INSTRUCTION* (L. THOMPSON)	**DO NOW** QUESTION OF THE DAY? (VIA SCHOOLOGY) **CURRENT TRENDS** TEACHERS' ABILITY TO USE DATA TO INFORM INSTRUCTION – US DEPT OF EDUC (VIA SCHOOLOGY) • HOMEWORK/ DISCUSSION • BUILDING EFFECTIVE ASSESSMENTS *(MEASUREABLE ARTIFACT)* • CURRENT TREND: HOW CHILDREN SUCCED • JFK'S CIVIL RIGHTS ADDRESS **EXIT TICKET** WHAT ARE THE PURPOSES OF FEEDBACK? WHAT METHODS OF FEEDBACK DO YOU PROVIDE FOR STUDENTS? **HOMEWORK:** READ, PRINCIPLES OF DATA DRIVEN INSTRUCTION (PDF VIA SCHOOLOGY)	TPES: 1-6
SESSION 6 *FINAL*		**PRESENTATION/FINAL** **DATA ANALYSIS AND REFLECTION – CBA** PRESENTATION	TPES: 1-6

ARTIFACTS & RUBRICS:
- COURSE: MODULE G2

DATA ANALYSIS AND REFLECTION

DIRECTIONS IN THE SPACES PROVIDED GIVE A BRIEF DESCRIPTION OF THE WAY YOU USE EACH TYPE OF ASSESSMENT IN YOUR CLASSROOM. THEN, INDICATE IF THERE IS ANY ADDITIONAL TRAINING YOU WOULD LIKE TO RECEIVE IN THE USE OF ANY OF THESE TYPES OF ASSESSMENT.

ASSESSMENTS USED IN YOUR CLASSROOM	BRIEF DESCRIPTION OF IMPLEMENTATION
INFORMAL ASSESSMENT	
FORMATIVE ASSESSMENT/ PROGRESS MONITORING	
SUMMATIVE ASSESSMENT	

REFLECT ON ASSESSMENTS (SEE RUBRIC)

RETURN TO TABLE OF CONTENTS

DATA ANALYSIS AND REFLECTION RUBRIC

CRITERIA	SUPERIOR (54-60 POINTS)	SUFFICIENT (48-53 POINTS)	MINIMAL (1-47 POINTS)	UNACCEPTABLE (0 POINTS)
DEPTH OF REFLECTION ___/15	RESPONSE DEMONSTRATES AN IN-DEPTH REFLECTION ON, AND PERSONALIZATION OF ASSESSMENT STRATEGIES USED. CLEAR, DETAILED EXAMPLES ARE PROVIDED, AS APPLICABLE.	RESPONSE DEMONSTRATES A GENERAL REFLECTION ON, AND PERSONALIZATION OF, ASSESSMENT STRATEGIES USED. VIEWPOINTS AND INTERPRETATIONS ARE SUPPORTED. APPROPRIATE EXAMPLES ARE PROVIDED, AS APPLICABLE.	RESPONSE DEMONSTRATES A MINIMAL REFLECTION ON, AND PERSONALIZATION OF, ASSESSMENT STRATEGIES USED. EXAMPLES, WHEN APPLICABLE, ARE NOT PROVIDED OR ARE IRRELEVANT TO THE ASSIGNMENT.	RESPONSE DEMONSTRATES A LACK OF REFLECTION ON, OR PERSONALIZATION OF, ASSESSMENT STRATEGIES USED. EXAMPLES, WHEN APPLICABLE, ARE NOT PROVIDED.
REQUIRED COMPONENTS ___/15	RESPONSE INCLUDES ALL COMPONENTS AND MEETS OR EXCEEDS ALL REQUIREMENTS INDICATED IN PROVIDING THEORETICAL SUPPORT OR RATIONAL FOR IMPLANTATION OF ASSESSMENT(S).	RESPONSE INCLUDES ALL COMPONENTS AND MEETS ALL REQUIREMENTS INDICATED IN PROVIDING THEORETICAL SUPPORT OR RATIONAL FOR IMPLANTATION OF ASSESSMENT(S).	RESPONSE IS MISSING SOME COMPONENTS AND/OR DOES NOT FULLY MEET THE REQUIREMENTS INDICATED IN PROVIDING THEORETICAL SUPPORT OR RATIONAL FOR IMPLANTATION OF ASSESSMENT(S).	RESPONSE EXCLUDES ESSENTIAL COMPONENTS AND/OR DOES NOT ADDRESS THE REQUIREMENTS INDICATED IN PROVIDING THEORETICAL SUPPORT OR RATIONAL FOR IMPLANTATION OF ASSESSMENT(S).
STRUCTURE ___/15	WRITING IS CLEAR, CONCISE, AND WELL ORGANIZED WITH EXCELLENT SENTENCE/PARAGRAPH CONSTRUCTION. THOUGHTS ARE EXPRESSED IN A COHERENT AND LOGICAL MANNER. THERE ARE NO MORE THAN THREE SPELLING, GRAMMAR, OR SYNTAX ERRORS PER PAGE OF WRITING.	WRITING IS MOSTLY CLEAR, CONCISE, AND WELL ORGANIZED WITH GOOD SENTENCE/PARAGRAPH CONSTRUCTION. THOUGHTS ARE EXPRESSED IN A COHERENT AND LOGICAL MANNER. THERE ARE NO MORE THAN FIVE SPELLING, GRAMMAR, OR SYNTAX ERRORS PER PAGE OF WRITING.	WRITING IS UNCLEAR AND/OR DISORGANIZED. THOUGHTS ARE NOT EXPRESSED IN A LOGICAL MANNER. THERE ARE MORE THAN FIVE SPELLING, GRAMMAR, OR SYNTAX ERRORS PER PAGE OF WRITING.	WRITING IS UNCLEAR AND DISORGANIZED. THOUGHTS RAMBLE AND MAKE LITTLE SENSE. THERE ARE NUMEROUS SPELLING, GRAMMAR, OR SYNTAX ERRORS THROUGHOUT THE RESPONSE.
EVIDENCE AND PRACTICE ___/15	RESPONSE SHOWS STRONG EVIDENCE OF SYNTHESIS OF IDEAS PRESENTED AND INSIGHTS GAINED THROUGHOUT THE ENTIRE COURSE. THE IMPLICATIONS OF THESE INSIGHTS FOR THE RESPONDENT'S OVERALL TEACHING PRACTICE ARE THOROUGHLY DETAILED, AS APPLICABLE.	RESPONSE SHOWS EVIDENCE OF SYNTHESIS OF IDEAS PRESENTED AND INSIGHTS GAINED THROUGHOUT THE ENTIRE COURSE. THE IMPLICATIONS OF THESE INSIGHTS FOR THE RESPONDENT'S OVERALL TEACHING PRACTICE ARE PRESENTED, AS APPLICABLE.	RESPONSE SHOWS LITTLE EVIDENCE OF SYNTHESIS OF IDEAS PRESENTED AND INSIGHTS GAINED THROUGHOUT THE ENTIRE COURSE. FEW IMPLICATIONS OF THESE INSIGHTS FOR THE RESPONDENT'S OVERALL TEACHING PRACTICE ARE PRESENTED, AS APPLICABLE.	RESPONSE SHOWS NO EVIDENCE OF SYNTHESIS OF IDEAS PRESENTED AND INSIGHTS GAINED THROUGHOUT THE ENTIRE COURSE. NO IMPLICATIONS FOR THE RESPONDENT'S OVERALL TEACHING PRACTICE ARE PRESENTED, AS APPLICABLE.
				_____ / 60

6 STEPS FOR DRAFTING A CONSTRUCTED RESPONSE

1. RE-READ THE PASSAGE AT LEAST ONCE, THEN RE-READ THE QUESTION CAREFULLY TO DECIDE ALL THE PARTS IT IS ASKING FOR. MARK THE KEY WORDS IN THE QUESTION. THE KEY WORDS ARE THE VERB OR VERBS, ANY CHARACTER NAMES, AND KEY LITERARY TERMS.

2. REWRITE THE QUESTION IN YOUR OWN WORDS TO MAKE SURE THAT YOU KNOW EXACTLY WHAT IS BEING ASKED. THEN, TURN THAT QUESTION INTO A TOPIC SENTENCE FOR YOUR ANSWER.

3. GO BACK TO THE PASSAGE AND COLLECT THE NEEDED INFORMATION. MAKE SURE YOU GET THE RELEVANT DETAILS (IF THE QUESTION ASKS FOR 3 DETAILS, MAKE SURE YOU FIND 3 DETAILS).

4. ORGANIZE THE DETAILS INTO A LOGICAL ORDER. USE A GRAPHIC ORGANIZER IF THAT HELPS.

5. WRITE YOUR ANSWER NEATLY.

6. RE-READ YOUR ANSWER TO MAKE SURE YOU ANSWERED ALL THE PARTS OF THE QUESTION.

CONSTRUCTED RESPONSE ORGANIZER

PROMPT/QUESTION:	
RESTATEMENT OF QUESTION IN OWN WORDS:	
SIMPLE ANSWER:	
DETAILED EVIDENCE THAT SUPPORTS ANSWER: -- **BE SURE TO INCLUDE ENOUGH DETAILS TO ANSWER THE QUESTION COMPLETELY.** -- **MAKE SURE ALL DETAILS ADDRESS THE QUESTION AND ARE NOT OFF-TOPIC.**	
CONSTRUCTED RESPONSE ANSWER: --**REREAD THE QUESTION TO MAKE SURE IT IS ANSWERED THOROUGHLY AND ACCURATELY!**	

RETURN TO TABLE OF CONTENTS

Where Do I Begin?

Activity Suggestions

Activity 1: Writing Prompt
- Give students a constructed response question in the form of a writing prompt on a slip of paper (e.g., Describe the three parts of Earth and explain why each part is important to life on Earthy. Use information and details from the passage to explain your answer.).
- Students cut the topic sentence into pieces, and pairs of students determine the key words and experiment with the wording of a topic sentence for a constructed response.
- Discuss what students found to be the key words and brainstorm topic sentences.
- Teacher model writing a topic sentence that includes the key words from the prompt.
- Do the same activity with other constructed response questions with the children writing the topic sentence.

Activity 2: Writing Prompts
- Give students a constructed response question in the form of a writing prompt.
- Students will read the prompt, circle or highlight the key words.
- Students write a topic sentence and circle or highlight the same key words identified in the question.

Activity 3: Partner Share
- One partner asks the other a constructed response question.
- Other partner must reword the question into a specific statement.

The Scott-Foresman Practice Book provides many selections with some constructed response questions with which students can practice often. Teachers may need to rework some of the S-F questions that are provided, to give students more realistic and challenging questions to practice with. The selections appear throughout the Practice Book under the Comprehension Skill heading in the Table of Contents. Also, teachers should use the constructed response question in the unit test for instructional purposes before or after the test is given.

Constructed Response Checklist Bookmarks: Students use these reminders as they practice constructed responses. They can be printed on card stock and distributed as the teacher wishes.

RETURN TO TABLE OF CONTENTS

Constructed Response Checklist	**Constructed Response Checklist**	**Constructed Response Checklist**	**Constructed Response Checklist**	**Constructed Response Checklist**
☐ I reread the passage AND the question and marked the key words!	☐ I reread the passage AND the question and marked the key words!	☐ I reread the passage AND the question and marked the key words!	☐ My response shows that I understand the reading.	☐ My response shows that I understand the reading.
☐ I put the question in my own words, then I used it as the topic sentence for my answer.	☐ I put the question in my own words, then I used it as the topic sentence for my answer.	☐ I put the question in my own words, then I used it as the topic sentence for my answer.	☐ My response includes enough details to answer the question.	☐ My response includes enough details to answer the question.
☐ I went back to the passage to make sure I had answered correctly.	☐ I went back to the passage to make sure I had answered correctly.	☐ I went back to the passage to make sure I had answered correctly.	☐ My response only addresses the question—it does not include details that do not help answer the question.	☐ My response only addresses the question—it does not include details that do not help answer the question.
☐ I organized my details in logical order.	☐ I organized my details in logical order.	☐ I organized my details in logical order.		
☐ I wrote neatly.	☐ I wrote neatly.	☐ I wrote neatly.	☐ My response answers all parts of the question.	☐ My response answers all parts of the question.
☐ I re-read my answer to make sure I answered all parts of the question.	☐ I re-read my answer to make sure I answered all parts of the question.	☐ I re-read my answer to make sure I answered all parts of the question.		

MODULE G3:
HEALTHY ENVIRONMENTS FOR STUDENT LEARNING

PROGRAM TRACK: SINGLE SUBJECT AND MULTIPLE SUBJECT
INSTRUCTOR: _____
DATES OF COURSE: _____
CLASS MEETING TIME: VIA SCHOOLOGY
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:
TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:
TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

REQUIRED TEXT(S)/RESOURCE(S):
- CALIFORNIA CONTENT FRAMEWORKS AVAILABLE AT: HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP FOR THE FOLLOWING CONTENT AREAS: ELA/ELD
- CALIFORNIA STATE FRAMEWORK FOR YOUR CONTENT AREA.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

LATE WORK POLICY: IT IS EACH INTERN'S RESPONSIBILITY TO COMPLETE COURSEWORK AND MANAGE TIME TO MEET EACH ASSIGNMENT'S REQUIREMENTS AND DEADLINE. **LATE ASSIGNMENTS WILL RECEIVE HALF CREDIT.**

RETURN TO TABLE OF CONTENTS

Grading Criteria:

	GRADED ASSIGNMENTS	%
I.	Class Participation and Collaboration • Do NOW/Question of the Day (Online discussion threads) • Professional Disposition Checklist	25
II.	Measurable Artifacts • Current Trends • Weekly Assignments on Schoology • Safety and Crisis Issues • Meet standards for certification in Infant, Child and Adult CPR	50
III.	Competency-Based Artifact • School Safety Review Project & Presentation	25
	Total	**100**

Course Requirements and General Description of Assignments:

The assignments and readings for the Module: Instructional Planning are designed to connect theory to your practice. Your preparedness for each class will enable you to continue increasing your skill and knowledge as you develop your expertise and earn your Credential.

1. **ADMIT/DO NOW/EXIT Slips & DISCUSSION THREAD** *(Participation and Collaboration)*
   Admit and Exit slips are written student responses to questions posed by the instructor at the beginning and/or end of a class/lesson. These informal assessments allow for prompt assessing of students' understanding of the material and promote critical thinking (also allows for modeling components that may be used while implementing the Workshop Model). Discussion threads are interactive and engaging via Schoology. Please see rubric for additional details.

2. **CURRENT TRENDS REFLECTIONS** *(Measurable Artifact)*
   Candidates will read scholarly articles assigned by the instructor and respond using various tools to promote constructive Communication skills and to develop pedagogy. For each informational literacy assignment, candidates must be prepared for class or *Schoology* discussions.
   o **HEALTH RELATED CURRICULA RESOURCES**
      Students will address current events and initiatives being implemented within the schools. For example: Let's Move Article Reviews – students will review the Let's Move initiative put in place by former First Lady Michelle Obama (http://www.letsmove.gov/). Students will choose two articles for reviewing (article examples include: *First Lady Column on Early Childhood; First Lady Column on Empowering Parents and Caregivers; First Lady Column on Healthier Schools; First Lady Column on Healthy Communities; First Lady Column on Physical Activity; First Lady Column on the Healthy, Hunger-Free Kids Act*)

3. **ACTIVE CLASS PARTICIPATION ELEMENTS** *(Participation and Collaboration)*

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. **SAFETY AND CRISIS ISSUES:** *(PARTICIPATION AND COLLABORATION)*
STUDENTS WILL REVIEW AND ANALYZE THE CALIFORNIA CRISIS RESPONSE FOR SCHOOLS (HTTP://WWW.CDE.CA.GOV/LS/SS/CP/CRISISRESP.ASP) BASED ON GUIDED QUESTIONS FROM THE U.S. DEPARTMENT OF EDUCATION CRISIS GUIDE FOR SCHOOLS AND COMMUNITIES (*1. HAVE STAKEHOLDERS BEEN IDENTIFIED AND ARE THEY ACTIVELY INVOLVED? 2. WHAT CRISIS SITUATIONS HAVE BEEN ADDRESSED? 3. HAVE EXISTING EFFORTS BEEN CONSIDERED? IF SO, WHAT ARE THEY? 4. WHAT ROLES AND RESPONSIBILITIES HAVE BEEN ESTABLISHED? 5. WHAT PLANS HAVE BEEN MADE FOR COMMUNICATING WITH STAFF, STUDENTS, FAMILIES, AND THE MEDIA? 6. HAVE MAPS BEEN CREATED? 7. HAVE DRILL PRACTICES BEEN SCHEDULED? 8. HAVE LIABILITY ISSUES BEEN ADDRESSED?*)

5. **PROFESSIONAL DISPOSITION CHECKLIST:** *(PARTICIPATION AND COLLABORATION)*
DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.
    o SUBMIT CPR CARDS (COPIES OF FRONT AND BACKS OF CARDS IS FINE) TO CREDENTIAL ANALYST (SUBMISSION THROUGH SCHOOLOGY) FOR CTC CREDENTIALING PURPOSES.

6. **SCHOOL SAFETY REVIEW PROJECT:** *(PROFESSIONAL COMPETENCY-BASED ARTIFACT) *SEE EXAMPLE*
STUDENTS WILL CREATE A SLIDESHOW BASED ON GUIDED QUESTIONS FROM THE U.S. DEPARTMENT OF EDUCATION CRISIS GUIDE FOR SCHOOLS AND COMMUNITIES (1. HAVE STAKEHOLDERS BEEN IDENTIFIED AND ARE THEY ACTIVELY INVOLVED? 2. WHAT CRISIS SITUATIONS HAVE BEEN ADDRESSED? 3. HAVE EXISTING EFFORTS BEEN CONSIDERED? IF SO, WHAT ARE THEY? 4. WHAT ROLES AND RESPONSIBILITIES HAVE BEEN ESTABLISHED? 5. WHAT PLANS HAVE BEEN MADE FOR COMMUNICATING WITH STAFF, STUDENTS, FAMILIES, AND THE MEDIA? 6. HAVE MAPS BEEN CREATED? 7. HAVE DRILL PRACTICES BEEN SCHEDULED? 8. HAVE LIABILITY ISSUES BEEN ADDRESSED?). ADDITIONALLY, STUDENTS WILL PREPARE AN EMERGENCY/CRISIS PROTOCOL AROUND AN ACTIVITY OR ELEMENT WITHIN A CLASSROOM SETTING (THAT COMPLIES WITH STATE AND LOCAL POLICIES IN PLACE); FOR EXAMPLE: DESIGN SAFETY RULES FOR CLASS ACTIVITIES, LABS, PLAY, ETC....

RETURN TO TABLE OF CONTENTS

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASURABLE ARTIFACTS	TPEs
SESSION 1	TOPIC: INTRO TO COURSE SCHOOL SAFETY	QUESTION OF THE DAY: 1. POST A REPLY TO THE INSTRUCTOR'S QUESTION (VIA SCHOOLOGY DISCUSSION THREAD). 2. POST YOUR OWN QUESTION ABOUT TEACHING THAT YOU WOULD LIKE OTHER PEOPLE TO ANSWER. 3. POST A REPLY TO AT LEAST TWO PEOPLE WHO POSTED BEFORE YOU, OR ONE PERSON WHO POSTED AFTER YOU. *SEE RUBRIC • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • RESPONDING TO CRISIS ACTIVITY • POMODORO TIMER HOMEWORK: FAMILIARIZE YOURSELF WITH "RESPONDING TO A CRISIS AT SCHOOL," A RESOURCE THAT WAS PUT TOGETHER BY UCLA MENTAL HEALTH IN SCHOOLS TRAINING AND TECHNICAL ASSISTANCE CENTER. IT COVERS MANY DIFFERENT TOPICS, MOST OF WHICH WE WILL NOT COVER IN THIS COURSE. HOWEVER, IT CERTAINLY CONTAINS LOADS OF INFORMATION, AND IT INTRODUCES SEVERAL TOPICS WE WILL DISCUSS IN LATER WEEKS OF THIS MODULE. CLICK ON THE LINK AND LET THE FUN BEGIN!	TPEs: 1-2
SESSION 2	CHAPTER/TEXT: DISASTER PLANS DRILLS	QUESTION OF THE DAY: 1. POST A REPLY TO THE INSTRUCTOR'S QUESTION (VIA SCHOOLOGY DISCUSSION THREAD). 2. POST YOUR OWN QUESTION ABOUT TEACHING THAT YOU WOULD LIKE OTHER PEOPLE TO ANSWER. 3. POST A REPLY TO AT LEAST TWO PEOPLE WHO POSTED BEFORE YOU, OR ONE PERSON WHO POSTED AFTER YOU. *SEE RUBRIC	TPEs: 1-2

RETURN TO TABLE OF CONTENTS

		• PERIMETER WALK ACTIVITY INTERVIEW SCHOOL SAFETY PLAN COORDINATOR **HOMEWORK:** SAFETY PLAN COORDINATOR INTERVIEW (SEE INSTRUCTIONS VIA SCHOOLOGY)	
SESSION 3	**CHAPTER/TEXT:** TRAUMA AND LEARNING; CHILD ABUSE AND MANDATED REPORTING	**QUESTION OF THE DAY:** 1. POST A REPLY TO THE INSTRUCTOR'S QUESTION (VIA SCHOOLOGY DISCUSSION THREAD). 2. POST YOUR OWN QUESTION ABOUT TEACHING THAT YOU WOULD LIKE OTHER PEOPLE TO ANSWER. 3. POST A REPLY TO AT LEAST TWO PEOPLE WHO POSTED BEFORE YOU, OR ONE PERSON WHO POSTED AFTER YOU. *SEE RUBRIC • FINDING YOUR ACE SCORE • POVERTY AND TRAUMA HANDBOOK **HOMEWORK:** PLEASE WATCH "PAPER TIGERS," A DOCUMENTARY ABOUT A TRAUMA-INFORMED ALTERNATIVE ED. HIGH SCHOOL IN WALLA WALLA, WASHINGTON. SEE FULL ASSIGNMENT VIA SCHOOLOGY.	TPES: 1-2
SESSION 4	**CHAPTER/TEXT:** BULLYING; GANGS	**QUESTION OF THE DAY:** 1. POST A REPLY TO THE INSTRUCTOR'S QUESTION (VIA SCHOOLOGY DISCUSSION THREAD). 2. POST YOUR OWN QUESTION ABOUT TEACHING THAT YOU WOULD LIKE OTHER PEOPLE TO ANSWER. 3. POST A REPLY TO AT LEAST TWO PEOPLE WHO POSTED BEFORE YOU, OR ONE PERSON WHO POSTED AFTER YOU. *SEE RUBRIC • MODULES VIA SCHOOLOGY • SCHOOL SAFETY PLAN DRAFT **HOMEWORK:** CREATE A SLIDESHOW AS A REPORT ON YOUR CURRENT SCHOOL IN TERMS OF PROVIDING A HEALTHY AND SAFE ENVIRONMENT. GIVE TWO RESEARCH-BASED RECOMMENDATIONS FOR	TPES: 1-2

		IMPROVEMENT. SEE INSTRUCTIONS VIA SCHOOLOGY.	
SESSION 5	**CHAPTER/TEXT:** TEACHER BURN-OUT; WRAP-UP	**QUESTION OF THE DAY:** 1. POST A REPLY TO THE INSTRUCTOR'S QUESTION (VIA SCHOOLOGY DISCUSSION THREAD). 2. POST YOUR OWN QUESTION ABOUT TEACHING THAT YOU WOULD LIKE OTHER PEOPLE TO ANSWER. 3. POST A REPLY TO AT LEAST TWO PEOPLE WHO POSTED BEFORE YOU, OR ONE PERSON WHO POSTED AFTER YOU. *SEE RUBRIC **SCHOOL SAFETY REVIEW:** *(PROFESSIONAL COMPETENCY-BASED ARTIFACT)* **CAMPUS CRISIS REVIEW PRESENTATION** SUBMIT CPR CARDS (COPIES OF FRONT AND BACKS OF CARDS IS FINE) FOR CREDENTIALING PURPOSES.	TPEs: 1-2

RETURN TO TABLE OF CONTENTS

ARTIFACTS & RUBRICS:

- COURSE: MODULE G3

SCHOOL SAFETY REVIEW PROJECT

1. MISSION STATEMENT
2. INTERNAL SECURITY PROCEDURES
3. DRESS CODE
4. ARRIVAL AND DISMISSAL PROCEDURES
5. NATURAL DISASTERS (FIRE, TORNADO, ETC…)
6. SOCIAL ISSUES (BULLYING, HARASSMENT, ETC…)
7. SLOGAN (MOTTO, SONG, ETC..)

1. Mission Statement: (State the overall purpose of the plan)

EXAMPLES OF MISSION STATEMENTS:

EXAMPLE A:

1. COUNTY SCHOOL WILL PROVIDE A SAFE, ORDERLY, AND SECURE ENVIRONMENT CONDUCIVE TO LEARNING.

2. COUNTY SCHOOL WILL CREATE A SCHOOL IN WHICH STUDENTS WILL ATTEND REGULARLY AND BE SAFE FROM BOTH PHYSICAL AND SOCIAL-PSYCHOLOGICAL HARM.

3. COUNTY SCHOOL WILL WORK COLLABORATIVELY WITH THE SCHOOL BOARD TO IDENTIFY, ESTABLISH AND USE STRATEGIES AND PROGRAMS TO COMPLY WITH SCHOOL SAFETY LAWS.

4. COUNTY SCHOOL WILL DEVELOP A PLAN TO WORK COOPERATIVELY AND COLLABORATIVELY WITH PARENTS, STUDENTS, TEACHERS, ADMINISTRATORS, COUNSELORS AND COMMUNITY AGENCIES, INCLUDING LAW ENFORCEMENT, TO PROVIDE A SAFE AND ORDERLY SCHOOL AND NEIGHBORHOOD.

RETURN TO TABLE OF CONTENTS

5. COUNTY SCHOOL WILL DEVELOP AN ACADEMIC PROGRAM THAT WILL FOCUS ON HIGH EXPECTATIONS OF STUDENT PERFORMANCE AND BEHAVIOR IN ALL ASPECTS OF THE SCHOOL EXPERIENCE.

6. COUNTY SCHOOL WILL WORK COLLABORATIVELY WITH OTHER ELEMENTARY, MIDDLE SCHOOLS, AND HIGH SCHOOLS TO ASSIST IN A SMOOTH TRANSITION FROM ONE SCHOOL LEVEL TO ANOTHER.

7. COUNTY SCHOOL WILL SOLICIT THE PARTICIPATION, VIEWS, AND ADVICE OF TEACHERS, PARENTS, SCHOOL ADMINISTRATORS, AND COMMUNITY MEMBERS AND USE THIS INFORMATION TO PROMOTE THE SAFETY OF OUR STUDENTS, STAFF AND COMMUNITY.

EXAMPLE B:
PROTECTING THE HEALTH AND SAFETY OF EMPLOYEES, STUDENTS, GUESTS, AND THE ENVIRONMENT IS THE PRIMARY CONCERN OF ALL OF US AT COUNTY SCHOOL. THIS GOAL CAN BE MET THROUGH THE DEVELOPMENT OF A COMPREHENSIVE AND EFFECTIVE ENVIRONMENTAL HEALTH AND SAFETY PLAN THAT ENDEAVORS TO ELIMINATE UNSAFE CONDITIONS AND MINIMIZE THE IMPACT OF HAZARDOUS SITUATIONS. SUCH A PROGRAM CAN BENEFIT THE UNIVERSITY COMMUNITY BY REDUCING ILLNESS AND INJURY TO STUDENTS AND PERSONNEL, PREVENTING PROPERTY DAMAGE, AND PRESERVING THE ENVIRONMENT. COUNTY SCHOOL WILL MAKE EVERY REASONABLE EFFORT TO PROMOTE, CREATE, AND MAINTAIN A SAFE AND HEALTHFUL ENVIRONMENT. THIS CAN ONLY BE REALIZED BY ADHERENCE TO BASIC SAFETY PRINCIPLES, SOUND MANAGEMENT PRACTICES, AND COMPLIANCE WITH APPLICABLE FEDERAL, STATE, AND LOCAL CODES, LAWS, AND STANDARDS.

2. INTERNAL SAFETY PROCEDURES:

Examples of these procedures include having visitors sign in at the front office and receive a visitor's tag, wearing identification badges (students and teachers), and keeping outside doors locked, etc…

RETURN TO TABLE OF CONTENTS

3. DRESS CODE

Consider: surveys, uniforms, policy that is gender-specific, consequences, students and teachers, etc…

4. ARRIVAL AND DISMISSAL:

Consider: traffic, students on duty, notices on vehicle, student sign out, etc…

5. NATURAL DISASTERS:

Consider: procedures for drills, consequences, roster(s) and attendance, delivery of messages, signals, etc…

RETURN TO TABLE OF CONTENTS

6. SOCIAL ISSUES:

Consider: harassment issues, bullying, guest speakers, modeling and role-playing, special events such as: "red ribbon week, " dress-up week" etc…

7. SLOGAN:

Consider: song, mascot, significant colors, etc…

EXAMPLES:

- BULLYING IS WHACK, GET ON THE RIGHT TRACK
- BULLYING? BE SMART, DON'T START
- WITH SAFETY, WE WIN.
- TEAM : **T**OGETHER, **E**NCOURAGING, **A**CHIEVING, **M**OTIVATING
- PRIDE: **P**OSITIVE, **R**ESPECTFUL, **I**NSPIRING, **D**EDICATED, **E**NCOURAGING

RETURN TO TABLE OF CONTENTS

SCHOOL SAFETY REQUIREMENTS RUBRIC

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
COMPLETION	EXCELLENT WORK IS COMPLETE WITH ALL PARTS PRESENT.	GOOD WORK IS MOSTLY COMPLETE AND MOST ELEMENTS PRESENT.	SATISFACTORY WORK IS PARTLY COMPLETE AND SOME ELEMENTS ARE PRESENT.	NEEDS IMPROVEMENT WORK IS MISSING, INACCURATE INAPPROPRIATE, OR AMBIGUOUS.
COMPREHENSION	EXCELLENT WORK DEMONSTRATES EXCEPTIONAL UNDERSTANDING OF IDEAS.	GOOD WORK DEMONSTRATES ADEQUATE UNDERSTANDING OF IDEAS.	SATISFACTORY WORK DEMONSTRATES MINIMAL UNDERSTANDING OF IDEAS.	NEEDS IMPROVEMENT WORK LACKS UNDERSTANDING OF IDEAS.
ACCURACY	EXCELLENT WORK IS ACCURATE AND SHOWS ALL WORK PROCESSES TO ACHIEVE RESULT.	GOOD WORK IS ACCURATE AND SHOWS SOME PROCESSES TO ACHIEVE RESULT.	SATISFACTORY WORK IS ACCURATE.	NEEDS IMPROVEMENT WORK IS NOT ACCURATE.
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(x 25)= /100

PRACTICUM SYLLABI – GENERAL EDUCATION PROGRAM
- **PRACTICUM B: FOUNDATIONS OF TEACHING**
- **PRACTICUM C: PLANNING FOR DATA-DRIVEN INSTRUCTION**
- **PRACTICUM D: SUPPORTING DIVERSE LEARNING**
- **PRACTICUM E: EFFECTIVE INSTRUCTIONAL DELIVERY**
- **PRACTICUM F: METHODOLOGY OF TEACHING READING AND WRITING IN THE CONTENT AREA**
- **PRACTICUM G: ADVANCED PLANNING & INSTRUCTIONAL DELIVERY**

PROGRAM TRACK: SINGLE SUBJECT AND MULTIPLE SUBJECT
INSTRUCTOR: INSTRUCTOR WILL BE IN CONNECTION WITH THE APPLICABLE MODULE
DATES OF COURSE: DATES OF THE COURSE WILL BE IN CONNECTION WITH THE APPLICABLE MODULE
PRACTICUM MEETING TIME: VIA SCHOOLOGY
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

PRACTICUM DESCRIPTION:

THE PRACTICUM EMBEDDED WITHIN THE PROGRAM SUPPORTS DISTRICT INTERNS IN THE APPLICATION OF THEIR GROWING UNDERSTANDINGS AND PRACTICE FROM THEIR MODULE COURSEWORK TO THEIR CLINICAL PRACTICE EXPERIENCES WITH THEIR TK-12 STUDENTS IN CALIFORNIA PUBLIC SCHOOL CLASSROOMS. THE READINGS AND EXPERIENCES OF THE PRACTICUM SEEK EXTEND THE DISTRICT INTERN'S LEARNING BY CONNECTING THEORY AND PRACTICE, GROUNDED IN RESEARCH-BASED, PRACTICE-FOCUSED LITERATURE. THESE READINGS, VIDEO LECTURES, AND EXPERIENCES ARE ALL AIMED AT SUPPORTING BEGINNING TEACHERS' PRACTICE, AS ALIGNED WITH THE CALTPE STANDARDS AND CONNECTED WITH DISTRICT INTERN'S WORK WITH THEIR FIELD SUPERVISORS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
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

STUDENT LEARNING OUTCOMES:
STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

(1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
(2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
(3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
(4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT(S)/RESOURCE(S):
- RELEVANT MATERIALS FROM COURSEWORK
- CURRENT AND CONFIRMED RESEARCH-BASED ARTICLES AS DETERMINED BY THE INSTRUCTOR.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS	%
I. PARTICIPATION AND COLLABORATION	30
• PROFESSIONAL DISPOSITION CHECKLIST	
• DISCUSSION THREADS VIA SCHOOLOGY	
II. MEASURABLE ARTIFACTS	70
• CURRENT TREND REFLECTIONS	
• SITE-BASED LEARNING EXPERIENCES	
TOTAL	**100**

PRACTICUM REQUIREMENTS AND GENERAL DESCRIPTION OF GRADED MATERIALS:

DISTRICT INTERNS ARE REQUIRED TO COMPLETE FIELD EXPERIENCES DURING THE PRE-SERVICE PROGRAM AND ONGOING DURING THE PROGRAM AND ARE AFFORDED THE OPPORTUNITY TO WORK EFFECTIVELY WITH THE FULL RANGE OF CALIFORNIA'S DIVERSE TK-12 STUDENTS AND TO EXPERIENCE A VARIETY OF CLASSROOM SETTINGS, STUDENT POPULATIONS, AND GRADE LEVELS. PRACTICUM HOURS ARE EMBEDDED WITHIN COURSES AND CONNECTED TO THEIR FIELD SUPERVISION, DESIGNED TO HELP DISTRICT INTERNS DIRECTLY CONNECT THEIR PRACTICE WITH THE FOUNDATIONAL AND CONTEMPORARY RESEARCH. WHILE ENROLLED IN THE PROGRAM, DISTRICT INTERNS PARTICIPATE IN MODULE-STYLE COURSEWORK THROUGHOUT THE FIRST YEAR. THIS STYLE OF PROGRAM FOSTERS COLLABORATION AMONG ALL SINGLE SUBJECT AND MULTIPLE SUBJECT CANDIDATES. THE EXPERIENCES AND ARTIFACTS EMBEDDED WITHIN THE PROGRAM COURSEWORK, PRACTICUM, AND FIELD EXPERIENCES ARE DESIGNED TO FOSTER REFLECTION, COLLABORATION, AND RESPECT FOR CONSTRUCTIVE CRITIQUE WITHIN A TEACHER'S PRACTICE. WITH THE IMPLEMENTATION OF SCHOOLOGY, CANDIDATES ARE ABLE TO CONTINUE THEIR COLLABORATION, COMMUNICATION, AND APPLICATION WITH THEIR PEERS TO EXTEND THEORY TO PRACTICE.

1. **CURRENT TRENDS REFLECTIONS** *(MEASURABLE ARTIFACT)*
   CANDIDATES WILL READ SCHOLARLY ARTICLES OR VIEW RECORDED LECTURES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING MULTIPLE AVENUES FOR INTERACTING WITH THE TEXTS. FOR EACH ASSIGNMENT, INTERNS MUST POST RESPONSES ONLINE VIA SCHOOLOGY, ENGAGE IN ROBUST DISCUSSION WITH THEIR COLLEAGUES, AND BE PREPARED FOR FURTHER INTEGRATION WITH COURSEWORK.

2. **ON-SITE LEARNING EXPERIENCES** *(MEASURABLE ARTIFACT)*
   FOR EACH MODULE OF THE COURSEWORK AND ALIGNED WITH THE RECOMMENDATIONS OF THEIR FIELD SUPERVISORS, DISTRICT INTERNS WILL BE TASKED WITH VARIOUS ON-SITE LEARNING EXPERIENCES DESIGNED TO SUPPORT THEIR GROWING CLASSROOM PRACTICE, THEIR COLLABORATION WITH COLLEAGUES, AND THEIR CONNECTIONS AND RELATIONSHIPS WITH STUDENTS, FAMILIES, AND COMMUNITY MEMBERS. GUIDED BY REFLECTION QUESTIONS, DISTRICT INTERNS WILL REFLECT ON THEIR EXPERIENCES ON-SITE AND BE ASKED TO MAKE DIRECT CONNECTIONS BETWEEN THEIR EXPERIENCES, THE LITERATURE OF THE COURSEWORK AND PRACTICUM, AND THE COMMENTS AND FEEDBACK OF THEIR FIELD SUPERVISOR AND/OR ON-SITE MENTOR.

3. **ACTIVE CLASS PARTICIPATION ELEMENTS** *(PARTICIPATION AND COLLABORATION)*

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. **PROFESSIONAL DISPOSITION CHECKLIST:** *(PARTICIPATION AND COLLABORATION)* DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

PRACTICUM SESSIONS – GENERAL EDUCATION PROGRAM:

MODULE/COURSE	PRACTICUM MEASUREABLE ARTIFACTS THEORY TO PRACTICE	TPE; STUDENT LEARNING OUTCOMES
MODULE B *PRACTICUM B*	**CURRENT TRENDS REFLECTION** ○ READ AND RESPOND TO THE REFLECTION PROMPTS FOR CAMPANO'S (2007) "CARMEN'S UNWRITTEN STORY" (POSTED ON SCHOOLOGY). ○ VIEW AND RESPOND TO THE REFLECTION PROMPTS FOR KEN ROBINSON'S TED TALK "DO SCHOOLS KILL CREATIVITY?" (2006) (POSTED ON SCHOOLOGY). **SITE-BASED LEARNING EXPERIENCE** ○ SEEK OUT A TEACHER WITH STRONG CLASSROOM MANAGEMENT AND CULTURE AND CONDUCT A 15 MINUTE OBSERVATION. WHAT, IF ANY, OF LEMOV'S (2010; *TEACH LIKE A CHAMPION*) STRATEGIES DOES THAT TEACHER USE? WHAT RESULT DID YOU SEE IN THE CLASSROOM? WHAT TAKE AWAYS AND CONNECTIONS CAN YOU MAKE TO YOUR OWN PRACTICE? POST YOUR RESPONSE ON SCHOOLOGY. **DISCUSSION/PARTICIPATION** ○ RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS' REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE	TPE: 1, 2, 3 SLO: 2, 4
MODULE C *PRACTICUM C*	**CURRENT TRENDS REFLECTION** ○ READ CHAPTER 1 FROM WILLIS' (2007) *READING COMPREHENSION RESEARCH AND TESTING IN THE U.S.: UNDERCURRENTS OF RACE, CLASS, AND POWER IN THE STRUGGLE FOR MEANING*. RESPOND TO THE PROMPTS FOUND ON SCHOOLOGY. ○ VIEW AND RESPOND TO THE REFLECTION PROMPTS FOR SAL KHAN'S TED TALK (2015) "LET'S TEACH FOR MASTERY —	TPE: 1, 3, 4, 5, 6 SLO: 2, 3, 4

	NOT TEST SCORES." POST YOUR RESPONSES AND REFLECTIONS ON SCHOOLOGY. **SITE-BASED LEARNING EXPERIENCE** ○ IN COLLABORATION WITH YOUR FIELD SUPERVISOR, IDENTIFY ONE AREA OF YOUR PEDAGOGY (I.E. SPECIFIC COMPONENT OF THE LESSON PLAN; ASSESSMENT). THEN, MAKE TIME TO TALK TO ANOTHER TEACHER AT YOUR SCHOOL IN A DIFFERENT DISCIPLINE (SS/ES) OR DIFFERENT GRADE LEVEL (MS). ASK HOW THEY HANDLE THAT ASPECT OF THEIR TEACHING PRACTICE, PULLING EXAMPLES IF APPROPRIATE. USING THE FRAMEWORKS AND STANDARDS FOR YOUR GRADE-LEVEL/CONTENT, FIND A WAY TO INCORPORATE THE STRATEGY INTO YOUR OWN PRACTICE. POST YOUR RESPONSE ON SCHOOLOGY. **DISCUSSION/PARTICIPATION** ○ RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS' REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE	
MODULE D *PRACTICUM D*	**CURRENT TRENDS REFLECTION** ○ FIND YOUR APPROPRIATE GRADE-LEVEL OR CONTENT AREA DIFFERENTIATION STRATEGIES ARTICLE POSTED ON SCHOOLOGY. REVIEW AND RESPOND TO THE PROMPTS LOCATED THERE. ○ READ AND RESPOND TO THE PROMPTS PROVIDED FOR BLANCHETT ET AL.'S (2009) "THE INTERSECTION OF RACE, CULTURE, LANGUAGE, AND DISABILITY: IMPLICATIONS FOR URBAN EDUCATION" (POSTED ON SCHOOLOGY). **SITE-BASED LEARNING EXPERIENCE** ○ CONDUCT AN OBSERVATION OF YOUR STUDENTS AT RECESS OR LUNCH USING THE OBSERVATION TEMPLATE AND QUESTIONS AROUND SOCIAL AND EMOTIONAL HEALTH (POSTED ON SCHOOLOGY). COMPILE YOUR OBSERVATIONS AND HOW YOU WILL APPLY THIS NEW PERSPECTIVE TO YOUR TEACHING PRACTICE. POST YOUR RESPONSE ON SCHOOLOGY, CITING AT LEAST ONE READING THAT HELPS YOU BETTER UNDERSTAND YOUR STUDENTS' INTERACTIONS. **DISCUSSION/PARTICIPATION** ○ RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS' REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE	TPE: 1, 2, 3, 4, 5, 6 SLO: 2, 4
MODULE E *PRACTICUM E*	**CURRENT TRENDS REFLECTION** ○ APPLY ONE OF TOVANI'S (2000; *I READ IT BUT I DON'T GET IT*) STRATEGIES TO A LESSON (CAN BE COMPONENT OR WHOLE LESSON, BUT IT SHOULD BE FOR THE WHOLE CLASS). UPLOAD THE RESOURCE/DIRECTIONS TO SCHOOLOGY AND REFLECT ON THE PROMPTS POSTED THERE. ○ READ "KIPP: FLIPPED CLASSROOM" AND CONSIDER THE ESSENTIAL COMPONENTS PRESENTED IN THE PIECE. THEN, REFLECT ON THE WRITING PROMPTS POSTED ON SCHOOLOGY.	TPE: 1, 3, 4, 6 SLO: 1, 2, 4

	SITE-BASED LEARNING EXPERIENCE ○ HAVE STUDENTS COMPLETE A SHORT SURVEY ABOUT THEIR PREFERRED LEARNING STYLES AND MODES (SOME EXAMPLES ARE POSTED ON SCHOOLOGY). IN COLLABORATION WITH YOUR FIELD SUPERVISOR AND/OR ON-SITE MENTOR, CONSIDER WAYS TO INCORPORATE SOME OF YOUR STUDENTS' INSIGHTS INTO YOUR CLASSROOM PRACTICE (MAY TIE INTO THE COMPETENCY-BASED ARTIFACT FOR THIS MODULE). POST YOUR REFLECTION IN RESPONSE TO THE PROMPTS ON SCHOOLOGY. **DISCUSSION/PARTICIPATION** ○ RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS' REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE	
MODULE F2 *PRACTICUM F*	**CURRENT TRENDS REFLECTION** ○ READ AND REFLECT ON THE PROMPTS FOR LADSON-BILLINGS (2014) "CULTURALLY RELEVANT PEDAGOGY 2.0: THE REMIX" (POSTED ON SCHOOLOGY) ○ ON SCHOOLOGY, FIND THE GRADE-LEVEL/CONTENT-SPECIFIC RESOURCE FOR LITERACY EDUCATION. EXPLORE THAT RESOURCE, AND WRITE A REFLECTION BASED ON THE PROMPTS FOR THAT RESOURCE, DRAWING ON AT LEAST TWO ADDITIONAL PIECES OF RESEARCH/LITERATURE. **SITE-BASED LEARNING EXPERIENCE** ○ EXAMINE YOUR STUDENT ACHIEVEMENT DATA FROM LAST YEAR FOR AT LEAST THREE STANDARDS, AND WRITE A REFLECTION USING THE PROMPTS POSTED ON SCHOOLOGY. BRING THE DATA AND THE REFLECTION/ANALYSIS TO A COLLABORATION SESSION WITH YOUR FIELD SUPERVISOR AND/OR ON-SITE MENTOR AND CREATE AN ACTION PLAN FOR ADDRESSING THOSE GAPS IN THE CURRENT ACADEMIC YEAR, DRAWING ON AT LEAST TWO ADDITIONAL RESOURCES (I.E. PROFESSIONAL ARTICLES, BOOKS, VIDEOS) TO SUPPORT YOUR PRACTICE. POST THE DATA ANALYSIS AND ACTION PLAN TO SCHOOLOGY. **DISCUSSION/PARTICIPATION** ○ RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS' REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE	TPE: 1, 3, 4, 6 SLO: 1, 2, 3, 4
MODULE G2 *PRACTICUM G*	**CURRENT TRENDS REFLECTION** ○ EXPLORE THE RESOURCES ON SCHOOLOGY REGARDING THE SCHOOL-TO-PRISON PIPELINE. THEN, EXAMINE THE DISCIPLINARY POLICIES AND STATISTICS FOR YOUR SCHOOL, DISTRICT, AND/OR CLASSROOM. CRITICALLY EVALUATE HOW YOURS OR YOUR DISTRICT'S PRACTICES MIGHT NEED TO IMPROVE IN ORDER TO ADDRESS THE THEMES RAISED IN THE RESOURCES, INCORPORATING AT LEAST TWO RESOURCES INTO YOUR RESPONSE. PLEASE POST THIS TO SCHOOLOGY.	TPE: 1, 2, 3 SLO: 1, 2, 3, 4

RETURN TO TABLE OF CONTENTS

	o FIND YOUR APPROPRIATE GRADE-LEVEL OR CONTENT AREA RESOURCE POSTED ON SCHOOLOGY. REVIEW AND RESPOND TO THE PROMPTS LOCATED THERE. **SITE-BASED LEARNING EXPERIENCE** o IN COLLABORATION WITH STUDENTS, PREPARE A DIGITAL CITIZENSHIP LESSON/WORKSHOP TO PRESENT TO YOUR CLASS, LED BY YOUR STUDENT COLLABORATORS. POST THE LESSON, RESOURCES, AND A REFLECTION ON SCHOOLOGY **DISCUSSION/PARTICIPATION** o RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS' REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE	

FIELD SUPERVISION – GENERAL EDUCATION
ED 206 – YEAR 1
ED 405 – YEAR 2

PROGRAM TRACK: SINGLE SUBJECT AND MULTIPLE SUBJECT
FIELD SUPERVISOR: _____
CLASS MEETING TIME: SEPTEMBER – JUNE OF ACADEMIC YEAR
CONTACT: VIA SCHOOLOGY MESSENGER

FSE VISION STATEMENT:
TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:
TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:
1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

COURSE DESCRIPTION:
CANDIDATES WILL ENGAGE IN RELEVANT FIELD EXPERIENCES AT THEIR OWN SCHOOL SITE AS THEY ENGAGE IN A COACHING PROCESS WITH AN ASSIGNED SUPERVISOR. CANDIDATES WILL ESTABLISH PRODUCTIVE, WORKING RELATIONSHIPS WITH THEIR SUPERVISORS TO PROMOTE STUDENT SUCCESS AND TEACHER GROWTH, AS MEASURED BY THE DISPOSITION CHECKLIST AND THE FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA). GUIDED BY THE CALTPE STANDARDS AND THEIR ACTION PLANS, SUPERVISORS AND CANDIDATES WILL COLLABORATE THROUGHOUT THE YEAR TO FOSTER THE CANDIDATE'S GROWTH AS A TEACHER.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
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

RETURN TO TABLE OF CONTENTS

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO's) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS AND ASC CANDIDATES ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO's INCLUDE:

(1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
(2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
(3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
(4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT(S)/RESOURCE(S):

- RELEVANT MATERIALS FROM COURSEWORK
- CURRENT AND CONFIRMED RESEARCH-BASED ARTICLES AS DETERMINED BY THE FIELD SUPERVISOR.

DOCUMENTS AND DATA COLLECTION TOOLS:

- DISPOSITION CHECKLIST
- FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA)
- GOAL-SETTING REFLECTION (SEPTEMBER)
- VIDEO OBSERVATION AND COLLABORATION
- OBSERVATION TEMPLATE AND ACTION PLANNING TOOLS
- SUMMATIVE REFLECTION (JUNE)

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS	%
I. PARTICIPATION AND COLLABORATION • PROFESSIONAL DISPOSITION CHECKLIST AND FEPPA (FORMAL OBSERVATIONS) • VIDEO OBSERVATION AND DEBRIEF • INFORMAL COLLABORATION	75
II. MEASURABLE ARTIFACTS • REFLECTIONS	25
TOTAL	100

Field Experience Requirements and General Description of Graded Materials:

District Interns are required to complete Field Experience during the Pre-Service Program and ongoing during the program as evidenced using log sheets, reflective journals, and formative and summative assessments. District Interns are afforded the opportunity to work effectively with the full range of California's diverse TK-12 students and to experience a variety of classroom settings, student populations, and grade levels. While enrolled in the teacher preparation program, candidates take part in a module-style setting throughout the first year. This style of program fosters collaboration among all Single Subject, Multiple Subject, and Education Specialist candidates. The reflections, observations, and collaborations embedded within the program field experience is designed to foster reflection, collaboration, and respect for constructive critique within a teacher's practice. With the implementation of Schoology, candidates are able to continue their collaboration and communication with their peers online.

1. **Professional Disposition Checklist and Field Experience Performance and Participation Assessment (FEPPA):** *(Participation and Collaboration)*
   Candidates will have five formal observations from their Supervisor, who will then score their abilities as an instruction and education professional using the Disposition Checklist and the Field Experience Performance and Participation assessment tools. From the stance that all teachers are learning and growing throughout their careers, these tools will provide targeted, manageable feedback for candidates throughout their time in this program and their classrooms.

2. **Video Observation and Debrief** *(Participation and Collaboration)*
   Candidates will record their classroom teaching twice, once in the winter and once in the spring. Candidates will reflect on the video in collaboration with their Supervisor, self-identifying areas of growth they would like to pursue.

3. **Informal Collaboration** *(Participation and Collaboration)*
   Candidate and Supervisor will collaborate around the candidate's teaching practice five additional times throughout the academic year. These collaborations will target the identified areas of growth for the teacher, including (but not limited to) lesson planning, classroom management, self-reflection tools, engagement strategies, and instructional best practices.

4. **Reflections** *(Measurable Artifacts)*
   At four times pre-determined times during the academic year, candidates will write substantive reflections of their teaching practice using prompts provided in the District Intern Log and Journal. Supervisors will provide additional thoughts, suggestions, and directions for action in the form of commentary and assessment of the reflections.

For additional information regarding the grievance policy and additional program expectations, please refer to the District Intern Handbook and Assurance Form.

SUGGESTED SUPERVISION CALENDAR:

MONTH	SUGGESTED SUPERVISORY ACTIVITIES
SEPTEMBER	• FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT) • INFORMAL COLLABORATION
OCTOBER	• INFORMAL COLLABORATION • GOAL-SETTING REFLECTION AND FEEDBACK
NOVEMBER	• FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT)
DECEMBER	• VIDEO OBSERVATION AND DEBRIEF • INFORMAL COLLABORATION
JANUARY	• FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT) • REFLECTION AND FEEDBACK
FEBRUARY	• INFORMAL COLLABORATION
MARCH	• FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT) • REFLECTION AND FEEDBACK
APRIL	• VIDEO OBSERVATION AND DEBRIEF • INFORMAL COLLABORATION
MAY	• FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT)
JUNE	• SUMMATIVE REFLECTION AND FEEDBACK

NON-DISCRIMINATION STATEMENT

FORTUNE SCHOOL ADMITS STUDENTS OF ANY RACE, COLOR, GENDER, NATIONAL AND ETHNIC ORIGIN, SEXUAL ORIENTATION, POLITICAL AFFILIATION, AND RELIGIOUS BELIEFS TO ALL THE RIGHTS, PRIVILEGES, PROGRAMS, AND ACTIVITIES GENERALLY ACCORDED OR MADE AVAILABLE TO STUDENTS AT THE SCHOOL. FORTUNE SCHOOL DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, GENDER, NATIONAL AND ETHNIC ORIGIN, SEXUAL ORIENTATION, POLITICAL AFFILIATION, AND/OR RELIGIOUS BELIEFS IN ADMINISTRATION OF ITS EDUCATIONAL POLICIES, ADMISSIONS POLICIES, AND ALL OTHER SCHOOL-ADMINISTERED PROGRAMS. FORTUNE SCHOOL IS COMMITTED TO PROVIDING ACCESS AND REASONABLE ACCOMMODATIONS TO PERSONS WITH DISABILITIES.

ADMISSIONS REQUIREMENTS

OPTION 1: PRE-SERVICE PROGRAM

BEFORE STUDENTS OFFICIALLY BEGIN THEIR TEACHING INTERNSHIP, IT'S MANDATED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING THAT THEY SUCCESSFULLY COMPLETE 160 HOURS OF PRE-SERVICE INSTRUCTION. PRE-SERVICE IS A RIGOROUS "BOOT CAMP" FOR PROSPECTIVE TEACHERS, DESIGNED TO ENSURE THEY ARE FULLY PREPARED FOR THE CLASSROOM. SUCCESSFUL COMPLETION OF PRE-SERVICE IS ALSO A PREREQUISITE FOR ADMISSION TO FORTUNE SCHOOL'S TEACHER CREDENTIAL PROGRAMS.

OFFERED IN THE SUMMER, FORTUNE SCHOOL PRE-SERVICE PROGRAM PROVIDES STUDENTS AN INTRODUCTION TO CLASSROOM MANAGEMENT, LESSON PLANNING, AND INSTRUCTIONAL STRATEGIES WITH A FOCUS ON READING AND SECOND-LANGUAGE LEARNERS.

EARLY COMPLETION OPTION (ECO) CANDIDATES ARE NOT REQUIRED TO COMPLETE PRE-SERVICE.

ADMISSIONS – PRE-SERVICE PROGRAM
ELIGIBILITY CRITERIA
1. ADMISSION APPLICATION
2. OFFICIAL TRANSCRIPTS WITH BACHELORS DEGREE POSTED
3. PASS CALIFORNIA BASIC EDUCATION SKILLS TEST (CBEST) OR OTHER CTC-APPROVED BASIC SKILLS REQUIREMENT ROUTE
4. ONE PAGE RESUME
5. ONE PAGE PERSONAL STATEMENT REGARDING YOUR MOTIVATION FOR ENTERING THE TEACHING PROFESSION, AND YOUR GOALS FOR PROMOTING STUDENT ACADEMIC ACHIEVEMENT
6. THREE PROFESSIONAL RECOMMENDATIONS
   MUST BE SUBMITTED USING FSE'S RECOMMENDATION FORM, INCLUDING AN ORIGINAL SIGNATURE FROM THE RECOMMENDER
7. APPLICATION FEE (NON-REFUNDABLE): EARLY BIRD DEADLINE = $60
   REGULAR DEADLINE = $75
   LATE DEADLINE = $100
8. PROOF OF PASSING A COLLEGIATE LEVEL COURSE OR EXAMINATION IN THE U.S. CONSTITUTION WWW.USCONSTITUTIONEXAM.COM
9. CERTIFICATE OF CLEARANCE ISSUED BY CALIFORNIA COMMISSION ON TEACHER CREDENTIALING WITH NO CONVICTIONS WWW.CTC.CA.GOV
10. SUCCESSFUL INTERVIEW WITH FSE ADMISSION PANEL

ONCE APPLICANTS ARE ACCEPTED INTO THE PRE-SERVICE PROGRAM, THEY MUST SUCCESSFULLY COMPLETE THE PRE-SERVICE PROGRAM WITH AT LEAST A B AVERAGE AND EARN POSITIVE RECOMMENDATIONS FROM FACULTY AND STAFF. SUCCESSFUL COMPLETION OF THE PRE-SERVICE PROGRAM WILL LEAD TO ELIGIBILITY TO ENTER THE DISTRICT INTERN PROGRAM.

OPTION 2: EARLY COMPLETION OPTION (ECO) PROGRAM

RIGOROUS AND HIGHLY SELECTIVE, THIS INDIVIDUALIZED PROGRAM IS DESIGNED FOR PEOPLE WHO HAVE THE COMPETENCE AND CONFIDENCE TO GO INTO THE CLASSROOM AND BE SUCCESSFUL.

PRE-SERVICE IS NOT REQUIRED FOR THIS ONE YEAR COURSE OF STUDY. ECO CANDIDATES MUST DEMONSTRATE COMPETENCIES THROUGH THE TEACHING PERFORMANCE ASSESSMENTS (TPA) ON THE FIRST SUBMISSION. FAILURE TO DO SO WILL RESULT IN THE CANDIDATE LOSING HIS OR HER STATUS AS AN ECO CANDIDATE.

PRIOR TO SUCCESSFUL PROGRAM COMPLETION, MULTIPLE SUBJECT ECO CANDIDATES MUST PASS THE READING INSTRUCTION COMPETENCE ASSESSMENT (RICA).

ADMISSIONS – EARLY COMPLETION OPTION PROGRAM
ELIGIBILITY CRITERIA
1. ADMISSION APPLICATION
2. OFFICIAL TRANSCRIPTS WITH BACHELORS DEGREE POSTED
3. PASS CALIFORNIA BASIC EDUCATION SKILLS TEST (CBEST) OR OTHER CTC-APPROVED BASIC SKILLS REQUIREMENT ROUTE
4. ONE PAGE RESUME
5. ONE PAGE PERSONAL STATEMENT REGARDING YOUR MOTIVATION FOR ENTERING THE TEACHING PROFESSION, AND YOUR GOALS FOR PROMOTING STUDENT ACADEMIC ACHIEVEMENT
6. THREE PROFESSIONAL RECOMMENDATIONS
   MUST BE SUBMITTED USING FSE'S RECOMMENDATION FORM, INCLUDING AN ORIGINAL SIGNATURE FROM THE RECOMMENDER
7. APPLICATION FEE (NON-REFUNDABLE): EARLY BIRD DEADLINE = $60
   REGULAR DEADLINE = $75
8. PROOF OF PASSING A COLLEGIATE LEVEL COURSE OR EXAMINATION IN THE U.S. CONSTITUTION WWW.USCONSTITUTIONEXAM.COM
9. CERTIFICATE OF CLEARANCE ISSUED BY CALIFORNIA COMMISSION ON TEACHER CREDENTIALING WITH NO CONVICTIONS WWW.CTC.CA.GOV
10. SUCCESSFUL INTERVIEW WITH FSE ADMISSION PANEL, INCLUDING A TEACHING DEMONSTRATION
11. PROOF OF SUBJECT MATTER COMPETENCY THROUGH CSET OR CTC-APPROVED SUBJECT MATTER PREPARATION PROGRAM
12. PASSING SCORE ON THE APPROPRIATE ECO EXAMINATION:
    – MULTIPLE SUBJECT: ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEMENTARY
    – SINGLE SUBJECT: ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SECONDARY
13. PASSAGE OF CALTPA 1: SUBJECT SPECIFIC PEDAGOGY ON THE FIRST TRY

SUCCESSFULLY COMPLETION OF THIS APPLICATION PROCESS WILL RESULT IN ELIGIBILITY TO ENTER THE ECO ROUTE FOR THE DISTRICT INTERN PROGRAM.

COURSE MATRIX

PRELIMINARY GENERAL EDUCATION (MULTIPLE AND SINGLE SUBJECT) PROGRAM STANDARDS COURSE MATRIX

IN THE MATRIX BELOW DENOTE THE CANDIDATES' OPPORTUNITY TO LEARN AND MASTER THE COMPETENCIES LISTED. THE REQUIRED COURSE NAMES AND NUMBERS SHOULD GO ACROSS THE TOP OF THE MATRIX, REPLACING THE "COURSE TITLE AND NUMBER" TEXT BELOW. FOR EACH COMPETENCY, NOTE WHEN THE PROGRAM/CANDIDATE INTRODUCES (I), PRACTICES (P), AND ASSESSES (A) THE COMPETENCY. NOTATIONS MAY OCCUR UNDER MORE THAN ONE COURSE HEADING. EACH NOTATION SHOULD LINK TO A SPECIFIC PLACE IN THE SYLLABUS WITHIN THAT COURSE THAT DEMONSTRATES THAT THIS IS OCCURRING.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPE)	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	MODULE F1: CONTENT INSTRUCTIONAL PLANNING	MODULE G1: TECHNOLOGY IN THE CLASSROOM	MODULE G2: ADVANCED PLANNING & INSTRUCTIONAL DELIVERY	MODULE G3: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	MODULE F2: METHODOLOGY FOR TEACHING READING IN THE CONTENT AREA	ED206 & ED405: FIELD EXPERIENCE
1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING. BEGINNING TEACHERS:												
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.		I		I	I, P	I, P						P, A
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				I	I, P	I, P		P, A	I, P			P, A

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
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.				I	I, P	P, A						P, A
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.				I	I, P	P, A	I, P			I, P		P, A
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.				I	P, A	I, P		P, A				P, A

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.				I, P	I, P	I, P		P, A		A	I, P	P, A
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.				I	I, P	I, P						P, A
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.				I	I, P	I, P						P, A
2. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:												

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.		I		I	I, P				I, P			P, A
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.		I		I	I, P			P, A	I, P			P, A
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.				I	I, P			P, A	P, A			P, A
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.				I	I, P				P, A			P, A
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.				I	I, P			P, A	I, P			P, A

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.				I	I, P			P, A	P, A			P, A
3. Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:												
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.		I, P				I, P		I, P, A				P, A
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.		I, P				I, P		I, P, A				P, A
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (See Subject-Specific Pedagogical Skills in Section 2 for reference)				I, P	I, P	I, P		I, P, A				P, A

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.						I, P		I, P, A				P, A
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.			I, P		I, P	I, P		I, P, A		I, P	A	P, A
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.			I, P		I, P	I, P	P, A	I, P, A				P, A
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security			I, P		I, P	I, P	P, A			A		P, A

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.					I, P	I, P	P, A					P, A
4. Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:												
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.		I, P	I		I, P	I, P		I, P, A			A	P, A
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.					I	I, P	I, P			I, P		P, A
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.					I	P, A	I, P	I, P, A		A		P, A

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • Appropriate use of instructional technology, including assistive technology; • Applying principles of UDL and MTSS; • Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • Appropriate modifications for students with disabilities in the general education classroom; • Opportunities for students to support each other in learning; and • Use of community resources and services as applicable.				I	I, P	P, A	P, A			A		P, A
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)				I	I, P	P, A				A		P, A

June 17, 2019

160 | P a g e

Return To Table Of Contents

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.				I	I, P	I, P				A		P, A
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.			I, P	I	I, P	P, A				A		P, A
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.				I	P, A	I, P	P, A			A		P, A
5. Assessing Student Learning. Beginning teachers:												
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.		I, P	P, A	A	I, P	P, A		I, P, A				

Return To Table Of Contents

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.			P, A	A	I, P	P, A		I, P, A				P, A
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.			P, A	A	I, P	P, A		I, P, A				P, A
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.			P, A	A	I, P	P, A	P, A	I, P, A				P, A
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.			P, A	A	I, P	P, A						P, A
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.			P, A	I	I, P	P, A		I, P, A				P, A
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.			P, A	I	I, P	P, A		I, P, A				P, A

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.			P, A	A	I, P	P, A		I, P, A				P, A
6. Developing as a Professional Educator. Beginning teachers:												
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.		A	P, A		I, P			I, P, A				P, A
6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.		A	P, A		I, P			I, P, A				P, A
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.		A	P, A		I, P			I, P, A				P, A

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.		A	P, A		I, P			I, P, A				P, A
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.		A	P, A		I, P			I, P, A	P, A			P, A
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.		A	P, A		I, P			I, P, A				P, A
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.		A	P, A		P, A			I, P, A				P, A
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy												

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
English Language Development in Relation to Subject-Specific Pedagogy												
Subject-Specific Pedagogical Skills												
Subject-Specific Pedagogical Skills for <u>Multiple Subject</u> Teaching Assignments												
1. Teaching English Language Arts in a Multiple Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A		A		P, A
2. Teaching Mathematics in a Multiple Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A		A		P, A
3. Teaching History-Social Science in a Multiple Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A		A		P, A
4. Teaching Science in a Multiple Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A		A		P, A
5. Teaching Physical Education in a Multiple Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A		A		P, A
6. Teaching Health Education in a Multiple Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A		A		P, A
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A		A		P, A
Subject-Specific Pedagogical Skills for <u>Single Subject</u> Teaching Assignments												
1. Teaching English Language Arts in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
2. Teaching Mathematics in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A
3. Teaching History-Social Science in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A
4. Teaching Science in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A
5. Teaching Physical Education in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A
6. Teaching Art in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A
7. Teaching Music in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A
8. Teaching World Languages in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A
9. Teaching Agriculture in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A
10. Teaching Business in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A
11. Teaching Health Science in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A
12. Teaching Home Economics in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A

California Teaching Performance Expectations (TPE)	Course Title and Number	Module B: Foundations of Teaching	Module C: Planning for Data Driven Instruction	Module D: Supporting Diverse Learners	Module E: Effective Instructional Delivery	Module F1: Content Instructional Planning	Module G1: Technology in the Classroom	Module G2: Advanced Planning & Instructional Delivery	Module G3: Healthy Environments for Student Learning	ED200: Methodology of Teaching Reading & Writing (RICA)	Module F2: Methodology for Teaching Reading in the Content Area	ED206 & ED405: Field Experience
13. Teaching Industrial and Technology Education in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A
14. Teaching English Language Development in a Single Subject Assignment		I, P	P, A	I, P	I, P	P, A		I, P, A			A	P, A

PROFICIENCY ALIGNMENT MATRIX

MULTIPLE SUBJECT COURSES	TPE 1 ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING AND GENERAL GOOD CITIZENSHIP	TPA 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	TPA 6 DEVELOPING AS A PROFESSIONAL EDUCATOR
MODULE B FOUNDATION OF TEACHING	X	X				X
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION	X		X	X	X	X
MODULE D SUPPORTING DIVERSE LEARNERS	X	X	X	X	X	X
MODULE E EFFECTIVE INSTRUCTIONAL DESIGN	X	X	X	X	X	X
ED 200 METHODOLOGIES OF TEACHING READING AND WRITING	X	X		X	X	X
ED 206 FIELD EXPERIENCE – YEAR 1	X	X	X	X	X	X
MODULE F1 CONTENT INSTRUCTIONAL PLANNING		X	X	X	X	X
MODULE G1 TECHNOLOGY IN THE CLASSROOM	X	X	X	X	X	X
MODULE G2 ADVANCED PLANNING & INSTRUCTION	X	X	X	X	X	X
MODULE G3 HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	X	X				X
ED 405 FIELD EXPERIENCE – YEAR 2	X	X	X	X	X	X

MULTIPLE SUBJECT COURSES	COMPETENCY – BASED ARTIFACTS
MODULE B FOUNDATION OF TEACHING	**PHILOSOPHY OF EDUCATION:** ARTICULATE DEVELOPING UNDERSTANDING OF PHILOSOPHY BASED ON EXPERIENCES WITH THE K-12 EDUCATIONAL SYSTEM AND GROUNDED IN THE RESEARCH.
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION	**LONG-TERM PLANNING WITH ALIGNED ASSESSMENTS:** USING THE STANDARDS AND CURRICULUM, DEVELOP A 4-6 WEEK LONG-TERM PLAN.
MODULE D SUPPORTING DIVERSE LEARNERS	**CASE STUDY WITH MODIFIED LESSON PLANNING:** PREPARE A CASE STUDY AND LESSON PLAN MODIFIED WITH THAT STUDENT'S NEEDS IN MIND.
MODULE E EFFECTIVE INSTRUCTIONAL DESIGN	**ANNOTATED AND MODIFIED FSE LESSON PLAN WITH SUPPORTING DOCUMENTS:** DEMONSTRATE INSTRUCTION PLANNING TO SUPPORT DIVERSE STUDENTS WITHIN THE TK-12 CLASSROOM SETTING.
ED 200 METHODOLOGIES OF TEACHING READING AND WRITING	**INFORMAL READING INVENTORY:** WRITE AN ACADEMIC REPORT BASED ON INFORMAL READING ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD.
ED 206 FIELD EXPERIENCE – YEAR 1	• DISPOSITION CHECKLIST • FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA) • GOAL-SETTING • REFLECTIONS • VIDEO OBSERVATION AND COLLABORATION • OBSERVATION TEMPLATE AND ACTION PLANNING TOOLS • SUMMATIVE REFLECTION
MODULE F1 CONTENT INSTRUCTIONAL PLANNING	**TOTAL PARTICIPATION STRATEGIES:** CREATE A "MENU" OF TOTAL PARTICIPATION STRATEGIES FOR EACH SECTION OF THE LESSON.
MODULE G1 TECHNOLOGY IN THE CLASSROOM	**APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION:** DEVELOP AND SHARE LESSON PLANNING AND ASSESSMENTS UTILIZING TECHNOLOGY AND DELIVERED USING A MULTIMODAL PLATFORM.
MODULE G2 ADVANCED PLANNING & INSTRUCTIONAL DELIVERY	**DATA ANALYSIS AND REFLECTION:** SUBMIT DATA ANALYSIS AND REFLECTIONS.
MODULE G3 HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	**SAFE ENVIRONMENT AND CLIMATE PLAN:** TEACHER CANDIDATES CREATE A CLASSROOM CLIMATE PLAN TO SUPPORT DIVERSE, SAFE ENVIRONMENTS FOR STUDENTS WITHIN THE K-12 CLASSROOM SETTING.
ED 405 FIELD EXPERIENCE – YEAR 2	• DISPOSITION CHECKLIST • FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA) • GOAL-SETTING • REFLECTIONS • VIDEO OBSERVATION AND COLLABORATION • OBSERVATION TEMPLATE AND ACTION PLANNING TOOLS • SUMMATIVE REFLECTION

Single Subject Courses	TPE 1 Engaging and Supporting All Students in Learning and general good citizenship	TPA 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	TPA 6 Developing as a Professional Educator
Module B Foundation of Teaching	X	X				X
Module C Planning for Data-Driven Instruction	X		X	X	X	X
Module D Supporting Diverse Learners	X	X	X	X	X	X
Module E Effective Instructional Design	X	X	X	X	X	X
ED 206 Field Experience – Year 1	X	X	X	X	X	X
Module F1 Content Instructional Planning		X	X	X	X	X
Module F2 Methodology of Teaching Reading & Writing in the Content Area	X	X		X	X	X
Module G1 Technology in the Classroom	X	X	X	X	X	X
Module G2 Advanced Planning & Instruction	X	X	X	X	X	X
Module G3 Healthy Environments for Student Learning	X	X				X
ED 405 Field Experience – Year 2	X	X	X	X	X	X

SINGLE SUBJECT COURSES	COMPETENCY – BASED ARTIFACTS
MODULE B FOUNDATION OF TEACHING	**PHILOSOPHY OF EDUCATION:** ARTICULATE DEVELOPING UNDERSTANDING OF PHILOSOPHY BASED ON EXPERIENCES WITH THE K-12 EDUCATIONAL SYSTEM AND GROUNDED IN THE RESEARCH.
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION	**LONG-TERM PLANNING WITH ALIGNED ASSESSMENTS:** USING THE STANDARDS AND CURRICULUM, DEVELOP A 4-6 WEEK LONG-TERM PLAN.
MODULE D SUPPORTING DIVERSE LEARNERS	**CASE STUDY WITH MODIFIED LESSON PLANNING:** PREPARE A CASE STUDY AND LESSON PLAN MODIFIED WITH THAT STUDENT'S NEEDS IN MIND.
MODULE E EFFECTIVE INSTRUCTIONAL DESIGN	**ANNOTATED AND MODIFIED FSE LESSON PLAN WITH SUPPORTING DOCUMENTS:** DEMONSTRATE INSTRUCTION PLANNING TO SUPPORT DIVERSE STUDENTS WITHIN THE TK-12 CLASSROOM SETTING.
ED 206 FIELD EXPERIENCE – YEAR 1	• DISPOSITION CHECKLIST • FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA) • GOAL-SETTING • REFLECTIONS • VIDEO OBSERVATION AND COLLABORATION • OBSERVATION TEMPLATE AND ACTION PLANNING TOOLS • SUMMATIVE REFLECTION
MODULE F1 CONTENT INSTRUCTIONAL PLANNING	**TOTAL PARTICIPATION STRATEGIES:** CREATE A "MENU" OF TOTAL PARTICIPATION STRATEGIES FOR EACH SECTION OF THE LESSON.
MODULE F2 METHODOLOGY OF TEACHING READING & WRITING IN THE CONTENT AREA	**LITERACY-BASED SUMMATIVE ASSESSMENT WITH LESSON PLAN(S):** DESIGN A STANDARDS-ALIGNED SUMMATIVE IN THEIR CONTENT AREA THAT INCORPORATES LITERACY AS A KEY COMPONENT OF THE ASSESSMENT.
MODULE G1 TECHNOLOGY IN THE CLASSROOM	**APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION:** DEVELOP AND SHARE LESSON PLANNING AND ASSESSMENTS UTILIZING TECHNOLOGY AND DELIVERED USING A MULTIMODAL PLATFORM.
MODULE G2 ADVANCED PLANNING & INSTRUCTIONAL DELIVERY	**DATA ANALYSIS AND REFLECTION:** SUBMIT DATA ANALYSIS AND REFLECTIONS.
MODULE G3 HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	**SAFE ENVIRONMENT AND CLIMATE PLAN:** TEACHER CANDIDATES CREATE A CLASSROOM CLIMATE PLAN TO SUPPORT DIVERSE, SAFE ENVIRONMENTS FOR STUDENTS WITHIN THE K-12 CLASSROOM SETTING.
ED 405 FIELD EXPERIENCE – YEAR 2	• DISPOSITION CHECKLIST • FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA) • GOAL-SETTING • REFLECTIONS • VIDEO OBSERVATION AND COLLABORATION • OBSERVATION TEMPLATE AND ACTION PLANNING TOOLS • SUMMATIVE REFLECTION

CONTACT INFORMATION

PHYSICAL ADDRESS – HOME OFFICE:

FORTUNE SCHOOL
2890 GATEWAY OAKS DR. SUITE 100
SACRAMENTO, CA 95833

PHONE NUMBER:

(916) 924-8633

FAX NUMBER:

(916) 924-8664

WEBSITE:

HTTP://WWW.FORTUNESCHOOLOFED.ORG

HIGHER EDUCATION DEPARTMENT CONTACTS:

DIRECTOR OF TEACHER EDUCATION
DR. KRISTY PRUITT
(916) 924-8663 EXT. 120
KPRUITT@FORTUNESCHOOL.US

COORDINATOR OF TEACHER EDUCATION & CREDENTIAL ANALYST
CARMY PRESTON
(916) 924-8663 X104
CPRESTON@FORTUNESCHOOL.US

COORDINATOR OF FIELD EXPERIENCES & FACULTY MEMBER
DR. HELEN ANDERSON-CLARK
(916) 924-8633 X126
HANDERSONCLARK@FORTUNESCHOOL.US