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

EED 559F Student Teaching Seminar

COURSE CODE: EED 559F
CLASS NUMBER:
COURSE TITLE: Student Teaching Seminar:
GRADE:CR/NC
UNITS: 1.00
TIME:

TELEPHONE NUMBERS:
Field Experience Office: (818) 677-3183
Dept. of Elementary Education: (818) 677-2621
INSTRUCTOR:
Email:

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. COURSE DESCRIPTION– *How will I know what this class is about?*
 Prerequisites: EED 550B(3), EED 560C or EED 567ACT; EED 559C. *Corequisites:* EED 551C, EED 561F or EED 568ACT. This course is a 1-unit supervised fieldwork seminar for Multiple Subject Credential candidates completing the Traditional, Accelerated Collaborative Teacher (ACT) Preparation and Internship pathways. The seminar provides opportunities for candidates to reflect on and analyze fieldwork experiences. Student teachers and interns learn to: (1) assess their own and pupil needs; (2) gather data; (3) analyze results; (4) problem solve; (5) modify teaching practices; and (6) determine implications of their experience for future instruction. The seminar will promote teacher candidates' successful completion of the Teaching Event of the adopted Teacher Performance Assessment. (Credit/No Credit only)

II. COURSE OBJECTIVES – *How will I know what I should learn in this class?*
After completing this seminar and field experience, students will be able to:

1. Teach the state adopted academic content standards for students in English-language Arts, English Language Development, and Math (TPE 1, 7, 8).
2. Strategically plan and schedule instruction to ensure that students meet or exceed the standards (TPE 3, 7, 8).
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 1, 7, 8).
4. Make language comprehensible to diverse learners by using SDAIE strategies, and use the needs of the learners to guide instruction (TPE 2, 3, 7).
5. Teach state adopted academic content standards and common core for students in mathematics (TPE 3, 8).
6. Help students inquire, reason, and solve problems in all academic contexts (TPE 3, 4, 7, 8).

7. 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, 8).
8. Use a variety of informal and formal, formative and summative assessments to determine students' progress and plan differentiated instruction (TPE 5, 7, 8).
9. Interpret assessment data to identify level of proficiency of English language learners in English and primary language (TPE 4 and 7).
10. Incorporate specific strategies, teaching/instructional activities, procedures and experience to provide a balanced curriculum in Language Arts and Mathematics for diverse and exceptional learners (TPE 3, 4, 7, 8).
11. Vary instructional strategies according to purpose and lesson content and to meet student learning needs, including diverse and exceptional learners (TPE 1, 2, 3, 7, 8).
12. Maintain high student engagement by using strategies that engage all learners (TPE 1, 7, 8).
13. Apply developmentally appropriate practice to the developmental levels of children in the assigned classroom (TPE 1, 3, 8).
14. Use assessment data to plan and modify instruction over time (TPE 5, 7, 8).
15. Allocate time to maximize student achievement by establishing procedures, routines, and managing transitions (TPE 1).
16. Create a community of learners with clear expectations that promote student effort and engagement, and moderates behavior (TPE 1, 7, 8).
17. Apply knowledge of values, biases, professional behavior to students and families in inclusive settings (TPE 1 and 3).
18. Demonstrate the ability to work with colleagues and other school personnel, including paraprofessionals and specialists (TPE 6).
19. 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).
20. 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).
21. Create opportunities to integrate technology and visual-performing arts in all subjects (TPE 1, 3, 7, 8)

III. DEPARTMENT AND PROGRAM POLICIES – *How will I know what guides the Department?*

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 https://www.csun.edu/eisner-education/elementary-education/delaywithdrawal-procedure

POLICY ON ACADEMIC HONESTY:
California State University Northridge expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized access to University computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the University library will be dealt with appropriately.

Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor. In addition, students may be suspended or dismissed from the University upon the recommendation of the Department Chair or the Dean of the student's college.

In addition, students enrolled in credential or licensing programs may be suspended, dismissed, or denied recommendation for the credential or license for any violation of the published Code of Ethics for the professional group.

SPECIAL ACCOMMODATIONS:
If you would like to discuss your need for accommodations in this course, promptly set up an appointment with me. Please register with the Disability Resources and Educational Services (DRES) office. It is located in Bayramian Hall 110 and can be reached at (818) 677-2684.

UNIVERSITY COUNSELING SERVICES (UCS):
UCS is committed to supporting student mental health, well-being, and academic success, during this challenging time. It is open virtually during regular business hours providing all services through telemental health (Monday through Friday, 8 am – 5 pm). It can be contacted at (818) 677-2366.

COVID PROTOCOLS:
In order to protect against the spread of COVID, all students, employees, and visitors to campus are required to adhere to all health and safety requirements outlined on the [University's website regarding COVID-19](#).

SELF-CARE RESOURCES
This semester, you have been receiving vast amounts of information within a very short period of time. The following link is to the Self-Care Resources for CSUN Students, which you might find very helpful. These resources can provide additional support to help you manage stress. https://www.csun.edu/eisner-education/self-care/self-care-resources-csun-students-campus

IV. REQUIRED RESOURCES – *How will I know what I have to read/do?*

From the websites:

> https://www.cde.ca.gov/sp/cd/re/psfoundations.asp
> Preschool Foundations
> https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf
> California Common Core Standards for English Language Arts
> https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf
> California Common Core Standards for Mathematics:
> http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.PDF
> California English Language Development Standards:
> http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

V. EVALUATION
Credit/No Credit Grade
This **2-Unit**course is graded as Credit/No Credit. A grade of CR in a graduate level course is the equivalent to earning a grade of B. The grade will be computed using the following criteria for components of the course.

1. Attendance: You are allowed "**0**" unexcused absence. If you have any unexcused absence you will receive a grade of NC for the course. Only **"1"** excused absence will be accepted and a make-up assignment related to a full seminar session will be required.

2. Participation: Your participation in Seminar Meetings will be assessed each class meeting based on the following criteria:

(1) Being prepared with all and well designed and completed assignments;(2) Maintaining a cheerful, professional, constructive attitude;(3) Contributing positively to group and class dynamics;(4) Participating enthusiastically in whole class activities, small group activities, and collegial presentations; (5) Offering relevant, insightful, and constructive comments during class, but does not dominate discussions.

3. Peer Review Groups: You will be grouped into Peer Review Groups of 2 or 3 in order to provide collegial feedback. To earn a grade of "CR" for Peer Review groups, prepare assignments, including **lesson plans,** to share with your peer partner(s) to proofread and provide suggestions.

4. Individual Development Plan (IDP):

5. CSU Exit Survey: Due at Seminar Session #7.

Grade Calculation: Attendance: 30%; Participation: 70%

VI. AGENDA: EED 579D TENTATIVE SESSION SCHEDULE: Fall 2024 – *How will I know how to be prepared?*

DATES	TPEs	SEMINAR CURRICULUM
***WK 1** 8/28	1.1 2.1, 2.2, 2.3, 2.4 4.2, 4.4, 6.5, 6.7	**Seminar #1August 29th** Syllabus Overview Context for Learning ("Assessing Students in context") – assets, prior experiences/knowledge, interests, Socio-emotional, -cultural, -economic Classroom Management ("Classroom Routines", "Are you using your time well?", "Building Self-esteem", "Anti-bullying") Classroom Environment ("Seating Chart", "Bulletin Boards"), positive student interactions that are inclusive (UDL/MTSS) Social Emotional Learning (SEL), positive interventions, fostering a caring community Competencies ("Sharing Activities", "Neurotypical and atypical development") Accessing resources: trauma, homelessness, foster care, incarceration Starting to understand your ethical conduct, responsibilities, and the context, structure, and history of public education in California
WK 2 9/04		No Meeting
WK 3 9/11 EFE	1.3, 1.4, 1.7 2.5 3.1	**Seminar #2September 12th** EFE Assignment ("Context for Learning") Social Emotional Learning ("Being Kind", "Conflict Resolution") (Mel Levin, ND, "Social Cognition", positive and developmentally appropriate classrooms), active learning experiences to engage student interest strategies, resources, assistive technology, UDL, and MTSS Lesson Plans ("Standards/Objectives", "Instructional Strategies & Pacing", "Motivating Openings", "High expectations for All") Creativity, Play, and incorporating the arts Gross Motor/Fine Motor Activities
WK 4 9/18 EFE		No Meeting
WK 5 9/25 ST – WK#1	1.2, 1.8, 2.6 4.1, 4.3 5.6, 5.7, 5.8, 7.6	**Seminar #3September 26th** Parent/Family Communication ("Newsletters", "Addressing 10 Common Parent Complaints", "Behavior Expectations and the Home/School Connection") Lesson Plans in core curriculum; ("Accommodations/ Modifications", "Opening Lesson Motivators", "Inter- and Multi-disciplinary Lessons", "Instruction and assessment across the disciplines") Using literacy for higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines Assessment ("Rubrics/Criteria Charts", "Formal/Informal/Self Assessments", "Assessment data for short- and long-term planning"), monitoring student learning and adjusting instruction Working with assessment to understand ELD, disability, and special populations to plan future instruction Using assessment data for differentiation, accommodation, and modification Communicating assessments to families Peer Review and collaboration – "Context for Learning"

WK 6 10/02 ST – WK#2		No Meeting
WK 7 10/09		**<u>Seminar #4October 10th</u>**

ST – WK-3	5.1, 5.5 7.1, 7.2, 7.4, 7.7, 7.9	Classroom Management ("Engaging and Instructing Students", "Following Verbal Directions"- creating a positive and inclusive environment) How did your Effective Literacy Practices go? Literacy using UDL and MTSS Focusing on literacy across the content, using an analysis of instructional materials, tasks, and identified academic standards Reading, listening, speaking, and writing with comprehension effective expression, and content knowledge across the disciplines Developing auditory receptions skills ("Listening Skills", language development, and effective expression) "Sponge Activities" "Next Steps Presentation" Classroom assessments – in/formal, rubrics, formative, and summative Using assessment(s) to meet student learning goals Inquiry and Discovery Learning Teacher reflection and expectations
WK 8 10/16 ST – WK#4	1.5, 1.6 3.5, 4.6 7.5, 7.10, 7.11	**<u>Seminar #5October 17th</u>** Peer Review and collaboration - (Lesson Plans): critical and creative thinking, analysis, inquiry, problem solving, meaningful questions, and reflection Academic Language in core curriculum: literacy and mathematics/ELD: students' first and/or second language acquisition Culturally and linguistically affirming literacy across content Foundational Skills across grade levels and ELD levels Understand how to appropriately assess and interpret results for English learner students. Using ELA/literacy/ELD standards to plan instruction that attends to students' literacy profiles and levels of English language proficiency. Visual Association (Sorting of Objects", "Classifying") Building conceptual understanding, using prior knowledge, problem-solving, math strands, dev. Math language Inclusive learning environments Parent/Family Communication ("Class Tag", "SMORE" Newsletters) Collaboration with specialists/colleagues, co-teaching, coaching, and/or networking
WK 9 10/23 ST – WK#5		No Meeting

WK 10 10/30 ST – WK#6	3.4 4.7	**Seminar #6October 31ˢᵗ** Classroom Management ("Addressing Challenging Students" and creating a positive, developmentally appropriate, inclusive classroom that uses communication strategies and activity modes to encourage student participation) Peers share and collaborate on resources from "Teachers Pay Teachers": digital tools, SEL, and multisensory experiences Introduce Individual Development Plan IDP – self-reflection and personal responsibility on your trajectory
WK 11 11/06 ST – WK#7		No Meeting
WK 12 11/13 ST – WK#8	3.6, 3.7, 3.8 4.5, 4.8 5.2, 5.3, 5.4 6.1, 7.8	**Seminar #7November 14ᵗʰ** Individual Development Plan (IDP) digital literacy, digital citizenship, technology standards, and Internet Security Students use keyboarding, technology, and multimedia in communicating their learning Using/integrating technology for engagement "Parent/Guardian Conferences", Using technology in assessment and data analysis to communicate with families "Cumulative Records" as formative/summative assessment over time Student self-assessment and reflection Resources, materials, technology: creating, equitable access Transition plans (IEP, IFSP, ITP, and 504) "Hands-on Parent Tutorials"
WK 13 11/20 Holiday: 11/23&11/24		No Meeting
WK 14 11/27 ST – WK#9		No Meeting
WK 15 12/04 ST – WK#10	6.2, 6.3, 6.4, 6.6	**Seminar #8December 5ᵗʰ** "Opening of School"-create the right learning environment, "Lesson Planning Summary"- meeting children where they are, Values and Bias awareness Individual Development Plan (IDP), learning goals, and collegial support Communicating effectively with colleagues and families to support student learning Mandated reporting, social media, and understanding today's kids "Resume Writing" Student Evaluation of Faculty (SEF), CSU Exit Survey

Course content subject to change.

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