

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Department of Secondary Educational

SED 554/S *Supervised Field Experience and Seminar for the Single Subject Credential*

COURSE SYLLABUS

Spring 20XX

Instructor:

Office and Office Hours:

Email:

Michael D. Eisner College of Education Conceptual Framework

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.

Course Description:

Prerequisites: Admission to the Single Subject Credential Program; Clearance by the Credential Office. Corequisite: SED 554 and 554S must be taken concurrently.

Pre/Corequisites for Traditional, FYI, JYI, ACT, and SSUIP Programs: EPC 420, SED 511 and one of the following: SED 525, SED 525A, SED 525EN, SED 525HE, SED 525HS, SED 525MA/L, SED 525MU, SED 525PE, SED 525S/L, SED 525SS or SED 525WL.

Additional Corequisites for ACT Program only: ELPS 541A, SPED 541B.

Pre/co requisites for Dual Preliminary Single Subject/Education Specialist Program: EPC 420, SPED 403MME, SED 521, SPED 511, SPED 420 and one of the following SED 525, SED 525A, SED 525EN, SED 525MA/L, SED 525MU, SED 525S/L, SED 525SS, SED 525WL.

Designed as the introductory field experience for candidates pursuing the Single Subject Teaching Credential in the Traditional, Accelerated Collaborative Teacher (ACT), Four-Year Integrated (FYI-English or FYI-Math) or Junior-Year Entry Integrated (JYI-English or JYI-Math) Programs. The candidate is assigned to a middle school or high school site for one class period (or the time equivalent) plus conference time daily for a school's semester or track to complete specific activities (e.g., structured observations, tutoring small groups, assuming responsibility for planning, teaching and pupil assessment) under the direction and guidance of a qualified on-site cooperating teacher. A designated member of the university faculty supervises the candidate's assignment. During the supervised field experience sequence of SED 554 and SED 555, each teacher candidate participates in two or more subject-specific teaching assignments at the middle-school and high-school levels, and has experiences teaching English language learners and in diverse settings.

The SED 554/S field experience also supports interns (employed secondary-level teachers who have not yet earned the Preliminary Single Subject Credential) in the Single Subject University Intern Program (SSUIP), a program that leads to the Preliminary Single Subject Credential. SED 554/S is normally taken in the second-to-last semester of the SSUIP. The intern is supervised on site by the university supervisor and supported by a school-based support provider.

All students in SED 554/S also meet weekly in a required seminar led by a university faculty member that addresses student teaching issues and the preliminary Teacher Performance Assessment. (Credit/No Credit only).

Student Learning Outcomes:

Single Subject Credential candidates will demonstrate proficiency in California's Teacher Performance Expectations (TPEs), which serve as the SLOs for the program:

- 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.

Course Objectives:

1) Candidates will practice, receive mentoring, and be evaluated on all 6 California Teacher Performance Expectation areas in a student-teaching setting.

- Specifically, the Student Teaching Evaluation form for SED 554 assesses TPE elements 1.2, 1.3, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.3, 3.4, 3.5, 3.7, 3.8, 4.2, 4.4, 4.7, 4.8, 5.1, 5.3, 5.4, 5.5, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, and SSP:ELD
- In addition to offering practice and feedback on many of the above TPE elements, the Feedback-Receiving edTPA (FRED) offers practice and feedback on TPE elements 1.1, 1.4, 3.2, 4.1, 5.2, 5.6, and SSP:ELD.

2) Candidates will prepare for the state-required Teacher Performance Assessment (the edTPA), on which they will demonstrate all TPE areas.

Course Grade:

A successful experience in SED 554/554S results in a grade of Credit, defined for all post-baccalaureate students as satisfactory performance at a “B” or higher level. The Candidate must earn a grade of Credit in both the field placement (SED 554) and the seminar (SED 554S). Failure to pass either course results in No Credit for both.

Credit for SED 554 is earned by receiving passing Supervised Instruction Evaluations from the University Supervisor and Mentor Teacher. Credit for SED 554S is earned by submitting passing-quality assessments (see Major Assessment table) and participating appropriately and adequately in seminar.

Week/ SSPS	Topics	Activities	Assignments	edTPA Tasks Sup- ported
1 SSPS 3,4,19 (P)	<ul style="list-style-type: none"> • Overview SED 554 student teaching and seminar • Professionalism • Overview FRED/edTPA resources • Getting to know your pupils 	<ul style="list-style-type: none"> • Review CANVAS edTPA resources • Review FRED requirements • Design “Getting to Know You” survey • Dance activity: create and demonstrate 3 different dance style combinations (the 3 combinations are at least 32 counts and the 3 styles can be selected from modern, contemporary, hip hop, Latinx, ballroom, folk, jazz, ballet, tap, etc.). Describe the cultural significance of each style. • Early Field Experience (see below) 	<ul style="list-style-type: none"> • “Assign. #1 “Getting to Know You Survey” Class share: date • Read Pg. 1-7 “edTPA” Handbook: “Introduction to edTPA K-12 Performing Arts” & FRED criteria document. 	1

<p>2</p> <p>SSPS 9,10(P)</p>	<ul style="list-style-type: none"> • Developing personal Teaching Philosophy • Understanding the FRED Sequence 	<ul style="list-style-type: none"> • Personal philosophy of teaching dance • Understanding the Planning Task 1 sequence of FRED- “Context for Learning”; “Learning Segment” & “Central Focus” • Dance activity: discuss and demonstrate basic dance alignment principles (include core stability and head, shoulder, hip, knee, foot placement) • Early Field Experience 	<ul style="list-style-type: none"> • Begin drafting FRED Task 1 “Context for Learning” • Develop classroom seating chart and studio code of conduct • Review Classroom Management-David Newell Handout- Class share: date • Assign. #2 Observe/reflect and document Mentor Teacher (MT) classroom management strategies. • Class Share: date 	<p>1</p>
<p>3</p>	<ul style="list-style-type: none"> • Explore new VAPA Standards • FRED/edPTA Planning for Instruction and Assessment Task #1 • SED 554 edTPA Talk: Dr Gainsburg 	<ul style="list-style-type: none"> • VAPA Standards • Enroll in “GOREACT” • Discuss lesson planning • Dance activity: discuss cultural diversity and community engagement and then select a world culture dance form and then create activities that can be shared at community centers, festivals, etc.) • Early Field Experience • Nurture the gradual takeover of teaching (for student teachers) 	<ul style="list-style-type: none"> • Obtain “Video Release Form” • Write Simplified Lesson Plan Class Share: date • Locate and read school policy handbooks • Assign. #3 Observe/document MT’s questioning strategies • Class Share: date 	<p>1</p>
<p>4</p> <p>SSPS 14 (P)</p>	<ul style="list-style-type: none"> • Review edTPA Lesson Planning Template • Review Lesson Planning rubrics • Classroom management and Rapport building 	<ul style="list-style-type: none"> • Transfer Simplified lesson plan to FRED Template- Central Focus; Language Function; Discourse; Syntax • Classroom management: philosophy and appropriate boundaries • Dance activity: discuss promoting creative exploration (i.e., improvisation and how to create a new dance composition) • Early Field Experience 	<ul style="list-style-type: none"> • Read “Academic Language for Secondary Dance” Class share out date • Develop your “Central Focus” 	<p>1, 2</p>
<p>5</p> <p>SSPS 2,13(P)</p>	<ul style="list-style-type: none"> • Academic Language • Questioning 	<ul style="list-style-type: none"> • Review Academic Language for Lesson Planning • Discuss “questioning strategies” and their implications in teaching dance • Dance activity: demonstrate technical skills required in 3 different dance styles (these skills should include turns, jumps, and travelling steps, with a focus on time and space. 	<ul style="list-style-type: none"> • Read “Understanding Rubric level Progressions-Performing Arts 2016”: Planning Rubrics 1-5 • Complete FRED Planning Task #1 	<p>2, 3</p>

<p>6</p> <p>SSPS 5,15(P)</p>	<ul style="list-style-type: none"> • Instructional Strategies 	<ul style="list-style-type: none"> • Review FRED/edPTA “Instruction Task #2” • Discuss Instructional Strategies to support Rubrics • Dance activity: explore, discuss and demonstrate performance skills (include focus, facings, transitions, dynamics required for stage and film); reflect on artistic expression, intention, and meaning. 	<ul style="list-style-type: none"> • Develop lesson plan for your “Learning Segment” • Use FRED template to write lesson Plan 1 • Read Differentiated Instruction Handout and Diverse Learners/Adaptations-Accommodations (In CANVAS-Handouts) • Class Share: date 	<p>1, 2</p>
<p>7</p> <p>SSPS 6,16,17 (P)</p>	<ul style="list-style-type: none"> • Differentiated Instruction • Learning Styles • Students with disabilities 	<ul style="list-style-type: none"> • Review & discuss differentiated instruction strategies and their applications in the dance classroom/studio • Dance activity: cultural dance traditions (discuss, explore and demonstrate Latinx, Asian, East Asian, European, Indigenous, African; reflect on socioemotional relevance) • Full-period independent teaching 	<ul style="list-style-type: none"> • Read “Understanding Rubric level Progressions-Performing Arts 2016”: Instruction Rubrics 6-10 • Begin writing FRED Instruction Task #2 • Read “Handout-Educational Theorists 	<p>1, 2, 3</p>
<p>8</p> <p>SSPS 7 (I) 12 (P)</p>	<ul style="list-style-type: none"> • Theorists • Video Recording 	<ul style="list-style-type: none"> • Discuss educational theorists and their impact on teaching dance strategies. • How to record a quality video; understand relevant copyright laws and intellectual property rights • Dance activity: identify and discuss dance alignment problems and strategies to correct them (i.e., insufficient core stability, pronation of the feet, head misalignment, knee instability, joint hypermobility) • Full-period independent teaching 	<ul style="list-style-type: none"> • Assign. #4: Observe and reflect on MT’s strategies for monitoring and assessing understanding. Class Share: date • Read” Assessment Handout” 	<p>2, 3</p>
<p>9</p> <p>SSPS 18,21,22(P)</p>	<ul style="list-style-type: none"> • Assessment • Formal/Informal • Summative/Formative 	<ul style="list-style-type: none"> • Debrief Assessment Handout • Review Assessment sample • Videotaping Criteria • Dance activity: explore and demonstrate similar dance skills across different westerns and non-western dance styles and address related dance careers within these cultural dance styles (i.e., turns, jumps, traveling steps, arm and leg gestures) • Full-period independent teaching 	<ul style="list-style-type: none"> • Video record your lesson • Complete FRED Instruction Task #2 	<p>2, 3</p>
<p>10</p> <p>SSPS 1 (P)</p>	<ul style="list-style-type: none"> • Developing assessments and criteria 	<ul style="list-style-type: none"> • Review FRED/edTPA “Assessment Task #3” 	<ul style="list-style-type: none"> • Identify/videotape 3 focus students 	<p>2, 3</p>

		<ul style="list-style-type: none"> • Focus Students-1 student/specific learning needs • Full-period independent teaching 	<ul style="list-style-type: none"> • Develop dance assessment criteria 	
11	<ul style="list-style-type: none"> • Student feedback 	<ul style="list-style-type: none"> • Developing and delivering feedback to class and focus students • Dance activity: discuss and demonstrate creative problem solving in dance composition (i.e., addressing spatial pathways, musical phrasing, dynamic changes, level and facing changes, and intent and meaning) • Full-period independent teaching 	<ul style="list-style-type: none"> • Read “Understanding Rubric Level Progression-Assessment Rubrics 11-15 • Complete FRED Assessment 	3
12	<ul style="list-style-type: none"> • Using Assessment to Inform Instruction 	<ul style="list-style-type: none"> • Analyze student language use in reference to learning dance • How assessment data informs instruction • Dance activity: discuss and apply rubrics to different dance skills (i.e., turns, jumps, traveling steps, balance, and stability) • Full-period independent teaching 	<ul style="list-style-type: none"> • FRED work 	3
13	<ul style="list-style-type: none"> • FRED Work 	<ul style="list-style-type: none"> • FRED Share 	<ul style="list-style-type: none"> • FRED Due: Date 	
14	<ul style="list-style-type: none"> • Wrap up 	<ul style="list-style-type: none"> • Seminar and supervisor evaluation • “Triumphs and Concerns” • Full-period independent teaching • Final Evaluation Conference with US and MT • Full-period independent teaching 		
15	<ul style="list-style-type: none"> • 554/555 Group 	<ul style="list-style-type: none"> • 555 ST Mentoring 554 		

Early Field Experience	<p>Early field experience comprises the first few weeks of SED 554. During early field experience, you will gradually take over the planning and teaching responsibilities for one class (unless you are in Intern). (See the Student Teaching Handbook for a more detailed description and timeline.) You are expected to keep a notebook or folder of all lesson and unit plans for that class, whether designed by your Mentor Teacher or yourself. During early field experience (and throughout the semester), you should observe other teachers at the school in addition to your Mentor Teacher. You should also attend at least one non-class event at school (e.g., parent-teacher conference, Open House/Back-to-School Night, faculty/staff development or department meeting, school-based management meeting, or extracurricular event). Finally, early field experience includes 3 structured assignments (described below) that take place under supervision in your placement classroom. Your Seminar Instructor may pose additional assignments, such as lesson plans with written reflections.</p>
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Major Departmentwide Assessments

<p>Assignment 1: Getting to Know the Students (Week One)</p>	<ul style="list-style-type: none"> • Develop and administer a “Getting to Know You” questionnaire for your students, to learn about their interests, skills, and families. Consider how you can use what you learn when planning lessons. • Create a seating chart for your class. Identify students with special learning needs, students who are leaders, students who are more and less eager to participate, English Learners, and other characteristics that you or your Mentor Teacher feel are important for this class. Add detail to the chart as you observe the students being taught by your Mentor Teacher. <p>TPEs: 1.1, 1.3, 2.3, 3.2, 4.4. SSPS 11 (P)</p>
<p>Assignment 2: Instructional Strategies</p>	<p>For a span of 2-3 lessons that you observe your Mentor Teacher (or, for Interns, a colleague) teaching, identify certain instructional strategies that the Mentor Teacher uses. Your Seminar Instructor will specify the kinds of strategies you should look for and the TPEs that they address. Your Seminar Instructor will also provide prompts for a 2-page reflection in which you will analyze these strategies.</p> <p>TPEs: Instructor determined.</p>
<p>Assignment 3: Monitoring and Assessment Strategies</p>	<p>For a span of 2-3 lessons that you observe your Mentor Teacher (or, for Interns, a colleague) teaching, identify all strategies and activities that the Mentor Teacher uses to monitor or assess student learning. Include specific questions the Mentor Teacher asks that appear to be designed to monitor learning. Write a 2-page reflection in which you:</p> <ul style="list-style-type: none"> • Identify each assessment strategy/activity as formative or summative, and formal or informal. • Note any ways in which these assessments were differentiated or modified for English learners or students with special needs. • Identify an effective question or strategy that the Mentor Teacher used and explain why you felt it was effective for monitoring or assessing learning. • Identify an ineffective question or strategy that the Mentor Teacher used, explain why you felt it was ineffective, and propose a revision that you believe would have been more effective. • Describe ways that the Mentor Teacher gave students feedback on their performance during these 2-3 days. <p>TPEs: 1.4, 1.5, 1.6, 1.8, 2.5, 3.3, 4.3, 4.4, 5.1</p>
<p>Supervised Instruction Evaluation</p>	<p>Final evaluation of fieldwork by Supervisor and Mentor Teacher (see below)</p> <p>TPEs: 1.2, 1.3, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.3, 3.4, 3.5, 3.7, 3.8, 4.2, 4.4, 4.7, 4.8, 5.1, 5.3, 5.4, 5.5, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6.</p> <p>SSPS 1, 2, 3, 4, 5, 8, 10, 11, 12, 13, 14, 15, 16, 21 (A)</p>
<p>Feedback-Receiving edTPA</p>	<p>Practice version of edTPA</p> <p>TPEs: 1.1, 1.4, 3.2, 4.1, 5.2, 5.6.</p>

Secondary Student Teaching Office
Department of Secondary Education

Supervised Instruction Evaluation Single Subject Credential

Fall ___ Spring ___ Sum ___ Year _____
Traditional ___ ACT ___ FYI ___ JYI ___ Intern _____

California State University, Northridge

SED 554, 593

Teacher/Intern Candidate

School and District Assignment

Subject(s), Grade(s), Type of Class (e.g., Sheltered English 10, Basic Math 7-8)

This is an evaluation based on _____ visits of an average of ____ minutes each.

School and Class Characteristics:

- Type of school (charter, comprehensive public)
- Socioeconomic/racial/ethnic/linguistic diversity of student body
- Class size
- Presence of a) English Learners, b) students with special needs, and c) students at risk of failure

Rating Scale

Exceeds Standard

Demonstrates a high level of performance beyond what is expected of *beginning student teachers*.

Meets Standard

Performs at the level expected of *beginning student teachers*. Is ready to make some independent decisions about planning and implementing lessons.

Below Standard

Does not perform at the level expected of *beginning student teachers*. Is not ready to make independent decisions about planning and implementing lessons. To receive Credit for SED 554, candidates may have no more than 6 items rated “Below Standard” on the final evaluation and must “Meet” or “Exceed Standard” on Item #8.

No Opportunity to Observe

Positive Classroom Environment: The Candidate...

1. Fosters a safe, caring, and respectful classroom community, appropriately addressing intolerance and harassment. (2.1, 2.2, 2.3)
2. Creates a culturally responsive learning environment that honors diversity and multiple perspectives. (2.2)
3. Maintains high expectations for all students, with appropriate support, encouraging them to consider connections between school and future career and higher education options. (2.5)
4. Establishes and maintains clear expectations for classroom behavior and communicates these to students and families. (2.6)
5. Establishes an orderly and productive classroom environment. (2.2, 2.3, 2.6)
6. Develops rapport and makes positive connections with students. (2.1, 2.2, 2.3)
7. Promotes students' development, individual responsibility, and social-emotional growth, using positive interventions and supports. (2.1)

Comments on the Candidate's ability to create a positive classroom environment. Also, please give evidence for any ratings of "Below Standard."

Planning and Instruction: The Candidate...

8. Knows subject matter, the California State Standards, and subject-appropriate curriculum frameworks. (3.1)
9. Plans and implements instruction consistent with current subject-specific pedagogy. (3.3)
10. Plans and implements instructional activities that interest and engage students. (1.1, 1.3, 1.7, 1.8)
11. Plans instruction to support all students' academic-language development. (3.5, 4.4, 5.7)
12. Uses research-based English Language Development approaches appropriately for individual students. (1.6, 5.7)
13. Provides students with opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (1.3, 1.5)
14. Makes effective use of instructional time. (4.4)
15. Uses developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including English Learners. (4.2, 4.4)
16. Uses a range of communication strategies, means of representation and expression, and activity modes. (3.4, 4.4, 4.7)
17. Uses digital tools and learning technologies to engage students in learning. (3.7, 3.8, 4.8)

Comments on the Candidate's ability to plan and instruct. Also, please give evidence for any ratings of "Below Standard."

Assessment: The Candidate...

- 18. Monitors student learning and appropriately adjusts instruction while teaching. (1.8)
- 19. Uses different types of formative and summative assessments appropriately. (5.1)
- 20. Involves students in revising their work based on assessment feedback. (5.3)
- 21. Uses available technology to support assessment administration. (5.4)
- 22. Uses assessment results in a timely manner to assist students and families in understanding student progress. (1.2, 5.5)
- 23. Uses assessment data, including from IEP, IFSP, ITP, and 504 plans and English-proficiency diagnostics, to establish learning goals and to plan, differentiate, and/or modify instruction, and seeks the assistance of specialists when needed. (5.7, 5.8)

Comments on the Candidate’s ability to develop, analyze, and use assessments. Also, please give evidence for any ratings of “Below Standard.”

Professionalism: The Candidate...

- 24. Recognizes personal values and biases and how they may affect teaching and learning, and works to mitigate any negative effects. (6.2)
- 25. Exhibits caring, support, acceptance, fairness, and integrity when working with all students, families, and colleagues. (6.2, 6.5)
- 26. Establishes professional learning goals and reflects on their teaching practice and level of subject matter and pedagogical knowledge. (6.1, 6.3)
- 27. Demonstrates professional responsibility, as per policies regarding the privacy, health, and safety of students and families and the ethical use of social media and other digital tools. (6.5, 6.6)

- 28. Demonstrates personal responsibilities, including attendance and punctuality, and meeting deadlines. (6.6)
- 29. Accepts and uses feedback from mentors and students to improve teaching. (6.3, 6.4)

Comments on the Candidate’s professionalism. Also, please give evidence for any ratings of “Below Standard.”

Meets Passing Standards?

Is the Candidate passing SED 554/593 at this time?

Note: Please review your ratings. If you have rated this Candidate “Below Standard” (1) on 7 or more items, or if you have rated the Candidate “Below Standard” (1) on Item #8, you must indicate that the Candidate is NOT passing SED 554/593.

The candidate is passing SED 554/593 at this time.

The candidate is NOT passing SED 554/593 at this time.

Candidate understands that this evaluation reflects performance up to the date indicated on this form. Subsequent changes in performance may result in a revised evaluation.

SED 554/S *Supervised Field Experience and Seminar for the Single Subject Credential*

SSPS Index

Pages on which SSPSs are **Introduced are in yellow**, **Practiced in teal**, and **Assessed in green**.

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