

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

**SYLLABUS FOR**

***SED 554I Initial Field Experience for Single Subject Interns***

***SED 593 Field Experience for Single Subject Interns***

***SED 555I Final Field Experience for Single Subject Interns***

**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 Descriptions**

### ***SED 554I Initial Supervised Field Experience for the Single Subject University Intern Program***

*Prerequisite: Admission to the Single Subject University Intern Program (SSUIP).*

*Corequisite: SED 554S.*

*Pre-or Corequisite: SED 511.*

SED 554I is generally the first course in a sequence of supervised field experiences that support 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. In SED 554I, the Intern is supervised and evaluated on site by a University Supervisor and supported by a school-based Support Provider. (Credit/No Credit only).

Interns in SED 554I also meet weekly in a required seminar, SED 554S, led by a university faculty member, that addresses teaching issues and the practice Teacher Performance Assessment.

### ***SED 593 Field Experience for Single Subject Interns***

*Prerequisite: Admission to the Single Subject University Intern Program (SSUIP).*

*Recommended Preparatory: SED 554I and SED 554S.*

SED 593 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. In SED 593, the Intern is supervised and evaluated onsite by a University Supervisor and supported by a school-based Support Provider. Interns are required to take SED 593 in any semester in which they are not enrolled in SED 554I or SED 555I. (Credit/No Credit only)

Some Interns in SED 593 will also meet weekly in a required seminar, SED 555S, led by a university faculty member, that addresses teaching issues and the Teacher Performance Assessment.

### ***SED 555I Final Supervised Field Experience for the Single Subject Credential***

*Prerequisites: Admission to the Single Subject University Intern Program (SSUIP); SED 554 or 554I, SED 554S.*

*Pre- or Corequisite: SED 555S.*

SED 555I is the final course in a sequence of supervised field experiences for 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. In SED 555I, the Intern is supervised and evaluated onsite by a University Supervisor and supported by a school-based Support Provider. (Credit/No Credit only)

Interns who have not already passed SED 555S must take SED 555S concurrently with SED 555I. SED 555S is a required seminar, led by a university faculty member, that addresses teaching issues and the Teacher Performance Assessment.

## Course Sequence

The standard course sequence for Interns is:

Sem 1 = 13 units	Sem 2 = 14 units	Sem 3 = 13 units	Sem 4 = 9 units
2 courses (6)	3 courses (9)	2 courses (6)	1 course + HSCI (4)
SED 554I & 554S (7)	SED 593 (5)	SED 593 & 555S (7)	SED 555I (5)

Transfer Interns—candidates who become Interns after completing one or more semesters in the Traditional or ACT pathways of the Single Subject Program—will follow a different course sequence, depending on courses already completed. Transfer Interns’ course sequences will be developed with the guidance of the department’s Intern Coordinator.

All Interns are required to take and earn credit for SED 554I (or SED 554), SED 554S, SED 555S, and SED 555I. All Interns are also required to take SED 593 in any semester when they are not enrolled in SED 554I or 555I, in order to receive required university supervision in their classrooms.

## 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

Interns will practice, receive support, and be evaluated on all 7 California Teacher Performance Expectation areas in a classroom setting. Specifically, the Supervised Field Experience Evaluation form assesses every TPE element except TPEs 2.4, 4.6, and 6.7.

## Course Grades

Successful experiences in SED 554I, 593, and 555I result in grades of Credit, defined for all post-baccalaureate students as satisfactory performance at a B or higher level.

Credit is earned for each course by receiving a passing-level final Supervised Field Experience Evaluation from the University Supervisor.

## Summary of Intern Requirements and Expectations

*For the most detailed and official description of Intern requirements and expectations, candidates must read the Department of Secondary Education's Single Subject University Intern Handbook, found at <https://www.csun.edu/eisner-education/secondary-education/single-subject-university-intern-program>.*

<b>Timing</b>	<b>Activity</b>
For the complete term of the placement school	Perform instructional and other duties as required by the employing school and/or district.
For the complete term of the placement school	Prepare a written lesson plan for every day of instruction, at least for every course preparation, plus written plans for the term and each unit. Make these plans available to the University Supervisor and, if requested, the onsite Support Provider.
For the complete term of the placement school	Confer with the onsite Support Provider on a regular basis to receive guidance, feedback, etc., and log these conferences.
Approximately every 3 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 10	Meet with the Supervisor to discuss the midterm Supervised Field Experience Evaluation.
~ Week 18	Meet with the Supervisor to discuss the final Supervised Field Experience Evaluation.

Secondary Student Teaching Office  
Department of Secondary Education

## Supervised Field Experience Evaluation

### Single Subject Credential

Fall \_\_\_\_ Spring \_\_\_\_ Year \_\_\_\_  
Traditional \_\_\_\_ ACT \_\_\_\_ FYI \_\_\_\_ JYI \_\_\_\_ Intern \_\_\_\_

Dual \_\_\_\_

California State University, Northridge

SED 554I, 593, 555, 555I

Midterm \_\_\_\_ Final \_\_\_\_

\_\_\_\_\_  
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 this course. A “NO” response on the final evaluation to any of these means the candidate earns a grade of No Credit for this course, 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 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 this course, candidates may have no more than 4 items rated “Below Standard” on the final evaluation. Candidates with more than 4 items rated “Below Standard” on the midterm evaluation must receive an Assistance Plan.

**Positive Classroom Environment: The Candidate....**

1. Fosters a safe, caring, and respectful classroom community, appropriately addressing conflict, intolerance, and harassment. (2.1, 2.2, 2.3, 2.3, 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, 2.6)
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)
7. Promotes students’ development, individual responsibility, and social-emotional growth, using positive interventions and supports. (2.1, 2.1, 2.3, 2.5, 2.6, 7.3)
8. Creates an environment that fosters students’ oral and written language development, including discipline-specific academic language. (1.6, 2.2, 7.7)

**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...**

9. Plans and implements instruction that supports clear 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)
10. Logically sequences lesson plans to facilitate students’ learning and connection-making among subject-specific knowledge, skills, understandings, and applications. (1.5, 3.1, 3.3, 3.4, 4.3, 4.3)
11. Makes effective use of instructional time. (4.4)
12. 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)
13. Addresses specific student needs (e.g., those required in IEP and 504 plans) using scaffolding or structured supports (e.g., UDL or MTSS) to help individual students and student groups gain access to content and meet learning objectives. (1.1, 1.4, 1.6, 1.7, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 4.5, 7.2, 7.3, 7.4, 7.11, 7.11)
14. 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)

15. Uses appropriate pedagogical strategies and tools to engage and provide access to content for all students, including English learners and students with disabilities. (1.4, 1.4, 1.5, 1.6, 1.7, 1.7, 1.8, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6, 3.7, 3.8, 4.2, 4.4, 4.5, 4.7, 4.8, 7.2, 7.2, 7.3, 7.6, 7.9)
16. Uses technology to engage and provide access to content for all students, including English learners and students with disabilities. (1.4, 3.6, 3.7, 3.7, 3.8, 3.8, 4.4, 4.8, 4.8)
17. 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)
18. 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, 7.8, 7.9, 7.11)
19. Plans and implements literacy instruction that supports students in reading and writing increasingly complex disciplinary texts, developing language skills, meaning making, and critical thinking. (1.3, 3.1, 3.5, 4.4, 4.7, 7.5, 7.6, 7.7)
20. Provides structures and encouragement for students to examine and build on the ideas expressed by their classmates. (1.5, 1.5, 4.7, 7.6, 7.7, 7.8, 7.9)
21. Plans and implements learning activities that connect to real-world, career, and higher-education contexts. (1.3, 1.3)

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

**Assessment: The Candidate...**

22. 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)
23. Plans and uses summative assessments that appropriately assess how well students are meeting specific learning goals and objectives. (4.3, 5.1, 5.2)
24. Plans and uses multiple forms of assessment to assess various dimensions of student learning (e.g., knowledge, skills, understandings, and applications). (5.1, 5.2, 5.4, 5.4, 7.3)
25. Plans and uses assessments that allow students with varying strengths, needs, and accommodations to demonstrate their learning without oversimplifying the content. (4.1, 5.1, 5.2, 5.7, 5.8, 7.6, 7.11)
26. 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, 5.3, 5.5, 5.6, 5.6, 5.7, 5.8)
27. Engages students in self-assessment and reflection, and helps them understand and use provided feedback. (5.3, 5.3, 5.5)
28. Uses assessment results to plan future instruction that provides structured supports and appropriate challenges for students. (4.1, 5.2, 5.2, 5.4, 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...**

29. 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)
30. Recognizes personal values and biases and how they may affect teaching and learning, and works to mitigate any negative effects. (6.2, 6.2)
31. Demonstrates responsibility and professionalism, including by consistent attendance and punctuality, meeting deadlines, and appropriate use of social media. (6.6)
32. Locates, analyzes, and interprets various forms of student data (e.g., from IEP, IFSP, ITP, and 504 plans and English-proficiency diagnostics) for instructional planning purposes. (1.4, 4.1, 4.1, 5.2, 5.7, 5.7, 5.8, 7.10, 7.10, 7.11)
33. Communicates and collaborates appropriately and effectively with peers, colleagues, families, and members of the larger school community to support students and families and communicate achievement expectations and student progress. (1.2, 1.2, 2.4, 2.4, 2.6, 4.6, 4.6, 5.4, 5.5, 5.5, 6.2, 6.4, 6.4, 7.4, 7.10)
34. 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, 6.5, 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 [for student teachers only, not Interns]**

*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 at this time?

Note: Please review your ratings. If you have rated this Candidate "Below Standard" (1) on 5 or more items, or marked any of the Minimum Requirements as "NO," you must indicate that the Candidate is NOT passing.

- ☐ The Candidate is passing at this time.  
☐ The Candidate is NOT passing 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 554I Initial Field Experience for Single Subject Interns**  
**SED 593 Field Experience for Single Subject Interns**  
**SED 555I Final Field Experience for Single Subject Interns**

**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. 8, 8
1.3	p. 7, 7
1.4	p. 7, 7
1.5	p. 7, 7
1.6	p. 6, 6
1.7	p. 7, 7
1.8	p. 7, 7

**TPE 5 Assessing Student Learning**

5.1	p. 7
5.2	p. 7, 7
5.3	p. 7, 7
5.4	p. 7, 7
5.5	p. 8, 8
5.6	p. 7, 7
5.7	p. 8, 8
5.8	p. 7, 7

**TPE 2 Creating and Maintaining Effective Environments**

2.1	p. 6, 6
2.2	p. 6, 6
2.3	p. 6, 6
2.4	p. 8, 8
2.5	p. 6
2.6	p. 6, 6

**TPE 6 Developing as a Professional Educator**

6.1	p. 8, 8
6.2	p. 8, 8
6.3	p. 8, 8
6.4	p. 8, 8
6.5	p. 8, 8
6.6	p. 8, 8

**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. 7, 7
3.5	p. 6
3.6	p. 6
3.7	p. 7, 7
3.8	p. 7, 7

**TPE 7 Providing Effective Literacy Instruction**

7.1	p. 7, 7
7.2	p. 7, 7
7.3	p. 6
7.4	p. 6
7.5	p. 7, 7
7.6	p. 7
7.7	p. 7
7.8	p. 7
7.9	p. 7
7.11	p. 6, 6

**TPE 4 Planning Instruction and Designing Learning Experiences for All Students**

4.1	p. 8, 8
4.2.	p. 6, 6
4.3	p. 6, 6
4.4	p. 7
4.5	p. 6, 6
4.6	p. 8, 8
4.7	p. 7
4.8	p. 7, 7