

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
DEPARTMENT OF ELEMENTARY EDUCATION**

EED 561F Syllabus

Course Number: E ED 561F

Course Title: Student Teaching II

Time: Early Clinical Practice (EFE) of 20 hours
Student Teaching for 10 weeks, full time

University Supervisor:

Email:

Telephone:

Field Experience Office: elemst@csun.edu;
(818) 677-3183

CONCEPTUAL FRAMEWORK OF THE COLLEGE OF EDUCATION:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

CATALOG DESCRIPTION:

Prerequisites: [EED 559C](#), [EED 560C](#); *Admission to the Multiple Subject Credential Program; Verification of eligibility from Credential Office. Corequisite:* [EED 559F](#). *Pre/Corequisites:* [EED 515](#), [EED 565S](#), [EED 575](#), [EED 577](#); [AAS 417/AFRS 417/ARMN 417/CHS 417/ELPS 417](#); [HSCI 465ELM](#); [KIN 595PE](#); [SPED 420](#). EED 561F is the second of two substantive clinical practice experiences in the Multiple Subject Credential Program—Traditional Pathway. The course requires 20 hours of Early Field Clinical Practice Experience preceding Student Teaching and 10 weeks of supervised Student Teaching in a participating public school classroom to provide the credential candidate the opportunity to establish connections among course content, theories of teaching and learning, and classroom pedagogy. In this course, Student Teachers are placed with an exemplary mentor teacher, skilled in both teaching and classroom management, in order to develop skills in planning daily standards-based lessons, implementing the elementary curriculum, engaging and supporting all students in learning, using educational technology, assessing student learning, and developing as a professional educator. Candidates plan lessons that provide access to the curriculum for all students and use a range of

instructional strategies to tailor and adapt instruction as necessary to meet individual student needs. Emphasis in this all-day supervised clinical practice experience (approximately 320 hours) is on implementing positive behavioral support strategies with students and developing general pedagogical skills such as planning and teaching effective, meaningful, engaging lessons in all subjects, as well as integrated and designated English language development (ELD). Student Teachers are provided formative feedback on supervised teaching and other examples of appropriate supervision activities (co-planning, assessment reflection, PLCs) from their mentor teacher and University Supervisor to help them move toward mastery of the California Teaching Performance Expectations (TPEs). Teacher candidates must complete and pass the state-mandated Teaching Performance Assessment (TPA). (Credit/No Credit only)

COURSE DESCRIPTION AND GOALS:

The Student Teaching Semester

In this experience, the focus is on teaching all academic subjects, health, the arts and physical education to diverse learners. Diverse learners include those from different cultures, English language learners, and exceptional populations. There is an expectation for collaborative lesson planning, peer coaching, and collegial reflection about teaching and learning with your peers. This Student Teaching experience is designed to advance in the understanding of the six interrelated categories of teaching practice as outlined in the California Standards for the Teaching Profession (CSTP) (California Department of Education, 1997, 2016) through the engagement and mastery of the Teaching Performance Expectations. The seven TPEs are arranged into seven categories and include:

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

COURSE OBJECTIVES:

Upon completing this field experience, you should be moving toward mastery of the teaching performance expectations (as outlined by CCTC, 2016). Mastery is considered to be at the assessed level for each of the 7 TPEs.

After completing this course, students will be able to:

1. Teach the state adopted academic content standards for students in English-language Arts, English Language Development, Math, Science, History-Social Science, Health, Visual/Performing Arts and PE (TPE 3).
2. Strategically plan and schedule instruction to ensure that students meet or exceed the standards (TPE 3).
3. Create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts across all curricular subjects (TPE 3).
4. Make language comprehensible to diverse learners by using SDAIE strategies, and use the needs of the learners to guide instruction (TPE 2 and 3).
5. Help students inquire, reason, and solve problems in all academic contexts (TPE 3 and 4).
6. Use progress monitoring during instruction to determine student progress; pace instruction and re-teach content based on evidence gathered using assessment strategies (TPE 3,4,5).
7. Use a variety of informal and formal, formative and summative assessments to determine students' progress and plan differentiated instruction (TPE 5).

8. Interpret assessment data to identify level of proficiency of English language learners in English and primary language (TPE 4).
9. Incorporate specific strategies, teaching/instructional activities, procedures and experience to provide a balanced curriculum in all subject areas for diverse and exceptional learners (TPE 3 and 4).
10. Vary instructional strategies according to purpose and lesson content and to meet student learning needs, including diverse and exceptional learners (TPE 1,2,3).
11. Maintain high student engagement by using strategies that engage all learners (TPE 1).
12. Apply developmentally appropriate practice to the developmental levels of children in the assigned classroom (TPE 1 and 3).
13. Use assessment data to plan and modify instruction over time (TPE 5).
14. Allocate time to maximize student achievement by establishing procedures, routines, and managing transitions (TPE 1).
15. Create a community of learners with clear expectations that promote student effort and engagement, and moderates behavior (TPE 1).
16. Apply knowledge of values, biases, professional behavior to students and families in inclusive settings (TPE 1 and 3).
17. Demonstrate the ability to work with colleagues and other school personnel, including paraprofessionals and specialists (TPE 6).
18. Self-evaluate teaching practices; and improve teaching practices of the self and others by engaging in cycles of planning, teaching, reflecting, problem solving, and applying new strategies in a peer coaching environment (TPE 6).
19. Demonstrate an understanding of the knowledge, skills, and attitudes needed to work effectively with all students, including English Language Learners and culturally diverse students (TPE 1).
20. Create opportunities to integrate technology and visual-performing arts in all subjects (TPE 1 and 3).
21. Foundational Skills. Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling – sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is direct, systematic, and explicit and that includes practice in connected, decodable text (TPE 7).
22. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading (TPE 7)
23. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students (TPE 7).
24. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines (TPE 7).

DEPARTMENT AND PROGRAM POLICIES

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance,

or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession. Obtain detailed information about the involuntary delay/withdrawal process, the *Statement of Concern* form, student appeals, and the list of *Qualities Important to Future Teachers and Educational Professionals* at <http://www.csun.edu/eisner-education/elementary-education/delaywithdrawal-procedure>

REQUIRED READING MATERIALS:

California Standards for the Teaching Profession:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

California English Language Development Standards:

California Common Core State Standards for Mathematics

History-Social Science Content Standards for California Public School – K-12

Next Generation Science Standards (NGSS) for California Public Schools, K-12

Visual and Performing Arts Content Standards for California Public Schools - Prekindergarten Through Grade Twelve: Dance, Music, Theatre, and Visual Arts

Physical Education Model Content Standards for California Public Schools - Prekindergarten Through Grade Twelve

Health Education Content Standards for California Public Schools - Prekindergarten Through Grade Twelve

RECOMMENDED TEXTS

Textbooks from all methods courses.

COURSE ACTIVITIES/ASSIGNMENTS

You will receive detailed instructions for all activities and assignments at the first meeting with your University Supervisor.

1. Early Field Experience Assignment. Complete Early Field Experience in your Student Teaching classroom as described in the course overview/expectation section below.
2. Lesson Plans. Plan and implement lessons in Language Arts, ELD, Math, history-social science, science, physical education, health education, and visual and performing arts that reflect state adopted content standards based on assessment data as guided by your mentor teacher and University Supervisor.
 - a. Follow and initial weekly the Student Teaching Requirements Document. Record any tardies, absences, or early departures in your Student Teaching Requirements Document. Keep a copy of this document in your Student Teaching Binder.
 - b. Make accommodations and/or modifications as needed to promote subject matter knowledge and access to the curriculum for *all* students.
 - c. Assess student learning and use assessment data to inform planning and instruction.
 - d. Complete the “Lesson Reflection Notes” portion of the lesson plan immediately following the teaching of a lesson.
3. Virtual Student Teaching Binder. Keep and maintain a Virtual Student Teaching Binder that includes all written lesson plans with lesson reflections, a detailed planbook, and an updated classroom map with seating chart.
4. Reflective Journal. Maintain a reflective journal that responds to your teaching experiences and specific lessons you have taught in the classroom. This will be submitted to your University Supervisor.

5. Complete the Effective Literacy Instruction in Clinical Practice document to ensure you are planning and implementing evidence-based literacy instruction across your two semesters of clinical practice. In order to meet the standards of SB-488, beginning July 1, 2025 all candidates must meet the passing standard to receive credit in this course.
6. edTPA. Complete the edTPA in your Student Teaching classroom.
7. Individual Development Plan (IDP): Develop your IDP and submit electronically to the university.

Student Teaching normally begins Week 5 of the semester. You will need to teach lessons in all subjects, ELA/ELD, math, history-social science, science, physical education, health education, and visual & performing arts.

ST Week 1	Teaching Goal: Plan and teach 2 lessons in either ELA and/or Math	ST Week 6	Teaching Goal: Plan and teach 7 lessons. This week, add a fifth subject area to the lessons you are teaching
ST Week 2	Teaching Goal: Plan and teach 3 lessons in either ELA/ELD, and Math	ST Week 7	Teaching Goal: Plan and teach 8 lessons. This week, add a sixth subject area to the lessons you are teaching
ST Week 3	Teaching Goal: Plan and teach 4 lessons in ELA/ELD, and Math	ST Week 8	Teaching Goal: Plan and teach 9 lessons. This week, add the final subject area to the lessons you are teaching. Co-teach with Mentor, if possible.
ST Week 4	Teaching Goal: Plan and teach 5 lessons. This week, add a third subject area to the lessons you are teaching	ST Week 9	Takeover Week. Plan for and lead all teaching activities for one week.
ST Week 5	Teaching Goal: Plan and teach 6 lessons. This week, add a fourth subject area to the lessons you are teaching	ST Week 10	Takeover Week. Plan for and lead all teaching activities for one week.

Please keep in mind that the number of lessons required are subject to change.

VI. GRADING AND ASSESSMENT POLICY

In this course you will be observed by your Mentor Teacher and University Supervisor. They will use the **Student Teacher Evaluation** to help you assess your mastery of the Teaching Performance Expectations and your ability to teach *all* learners. You will also be asked to analyze and reflect on the goals generated during your 561F fieldwork experience for your continued work during your Induction experience as a credentialed teacher. Your understanding of the goal-setting process is an essential element when developing as a professional educator.

Student Teaching is graded on a credit (CR) no credit (NC) basis. The California Commission on Teacher Credentialing requires the equivalent of a “B” (3.0) for teacher performance in Student Teaching for awarding of credentials. At the conclusion of the semester of Student Teaching, the Student Teacher Evaluation, Effective Literacy Instruction in Clinical Practice (starting July 1, 2025), and the EdTPA Teaching Event will be used to provide an evaluation report for each Student Teacher.

EdTPA. Complete the EdTPA Teaching Event activities in your Student Teaching classroom that are assigned in your Student Teaching seminar. You must pass the EdTPA Teaching Event in addition to successfully completing Student Teaching to be awarded a teaching credential. If you do not pass the EdTPA, you will need to follow the EdTPA policies for remediation as described in Student Teaching seminar.

VII. COURSE OVERVIEW

Expectations follow those adopted by the Department of Elementary Education for all programs. Please refer to the Student Teaching Requirements document for more information about the expectations during Student Teaching.



Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

Student Teacher Evaluation - Second Semester: E ED 561F, E ED 578D and E ED 568ACT

Evaluation Period

 Midterm Final

Evaluator Type

 University
Supervisor Mentor Teacher

Evaluator Name

Evaluator ID

School and District

Credential Type

 Multiple Subject
Teaching
Credential Multiple Subject
Teaching
Credential with
Bilingual
Authorization

If bilingual authorization, language of emphasis:

 Spanish Korean Armenian

Grade Level(s)

During this experience, the candidate has had significant experience in a setting that includes the following, as required by the California Commission on Teacher Credentialing:

Two or more English learners with opportunities to implement SDAIE strategies, work with ELPAC/CELDT data as well as understand and apply principles of appropriate legislation.

 Yes

An inclusive setting with at least one student with identified special needs as indicated by an IEP or 504 plan and opportunities to apply strategies and principles of appropriate legislation.

 Yes

During this experience, the candidate has had significant experience in a setting that includes the following, as required by the California Commission on Teacher Credentialing: [Continue]

A diverse classroom in which at least 25% of the students are from different cultural, socio-economic, and/or language backgrounds.

Yes

Technology to promote instruction and learn management of student data.

Yes

Subject-Specific Pedagogical Skills

The student teacher was observed in the following subject areas:

English Language Arts/English Language Development (ELD)

Yes

Mathematics

Yes

History-Social Science

Yes

Science

Yes

Physical Education

Yes

Health Education

Yes

Visual and Performing Arts

Yes

Evaluation Ratings

Evaluation Ratings [Continue]

This assessment is designed to monitor growth in The California Teacher Performance Expectations (TPEs) and The California Program Standards. Observations should be used as the primary source of evidence, but other sources such as lesson plans, reflection notes, professional conversations, etc. may inform the assessment of the student teacher's performance.

As student teachers progress through each student teaching experience, it is expected that their teaching performance will become more sophisticated and refined. A midpoint evaluation rating of 2 or 3 is indicative of satisfactory progress in the specified competency, while a final evaluation rating of 3 or higher is indicative of full proficient performance in the specified competency for beginning teachers. Most student teachers do not receive ratings of 5. **The minimum passing standard for the final student teacher evaluation in this experience is an evaluation with a minimum score of "3" in each category.**

It is our expectation that student teachers will work on all TPEs throughout the program. At the midpoint evaluation, if the student teacher is demonstrating unsatisfactory or inconsistent knowledge and skills on a significant number of statements within the TPEs, a conference will occur with the Field Experience Office Director, the university supervisor, and the student teacher to develop a plan for future success.

- 1 = Unsatisfactory Performance.** The student teacher demonstrates unsatisfactory knowledge and skills in this area.
2 = Emerging Performance. The student teacher demonstrates inconsistent knowledge and skills in this area.
3 = Progressing Performance. The student teacher demonstrates satisfactory knowledge and skills in this area.
4 = Proficient Performance. The student teacher demonstrates significant knowledge and skills in this area.
5 = Advanced Performance. The student teacher demonstrates a level of knowledge and skills beyond that expected of a beginning teacher.

TPE 1: Engaging and Supporting All Students in Learning

1a. Engages students in lessons by applying knowledge of student interests, prior experiences, and social-emotional learning needs.

1 5

1b. Connects instruction to real-life contexts and provides active learning experiences to engage student interests, support student motivation, and provide appropriate opportunities for critical and creative thinking, inquiry, and problem solving.

1 5

TPE 1: Engaging and Supporting All Students in Learning [Continue]

1c. Uses a variety of engaging and appropriate strategies, examples, methods, and hands-on learning strategies, Specially Designed Academic Instruction in English (SDAIE), Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), and other resources/approaches to support access to the curriculum for all learners.

1 5

TPE 2: Creating and Maintaining Effective Environments for Student Learning

2a. Communicates and maintains high expectations for learning for all students in the classroom.

1 5

2b. Establishes and maintains positive classroom behavior by clearly communicating classroom routines and procedures.

1 5

2c. Uses positive interventions, school and community resources and supports, and conflict resolution practices, as appropriate, to foster a caring and inclusive learning community.

1 5

TPE 3: Understanding and Organizing Subject Matter for Student Learning

3a. Demonstrates accurate knowledge of California State subject matter standards and curriculum frameworks, subject-specific pedagogy, cross-disciplinary methods, digital literacy, instructional materials, and technology applications.

1 5

3b. Plans and delivers effective lessons that support learning, skill development, and use of academic language for all students.

1 5

3c. Makes accommodations and/or modifications as needed to promote subject matter knowledge and access to the curriculum for all students.

1 5

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 4: Planning Instruction and Designing Learning Experiences for All Students [Continue]

4a. Prepares effective daily lesson plans and maintains an appropriately detailed weekly plan book for long-term planning. 1 5

4b. Plans single-subject and cross-disciplinary lessons, including those that integrate the visual and performing arts, that promote active student participation through the use of developmentally, linguistically, and culturally appropriate activities for all students. 1 5

4c. Delivers lessons that are well-paced and uses instructional time effectively and efficiently. 1 5

TPE 5: Assessing Student Learning

5a. Designs and administers classroom assessments, including scoring rubrics. 1 5

5b. Monitors student learning during lessons, analyzes student work and evaluation data, involves students in self-assessment and post-feedback revision work, and uses data to plan and modify instruction. 1 5

5c. Interprets assessment data and plans accommodations and supports for individual students and groups such as English learners, standard English learners, and students who receive special education services. 1 5

TPE 6: Developing as a Professional Educator

6a. Exhibits positive dispositions of caring, support, acceptance, and fairness toward all students and families. (Minimum Passing Score: 3) 1 5

6b. Writes lesson reflection notes after teaching lessons and keeps a teaching journal to reflect on teaching practices, growth, and goals. 1 5

6c. Demonstrates maturity, models professional and ethical conduct, and communicates respectfully with students, colleagues, families, and mentors. (Minimum Passing Score: 3) 1 5

TPE 7: Effective Literacy Instruction for All Students

7a. Plan and implement evidence-based literacy instruction grounded in ELA and ELD Standards, Preschool Learning Foundations, UDL, California's Multi-Tiered System of Support, and the California Dyslexia Guidelines by incorporating asset-based pedagogies and culturally and linguistically affirming and sustaining practices that are active, motivating, engaging, and demonstrate explicit and systematic instruction in foundational skills, which may include, but is not limited to: print concepts, phonological awareness, phonics, spelling, decoding, encoding, morphological awareness, and fluency.

1 5

7b. Engage children in meaning making, promoting children's oral and written language development, effective expression, and content knowledge in reading, writing, listening, and speaking.

1 5

7c. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.

1 5

MARK FOR FINAL EVALUATION ONLY: Minimum Passing Standard

Student has met the passing standard requirement.

 Yes No

Comments

Comments [Continue]

Comments:

Evaluation Discussion

Date the evaluation was discussed with the candidate

Please type your names after meeting to discuss the evaluation with the candidate.

Evaluator and Student Teacher Signatures

LEGEND

All TPEs

ST Eval

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