LEE 107: Clinical Practice Experience in PK-3 (B)
Spring 2025

Instructor Information

Instructor Name:
Department: Literacy, Early, Bilingual, Special Education
Email / Telephone:
Office:
Student Support Hours: (days/times)

Course Information

Course Modality: Hybrid (in-person and virtual)
Course ID:
Units: 9
Class Meeting Location & Time: (zoom link if applicable)
Canvas: fresnostate.instructure.com
Prerequisites: Successful completion of Phase 1 & Phase 2 of the P-3 Credential Program.
Catalog description: Clinical Practice Experience PK-3 (B) is a supervised final student teaching experience that culminates in a minimum of four weeks of solo teaching. These four weeks include planning, implementing, and assuming all classroom responsibilities. This course is 28 hours per week in the classroom along with an additional 2 hours per week for planning is expected for a total of 30 hours of clinical experience per week (4 duty days + 1 flex day/week).
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course of the PK-3 Credential Program. It is hoped that each graduate will continue striving toward educational leadership and professional growth through lifelong learning.

This course requires that you have purchased a Tk20 Account ($110 for a 7 year subscription). Tk20 is a cloud-based system used to document clinical experience. Use the following link to purchase your account:

https://payment.tk20.com/ctpayment/options_menu.do;jsessionid=F2E89FD786 2C16E0C603BA9AE6B9C3F9

Required Course Materials

- [Teacher Education Clinical Practice Experience Handbook - DRAFT](#)
- [Preschool Learning Foundations](#)
- [Preschool Curriculum Framework](#)
- [K-3 Student Content Standards](#)
- [Fresno Assessment of Student Teachers, FAST](#)
- [Clinical Practice Agreement](#)
- [Lesson Plan Template](#)
- [Developmentally Appropriate Checklist](#)

Course Specifics

Course goals: Students will apply various learning theories to classroom practice: Planning, Lesson Implementation, and Reflection.

Student Learning Outcomes:

The learning outcomes are aligned with the California Commission on Teacher Credentialing (CCTC) [PK-3 Teaching Performance Expectations (TPE)](#), the National Association of Education for Young Children (NAEYC) Professional Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.

1. Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (CTC-PK3 TPE 2.2, 2.4, 2.5, 2.6, 8.3, 8.7; NAEYC 4a).
2. Teacher Candidates will apply knowledge of students and their families, including their prior experiences, interests, and social- emotional learning needs, as well as

their funds of knowledge and cultural, language, and socioeconomic backgrounds, to support their development and engage them in learning (CTC-PK3 TPE 1.2, 1.3, 1.4, 4.3, 4.7, 7.3, 8.8; NAEYC 1b, 1c).

3. Teacher Candidates will utilize their understanding of the diversity in family characteristics to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning (CTC-PK3 TPE 1.5, 2.4, 4.8; NAEYC 2a, 2b)

4. Teacher Candidates will demonstrate specific pedagogical skills for the instruction of reading, language arts, math, science, visual and performing arts (CTC-PK3 TPE 3.1, 3.2, 7.1, 7.2, 7.9, 8.1, 8.4; NAEYC 5a, 5b).

5. Teacher Candidates will utilize developmentally appropriate teaching practices and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning (CTC-PK3 TPE 1.1, 1.7, 3.6, 4.5, 4.7, 7.4, 8.5; NAEYC 4b, 4c).

6. Teacher Candidates will monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning (CTC-PK3 TPE 1.6, 3.4, 5.1, 5.2; NAEYC 3a).

7. Teacher Candidates will analyze, interpret, and use developmentally appropriate assessments for planning and adjusting instruction for each child (CTC-PK3 TPE 4.8, 5.3, 5.4, 5.5; NAEYC 3b, 3c)

8. Teacher Candidates will make content accessible (CTC-PK3 TPE 1.6, 2.1, 3.5, 3.6, 4.1; NAEYC 5c).

9. Teacher Candidates will engage students in the learning process (CTC-PK3 TPE 1.7, 4.2, 4.4, 5.6).

10. Teacher Candidates will exhibit appropriate ethical and legal behavior (CTC-PK3 TPE 6.3, 6.4; NAEYC 6b).

11. Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of continuous improvement in teaching and learning in the ECE context (CTC-PK3 TPE 6.1; NAEYC 6e).

12. Teacher Candidates will question the assumptions that they make about children and their families and address their implicit and explicit biases that could negatively affect teaching and learning (CTC-PK3 6.2; NAEYC 1c).

13. Teacher Candidates will utilize collaborative efforts and co-teaching strategies (CTC-PK3 TPE 2.3, 3.3, 5.5, 6.5; NAEYC 6d).

Course Requirements/Assignments

1. **Attend meetings called by your University Coach**.

2. **Pre-Disposition Survey and Post-Disposition Survey.** Developing dispositions essential to becoming a professional educator is required of the PK-3 Credential Program. In Tk20, teacher candidates are required to:
   a. Complete the pre-disposition survey by week 3 of the semester.
   b. Discuss the results with your University Coach and set a goal for an area of growth.
   c. Complete the post-disposition survey by week 16 of the semester.

3. **Clinical Practice Agreement.** This agreement is to be reviewed at the first triad meeting with the Teacher Candidate (TC), Mentor Teacher (MT) and University Clinical Practice Coach (CC). It is intended to assist with clarifying responsibilities as well as individualizing the gradual release plan for the TC. This is a working document that can be adjusted as needed. The weeks shown are estimates and do not necessarily match the actual weeks of the semester. Remember that exploring and engaging with the [PK-3 Teaching Performance Expectations](#) (TPEs) must remain central to TC learning and development. This agreement is to be uploaded into the Teacher Candidate's Tk20 binder after the triad meeting.

4. **Clinical Practice Experience and Logging Clinical Hours.** Teacher Candidates are required to participate in a *minimum of 30 hours per week* in clinical placement aiming to log approximately 420 hours during Clinical Practice Experience in PK-3 (B) in Tk20. Teacher Candidates assume responsibility for the morning routine on a daily basis. Clinical activities may include: walking the students to the classroom, taking attendance, collecting and correcting homework, and morning review, calendar, lesson planning, co-teaching, reviewing assessment data, attending professional learning community at school site, attending professional learning approved by Fresno State, attending parent-teacher conferences, attending district board meetings, etc.

5. **Students in Context**. Information must include a summary of (a) English proficiency levels, (b) identified needs (IEP, 504, behavioral plans), (c) ethnicity, and (d) reading/writing proficiency (with the source of your information). In addition, you will identify other information about individual students. The information you gather should directly inform your planning and instruction to

ensure all students have access to the curriculum. This information may include academic strengths and challenges, cultural background, interests, social interactions, attitude, language proficiency, health needs, etc. A review of IEP goals, 504 plans, or behavior plans should be part of this process. Interest surveys, observations of interactions and behavior, and conversations are good sources of information. Select the most useful information for your planning. More is not necessarily better. Use the TSP Students in Context Template and submit in Tk20.

6. **Lesson Planning**. Every week you will participate in the development of the weekly lesson plans with your Mentor Teacher and you will observe and ask questions about how a unit of study is put together. Additionally, you will develop six formal standards-based lesson plans and have them *reviewed by your University Coach* and/or Mentor Teacher *36 hours before* a lesson is taught for a formal observation. Use the TSP Lesson Plan Template and submit in Tk20.

7. **Formal Observation, Debrief, and Reflection**. Record the implementation of a minimum of *six (6)* intentionally planned lessons approximately 20-30 minutes in length. Use Panopto to record and share your recording with your coach. Meet with your coach to debrief. Submit your formal observation and corresponding reflection that is focused on a specific TPE in Tk20: Always select a TPE to focus on in your reflection. What does it mean to you? What skills did you use to practice this TPE in the classroom? Always set a goal for future practice and reflection. You may also consider using one of the following questions to guide your reflective practice:
    a. Reflection-on-action: Focus on 1-3 students. Discuss what you hoped to see in the students' development and learning and explain how you know if you're seeing growth in the students? Describe what went well. Describe what could be strengthened. Describe what could be done differently next time.
    b. Select a content area or concept introduced to you in your coursework and discuss a theory to practice connection.
    c. Focus on something that you take for granted about teaching and learning that surprised you this week. Why is it an 'aha' moment for you?
    d. What assessment data did you look at this week? How is that information informing your practice?

e. In what ways did you focus on the assets your students brought into the classroom this week? How will you incorporate your student's strengths into your lesson planning?
f. How does context matter to your planning and practice?
g. How do your present goals, aspirations, and motivations as an educator reflect your beliefs and your experiences?
h. How did your identities and life experiences show up in your teaching practices this week? Consider such identities as your race, social class, gender, and sexual orientation, and such schooling experiences as those related to academic achievement, motivation, professional development, extracurricular activities, and peer groups. How does your background shape your practice this week? What assumptions and bias are you questioning?

8. **Mid-Semester and Final-Semester Evaluation**. During week 7 or 8, the University Coach will help schedule a meeting with the Teacher Candidate and Mentor Teacher where the triad will reflect on the learning and development of the Teacher Candidate as well as set goals for areas of improvement for the second half of the semester. During week 15 or 16, the University Coach will help schedule a meeting with the Teacher Candidate and Mentor Teacher where the triad will reflect on the learning and development of the Teacher Candidate as well as set goals for areas of improvement for final student teaching. Coach will submit it in Tk20.

9. **Solo Teaching.** Solo teaching occurs when the candidate assumes primary responsibility for sustained, connected teaching experiences enabling them to monitor student learning over time and build on student learning over the course of multiple interactions for a minimum of four weeks in the semester. Solo teaching includes those activities in which the candidate plans or coplans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo teaching experience must provide the candidate with an authentic teaching experience and the opportunity to demonstrate pedagogical competence. During this time the candidate should be fully responsible for: planning lessons based on the students in their classroom, delivering the lessons, monitoring student progress toward achieving the academic goals included in the lessons, informal and

formal assessment of students, and reflection of their teaching practice. Teacher Candidates can meet this requirement by co-teaching with their mentor teacher as long as the Teacher Candidate takes a lead role and is fully responsible for all teaching and learning experiences in the classroom. Although solo teaching is required for four weeks, the time spent co-teaching can be broken up into two-weeks of consecutive teaching experiences.

10. **Complete the Fresno Assessment of Student Teachers (FAST) Teaching Sample Project**.
    a. Review FAST Manual during the first two weeks of the semester.
    b. Review TSP preparation Videos.
    c. Attend TSP Meetings held by FAST Coordinator
    d. In Tk20, complete all steps of the TSP to document Teacher Candidate's effective use of instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals, and scheduled academic tasks. Teacher Candidates will implement procedures for routine tasks and manage transitions to maximize instructional time. Teacher Candidates will reflect on their lessons using the TPEs as a framework. (TPE 1.6, 1.7, 2.6, 3.1, 3.2, 4.4, 4.5, 4.8, 5.1, 5.4, 5.7, 6.1, 6.3, 6.5, 7.9, 7.10, 7.11)

11. **Individual Development Plan (IDP)**. The purpose of the IDP is to identify the specific activities the Teacher Candidate has completed and the areas that should be the focus of induction so that the induction program and mentor understand the Teacher Candidate's preparation. Teacher Candidates will work with their university coach to complete the IDP form and set specific goals to set them up for moving into induction. Please use the IDP form in Tk20.

Teaching Sample Project (TSP)

FAST OVERVIEW

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your clinical experience.

The Kremen School of Education and Human Development has designed its own teacher performance assessment system to evaluate your mastery of the TPEs, the *Fresno Assessment of Student Teachers* (FAST). The system consists of two tasks or "projects", the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

The Teaching Sample Project (TSP) is the focal performance task of the Clinical Practice Experience in PK-3 (B). The TSP will be scored by trained, reliable scorers using a specific four-point rubric:

    1 = Does not meet expectations
    2 = Meets expectations
    3 = Meets expectations at a high level
    4 = Exceeds expectations

A score of 2 on all sections is required to pass the TSP. In the event that a candidate earns a score of "1" on any section, the candidate will have the opportunity to revise and resubmit that section. If a passing score is still not earned in the resubmission, the candidate may apply for a *Special Consideration* using the *FAST Non-Passing Score Procedure* (outlined in the FAST Manual).

TEACHING SAMPLE PROJECT OVERVIEW

The TSP assesses the candidate's ability to plan, implement, and reflect upon instruction. The Teaching Performance Expectations (TPE) elements being evaluated are:

  TPE 1 – Engaging and Supporting All Young Children in Learning (1.6, 1.7)
  TPE 2 – Creating and Maintaining Effective Environments for Children's Development and Learning (2.6)
  TPE 3 – Understanding and Organizing Core Curriculum for Children's Learning (3.1, 3.2)
  TPE 4 – Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children (4.4, 4.5, 4.8)
  TPE 5 - Assessing and Documenting Children's Development and Learning (5.1, 5.4, 5.7)
  TPE 6 – Developing as a Professional Early Childhood Educator (6.1, 6.3, 6.5)
  TPE 7 - Effective Literacy Instruction for PK-3 Settings (7.9, 7.10, 7.11)

For this project you are required: (a) to identify the context of your classroom (i.e. students and classroom environment), (b) to plan and teach a series of at least 5

cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) to assess students' learning before, during, and after the unit, (d) to document your teaching and your students' learning, and (e) reflect on the effectiveness of your teaching.

Credit for Clinical Practice Experience in PK-3 (B)

To receive credit for Clinical Practice Experience in PK-3 (B), candidates must satisfactorily meet all clinical practice expectations during the weeks that they are due and pass the FAST Teaching Sample Project.

Course Policies & Safety Issues

Attendance: Attend all class sessions unless ill. Due to discussions of readings and other in class activity requirements, more than 3 absences may impact your ability to complete the requirements of the course.

Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, clinical hours and assignments due during the time the student is absent may be made up only if the student contacts the University Coach as soon as practical after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should submit their work to the University Coach on or before the due date, or as arranged with the University Coach. This includes papers, assessments, and/or homework assignments. The University Coach may require a doctor's note to verify illness for absence during examinations or for late assignments. When a student is absent for an extended period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports WILL/WILL NOT* be available for your viewing. ==*FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.==

DISCOVERY.   DIVERSITY.   DISTINCTION.

Dispute Resolution: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

    Chair: Dr. Imelda Basurto

    Department: Literacy, Early, Bilingual, Special Education

    Email: ibasurto@mail.fresnostate.edu

    Department phone number: 559.278.0285

Intellectual Property: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at [Fresno State Student Ratings for Instruction (SRI)](#)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:
- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)

- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Title IX](#)

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.
Students can report incidents of alleged sexual misconduct to either or both of the following resources:

Title IX and Clery Compliance Office | fresnostate.edu/titleix | 559.278.5003
Fresno State Police Department | fresnostate.edu/police | 559.278.8400
Students can access confidential support from two separate resources on campus:
Survivor Advocates | fresnostate.edu/survivoradvocate | 559.278.6796
Counseling Services | studentaffairs.fresnostate.edu/health/counseling | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

University Services
The following University services can be found on the web at:
- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)
- [Library](#)

- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [SupportNet](#)
- [Survivor Advocacy](#)
- [Writing Center](#)

Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Course Calendar

Week	Requirement - Assignment
1	- Complete Pre-disposition Survey - Clinical Practice Agreement - Clinical Practice Experience (Optional & Depending on Placement) - Review FAST Manual - Review Teacher Education Clinical Handbook
2	- Complete Pre-disposition Survey - Clinical Practice Agreement - Clinical Practice Experience (Optional & Depending on Placement) - Review FAST Manual - Review Teacher Education Clinical Handbook
3	- Clinical Practice Agreement - Complete Class Profile - Clinical Practice Experience and Log Clinical Hours - Participate in the development of the weekly lesson plans with your Mentor Teacher
4	- Clinical Practice Experience and Log Clinical Hours - Participate in the development of the weekly lesson plans with your Mentor Teacher - Submit lesson plan #1 to coach 36 hours before implementation - Record Formal Observation #1 - Submit Reflection #1
5	- Clinical Practice Experience and Log Clinical Hours - Participate in the development of the weekly lesson plans with your Mentor Teacher
6	- Clinical Practice Experience and Log Clinical Hours - Participate in the development of the weekly lesson plans with your Mentor Teacher - Submit lesson plan #2 to coach 36 hours before implementation - Record Formal Observation #2 - Submit Reflection #2
7	- Clinical Practice Experience and Log Clinical Hours - Participate in the development of the weekly lesson plans with your Mentor Teacher - Mid-Semester Evaluation
8	Clinical Practice Experience and Log Clinical Hours

	- Participate in the development of the weekly lesson plans with your Mentor Teacher - Submit lesson plan #3 to coach 36 hours before implementation - Record Formal Observation #3 - Submit Reflection #3 - Mid-Semester Evaluation
9	- Clinical Practice Experience and Log Clinical Hours - Participate in the development of the weekly lesson plans with your Mentor Teacher - Record Formal Observation (only need 6)
10	- Clinical Practice Experience and Log Clinical Hours - Participate in the development of the weekly lesson plans with your Mentor Teacher - Submit lesson plan #4 to coach 36 hours before implementation - Record Formal Observation #4 - Submit Reflection #4
11	- Solo Teaching - Clinical Practice Experience and Log Clinical Hours - Participate in the development of the weekly lesson plans with your Mentor Teacher
12	- Solo Teaching - Clinical Practice Experience and Log Clinical Hours - Participate in the development of the weekly lesson plans with your Mentor Teacher - Submit lesson plan #5 to coach 36 hours before implementation - Record Formal Observation #5 - Submit Reflection #5
13	- Solo Teaching - Clinical Practice Experience and Log Clinical Hours - Participate in the development of the weekly lesson plans with your Mentor Teacher - Record SVP Observation prior to going on break
14	- Solo Teaching - Clinical Practice Experience and Log Clinical Hours - Participate in the development of the weekly lesson plans with your Mentor Teacher - Submit lesson plan #6 to coach 36 hours before implementation - Record Formal Observation #6 - Submit Reflection #6

15	● Prepare Individual Development Plan for Induction ● Clinical Practice Experience and Log Clinical Hours ● Participate in the development of the weekly lesson plans with your Mentor Teacher ● Final-Semester Evaluation ● Plan good-bye event for class with MT
16	● Submit Individual Development Plan for Induction in Tk20 ● Review and finalize log of clinical hours in Tk20 ● Final-Semester Evaluation ● Submit Tk20 Field Experience Binder