

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
SINGLE SUBJECT TEACHER CREDENTIAL PROGRAM
EDSS 571: Seminar & EDSS 575: Student Teaching
Student Teaching Seminar, First Semester
Fall, 2008**

Instructor: Dr. Eric Toshalis

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Class Meeting Time: Mondays, 7:30-9:20 PM

Class Meeting Location: Bell Tower, Room 2716

Office Hours: Mondays, 8:00–10:00am;

Tuesdays, Noon–2:00pm; & by appt.

Course Website: accessed through csuci.blackboard.com

CATALOG COURSE DESCRIPTION:

Bi-Weekly meetings to discuss observations and teaching practice during student teaching.

Discussion and seminar with University Supervisor to discuss practical issues relevant to the student teaching experience.

COURSE OVERVIEW:

This course is comprised of weekly meetings to discuss observations and practices during the first student teaching experience. The main priority in EDSS 571 is to promote students' personal and professional growth in education as well as their success in the classroom. The field experiences are intended to give students the opportunity to practice the theories and instructional strategies learned in previous and concurrent courses. Each student will have both a supervisor and cooperating teacher to help provide support throughout the semester. Both will offer observations and suggestions on students' developing practices and dispositions.

Seminar sessions are designed to be opportunities for single subject teaching credential candidates to share ideas and successes as well as to discuss, clarify, and resolve the problems, queries and concerns related to the myriad issues and events that characterize middle and high school classrooms. Therefore, the seminar topics will respond to and evolve from the student led discussions.

PRE/COREQUISITE(S)

EDSS 571 is a required course in the Single Subject Teaching Credential Program and is to be taken concurrently with EDSS 575. The only prerequisite is admittance into the Credential Program.

CSUCI MISSION STATEMENT

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

EDSS 571 syll, Toshalis FA08.doc 2

**COMMITMENT TO INFUSION OF COMPETENCIES
TO ADDRESS THE NEEDS OF ALL CHILDREN**

The Teacher Education Program faculty are committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are included in this syllabus, with the competencies covered in this course highlighted.

ALIGNMENT OF STANDARDS FOR EDUCATOR

DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE), the California Commission on Teacher Credentialing (CCTC), and the Performance Assessment for California Teachers (PACT). The nature of the field experience and associated seminars are such that the credential candidates have the opportunity to demonstrate their content knowledge and the ability to apply a wide variety of interconnected pedagogical understandings and skills that are described in all elements of the following Program Standards. This course addresses the following standards as per the California Commission on Teacher Credentialing:

Program Standard 3: Relationships Between Theory and Practice

Program Standard 4: Pedagogical Thought and Reflective Practice

Program Standard 5: Equity, Diversity and Access to the Core Curriculum

Program Standard 6: Opportunities to Learn, Practice, and Reflect on Teaching in all Subject Areas

Program Standard 7B: Single-Subject Reading, Writing, and Related Language Instruction in English

Program Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by SS Candidates

Program Standard 9: Using Computer-Based Technology in the Classroom

Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

Program Standard 11: Preparation to Use Educational Ideas and Research

Program Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession

Program Standard 13: Preparation to Teach English Learners

Program Standard 14: Preparation to Teach Special Populations in the General education Classroom

Program Standard 15: Learning to Teach Through Supervised Fieldwork

Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program

TPE'S ADDRESSED IN EDSS 571:

TPE 1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6B: Developmentally Appropriate Teaching Practices in Grades 4 - 8

TPE 6C: Developmentally Appropriate Teaching Practices in Grades 9 - 12

TPE 7: Teaching English Learners

TPE 8: Learning About Students

TPE 9: Instructional Planning

TPE 10: Instructional Time

TPE 11: Social Environment

TPE 12: Professional, Legal and Ethical Obligations

TPE 13: Professional Growth

EDSS 571 syll, Toshalis FA08.doc 3

TEACHING CREDENTIAL CANDIDATES WHO SUCCESSFULLY COMPLETE EDSS 571 WILL BE ABLE TO:

- ☐ Reflect on and improve their own professional practice using data-driven analysis;
- ☐ Examine and describe critical issues associated with teaching diverse middle school students with multiple needs and skills found in California classrooms;
- ☐ Develop ways to collaborate with students' families to promote high academic achievement and psycho-social well-being;
- ☐ Expand and implement their repertoire of techniques and strategies to effectively deliver a quality program of study to diverse middle school students .

FIELDWORK SCHEDULE FOR NON-INTERN STUDENTS

Weeks 1 – 15:

Mandatory attendance at scheduled seminars held at CSUCI is required, unless otherwise arranged by instructor. Seminars focus on: examining teaching experiences against theories and methods of teaching and learning; analyzing and applying content and performance standards; preparing for the professional responsibilities of a credentialed educator; and supporting and guiding candidates as they endeavor to secure teaching positions.

Weeks 1 – 8:

One full day per week (or two half days) for participation and observation at a middle school (575) placement site is required. Check current class schedule for assigned day. Student teachers are required to assist their cooperating teacher in directing classroom activities, working with individual students and small groups, and “ramp up” to increased responsibility for classroom daily routines.

Weeks 9 – 16:

Five full days per week at the student teaching placement site are required. Student teaching hours correspond to the cooperating teacher’s work contract, including school duty times, planning, and after school and department meetings. Student teachers are required to assume primary responsibility for and direct all instruction in the teaching and planning duties for four full weeks with a phase-in and a phase-out period.

STANDARDS FOR SUCCESSFUL COMPLETION OF COURSE

All students are expected to attend every session and participate actively and professionally in large and small group discussions. Students are expected to be prepared for each session and to support each other’s growth. All work must be submitted on the assigned due date unless other arrangements have been made with the instructor. Written assignments must be typed and doublespaced,

and all other submitted work should be carefully and critically prepared. All submitted work must demonstrate the professional skills, reflective capacities, and dispositions of a novice teacher.

ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, all students are expected to attend all classes. EDSS 571 involves discussions and activities in class that cannot be “made up” outside of our regularly scheduled meeting times. If you cannot attend class due to an unforeseeable circumstance beyond your control, you must send an email to the instructor prior to class explaining your situation. Participants who miss one meeting will be expected to complete a two page written assignment that pertains to the content covered on the day of the EDSS 571 syll, Toshalis FA08.doc 4

missed session. If you miss more than one meeting for whatever reason, you will be asked to repeat the course in a subsequent semester. Two late arrivals or early departures from the seminar will be equivalent to an absence.

GRADING POLICY

Grading for EDSS 571 assignments is on a credit/no credit system. Failure to complete any of the required course activities will result in a grade of “no credit” and the seminar must be repeated. Completed work that does not meet basic expectations will need to be revised and resubmitted until expectations have been met. In general, all assignments must be submitted on their due dates. **Late work will not be accepted.** Should unpredictable life events interfere with your ability to complete

an assignment on time, please contact Dr. Toshalis to discuss options *before* the assignment’s due date.

All assignments, whether written, oral, or graphic, will be assessed both for content (i.e., level of detail, logic of argument, synthesis of information, depth of analysis, pertinence to the topic, scope of coverage, etc.) and for mechanics (i.e., grammar, spelling, format, adherence to APA style, timing,

clarity, aesthetics, etc.). Use of the writing center is highly encouraged. All written assignments must be submitted in hard copy (please, no email or fax submissions). All written assignments, unless otherwise specified, must adhere to the following format requirements:

- ☐ double-spaced text on 8.5 x 11" paper, stapled in the upper-left corner
- ☐ 12 point Garamond, Times, or Times New Roman font
- ☐ one inch margins on all four sides
- ☐ normal kerning and spacing
- ☐ each page numbered in the upper- or lower-right corner.

Please use APA format for all citations, quotations, and bibliographic material. In addition to consulting online APA guides (some are posted on the course website—click the “external links” button), it is recommended that students either consult any of several printed APA guides available in the library reference area or purchase for themselves a guide to the APA style, such as:

Houghton, P. M., Houghton, T. J., & Peters, M. F. (2005). *APA—the easy way*. Flint, MI: Baker College.

Perrin, R. (2007). *Pocket guide to APA style* (2nd ed.). Boston: Houghton Mifflin.

STUDENTS WITH SPECIAL NEEDS

CSUCI is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

With regard to EDSS 571 specifically, individuals who are differently abled in a way that may affect their ability to perform optimally in this course or at their school site are encouraged to inform Dr. Toshalis *at the start of the semester* with a written explanation. Students are also requested to contact Disability Accommodation Services at the beginning of the semester to document their disability and obtain support. Methods, materials, activities, and/or assignments will be modified in such cases in order to provide for equitable participation.

EDSS 571 syll, Toshalis FA08.doc 5

POLICY ON ELECTRONIC DEVICES

To support one another's learning and enhance individual and collective focus, all cell phones and pagers will need to be silenced during seminar. In addition, please refrain from both texting and “surfing” the web during our sessions together. If you need to communicate electronically or check the internet for something during our course meeting time, please do so at the break. Your cooperation is appreciated.

REQUIRED TEXTS:

Handouts and readings will be distributed in class and/or posted on the course website.

ASSIGNMENTS:

Field Placement:

Fieldwork is critical to your success as a teacher. Take every opportunity to be in classrooms and note that the times shown in the syllabus are minimum requirements. If possible, make arrangements with other teachers to observe on additional days of the weeks, with different age level students, in various subject areas, and during department and team-planning sessions. *Note that all single subject credential candidates will have one middle school and one high school teaching practice experience in schools that provide experience with diverse learner populations. You must observe a classroom during the opening day of the school year and have a close-of-school-year experience. The forms for documenting these experiences are found in the Single Subject Program Handbook. (TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)*

Seminar Participation:

Seminars will cover specific topics (see schedule that follows) but remain flexible and targeted to accommodate students' evolving needs. Each credential candidate in EDSS 571 is responsible for contributing to seminar discussions, analyzing and critiquing one another's assumptions and practices, completing all assigned readings, and sharing student teaching experiences from which others may learn. Topics will be modified or added to meet the needs expressed by candidates.

(TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)

Classroom Poster Presentation:

Examine the classroom environment where your student teaching practicum will occur (if you have more than one room, choose only one). Draw a map of the room, note its features, and take pictures of various aspects you find revealing. Ask yourself: What does that classroom environment tell students to do? If this were your classroom, what do you see that you would retain? How might you change the environment to make it more conducive to learning for all students, more a space of curiosity, more aesthetic, more an invitation to invent, more aligned with what you think your "style" might be, etc.? Answer these and other questions of your own in a poster presentation that includes photos, descriptions, map(s), and evaluative comments. You will be sharing your posters with your peers and should be prepared to explain, elaborate, and defend both what you chose to highlight and what you think it suggests. You will also turn in a one page summary of your presentation and what you learned in your discussion with your peers. (TPEs 2, 4, 5, 11)

Short Paper on Identity & Teaching:

After reading the assigned texts in sessions three & four, write a 2-4 page paper in which you briefly describe an instance where an identity issue(s) "popped up on your radar" when you were teaching or observing. Analyze that instance using some of the themes and terms from the EDSS 571 syll, Toshalis FA08.doc 6

readings and our discussions in seminar. How are you making sense of what you observed/experienced? How does this relate to various theories about adolescent identity development? What does this suggest about how you might teach the adolescents in your classroom this semester and beyond? (TPEs 2, 5, 6, 8, 11)

Peer Review Protocols:

You will be required to bring to seminar evidence of your work as a student teacher. This evidence will take the form of a lesson plan you have taught, a stack of student work you have assigned/collected/graded, and a video-recorded segment of your teaching. Using protocols (structured conversations designed to elicit specific types of reflection and feedback from peers), you will analyze these pieces of evidence with your fellow student teachers so that you may grow in your understanding of yourself, your students, and your teaching and prepare for the statemandated

teacher performance assessment. (TPEs 1-13)

Documentation:

Weekly time sheets must be completed to document the hours and activities during your field placement and student teaching. These forms must be turned in at the end of the semester to you're the credential program. Students who are Interns do not need to document their weekly hours.

COURSE REQUIREMENTS AND STANDARDS ADDRESSED

Regular attendance Mandatory

Active participation in seminar discussions Standards 3, 4, 6, 11, 12

Classroom Poster Presentation Standards 3, 4, 9, 10, 12, 13, 14

Short Paper on Identity & Teaching Standards 3, 4, 5, 10, 12

Peer Review Protocols Standards 3, 4, 6, 7B, 8B, 11, 12, 18
Completion of all required documentation Standard 12
Professional Conduct and Disposition Standards 12, 15, 17, 18
EDSS 571 syll, Toshalis FA08.doc 7

TENTATIVE TOPICS AND SCHEDULE

Seminar sessions are intended to be opportunities for single subject teaching credential candidates to share ideas and successes as well as discuss, critique, and problem-solve various issues encountered in the classroom. *The following schedule is subject to change with notice.*

Date Topic(s) Assignment Due

Session 1.1

8/25

Introductions; co-constructing our seminar culture; overview of student teaching; expectations and supports; paperwork and deadlines

Read syllabus & other
program documents

distributed in session

Session 1.2

8/27

7:30-8:00 PM

NOTE THE WEDNESDAY MEETING

Joint session with EDSS 581 student teachers and Dr. Grier; meet all supervisors and give overview of observation schedules

Session 2

9/8

Co-constructing our seminar culture (continued); developing as reflective practitioners; critically supporting one another; safety vs. discomfort

Session 3

9/15 Getting to know your learners: Adolescent development, part I Complete readings posted on Blackboard

Session 4

9/22 Getting to know your learners: Adolescent development, part II

Complete readings

& short writing

assignment posted on

Blackboard

Session 5

9/29

Cooperative grouping and questioning strategies: Some common mistakes and some best practices

Session 6

10/6 Classroom Poster Presentations: Sharing & Analysis Bring your poster presentation

Session 7

10/15

NOTE THE MOVE TO WEDNESDAY, THIS WEEK ONLY

Ramping up to the full takeover: Joint session with EDSS 581

Session 8

10/20 Videotaping teaching: A primer on why and how we do it

Session 9

10/27 Peer review protocol: Lesson review Bring one of your lesson plans to share

Session 10

11/3 PACT intro session #1: Overview of the assessment; analysis of Tasks 1-2 Read PACT materials as assigned

Session 11

11/17 PACT intro session #2: Analysis of Tasks 3-5 plus comparison to NBPTS Plan for videotaping

yourself ASAP

Session 12

11/24 Peer review protocol: Looking at student work Bring a stack of graded student work

Session 13

12/1

Making sense of student resistance: Attitudes, behaviors, and academic performances

Session 14

12/8

7:00-9:00PM

NOTE THE DIFFERENT TIME FOR THIS LAST MEETING

Peer review protocol: Examining videotaped teaching

Conclusions & congratulations

Bring video segment
of yourself teaching

**SINGLE SUBJECT TEACHER CREDENTIAL PROGRAM
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

Fall 2008

EDSS 581: STUDENT TEACHING SEMINAR & EDSS 585: STUDENT TEACHING

	1st half of semester	2nd half of semester
Instructor:	Dr. Jeanne Grier	Dr. Mary Adler
Office:	Bell Tower East 2754	Bell Tower West 1295
Telephone:	(805) 437- 8987	(805) 437 - 8486
Email:	Jeanne.Grier@csuci.edu	Mary.Adler@csuci.edu

Class Meeting Location and Times: Bell Tower 2716

Wednesdays 7:30p – 9:30p through October 15th

Wednesdays 5 - 7pm October 22 through December 3rd and December 10th from 7-9.

Program Blackboard Access: <http://csuci.blackboard.com>

COURSE OVERVIEW:

Weekly meetings to discuss observations and teaching practice during the second student teaching experience. Teacher education performance assessments will be completed as an exit requirement of the program. Discussion and seminar with University Supervisory to discuss practical issues relevant to the student teaching experience.

Your field experiences are intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your supervisor and Cooperating Teacher are there to offer advice and suggestions and to counsel you throughout the semester. The main priorities are your personal and professional growth in education and success in your assigned classroom.

Seminar sessions are intended as opportunities for Single Subject Teaching Credential Candidates to share ideas and successes as well as to discuss, clarify and resolve, problems, queries and concerns related to the myriad issues and events that characterize middle school and high school classrooms. Therefore, the seminar topics will respond to and evolve from the student led discussions.

Fieldwork Schedule

Weeks 1 - 8: 1 full day per week (or two half days) for participation and observation at a **high school (585)** placement site. Check current class schedule for assigned day. Student Teachers are required to complete classroom activities, take over daily routines and to work with individual students and then small groups.

Weeks 9 - 16: Five full days per week at the student teaching placement site. Student teaching hours correspond to the cooperating teacher's work contract, including school duty times, planning, and after school and department meetings. Student teachers are

required to take over all teaching and planning duties for four full weeks with a phase-in and a phase-out period.

Weeks 1 - 15: Mandatory attendance at scheduled seminars held at CSUCI, unless otherwise arranged by instructor. Seminars focus on examining teaching experiences in light of theories and methods of teaching and learning introduced throughout the credential courses, content and performance standards, preparation for professional responsibility and enhanced work-lives, and support and guidance in securing teaching positions.

University Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Teacher Credential Candidates completing EDSS 581 will demonstrate:

- knowledge of principles of developmentally appropriate pedagogy and content specific pedagogy.
- the ability to learn important details about a diverse group of learners and to plan instruction that is shaped by the students' specific characteristics and needs.
- effectively select and incorporate standards-based, developmentally appropriate content for a diverse group of students.
- effectively use standards-based, developmentally appropriate student assessment activities with a diverse group of students.
- ability to assess student learning and diagnose student needs based on their responses to the assessment activity.
- competency in designing standards-based lessons for a particular group of students together with the ability to:
 - implement lessons making appropriate use of class time and instructional resources,
 - meet the differing needs of diverse individuals within the class,
 - incorporate instructional techniques to optimize the learning experiences of ELL and special needs students,
 - manage instruction and student interactions,
 - assess student learning and needs during the lesson
 - critically analyze the lesson and appraise its strengths and weaknesses and act to effectively implement changes.
- a professional, collaborative relationship with peers, students, families, University supervisors, cooperating teachers and other school personnel when planning and working.
- an awareness of relevant district, state and federal laws pertaining to the education of diverse learners, and the impact of those laws in educational contexts.

TPE'S ADDRESSED IN EDSS 575 / 571 and EDSS 585 / 581:

TPE 1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments
TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments
TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6B: Developmentally Appropriate Teaching Practices in Grades 4 - 8
TPE 6C: Developmentally Appropriate Teaching Practices in Grades 9 - 12
TPE 7: Teaching English Learners
TPE 8: Learning About Students
TPE 9: Instructional Planning
TPE 10: Instructional Time
TPE 11: Social Environment
TPE 12: Professional, Legal and Ethical Obligations
TPE 13: Professional Growth

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

The nature of the field experience and associated seminars are such that the credential candidates have the opportunity to demonstrate their content knowledge and the ability to apply a wide variety of interconnected pedagogical understandings and skills that are described in all elements of the following Program Standards.

This course addresses the following standards as per the California Commission on Teacher Credentialing:

Program Standards:

Program Standard 3: Relationships Between Theory and Practice
Program Standard 4: Pedagogical Thought and Reflective Practice
Program Standard 5: Equity, Diversity and Access to the Core Curriculum
Program Standard 6: Opportunities to Learn, Practice and Reflect on Teaching in all Subject Areas
Program Standard 7B: Single-Subject Reading, Writing and Related Language Instruction in English
Program Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates
Program Standard 9: Using Computer-Based Technology in the Classroom
Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning
Program Standard 11: Preparation to Use Educational Ideas and Research

Program Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession

Program Standard 13: Preparation to Teach English Learners

Program Standard 14: Preparation to Teach Special Populations in the General education Classroom

Program Standard 15: Learning to Teach Through Supervised Fieldwork

1. Elements Applicable to All Programs of Professional Teacher Preparation

2. Elements Applicable to a Program with Supervised Student Teaching:

Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Teacher Education Program faculty are committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are included in the syllabus and the competencies covered in this course are highlighted.

STANDARDS FOR SUCCESSFUL PARTICIPATION:

All participants are expected to attend every session and participate in large and small group discussions. Participants are expected to be prepared for each session and to participate actively. All assessments / assignments must be handed in on the due date unless other arrangements have been made with the instructor. Assignments must be typed and double-spaced when appropriate.

You are expected to attend and participate in seminar. We will be engaging in discussions and activities in class that cannot be "made up" outside of class. If you cannot attend class you must send an email to the instructor prior to class. If you miss more than one meeting it will impact your grade as indicated below.

Seminar Attendance Policy

Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, all students are expected to attend all classes. Participants who miss one meeting will be expected to complete a 2 page written assignment that pertains to the content covered on the day of the missed session. Students missing more than one seminar will be in danger of receiving a grade of "no credit" and will have to repeat the seminar.

Two late arrivals or early departures from the seminar will be equivalent to an absence. Should the student have extenuating circumstances, s/he MUST contact the instructor as soon as possible via email and/or phone.

GRADING POLICY:

Grading for student teaching assignments and corresponding seminars is on a **Credit / No Credit** system. **Failure to complete any of the required course activities and assignments will result in a grade of “no credit” and the seminar must be repeated.**

REQUIRED TEXTS:

Handouts and readings will be distributed in class and/or posted on Blackboard.

COURSE REQUIREMENTS AND STANDARDS ADDRESSED:

Regular attendance	Mandatory
Active participation in seminar discussions	Standards 3, 4, 6, 11, 12
Community Documentary	Standards 4, 5, 6, 9, 10, 12, 13, 14
Videotaped lesson segment demonstration	Standards 3, 4, 6, 11, 12, 18
PACT	Standards 3, 4, 6, 11, 12, 18
Successful completion of CPR training (by the end of your credential program)	Standards 10, 12
Completion of all required documentation	Standard 12
Professional Conduct and Disposition and in-class activities	Standards 3, 4, 5, 6, 7, 8B, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

REQUIRED ASSIGNMENTS

Attendance is mandatory for all observations, teaching practice and seminars.

Field Placement: Fieldwork is critical to your success as a teacher. Take every opportunity to be in classrooms - the times shown in the syllabus are minimum requirements. If possible, make arrangements with teachers to observe on additional days of the weeks, different age levels and during department and team planning sessions.

(TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)

Seminar Participation: Seminars will cover specific topics (see schedule below). Each person is responsible for contributing to the discussion about the topics and assigned readings and sharing personal student teaching experiences. Topics will be modified or added to reflect the issues and concerns raised by candidates.

(TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)

Community Documentary: Create a map of the community around your school, highlighting where students live, shop, play, read, eat, and more. What are the demographics of the area? What are the obstacles students face outside of school? What opportunities are available in the area for student success? Address these and other issues of your own in a 5-6 slide PowerPoint “documentary” of the community and describe the impact your findings have on your ability to teach the students in this community. You will also submit a one-page summary of your presentation. **(TPEs 2, 4, 5, 7, 8, 9, 11)**

Supporting a safe and healthy learning environment: During your field placement you should become familiar with the support systems that are provided at the district and school level to enable all students to reach their learning potential, to ensure schools are safe, secure and peaceful and that assist in creating and maintaining students physical and psychological health. You will seek out and compile an annotated list of local resources and personnel for your particular school that relate to drug/alcohol abuse, student health and learning support.

(TPEs 2, 8, 11, 12, 13)

Videotaped lesson segment: You will be called upon to observe and critique your own teaching performance. Videotaping enables you to examine behaviors that often go unnoticed, question the responses you make and the classroom dynamics you help create. The purpose is to find the strengths you bring and the improvements you could make to your teaching activity. You will share a 5-10 min. portion of video with the class taken from (at least) one full lesson of your choice that will provide a "snapshot" of your abilities as a teacher. This video segment may be used in your PACT submission.

(TPEs 1B, 2, 4, 5, 6B/C, 7, 10, 11, 13)

PACT: To be recommended for your single subject credential you must successfully complete a Teacher Performance Assessment (TPA). The Single Subject Teaching Credential Program at CSU Channel Islands participated in the Performance Assessment for California Teachers (PACT) consortium. Details regarding due dates of the PACT Teaching Event elements (Context, Planning, Instruction, Assessment, and Reflection) will be discussed in seminar. **(TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)**

CPR training: You are required to demonstrate proficiency to provide CPR by the end of the credential program. **(TPEs 2, 13)**

Documentation:

****All Single Subject Credential candidates will have one middle school and one high school teaching practice experience in schools that provide experience with diverse learner populations. You must observe a classroom during the **opening day** of the school year and have a **close of school year experience**. The forms for documenting these experiences are found in the Single Subject Program Handbook.**

****All students are required to show evidence of completion of the CSU Exit Survey. This survey is on-line and sponsored by the CSU Chancellor's Office. All data is confidential and available to program faculty to improve the program based upon student feedback. Details will be given in class.**

****All students are asked to complete a program evaluation survey at the midpoint and end of their credential program. This survey is used by program faculty to improve the program based upon student feedback.**

TENTATIVE TOPICS AND SCHEDULE FOR EDSS 581

Date	Topic	Assignment Due
8/27	Introductions; expectations of the student teaching experience; introduction to the seminar sessions (TPEs 11, 12, 13)	
9/3	PACT Discussion and Planning; Seminar Topics	
9/10	TBD	
9/17	Resumes and Job Interviewing	
9/24	TBD	
10/1	Community Context for Learning	Community Documentary
10/8	TBD & Dr. Adler	
10/15	Assuming increased teaching responsibilities—planning / organization; classroom management; maintaining a positive classroom climate.... “Tricks of the Trade” (TPEs 5, 6A, 6B, 9, 10, 11, 13)	
10/22	TBD—class starts at 4:30p	
10/29	Supporting English Language Learners; children with specific needs including more able learners; infusing technology. (TPEs 4, 7, 8, 9, 10, 11, 13)	
11/5	BTSA Overview—Ventura County Office of Educ 5100 Adolfo Rd @ 5pm	
11/12	TBD	
11/19	<i>Video sharing</i> (TPEs 1B, 2, 4, 5, 6B/C, 7, 10, 11, 13)	Videos Due
11/26	<i>Video sharing</i> (TPEs 1B, 2, 4, 5, 6B/C, 7, 10, 11, 13)	
12/3	<i>Video sharing</i> (TPEs 1B, 2, 4, 5, 6B/C, 7, 10, 11, 13) Formal evaluation of seminar	
12/7	PACT Due in Taskstream by MIDNIGHT	
12/10 7-9pm	Summative reflection on the practical experience. teaching placement, cooperating teachers, CSUCI supervisors, and single subject program. (TPE 13)	