# Course Details and Selected Assignments: Clinical Practice Courses

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## Courses: Clinical Practice I, II, III, IV

### Course Structure

All four courses have the same structure, and the same types of assessments, including a focus on the professional development plan, lesson planning, and regular feedback and assessment from both university mentors and district support providers and achievement of the edTPAs. CSOE is in the process of transitioning to the edTPA.

### Clinical Practice I

|  |  |  |  |
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|  | **Assessment** | **Due** | **Point Value** |
| **Week 1** |  |  |
|  | Professional Development Plan |  | 10 |
|  | School Profile |  | 10 |
|  | Introduction to edTPA and Requirements |  | 10 |
| **Week 2** |  |  |
|  | E Journal 1 |  | 10 |
|  | Class Profile |  | 10 |
|  | Review inTASC Activities |  | 10 |
| **Week 3** |  |  |
|  | Progress Assessment |  | 10 |
|  | Site Support Provider Form |  | 10 |
| **Week 4** |  |  |
|  | edTPA Preparation Academic Language |  | 10 |
|  | Support Provider/Mentor Meeting Notes |  | 10 |
|  | Progress Assessment by Site Support Provider |  | 10 |
| **Week 5** |  |  |
|  | E Journal 2 |  | 10 |
|  | Classroom Rules |  | 10 |
| **Week 6** |  |  |
|  | edTPA Self-Assessment |  | 10 |
|  | Progress Assessment |  | 10 |
| **Week 7** |  |  |
|  | E Journal 3 |  | 10 |
|  | EL Log |  | 10 |
| **Week 8** |  |  |
|  | Quarterly Assessment |  | 10 |
|  | Mentor Evaluation |  | 10 |
| **Total Points** |  | **190** |

### Clinical Practice II

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|  | **Assessment** | **Due** | **Point Value** |
| **Week 1** |  |  |
|  | Professional Development Plan |  | 10 |
|  | Family Communication |  | 10 |
|  | edTPA Review: Handbook and Templates |  | 10 |
| **Week 2** |  |  |
|  | Supporting Language Needs |  | 10 |
|  | Classroom Log for Interns |  | 10 |
|  | edTPA Academic Language Development |  | 10 |
| **Week 3** |  |  |
|  | E Journal 1 |  | 10 |
|  | Progress Assessment |  | 10 |
|  | edTPA Task 1: Lesson Planning Preparation 1 |  | 10 |
| **Week 4** |  |  |
|  | Support Provider/Mentor Meeting Notes |  | 10 |
|  | Progress Assessment by Site Support Provider |  | 10 |
| **Week 5** |  |  |
|  | Lesson Plan |  | 10 |
|  | E Journal 2 |  | 10 |
|  | edTPA Task 1: Lesson Planning Preparation 2 |  | 10 |
| **Week 6** |  |  |
|  | E Journal 3 |  | 10 |
|  | Progress Assessment by Site Support Provider |  | 10 |
| **Week 7** |  |  |
|  | District Provider Evaluation |  | 10 |
|  | Lesson Plan |  | 10 |
|  | EL Log |  | 10 |
|  | edTPA Task 2: Instruction Preparation 1 |  | 10 |
| **Week 8** |  |  |
|  | Discussion: Week 8 Reflection |  | 10 |
|  | Site Support Provider Evaluation |  | 10 |
|  | Quarterly Assessment |  | 10 |
| **Total Points** |  | **230** |

### Clinical Practice III

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|  | **Assessment** | **Due** | **Point Value** |
| **Week 1** |  |  |
|  | Self-Assessment |  | 10 |
|  | Instructional Plan |  | 10 |
|  | edTPA Task 2: Instruction Preparation 2 |  | 10 |
| **Week 2** |  |  |
|  | E Journal 1 |  | 10 |
|  | Lesson Plan |  | 10 |
|  | edTPA Assessment Tools and Techniques |  | 10 |
| **Week 3** |  |  |
|  | Week 3 – Progress Assessment |  | 10 |
|  | Differentiation Checklist |  | 10 |
|  | edTPA Task 3: Assessment Preparation 1/edTPA Task 4 for Elementary Literacy/Math 1 |  | 10 |
| **Week 4** |  |  |
|  | Progress Assessment by Site Support Provider |  | 10 |
|  | Support Provider/Mentor Meeting Notes |  | 10 |
|  | edTPA Task 3: Assessment Preparation 2/edTPA Task 4 for Elementary Literacy/Math 2 |  | 10 |
| **Week 5** |  |  |
|  | E Journal 2 |  | 10 |
|  | Grouping Assignment |  | 10 |
| **Week 6** |  |  |
|  | Unit Plan |  | 10 |
|  | Week 6 – Progress Assessment |  | 10 |
|  | Finalize edTPA Portfolio  |  | 10 |
| **Week 7** |  |  |
|  | E Journal 3 |  | 10 |
|  | EL Log |  | 10 |
|  | Finalize edTPA Portfolio 2 – Final Assignment |  | 10 |
| **Week 8** |  |  |
|  | Quarterly Assessment |  | 10 |
|  | Mentor Evaluation |  | 10 |
| **Total Points** |  | **220** |

### Clinical Practice IV

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|  | **Assessment** | **Due** | **Point Value** |
| **Week 1** |  |  |
|  | Self-Assessment |  | 10 |
|  | Classroom Management Plan |  | 10 |
| **Week 2** |  |  |
|  | E Journal 1 |  | 10 |
|  | Progress Assessment |  | 10 |
| **Week 3** |  |  |
|  | Progress Assessment |  | 10 |
|  | Lesson Plan |  | 10 |
| **Week 4** |  |  |
|  | E Journal 2 |  | 10 |
|  | Support Provider/Mentor Meeting Notes |  | 10 |
| **Week 5** |  |  |
|  | Discussion: Week 5 |  | 10 |
|  | Lesson Plan |  | 10 |
| **Week 6** |  |  |
|  | Unit Plan |  | 10 |
|  | E Journal 3 |  | 10 |
| **Week 7** |  |  |
|  | District Support Provider Evaluation |  | 10 |
|  | Support Provider Progress Assessment |  | 10 |
|  | EL Log |  | 10 |
| **Week 8** |  |  |
|  | Summative Assessment |  | 10 |
|  | Mentor Evaluation |  | 10 |
| **Total Points** |  | **170** |

### Example Assignments

Assignments support intern candidates’ work in the classroom and supports creating personalized learning environments, lesson planning, self-assessment, mentor/district support provider assessments.

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| **Assignment: Class Profile** |  |
| Complete the Class/Caseload Profile to help you learn about your teaching context. Please consult your University Field Supervisor, your site administrator(s), colleagues, and/ or University Instructors to gather information about your teaching context. You should add to the profile at any time as you learn about your students, school, and district. If your school provides this information in another format, please feel free to attach that document and use it instead. **Complete** the Class Profile document. **Submit** your Profile by Sunday of Week 2. |

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| **Assignment: Supporting Language Needs** |  |
| **Review** the Supporting Language Needs document, available in Canvas, that outlines best practices for supporting students with language needs. **Complete** the ‘What can you do in the classroom’ column in the Supporting Language Needs document. **Submit** the document by Sunday of Week 2.  |

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| **Assignment: Differentiation Checklist** |  |
| **Complete** the “Differentiation: What Do I Already Do?” document, available in Canvas. You might be pleasantly surprised to see that you are already differentiating in small ways!**Reflect** on the strategies in this list, feel good about what you are already doing. **Identify** areas for growth and development. **Complete** the Differentiation Checklist document available in Canvas. **Submit** the checklist by Sunday of Week 3.  |

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| **Assignment: Grouping Assignment** |  |
| Great teachers use their student achievement data to determine small groups and differentiation strategies. **Complete** the Grouping Assignment document available in Canvas. **Submit** your document by Sunday of Week 5.  |

### Professional Development/Self Reflection Assignment Examples

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| **Assignment: E Journal 1** |  |
| The purpose of the E-Journal (Electronic Journal) is to establish communication and reflection between the Candidate and the University Field Supervisor on topics of relevance in relation to the teaching performance, pedagogy coursework and the Professional Development Plan. There are three (3) required E-Journals each term. **Complete** the E-Journal #1 available in Canvas. **Submit** your Journal by Sunday of Week 2. |

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| **Assignment: Professional Development Plan** |  |
| The purpose of the professional development plan is to reflect on and improve your practice through collaborative inquiry, observation feedback, and your performance data. It is important to understand your responsibility for ongoing professional learning. Please fill this out to help you grow as an educator. **Complete** the Professional Development Plan document. **Submit** your plan by Sunday of Week 1. |

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| **Discussion: Week 8 Reflection** |  |
| **Respond** to the following prompts in the Week 8 Reflection discussion forum by Wednesday: * What did you learn during these past seven Weeks?
* What changed your thinking?
* What is different about you as a professional?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

### Lesson and Unit Plan Assignments

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| **Assignment: Lesson Plan** |  |
| **Write** a lesson plan using the CSOE Lesson Plan Template on any topic you wish. **Include** the following information with your lesson plan: * A short introduction that provides context to the lesson.
* Identify what grade, content and classroom setting this will be used.
* Identify when this lesson will be used within the scope of a unit.

**Submit** your Lesson Plan by Sunday of Week 2. |

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| **Assignment: Unit Plan** |  |
| Everyone has their own preferred method of how to organize their thinking into a unit plan. Some people buy large lesson planning books and write everything out in the template provided. Others use desktop calendars. **Create** a 2-week unit plan that includes the following elements: * Context
* Standards
* Assessments
* Objectives
* Scope and Sequence

**Review** the Unit Plan document for specific guidelines for each of the sections above. **Submit** your unit plan by Sunday of Week 6.  |

### Assignments and Evaluations from Mentors and District Support Providers

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| **Assignment: District Support Provider Evaluation** |  |
| **Complete** the District Support Provider Evaluation about the Program document available on Canvas. **Submit** the completed form by Sunday of Week 7.  |

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| **Assignment: Support Provider Progress Assessment** |  |
| **Complete** the Site Support Provider Observation form available in Canvas. **Submit** the completed form by Sunday of Week 7.  |

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| **Assignment: Progress Assessment** |  |
| Field Supervisors regularly assess Candidate performance during classroom observations, review of lesson plans and through formal E-Journal communications. They score Candidate proficiency in all domains. Formative assessments and classroom observations are provided and discussed by the University Field Supervisor with the Candidate and are shared with Field Supervisor Coordinators. Candidates not performing at competency (level ‘3’ or ‘4’) in Field Supervision on the summative assessments will be referred to the Student Evaluation and Review Committee (SERC). The SERC will make recommendations for next steps in support of the Candidate. **Complete** the Progress Assessment document. **Submit** your Assessment by Sunday of Week 3. |

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| **Assignment: Summative Assessment** |  |
| The Quarterly Assessment is a summative scoring rubric based on the domains embedded within the required performance standards. The University Field Supervisor completes one (1) Quarterly Assessment per term. The final Quarterly Assessment is a Summative Assessment in which the Candidate must achieve a proficient score of ‘3’ or ‘4’ in all domains. **Complete** the Quarterly and Summative Assessment document available in Canvas. **Submit** your completed Assessment by Sunday of Week 8.  |