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

SED 555 *Student Teaching 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: SED 511; EPC 420; SED 554/S; and one of the following: 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: SED 555S.

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.

Prerequisites for Dual Preliminary Single Subject/Education Specialist Program: EPC 420; SPED 403MME; SPED 407; SPED 511; SED 521; one of the following: 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.

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 555S and SPED 580MME.

The Supervised Practicum is designed to provide teacher candidates with a capstone field experience in middle school or high school classrooms. Each candidate is supervised by an onsite Mentor Teacher and a University Supervisor. The candidate is responsible for teaching 2 classes daily (or the time equivalent) and is at the school for a 3rd class period daily (or the time equivalent) for observation and conferencing for a school's entire semester or track. During the supervised field experience sequence of SED 554 and 555, each teacher candidate has experiences teaching English learners and participates in 2 or more subject-specific teaching assignments in diverse settings. See the Credential Office for additional details. (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 practice, receive mentoring, and be evaluated on all 7 California Teacher Performance Expectation areas in a student-teaching setting. Specifically, the Supervised Field Experience Evaluation form for SED 555 assesses every TPE element except TPEs 2.4, 4.6, and 6.7.

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 555 and 555S results in grades of Credit, defined for all post-baccalaureate students as satisfactory performance at a B or higher level. Candidates must earn a grade of Credit in both the field experience (SED 555) and the associated seminar (SED 555S). Failure to pass either course results in grades of No Credit for both.

Credit for SED 555 is earned by receiving passing-level final Supervised Field Experience Evaluations from the University Supervisor and Mentor Teacher.

Credit for SED 555S is earned 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

Summary of Student Teaching 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
For the complete term of the placement school	Under the guidance and in the presence of a Mentor Teacher, independently teach 2 hour-long periods daily (or about 10 hours per week) at the placement school. Prepare a written lesson plan for every day of instruction, plus written plans for the semester and each unit. 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 15 hours per week described above, but they may be conducted virtually.
Approximately every 3 weeks	Be observed teaching by the University Supervisor, debrief with the Supervisor afterwards, and, if required, 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 Mentor Teacher and Supervisor to discuss the midterm Supervised Field Experience Evaluation.
~ Week 18	Meet with the Mentor Teacher and Supervisor to discuss the final Supervised Field Experience 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   **Supervised Field Experience Evaluation**   **Fall ____ Spring ____ Year_____**
Department of Secondary Education   **Single Subject Credential**   **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 555 *Student Teaching for the Single Subject Credential*   TPE Index

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