

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

***SED 554S Early 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: Admission to the Single Subject Credential Program; Clearance by the Credential Office. Corequisite: SED 554S must be taken concurrently with either SED 554 or SED 554I.*

*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.*

*Pre/Corequisite for Single Subject University Intern Program: SED 511.*

*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.*

All students in SED 554 or SED 554I 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**

- 1) Candidates will be supported by the Seminar Instructor and peers in their early field experience or Internship field experience, in order to succeed in all TPE areas in practice.
- 2) Candidates will complete the Feedback-Receiving edTPA ("FRED"), as practice for the state-required Teacher Performance Assessment (the edTPA), on which they will demonstrate all TPE areas.

## **Course Grade**

A successful experience in SED 554 or 554I 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 or 554I) and this seminar (SED 554S). Failure to pass either course results in No Credit for both.

Credit for SED 554S is earned by:

- Participating appropriately and adequately in seminar
- Submitting passing-quality Major Assessments (see Major Assessment table), including the FRED

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

Credit for SED 554I is earned by receiving a passing-level Supervised Field Experience Evaluation from the University Supervisor.

### 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
1/2	<ul style="list-style-type: none"> <li>• Overview SED 554 student teaching and seminar</li> <li>• Overview FRED/edTPA resources</li> <li>• Getting to know your pupils</li> <li>• Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Review edTPA resources</li> <li>• Collaborative problem solving with SED 555 candidates</li> <li>• Design “Getting to Know You” survey</li> <li>• Subject-area activity</li> <li>• Personal philosophy of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• “Getting to Know the Students”</li> <li>• Begin drafting FRED Task 1</li> </ul>	1
3/4	<ul style="list-style-type: none"> <li>• FRED/edPTA Lesson Planning Task</li> <li>• Content Area, Literacy, and ELD Standards</li> <li>• Academic language</li> <li>• Learning styles</li> <li>• Differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Review FRED/edPTA Lesson Planning Task</li> <li>• Define, distinguish among, and explore the relationships among Content Area, Literacy, and ELD standards.</li> <li>• Review Planning Task samples</li> <li>• Collaborative problem solving with SED 555 candidates</li> <li>• Subject-area activity</li> </ul>	<ul style="list-style-type: none"> <li>• Develop classroom seating chart</li> <li>• Secure consent form from students for FRED class</li> <li>• Locate and read school policy handbooks</li> </ul>	1
5/6	<ul style="list-style-type: none"> <li>• Lesson planning</li> </ul>	<ul style="list-style-type: none"> <li>• Review edTPA Planning rubrics</li> <li>• Collaborative problem solving with SED 555 candidates</li> <li>• Enhance a provided lesson plan with evidence-and asset-based literacy instruction to meet all students’ needs</li> </ul>	<ul style="list-style-type: none"> <li>• “Instructional Strategies”</li> </ul>	1

7/8	<ul style="list-style-type: none"> <li>• Lesson planning</li> <li>• Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Review FRED/edPTA Instruction Task and rubrics</li> <li>• Review Instruction Task samples</li> <li>• Collaborative problem solving with SED 555 candidates</li> <li>• Analyze provided lesson plans/videos for opportunities to enhance language development for content learning</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and Assessment Strategies”</li> <li>• Complete FRED Planning Task</li> </ul>	1, 2
9/10	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Review FRED/edTPA Assessment Task and rubrics</li> <li>• Review Assessment samples</li> <li>• Develop rubrics</li> <li>• Collaborative problem solving with SED 555 candidates</li> <li>• Subject-area activity</li> </ul>	<ul style="list-style-type: none"> <li>• Complete FRED Instruction Task</li> </ul>	2, 3
11/12	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>		<ul style="list-style-type: none"> <li>• Complete FRED Assessment Task</li> </ul>	3
13/14	<ul style="list-style-type: none"> <li>• Wrap-up</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar and supervisor evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• FRED submitted</li> </ul>	

## Major Assessments

<b>Assignment 1: Getting to Know Your Students (Week One)</b>	<ul style="list-style-type: none"> <li>• Develop and administer a “Getting to Know You” questionnaire for your students, to learn about their interests, skills, and families. Consider how you can use what you learn when planning lessons.</li> <li>• Create a seating chart for your class. Identify students with special learning needs, students who are leaders, students who are more and less eager to participate, English Learners, and other characteristics that you or your Mentor Teacher feel are important for this class. Add detail to the chart as you observe the students being taught by your Mentor Teacher.</li> </ul> <p>TPEs: 1.1, 1.3, 2.3, 3.2, 4.4</p>
<b>Assignment 2: Instructional Strategies</b>	<p>For a span of 2-3 lessons that you observe your Mentor Teacher (or, for Interns, a colleague) teaching, identify certain instructional strategies that the Mentor Teacher uses. Your Seminar Instructor will specify the kinds of strategies you should look for and the TPEs that they address. One will be TPE 7.4. Your Seminar Instructor will also provide prompts for a 2-page reflection in which you will analyze these strategies.</p> <p>TPEs: Instructor determined plus 7.4.</p>
<b>Assignment 3: Monitoring and Assessment Strategies</b>	<p>For a span of 2-3 lessons that you observe your Mentor Teacher (or, for Interns, a colleague) teaching, identify all strategies and activities that the Mentor Teacher uses to monitor or assess student learning. Include specific questions the Mentor Teacher asks that appear to be designed to monitor learning. Write a 2-page reflection in which you:</p> <ul style="list-style-type: none"> <li>• Identify each assessment strategy/activity as formative or summative, and formal or informal.</li> <li>• Note any ways in which these assessments were differentiated or modified for English learners or students with special needs.</li> <li>• Identify an effective question or strategy that the Mentor Teacher used and explain why you felt it was effective for monitoring or assessing learning.</li> <li>• Identify an ineffective question or strategy that the Mentor Teacher used, explain why you felt it was ineffective, and propose a revision that you believe would have been more effective.</li> <li>• Describe ways that the Mentor Teacher gave students feedback on their performance during these 2-3 days.</li> </ul> <p>TPEs: 1.4, 1.5, 1.6, 1.8, 2.5, 3.3, 4.3, 4.4, 5.1, 7.11</p>
<b>Feedback- Receiving edTPA (FRED)</b>	<p>Practice version of edTPA</p> <p>TPEs: All, with emphasis on 1.1, 1.4, 3.2, 4.1, 5.2, 5.6, and SSP[<i>subject</i>].</p>