

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

SED 554 Early Field Experience for the Single Subject Credential

SYLLABUS

Fall 20XX

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 must be taken concurrently with SED 554S.

Pre/Corequisites for Traditional, FYI, JYI, and ACT Programs: EPC 420, SED 511, 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.

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 525A, SED 525D, 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, moving from structured observations, to tutoring small groups, to gradually assuming responsibility for planning, teaching, and pupil assessment, under the direction and guidance of a qualified onsite Mentor 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, usually at the middle-school and high-school levels, and has experiences teaching English learners and in diverse settings.

All students in SED 554 meet weekly in a required seminar led by a university faculty member that addresses early field experience or Internship 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
- TPE 7) Provide effective literacy instruction for all students.

Course Objectives

Candidates will practice, receive mentoring, and be evaluated on all 7 California Teacher Performance Expectation areas in a mentored classroom setting. Specifically, the Supervised Instruction Evaluation form for SED 554 assesses all 7 TPE areas.

Course Grade

A successful experience in SED 554 and 554S results in grades 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 early field experience course (SED 554) and the associated seminar (SED 554S). Failure to pass either course results in grade of No Credit for both.

Credit for SED 554 is earned by receiving passing-level final Early Field Experience Evaluations from the University Supervisor and the Mentor Teacher.

Credit for SED 554S is earned by:

- Participating appropriately and adequately in seminar
- Submitting passing-quality Major Assessments, including the Feedback-Receiving edTPA (FRED).

Summary of Early Field Experience Requirements and Expectations

For the most detailed and official description of student teaching requirements and expectations, candidates must read the Department of Secondary Education's Early Field Experience and Student Teaching Handbook, found at <https://www.csun.edu/eisner-education/secondary-education/student-teaching>.

Timing	Activity
Weeks 1 through 3 of the placement school's term	Observe the Mentor Teacher teaching 1 hour-long class period daily (or about 5 hours per week) at the placement school. Complete assignments from SED 554S. Obtain from the Mentor Teacher, or assist in developing, a written plan for the semester or term.
Weeks 4 through 5 or 6	Under the guidance and in the presence of the Mentor Teacher, perform instructional duties that gradually increase in duration and difficulty, in this same class period. These may include assisting with small student groups or individual students, leading a homework review, conducting warm-up activities, etc.
Week 6 or 7 to end of term	Under the guidance and in the presence of the Mentor Teacher, independently teach or co-teach this same 1 hour-long period daily (or about 5 hours per week). Prepare a written lesson plan for every day of instruction, as well as for units. Make these plans available to the Mentor Teacher and Supervisor in advance of teaching them.

For the complete term of the placement school	Under the guidance of the Mentor Teacher, be present at the placement school for an additional hour-long period daily (or about 5 hours per week), for teaching-related activities, including conferencing or planning with the Mentor Teacher or Supervisor, observing the Mentor or other teachers, meeting with school administrators or other personnel, planning lessons, and assessing students.
For the complete term of the placement school	Confer with the Mentor Teacher on a regular basis to receive feedback, co-plan, etc. These conferences are likely to require additional hours beyond the 10 hours per week described above, but they may be conducted virtually.
Approximately every 4 weeks	Be observed teaching by the University Supervisor, debrief with the Supervisor afterwards, and, if requested, prepare a written reflection for the Supervisor. At least one observation must involve a video of the lesson, submitted via the platform GoReact.
~ Week 18	Meet with the Mentor Teacher and Supervisor to discuss the Supervised Instruction Evaluation.
When invited, and as per candidate availability	Participate in other school activities, such as department meetings, athletic events, student performances, Parent/Family Nights, etc.

Secondary Student Teaching Office
Department of Secondary Education

California State University, Northridge

Early Field Experience Evaluation Single Subject Credential

SED 554

Fall ____ Spring ____ Year ____
Traditional ____ ACT ____ FYI ____ JYI ____ Dual ____

Teacher/Intern Candidate

School and District Assignment

Subject(s), Grade(s), Type(s) 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

Minimum Requirements

Candidates must meet these minimum requirements to pass SED 554/S. A “NO” response to any of these means the candidate earns a grade of No Credit for SED 554/S, regardless of their ratings on the other items on this form.

- Candidate limited their absences from the school site to 5 days or fewer. YES/NO
- Candidate provided daily, written lesson plans to the Supervisor and Mentor Teacher on the requested schedule. YES/NO
- Candidate enabled the Supervisor to complete required observations by responding punctually to Supervisor communication and providing classroom video when requested. YES/NO
- Candidate demonstrated adequate knowledge of subject matter, as presented in observed lessons. YES/NO

Rating Scale

Exceeds Standard

Demonstrates a high level of performance beyond what is expected of *beginning teacher candidates*.

Meets Standard

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

Below Standard

Does not perform at the level expected of *teacher candidates*. Is not ready to make independent decisions about planning and implementing lessons. To receive Credit for SED 554/S, candidates may have no more than 5 items rated “Below Standard” on the final evaluation.

Positive Classroom Environment: The Candidate....

1. Fosters a safe, caring, and respectful classroom community, appropriately addressing intolerance and harassment. (2.1, 2.1, 2.2, 2.3, 2.3, 2.5, 2.6)
2. Creates a culturally responsive learning environment that honors diversity and multiple perspectives. (2.2, 2.2, 7.3)
3. Maintains high academic and intellectual expectations for all students, with appropriate support. (2.2, 2.3, 2.5, 2.5, 2.6)
4. Establishes and communicates clear expectations for classroom behavior. (2.1, 2.2, 2.5, 2.6, 2.6)
5. Establishes and maintains an orderly, productive, and engaging classroom environment. (2.1, 2.2, 2.3, 2.5, 2.6)
6. Develops rapport and makes positive connections with students. (2.1, 2.2, 2.3)

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...

7. Plans and implements instruction that supports learning goals and objectives that align with relevant California State Standards (content, literacy, and ELD) and curriculum frameworks, and that accurately represents the content. (1.4, 1.5, 3.1, 3.1, 3.4, 3.6, 7.1, 7.9, 7.11)
8. Makes effective use of instructional time. (4.4)
9. Explicitly connects learning tasks, including literacy instruction, to students' prior academic knowledge and assets, including students' cultural and linguistic backgrounds, interests, community or family resources, and personal experiences. (1.1, 1.3, 3.2, 3.3, 3.3, 4.1, 4.2, 4.2, 4.3, 4.4, 7.3, 7.4, 7.6, 7.11)
10. Uses various research-based English Language Development approaches to meet English learners' needs appropriately and effectively. (1.4, 1.6, 1.6, 3.5, 4.5, 5.7)
11. Uses appropriate pedagogical strategies and tools (including technology) to engage and provide access to content for all students, including English learners and students with disabilities. (1.4, 1.5, 1.6, 1.7, 1.8, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6, 3.7, 3.7, 3.8, 3.8, 4.2, 4.4, 4.5, 4.7, 4.8, 4.8, 7.2, 7.2, 7.3, 7.6, 7.9)
12. Uses strategic questioning of students, and validates and builds on students' questions and responses in ways that deepen student learning and are disciplinarily appropriate and accurate. (3.3, 4.7, 5.1, 7.6, 7.7, 7.8, 7.9)
13. Plans and implements literacy instruction that increases subject-matter access, by building vocabulary and knowledge of grammatical structures (e.g., syntax) to develop discourse-level understandings as students read, listen to, speak, and write a variety of text formats. (1.4, 1.6, 1.7, 3.2, 3.5, 4.4, 4.7, 7.1, 7.1, 7.2, 7.4, 7.5, 7.5, 7.6, 7.7, 7.7, 7.8, 7.8, 7.9, 7.9, 7.11, 7.11)

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

Assessment: The Candidate...

14. Plans formative assessment opportunities and uses evidence of student learning to monitor and adjust instruction during lessons. (1.8, 1.8, 3.2, 3.3, 5.1, 5.2, 7.6)
15. Plans and uses summative assessments that appropriately assess how well students are meeting specific learning goals and objectives. (4.3, 5.1, 5.2)
16. Prepares and delivers timely feedback to students that reflects the specific learning objectives being assessed, identifies strengths and areas that need improvement, and provides specific improvement strategies. (1.2, 1.2, 5.3, 5.5, 5.6, 5.6, 5.7, 5.8)

17. Uses assessment results to plan future instruction that provides structured supports and appropriate challenges for students. (4.1, 5.2, 5.4, 5.4, 5.7, 5.7, 5.8, 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...

18. Routinely reflects on their own teaching practice and subject-matter and pedagogical knowledge to improve their planning and instruction, including engaging in communication and inquiry with colleagues. (6.1, 6.1, 6.3, 6.3, 6.4)
19. Recognizes personal values and biases and how they may affect teaching and learning, and works to mitigate any negative effects. (6.2)
20. Demonstrates responsibility and professionalism, including by consistent attendance and punctuality, meeting deadlines, and appropriate use of social media. (6.6)
21. Understands and enacts the legal responsibilities of the teacher, including those concerning conduct, mandated reporting, ethics, school policies, and the privacy, health, and safety of students and families. (6.4, 6.4, 6.5, 6.5, 6.6, 6.6).

Comments on the Candidate's professionalism. Also, please give evidence for any ratings of "Below Standard."

Concurrence with Scoring Partner

Before you submit this evaluation, you must confer with your scoring partner (the University Supervisor, if you are a Mentor Teacher, or the Mentor Teacher, if you are a University Supervisor).

Date you discussed your draft evaluations with your scoring partner: _____

Meets Passing Standards?

Is the Candidate passing SED 554 at this time?

Note: Please review your ratings. If you have rated this Candidate "Below Standard" (1) on 6 or more items, or marked any of the Minimum Requirements as "NO," you must indicate that the Candidate is NOT passing SED 554.

☐ The Candidate is passing SED 554 at this time.

☐ The Candidate is NOT passing SED 554 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 *Early Field Experience for the Single Subject Credential* TPE Index

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

TPE 1 Engaging and Supporting All Students in Learning

1.1	p.	6
1.2.	p.	6, 6
1.3	p.	6
1.5	p.	6
1.6	p.	6, 6
1.7	p.	6
1.8	p.	6, 6

TPE 2 Creating and Maintaining Effective Environments

2.1	p.	6, 6
2.2	p.	6, 6
2.3	p.	6, 6
2.5	p.	6, 6
2.6	p.	6, 6

TPE 3 Understanding and Organizing Subject Matter for Student Learning

3.1	p.	6, 6
3.2	p.	6
3.3	p.	6, 6
3.4	p.	6, 6
3.5	p.	6
3.6	p.	6
3.7	p.	6, 6
3.8	p.	6, 6

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

4.1	p.	7
4.2	p.	6, 6
4.3	p.	7
4.4	p.	6
4.5	p.	7
4.7	p.	6
4.8	p.	7, 7

TPE 5 Assessing Student Learning

5.1	p.	6
5.3	p.	6
5.4	p.	7, 7
5.5	p.	6
5.6	p.	6, 6
5.7	p.	7, 7
5.8	p.	7, 7

TPE 6 Developing as a Professional Educator

6.1	p.	7, 7
6.3	p.	7, 7
6.4	p.	7, 7
6.5	p.	7, 7
6.6	p.	7, 7

TPE 7 Providing Effective Literacy Instruction

7.1	p.	6, 6
7.2	p.	6, 6
7.3	p.	6
7.4	p.	6
7.5	p.	6, 6
7.6	p.	6
7.7	p.	6, 6
7.8	p.	6, 6
7.9	p.	6, 6
7.11	p.	6, 6