

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**MICHAEL D. EISNER COLLEGE OF EDUCATION**  
**DEPARTMENT OF ELEMENTARY EDUCATION**  
**Fall, 2017**

COURSE CODE: EED 579A  
COURSE TITLE: Student Teaching Seminar  
INSTRUCTOR: Steve Holle  
CLASS LOCATION: ED 2107  
TIME: Wednesdays, 14:00 – 15:40  
TICKET #: 15521

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**I. CONCEPTUAL FRAMEWORK OF THE COLLEGE OF EDUCATION:**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end 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 professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice

## II. COURSE GUIDELINES:

### CATALOG DESCRIPTION

Pre/Co-requisites: EED/EPC 500 Fundamentals of Teaching, EED 520 Teaching Reading in the Elementary School Student Teaching, EED 565M Mathematics Curriculum and Methods  
Co-requisite: EED 560C Supervised Fieldwork or EED 567ACT Supervised Field Experience or EED 578A or EED 550B(3) Supervised Fieldwork.

This course is a two-unit supervised fieldwork seminar for students completing the Traditional, Accelerated Collaborative Teacher (ACT) Preparation, ITEP or Internship pathway for Multiple Subject Credential candidates. The seminar provides opportunities for candidates to reflect upon and analyze fieldwork experiences. Student teachers learn to (1) assess their needs; (2) gather data; (3) analyze results; (4) problem solve; (5) modify teaching practices; and (6) determine implications of their experience for future instruction. The seminar provides teacher candidates' rehearsal of the edTPA Teaching Event. This course is taken concurrently with the first semester of supervised fieldwork in the Traditional (EED 560C), ACT (EED 567ACT), ITEP (578A) and Intern (EED 550B(3)) pathways. Graded Credit/No-Credit.

### COURSE OBJECTIVES

1. To discuss the standards of performance that define professional practice. [TPE 6.5, 6.6]
2. To participate in the opening of the academic year in an elementary classroom (when appropriate).
3. To share field experiences and participate in collaborative problem solving with colleagues. [TPE 4.6]
4. To use student performance data to analyze and evaluate instructional strategies. [TPE 5.2]
5. To modify instructional strategies based on reflection and self-evaluation. [TPE 6.1]
6. To identify strategies for working collaboratively with other professionals. [TPE 3.4, 6.3]
7. To identify individual professional needs through reflection and self-evaluation. [TPE 6.1]
8. To determine implications of their experience for future instruction.

### COURSE CONTENT

Seminar content will be organized around the six Teacher Performance Expectations (TPE's) which are aligned with the California Standards for the Teaching Profession (CSTP). Students begin to develop competency in these domains in the areas of reading/language arts and mathematics during the first semester supervised fieldwork experience and are reflected in the Classroom Teaching Profile (CTP) used to evaluate teacher candidates in their fieldwork and student teaching. Discussion and assignments in the seminar are designed to further promote students' developing competencies in these Domains. The seminar also addresses and provides

opportunities to rehearse select elements of the Teacher Performance Assessment (edTPA), a CCTC-sanctioned assessment of teachers.

### **III. DEPARTMENT AND PROGRAM POLICIES:**

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession. Obtain detailed information about the involuntary delay/withdrawal process, the *Statement of Concern* form, student appeals, and the list of *Qualities Important to Future Teachers and Educational Professionals* at:

[http://www.csun.edu/education/eed/delay\\_withdrawal/index.html](http://www.csun.edu/education/eed/delay_withdrawal/index.html)

#### **POLICY ON ACADEMIC HONESTY:**

California State University Northridge expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized access to University computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the University library will be dealt with appropriately.

Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor. In addition, students may be suspended or dismissed from the University upon the recommendation of the Department Chair or the Dean of the student's college.

In addition, students enrolled in credential or licensing programs may be suspended, dismissed, or denied recommendation for the credential or license for any violation of the published Code of Ethics for the professional group.

#### **SPECIAL ACCOMMODATIONS:**

Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. The instructor can direct the students to the appropriate office on campus for assistance.

**Late work is accepted only when advance arrangements have been made with the professor.**

#### IV. COURSE REQUIREMENTS AND GRADING:

This course is graded as Credit/No Credit. The grade will be computed using the following criteria for components of the course:

1. **ATTENDANCE:** EED 579A is a required course. Therefore, class attendance is necessary and no classes are optional. Students should come to class consistently prepared and should regularly participate in class discussions and small group activities. Absence from class will result in a No Credit grade for this course. However, a total of two absences may be made up through the completion of a make-up assignment designed by the course instructor, designed to be equivalent to the time missed at seminar. More than two absences will result in a grade of No Credit. The instructor retains the right to make changes, additions, or deletions to the syllabus during the course of the semester.
2. **PROFESSIONAL PARTICIPATION:** Candidates are expected to attend class and be prepared to participate actively. Candidates will be evaluated during each class session for their Attendance, Preparation, Participation, and Attitude (APPA).
  - a) Candidate will earn 3 points for a session by: Coming to class prepared and on time. Maintaining a cheerful, professional, constructive attitude. Substantively contributing positively to group and class dynamics. Participating enthusiastically in whole class activities, small group activities, and collegial presentations. Offers relevant, insightful, and constructive comments during class, but does not dominate discussions.
  - b) Candidate will earn 2 points for a session by: Coming to class somewhat prepared or late. Maintaining a professional attitude. May tend to be very quiet or too talkative. May participate in class activities, but is not enthusiastic. Rarely offers relevant, insightful. And constructive comments during class.
  - c) Candidate will earn 1 point for a session by: Coming to class unprepared or more than 10 minutes late. Displays an unprofessional attitude. May make irrelevant comments. May fail to participate constructively.
  - d) Candidate will earn 0 points for a session by: Not attending class.
3. **LESSON PLAN:** You are required to submit three connected lesson plans using the Department of Elementary Education format to your instructor who will assess your ability to plan a Teaching Event (TE) with essential components in response to a well written learning objective. It will be scored as Credit/ No Credit using criteria developed by the instructor.
4. **PEER REVIEW GROUPS:** You will be grouped into Peer Review Groups to give collegial feedback on components of the Teaching Event. To earn a grade of CR for Peer Review Groups you must bring written drafts (one copy for each member of your team) for all three Tasks in the Teaching Event for your group to review during seminar. Failure to bring drafts will result in a NC score for this component of the course.

**5. TEACHING EVENT:** The Teaching Event (TE) requires you to use our electronic platform (TaskStream) to upload written components of the TE that include: Planning, Instruction (including a video), and Assessment. You must upload all components of the Teaching Event by the program due date to earn a CR for this part of the course.

NOTE: Scoring of the Teaching Event follows edTPA guidelines and failure of any TE components or the entire TE follow edTPA guidelines for resubmission. Failure of the Teaching Event can result in a score of NC for the seminar, as documented in the edTPA Scoring Requirements for Teaching Events.

**FINAL GRADE:** There are five minimum common graded components for this course. You must earn CR for all five minimum required components to earn CR for the course (see previous paragraph for impact of Teaching Event scores on earning CR for this course).

## **V. REQUIRED TEXTS:**

Hand-outs on TPE's, edTPA requirements.

Purchase of TaskStream account – instructions to be emailed

From web-sites:

edTPA Elementary Education Handbook – September, 2015

Understanding Rubric Level Progressions (URLP) – September, 2015

Making Good Choices – July, 2016

Common Core State Standards (CCSS) for Language Arts and Math:

<http://www.cde.ca.gov/re/cc/> (Find content standards on this website)

## **RECOMMENDED TEXTS:**

Textbooks from all methods courses and . . .

A Mind At A Time – Mel Levine

Beyond Monet – Barrie Bennett & Carol Rolheiser

Explicit Direct Instruction, The Power of the Well-Crafted, Well-Taught Lesson – John

Hollingsworth & Silvia Ybarra

Literacy For The 21<sup>st</sup>. Century – Gail Tompkins

Making Content Comprehensible To English Learners, The SIOP Model – Jana Echevarria

Classroom Management for Elementary Teachers 9<sup>th</sup> Edition – Carolyn M. Evertson & Edmund T. Emmer

*More information and all instructional documents can be reviewed at:*

<http://www.edtpa.com>

**California Standards for the Teaching Profession (CSTP)  
and Teacher Performance Expectations (TPE)**

**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**

VI. The Seminar Schedule is Subject to Change:

## SEMINAR SCHEDULE – 579A

| DAY   | EVENT  |
|---|--|
| <b>Session One</b>  | Orientation- Student Teaching Responsibilities<br>TPE's - Connecting Specific Subject Matter Instruction and Classroom Environment Decisions [TPE 3.3, 4.3]<br>Keeping a Lesson Plan Book<br>Place Mat Activity [TPE 4.6]<br>Mandated Reporter [TPE 6.6] |
| <b>Session Two</b>  | Overview of edTPA and Resources: Handbook, URLP, Making Good Choices<br>TPE Pop Quiz [TPE 5.1]<br>Understanding URLP   |
| <b>Session Three</b>  | Overview of Task 1 - Planning Common Core Standards [TPE 3.1]<br>Introduce Context for Learning [TPE 1.1, 5.8]<br>Introduce Sociogram [TPE 1.1]  |
| <b>Session Four</b><br><br><u>Bring Context for Learning and Sociogram to Class</u> | Continue Task 1<br>What are Essential Questions? [TPE 1.3]<br>Implementing SDAIE Strategies [TPE 1.6]<br>Connecting educational theory and research [TPE 4.2]<br>What is a Central Focus?<br>EED Lesson Plan Template<br>CCSS ELA Quiz [TPE 5.1]         |
| <b>Session Five</b>   | Review Lesson Plan Book<br>What is Academic Language? [TPE 3.5]<br>Bloom's Taxonomy Quiz [TPE 5.1]   |
| <b>Session Six</b><br><u>Bring Your Three Lessons Plans to Class</u>                | Connecting Standards, Lesson Objective, and Assessment [TPE 3.3]<br>Informal and Formal Assessment – Task 1 rubrics [TPE 5.1]  |

|   |  |
|---|--|
| <b>Session Seven</b><br><u>Task 1 Due</u>       | Let's go deep with Planning<br>CCSS – Math “What’s Different?” [TPE 3.1]<br>Review Camera Checkout Procedures  |
| <b>Session Eight</b><br><u>RESERVE CAMERAS!</u> | Overview of Task 2 - Instruction<br>Implementing Higher Order<br>Questioning Strategies – Bloom’s<br>Taxonomy & DOK [TPE 1.5]<br>Sequence of Instruction – Selecting an<br>appropriate lesson to video<br><i>Peer Review Planning</i> [TPE 5.1, 5.3] |
| <b>Session Nine</b>                             | Classroom Management – So how’s it<br>going? [TPE 2.6, 6.1]<br>Let’s go deep with Instruction<br>Embedding Academic Language into<br>Instruction [TPE 3.5]<br>Lesson Reflection [TPE 6.3]  |
| <b>Session Ten</b> <u>VIDEO UPLOAD</u>          | <b>WE MEET IN ED 2115B</b>   |
| <b>Session Eleven</b><br><u>Task 2 Due</u>      | Overview of Task 3 - Assessment<br>What is Assessment? Examine Various<br>Assessment Tools & Rubric Design<br>[TPE 5.1]<br><i>Peer Review Instruction</i> [TPE 5.1, 5.3]   |
| <b>Session Twelve</b>                           | Share Challenges of Teaching All Day<br>[TPE 4.4]<br><br>Bring Student Work Samples to our<br>Next Class   |
| <b>HAPPY THANKSGIVING</b>                       | <b>NO CLASS!</b>   |
| <b>Session Thirteen</b><br><u>Task 3 Due</u>    | Tracking Diversity of Student Progress<br>Toward Meeting CCSS Standards [TPE 3.6]<br>Review Student Work Samples [TPE 5.2, 5.5, 5.7, 5.8]<br><i>Peer review Assessment</i> [TPE 5.1, 5.3]  |
| <b>Session Fourteen</b>                         | edTPA Review – What we did well &<br>what do we need to focus on for next<br>semester? [TPE 6.1]<br>Course Evaluations   |



## **VII. GUIDELINES FOR COURSE REQUIREMENTS:**

### **edTPA/TEACHING EVENT:**

The **Teaching Event** is an extended documentation of a segment of student teaching. It is intended to be a capstone performance that integrates the learning throughout the teacher preparation program. It concentrates on 3-5 lessons or hours of teaching. It is structured in sections corresponding to Planning, Instruction and Assessment. You are required to complete a Teaching Event that has been developed in the field of Elementary Education Literacy. You will generate much of the evidence during the course of teaching the instructional unit being documented. This includes lesson plans, student assessments, and videotape segments of your teaching. In addition, you will write commentaries accompanying these artifacts that describe, explain and justify the rationale for the instructional decisions you made. An electronic template (purchase and use of TaskStream is required for this course) will help you organize the artifacts and the commentaries while at the same time helping to satisfy the Technology Standard required for licensure in California. For this assignment, keep in mind that the mechanics of your writing is not being evaluated, only your main ideas and interpretations and their application in your teaching. **A passing grade on the Teaching Event is required for earning Credit in this course.**