

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

SED 555/S *Supervised Practicum and Seminar for the Single Subject Credential*
COURSE SYLLABUS

Fall 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:

Required for candidates in the Four-Year Integrated (FYI-English, FYI-Math), Junior-Year Integrated (JYI-English, JYI Math), University Intern, Accelerated Collaborative Teacher (ACT) and Traditional Single Subject Credential Programs.

Prerequisites: SED 511; EPC 420; SED 554/S; 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; Clearance from the Credential Office.

Prerequisites for Dual Preliminary Single Subject/Education Specialist Program: EPC 420; SPED 403MME; SPED 407; SPED 511; SED 521; one of the following: SED 525, SED 525A, SED 525EN, SED 525MA/L, SED 525MU, SED 525S/L, SED 525SS, or SED 525WL; SED 554/554S; SPED 420; SPED 503.

Corequisite: SED 555 or SED 555BL or SED 555I.

Additional Pre/Corequisites for Traditional, Intern, FYI, and JYI Programs: AAS 417/AFRS 417/ARMN 417/CHS 417/ELPS 417; SED 521; SED 529; SPED 420.

Additional Pre/Corequisites for ACT Program only: ELPS 542A; HSCI 466ADO; SED 521; SED 529; SPED 542B.

Pre- or corequisites for Dual Preliminary Single Subject/Education Specialist Program: AAS 417/AFRS 417/ARMN 417/CHS 417/ELPS 417; SPED 402; SPED 416; SPED 502; SPED 545, HSCI 466ADO. Corequisites for Dual Preliminary Single Subject/Education Specialist Program: SED 555 and SPED 580MME.

The Supervised Practicum is designed to provide teacher candidates with a capstone field work experience in middle school or high school classrooms. Each candidate is supervised by an on-site Cooperating Teacher and a University Supervisor. The candidate is responsible for teaching 2 classes daily (or the time equivalent) and is at the school for a 3rd class period daily (or the time equivalent) for observation and conferencing for a school's entire semester or track. During the supervised field experience sequence of SED 554 and 555, each teacher candidate has experiences teaching English language learners and participates in 2 or more subject-specific teaching assignments in diverse settings. The SED 555 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. It is normally taken in the final semester of the SSUIP. The Intern is supervised on site by the University Supervisor and supported by a school-based Support Provider. See the Credential Office for additional details. (Credit/No Credit only)

While student teaching or serving as an intern, the candidate also meets weekly in a required seminar with a subject-specialist faculty member. The seminar addresses issues in teaching and the Teaching Performance Expectations, and the candidate is provided with guidance in completing the state-required 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 555 assesses every TPE element except 6.7.
- 2) Candidates will prepare for and complete the state-required Teacher Performance Assessment (the edTPA), on which they will demonstrate all TPE areas.

Course Grade:

A successful experience in SED 555/555S 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 555) and the seminar (SED 555S). Failure to pass either course results in No Credit for both.

Credit for SED 555 is earned by receiving passing Supervised Instruction Evaluations from the University Supervisor and Mentor Teacher. Credit for SED 555S is earned by submitting passing-quality assessments (see Major Assessment table) and participating appropriately and adequately in seminar.

Week/SPSS	Topics**	Activities	Assignments	edTPA Tasks Supported
	<i>**Topics and activities vary across seminars based on candidates' immediate needs in the field and the particulars of the subject. Below is an example of topics and timing.</i>			
1 SSPS 6,17,18 (P)	<ul style="list-style-type: none"> Overview SED 555 student teaching and seminar Overview edTPA resources Getting to know your students Professionalism 	<ul style="list-style-type: none"> Design "Getting to Know You" survey Subject-area dance activity: explore and discuss diversity within dance and dance-related fields (focus on cultural, religious, disability, gender, race, SES and how these are addressed in professional settings such as medical fields, companies, media, festivals, etc.) Review edTPA resources Discuss FRED feedback Personal philosophy of teaching Independent Teaching (for student teachers: 3 hours/day; 1 hour onsite prep) 	<ul style="list-style-type: none"> Administer "Getting to Know You" survey Read "Making Good Choices" Begin drafting edTPA Planning Task Semester Overview (i.e., Pacing Plan) Develop a semester outline for instruction FRED Feedback 	1
2	<ul style="list-style-type: none"> Meeting students' needs Classroom management edPTA Planning for Instruction and Assessment Task #1 	<ul style="list-style-type: none"> Dance activity: composition explorations (create and demonstrate a short 1-minute composition that includes intention and musical/spatial elements) Peer review Planning Task Evaluate sample edTPA videos Classroom management strategies in the dance studio. Planning Task 1 sequence- "Context for Learning"; "Learning Segment" & "Central Focus" Independent Teaching 	<ul style="list-style-type: none"> Begin drafting edTPA Context For Learning Secure consent form from students for edTPA class Locate and read school policy handbooks Develop your "Central Focus" Classroom Management/Rapport 	1
3 SSPS 4 (P)	<ul style="list-style-type: none"> Assessment and rubrics Feedback to students Review edTPA Lesson Planning Template 	<ul style="list-style-type: none"> Dance activity: discuss and demonstrate basic dance techniques and skills (include inside and outside turns on one and two legs, jumps and leaps, descent and ascent from the floor) Assessment/rubric development Template- Central Focus; Language Function; Discourse; Syntax 	<ul style="list-style-type: none"> edTPA Planning Task due edTPA Context Form due Secure consent form from students for edTPA class Read "Understanding 	1, 3

		<ul style="list-style-type: none"> • Discuss the components of Rapport in the Classroom • Collaborative problem solving • Independent Teaching 	<p>Rubric level Progressions-Performing Arts”: Planning Rubrics 1-5</p> <ul style="list-style-type: none"> • Lessons Plans for Learning Segment • Brainstorm Central Focus 	
4	<ul style="list-style-type: none"> • Making quality video • Developing Academic Language • Questioning 	<ul style="list-style-type: none"> • Dance activity: discuss, create and demonstrate developmentally appropriate dance movement (include turns, jumps, travelling for three different ages) • Strategies for promoting dialogue within a lesson. • Discuss “questioning strategies” and their implications in teaching • Independent Teaching 	<ul style="list-style-type: none"> • Work on edTPA Instruction Task • Lesson Pacing 	2
5	<ul style="list-style-type: none"> • Curriculum standards • Assessment Criteria/Rubric development 	<ul style="list-style-type: none"> • Dance activity: dance styles (discuss and demonstrate differences in hip hop, jazz, contemporary, ballroom, world dance, indigenous dance, Afro-based dances) • Developing Formal/Informal Assessments • Summative/Formative • Assessment/rubric development • Independent Teaching 	<ul style="list-style-type: none"> • Work on edTPA Instruction Task • edTPA Planning Task #1 due • Read “Understanding Rubric level Progressions-Performing Arts”: Instruction Rubrics • Read “Diverse Learners, Accommodations and Adaptations- Class Discussion (CANVAS-Files HANDOUTS) 	2
6	<ul style="list-style-type: none"> • Differentiated Instruction • Learning Styles 	<ul style="list-style-type: none"> • Dance activity: discuss and demonstrate basic dance technique (include alignment, turns, jumps, travelling steps, descend and ascend from floor) • Review & discuss differentiated instruction, strategies, and applications in the classroom • Independent Teaching 	<ul style="list-style-type: none"> • edTPA Instruction Task due • Read “Understanding Rubric level Progressions-Performing Arts”: Instruction Rubrics 	1, 2

			Diversified Learning	
7 SSPS 5,13 (P)	<ul style="list-style-type: none"> Developing Academic Language Student Feedback 	<ul style="list-style-type: none"> Dance activity: create and demonstrate 2 combinations that are each a minimum of 32 counts and addresses musicality and spatial patterns Developing value-added feedback from assessments to deepen and expand student understanding Discuss assessment criteria for “Assessment Task #3” Focus Students-1 student/specific learning needs/ELD required <i>Independent Teaching</i> <i>Midterm Evaluation Conference with US and Mentor Teacher</i> 	<ul style="list-style-type: none"> Work on edTPA Assessment Task edTPA Instruction Task #2 due Student Feedback Examples 	1, 3
8 SSPS 7,20 (P)	<ul style="list-style-type: none"> How students learn Making quality videos for whole class and focus students 	<ul style="list-style-type: none"> Dance activity: discuss dance concert planning that includes rehearsal protocols, backstage crew, lighting, entrances and exits, make up, costumes Independent Teaching 	<ul style="list-style-type: none"> Work on edTPA Assessment Task Polish edTPA Identify/videotape 3 focus students and develop assessment criteria 	1, 3
9 SSPS 12 (P)	<ul style="list-style-type: none"> How students learn Students with disabilities 	<ul style="list-style-type: none"> Dance activity: dance combination modifications – ADA compliance (use the two combinations created earlier and adapt for 2 different specific disabilities and demonstrate these adaptations) How students with disability learn Independent Teaching 	<ul style="list-style-type: none"> Submit edTPA Work on edTPA Assessment Task Special Learners in Your Class 	
10 SSPS 1,8 (P)	<ul style="list-style-type: none"> Theorists edTPA Submission Differentiated Instruction 	<ul style="list-style-type: none"> Dance activity: discuss and demonstrate dance teaching strategies that are developmentally appropriate (from pre-school years through adolescence and into adulthood) Discuss educational theorists and their impact on teaching strategies Independent Teaching 	<ul style="list-style-type: none"> Review “Dance Theorists” handout edTPA: Suggested Submission Date Theorist Alignment 	
11 SSPS 16 (P)	<ul style="list-style-type: none"> Curricular Coherence 	<ul style="list-style-type: none"> Dance activity: discussion on how to address student insecurity in dance such as shyness, shame-proneness, perfectionism, low self-confidence, lack of motivation, etc. 	<ul style="list-style-type: none"> Remediate edTPA if needed 	1, 2, 3

	<ul style="list-style-type: none"> • First Day of Class and Setting the Environment • Differentiated Instruction 	<ul style="list-style-type: none"> • Final Evaluation Conference with US and Mentor Teacher • Independent Teaching 		
12 SSPS 19,21 (P)	<ul style="list-style-type: none"> • Interviewing • IDPs • Professional Organizations 	<ul style="list-style-type: none"> • Dance activity: discuss and design dances that can be performed in multiple settings such as parks, sports arenas, classrooms, gyms, concert halls, digital media • Job Interview Questions • Discussion of 5-year PD goals and IDPs • Independent Teaching 	<ul style="list-style-type: none"> • Remediate edTPA if needed 	1, 2, 3
13 SSPS 22 (P)	<ul style="list-style-type: none"> • The Job Search 	<ul style="list-style-type: none"> • Dance activity: discussion on careers in dance and dance-related fields and how to prepare for these careers • Guest Speaker(s): Potential careers in dance, and job interview strategies • Guest Speaker: • Independent Teaching • <i>Final Evaluation Conference with US and Mentor Teacher</i> 	<ul style="list-style-type: none"> • Remediate edTPA if needed 	1, 2,
14	<ul style="list-style-type: none"> • IIPs • edTPA 	<ul style="list-style-type: none"> • Discussion of 5-year PD goals and IDPs • Dance activity: student opportunities to practice teach areas they personally wish to explore further • Collaborative problem solving with SED 554 candidates • Independent Teaching 	<ul style="list-style-type: none"> • Remediate edTPA if needed 	1, 2, 3
15	<ul style="list-style-type: none"> • Wrap up 	<ul style="list-style-type: none"> • Seminar and supervisor evaluation • Triumphs and Concerns • Independent Teaching 	<ul style="list-style-type: none"> • Remediate edTPA if needed • IDP Due 	1, 2, 3

Major Assessments

Supervised Instruction Evaluation	Midterm evaluation of fieldwork by Supervisor and Mentor Teacher (see below) All TPEs except 6.7. SSPS 1, 2, 3, 4, 5, 8, 10, 11, 12, 13, 14, 15, 16, 21, 22 (A)
Supervised Instruction Evaluation	Final evaluation of fieldwork by Supervisor and Mentor Teacher (see below) All TPEs except 6.7. SSPS 1, 2, 3, 4, 5, 8, 10, 11, 12, 13, 14, 15, 16, 21, 22 (A)
edTPA	TPEs: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.7, 5.1, 5.2, 5.3, 5.5, 5.8, 6.1, 6.2

Secondary Student Teaching Office
Department of Secondary Education

California State University, Northridge

Supervised Instruction Evaluation Single Subject Credential

SED 555, 555BL

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

SED 555 ___ 555BL ___ Midterm ___ Final

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 teachers*.

Meets Standard

Performs at the level expected of *beginning teachers*. Demonstrates sufficient competence to warrant making independent decisions about planning and implementing lessons.

Below Standard

Does not perform at the level expected of *beginning teachers*. Is not able to implement instruction independently in a classroom. To receive Credit for SED 555/555BL, candidates may have no more than 4 items rated "Below Standard" on the final evaluation and must "Meet" or "Exceed Standard" on Item #8. Candidates with more than 4 items rated "Below Standard" on the midterm evaluation must receive an Assistance Plan.

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. Locates and applies information about all students (such as academic status; learning needs and goals; language proficiency; and linguistic, socioeconomic, and cultural background and assets) to facilitate students' understanding of subject matter. (1.1, 3.2, 4.1)
10. Plans and implements instruction consistent with current subject-specific pedagogy. (3.3)
11. Plans and implements instructional activities that interest and engage students. (1.1, 1.3, 1.7, 1.8)
12. Plans and implements cross-disciplinary learning activities. (1.7, 3.3, 4.3)
13. Adapts curriculum and instruction to support all students' academic-language development. (3.5, 4.4, 5.7)
14. Uses various research-based English Language Development approaches appropriately for individual students. (1.6, 5.7)
15. Uses and adapts materials, technology, and strategies (for example, using Universal Design for Learning [UDL] and Multi-Tiered System of Supports [MTSS]) to provide equitable access to the curriculum. (1.4, 1.7, 3.6, 4.4)
16. Connects subject matter to real-life and career contexts. (1.3)
17. Provides students with opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (1.3, 1.5)
18. Makes effective use of instructional time. (4.4)
19. Uses developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources. (4.2, 4.4)
20. Provides opportunities for students to advocate for strategies that meet their individual learning needs. (4.5)
21. Accesses resources for planning and instruction, including the expertise of community and school colleagues. (4.4, 4.6)
22. Promotes a range of communication strategies, means of representation and expression, activity modes, and opportunities for students to support each other in learning. (3.4, 4.4, 4.7)
23. Uses digital tools and learning technologies to engage students in learning, promote digital literacy/citizenship, and offer multiple means to demonstrate 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...

24. Monitors student learning and appropriately adjusts instruction while teaching. (1.8)
25. Uses different types of formative and summative assessments appropriately. (5.1)
26. Involves students in self-assessment and in revising their work based on assessment feedback. (5.3)
27. Uses available technology to support assessment administration, data analysis, and communicating outcomes to students and families. (5.4)
28. Uses assessment results in a timely manner to assist students and families in understanding student progress. (1.2, 5.5)
29. Works with specialists to interpret assessments to identify students’ proficiency levels in English and other primary languages. (5.6, 5.7)
30. Collects, analyzes, and uses assessment data (including from IEP, IFSP, ITP, and 504 plans and English-proficiency diagnostics) to establish learning goals; plan, differentiate, and/or modify instruction; and document learning over time. (4.1, 5.2, 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...

31. Recognizes personal values and biases and how they may affect teaching and learning, and works to mitigate any negative effects. (6.2)
32. Exhibits caring, support, acceptance, fairness, and integrity when working with all students, families, and colleagues. (6.2, 6.4)
33. Establishes professional learning goals and reflects on their teaching practice and level of subject matter and pedagogical knowledge. (6.1, 6.2)
34. Communicates routinely and effectively with peers, colleagues, families, and members of the larger school community to support teacher and student learning and wellbeing. (2.4, 6.2, 6.3)
35. 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. (6.4, 6.5)

36. Demonstrates personal responsibilities, including attendance and punctuality, and meeting deadlines. (6.6)
37. Accepts and uses feedback from mentors and students to improve teaching. (6.2, 6.3)

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

Meets Passing Standards?

Is the Candidate passing SED 555 at this time? Note: Please review your ratings. If you have rated this Candidate “Below Standard” (1) on 5 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 555.

The candidate is passing SED 555 at this time.

The candidate is NOT passing SED 555 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.

SSPS Index

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

Subject Specific Pedagogical Skills (SSPSs) for Single Subject Teaching Assignments in Dance

SSPS 1:	p. 6, 8
SSPS 2:	p. 5, 8
SSPS 3:	p. 5, 8
SSPS 4:	p. 4, 8
SSPS 5:	p. 6, 8
SSPS 6:	p. 4
SSPS 7:	p. 6
SSPS 8:	p. 6, 8
SSPS 9:	p. 5
SSPS 10:	p. 5, 8
SSPS 11:	p. 5, 8
SSPS 12:	p. 6, 8
SSPS 13:	p. 6, 8
SSPS 14:	p. 5, 8
SSPS 15:	p. 5, 8
SSPS 16:	p. 6, 8
SSPS 17:	p. 4
SSPS 18:	p. 4
SSPD 19:	p. 6
SSPS 20:	p. 6
SSPS 21:	p. 7, 8
SSPS 22:	p. 7, 8