CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
ELEMENTARY EDUCATION DEPARTMENT
EED 560C Syllabus

Course Number: E ED 560C **Course Title:** Student Teaching I **Time**: Early Clinical Practice Experience (EFE) of 20 hours; Supervised Clinical Practice for 10 weeks, morning hours (roughly 7:30a – 12:00p)	**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.

I. CATALOG DESCRIPTION:

Prerequisites: Admission to the Multiple Subject Credential Program. Verification of eligibility from Credential Office. Pre/Co-requisites: EED 500 or EPC 500 (EPC 315 may be substituted for EED 500 or EPC 500 only if completed previously as an undergraduate student), EED 515, EED 520, EED 565M, and EED 577. Co-requisite: EED 559C-Seminar. Teaching credential candidates in the Multiple Subject Credential Program (Traditional Pathway) are placed with an exemplary mentor teacher for 20 hours of early clinical practice experience plus 10 weeks of supervised student teaching (approximately 245 total hours of clinical practice). Student teachers plan and teach lessons in reading and language arts, English language development (ELD) and mathematics, while refining their classroom management skills. Student teachers move toward mastery of the California Teaching Performance Expectations (TPEs) and rehearse the state-mandated Teaching Performance Assessment (TPA). (Credit/No Credit only)

II. COURSE DESCRIPTION AND GOALS:

The Student Teaching Semester
In this experience, the focus is on teaching Language Arts, ELD, and Math to diverse learners. Diverse learners include those from different cultures, English language learners, and exceptional populations. 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 (TPEs). The seven TPEs include:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator
7. Effective Literacy Instruction for All Students

III. COURSE OBJECTIVES – TPEs:
Upon completing this clinical practice 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 and common core for students in English-language Arts (TPE 3).
2. Strategically plan and implement instruction to ensure that all 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 (TPE 3).
4. Make language comprehensible to diverse learners and use the needs of the learners to guide instruction (TPE 1).
5. Teach state adopted academic content standards and common core for students in mathematics (TPE 3).
6. Help students solve problems using mathematical reasoning in a secure environment (TPE 3).
7. Use progress monitoring during instruction to determine student progress; pace instruction and re-teach content based on evidence gathered using assessment strategies (TPE 4 and 5).
8. Use a variety of informal and formal, formative and summative assessments to determine students' progress and plan instruction (TPE 5).
9. Interpret assessment data to identify level of proficiency of English language learners in English and primary language (TPE 5).
10. Incorporate specific strategies, teaching/instructional activities, procedures and experience to provide a balanced curriculum in language arts/math for diverse and exceptional learners (TPE 4 and 5).
11. Vary instructional strategies according to purpose and lesson content and to meet student learning needs, including diverse and exceptional learners (TPE 4).
12. Maintain high student engagement by using strategies that engage all learners (TPE 1).
13. Apply developmentally appropriate practice to the developmental levels of children in the assigned classroom (TPE 1).
14. Use assessment data to plan and modify instruction over time (TPE 5).
15. Allocate time to maximize student achievement by establishing procedures, routines, and managing transitions (TPE 2).

16. Create a community of learners with clear expectations that promote student effort and engagement, and moderates behavior (TPE 1).
17. Apply knowledge of values, biases, professional behavior to students and families in inclusive settings (TPE 2).
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 (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 language arts and mathematics (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. plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support. 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).

IV. 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

V. REQUIRED READING MATERIALS:

From the websites:
   Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
   California Common Core Standards for Mathematics
   California English Language Development Standards

RECOMMENDED TEXTS:

Textbooks from all Methods courses
A Mind at a Time by Mel Levine
Beyond Monet by Barrie Bennett and Carol Rolheiser
Making Content Comprehensible for English Learners by Jana Echevarria

VI.   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*, and Math 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 plan book, 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. edTPA Rehearsal. Complete edTPA rehearsal activities as assigned in your student teaching seminar.
6. Goals for second semester. Develop goals for second semester student teaching.

After the two weeks of Early Field Experience, the 10 weeks of half-day Student Teaching will begin. Student Teaching normally begins Week 5 of the semester.

ST Week 1	Teaching Goal: Plan and teach 1-2 lessons in either ELA or Math	**ST Week 6**	Teaching Goal: Plan and teach 5 lessons in ELA, ELD, and Math
ST Week 2	Teaching Goal: Plan and teach 2-3 lessons in ELA, ELD, and Math	**ST Week 7**	Teaching Goal: Plan and teach 6 lessons in ELA, ELD, and Math
ST Week 3	Teaching Goal: Plan and teach 3-4 lessons in ELA, ELD, and Math	**ST Week 8**	Teaching Goal: Plan and teach 6 lessons in ELA, ELD, and Math
ST Week 4	Teaching Goal: Plan and teach 4-5 lessons in ELA, ELD, and Math	**ST Week 9**	Teaching Goal: Plan and teach 7 lessons in ELA, ELD, and Math. Co-teach with Mentor, if possible.

ST Week 5	Teaching Goal: Plan and teach 5 lessons in ELA, ELD, and Math	ST Week 10	Takeover Week. Plan for and lead all teaching activities in the morning for one week.

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

VII. 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 English Learners. You will also be asked to analyze and reflect on the goals generated during your 560C clinical practice experience for your continued work during your second semester of student teaching. Your understanding of the goal-setting process is an essential element when developing as a professional educator.

"Student Teaching I" 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 and the rEdTPA will be used to provide an evaluation report for each Student Teacher.

VIII. COURSE OVERVIEW:

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

LEGEND

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