

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

SED 555S *Field Experience Seminar for the Single Subject Credential*
SYLLABUS

Fall 20XX

Instructor:
Office and Office Hours:
Email:

Course Meeting Days/Times:
Room:

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 for Traditional, ACT, FYI, and JYI Programs: SED 511; EPC 420; SED 554/S or SED 554I/S; and one of the following: SED 525, SED 525A, SED 525D, SED 525EN, SED 525HS, SED 525MA/L, SED 525MU, SED 525PE, SED 525S/L, SED 525SS, or SED 525WL; Clearance from the Credential Office.

Corequisite for Traditional, ACT, FYI, and JYI Programs: SED 555.

Prerequisite for Intern Program: SED 554 or 554I. Corequisite for Intern Program: SED 593 or SED 555.

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 525D, SED 525EN, SED 525MA/L, SED 525MU, SED 525S/L, SED 525SS, or SED 525WL; SED 554/S; SPED 420; SPED 503MME.

Additional Pre/Corequisites for Traditional, 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 502MME; SPED 545; HSCI 466ADO. Corequisites for Dual Preliminary Single Subject/Education Specialist Program: SED 555 and SPED 580MME.

While student teaching or serving as an Intern, the candidate meets weekly in this 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. Qualified Interns will take SED 555S in their second-to-final semester; others will take it in their final semester. (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.
- TPE 7) Provide effective literacy instruction for all students.

Course Objectives

- 1) Candidates will be supported by the Seminar Instructor and peers in their student-teaching or Internship field experiences, in order to succeed in all TPE areas in practice.
- 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 555S results in a grade of Credit, defined for all post-baccalaureate students as satisfactory performance at a B or higher level.

- Student Teachers: Student teachers must earn a grade of Credit in both the field-experience course (SED 555) and the seminar (SED 555S). Failure to pass either course results in No Credit for both. Student teachers earn credit for SED 555S by:
 - Participating appropriately and adequately in seminar
 - Submitting the edTPA in Canvas, or at least a complete set of edTPA artifacts
 - Completing a signed Individual Development Plan.

Student teachers earn credit for SED 555 by receiving passing-level Supervised Field Experience Evaluations from the University Supervisor and Mentor Teacher.

- Interns: Interns will receive separate grades for SED 555S and their concurrent field-experience course (SED 593 or 555I). That is, an Intern may receive a grade of Credit for SED 555S while receiving a grade of No Credit for their concurrent field-experience course (SED 593 or 555I). Interns earn credit for SED 555S by:
 - Participating appropriately and adequately in seminar
 - Submitting the edTPA in Canvas, or at least a complete set of edTPA artifacts
 - Completing a signed Individual Development Plan.

Tentative Schedule

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.

Week	Topics	Activities	Assignments	edTPA Tasks Supported
1	• Overview SED 555 student teaching and seminar • Overview edTPA resources • Getting to know your students • Professionalism	• Design “Getting to Know You” survey • Subject-area activity • Review edTPA resources • Discuss FRED feedback • Collaborative problem solving with SED 554 candidates • Personal philosophy of teaching	• Administer “Getting to Know You” survey • Read “Making Good Choices” • Begin drafting edTPA Planning Task	1
2	• Meeting students’ needs	• Subject-area activity • Collaborative problem solving with SED 554 candidates • Peer review Planning Task • Evaluate sample edTPA videos	• edTPA Context Form due • Secure consent form from students for edTPA class • Locate and read school policy handbooks	1
3	• Assessment and rubrics • Feedback to students	• Subject-area activity • Assessment/rubric development • Collaborative problem solving with SED 554 candidates	• edTPA Planning Task due	1, 3
4	• Making quality video	• Subject-area activity • Collaborative problem solving with SED 554 candidates	• Work on edTPA Instruction Task	2
5	• Curriculum standards	• Subject-area activity • Collaborative problem solving with SED 554 candidates	• Work on edTPA Instruction Task	2
6	• Developing academic language	• Analyze and supplement sample lesson plan with literacy instruction to promote language development, with special attention to ELs • Collaborative problem solving with SED 554 candidates	• edTPA Instruction Task due	1, 2
7	• Developing academic language	• Analyze and supplement sample lesson plan with literacy instruction to promote language development, with special attention to ELs • Collaborative problem solving with SED 554 candidates	• Work on edTPA Assessment Task	1, 3
8	• How students learn	• Subject-area activity • Collaborative problem solving with SED 554 candidates	• Work on edTPA Assessment Task • Polish edTPA	1, 3
9	• How students make meaning	• Identify “complex text” examples in the subject area; then design instructional tasks that engage	• Submit edTPA	

		students in making meaning of and reasoning from one text example. • Collaborative problem solving with SED 554 candidates		
10	• Differentiated instruction	• Subject-area activity • Collaborative problem solving with SED 554 candidates		
11	• Differentiated instruction	• Subject-area activity • Collaborative problem solving with SED 554 candidates	• Remediate edTPA if needed	(1, 2, 3)
12	• Environments for language development and expression	• Explore classroom environment features that support student engagement in varied language modes and effective expression. • Collaborative problem solving with SED 554 candidates	• Remediate edTPA if needed	(1, 2, 3)
13	• First day of class; setting the environment • The job search	• Subject-area activity • Collaborative problem solving with SED 554 candidates	• Remediate edTPA if needed	(1, 2, 3)
14	• IDPs • Professional organizations	• Discussion of 5-year PD goals and IDPs • Subject-area activity • Collaborative problem solving with SED 554 candidates	• Remediate edTPA if needed	(1, 2, 3)
15	• Wrap-up	• Seminar and supervisor evaluation	• Remediate edTPA if needed	(1, 2, 3)