Leadership for Diverse Communities

Field Study C: Final Student Teaching
EHD 170 C

Course Description:

Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom responsibilities for at least two weeks. Required hours are Monday through Friday at a minimum from 1/2 hour before school starts until at least 1/2 hour after the school day ends plus seminars/lab times and school activities to be announced. (CCTC 15) Seminars will be called both during and beyond the school day for specialized training from district trainers and or university faculty.

Multiple Subject Program Requirements:

This course is a required course in Phase 3 of the Multiple Subject Program. Field Study C is designed to be taken concurrently with SPED 179, Differentiated Instruction and Classroom Management.

Prerequisites:

Successful completion Phase 2 of the Multiple Subject Program: CI 175, CI 176, LEE 177, EHD 178. Concurrent enrollment in SPED 179.

Course Information: $10.00 lab fee	Instructor Name:
Units: 9	Office Number:
Time: Mon.-Fri. 8:00-4:00 + Seminars as assigned.	Email:
Location: School Site:	Telephone:
Website:	Office Hours:

Required Texts and Instructional Materials:

Multiple Subject Student Teaching Handbook

California State University, Fresno e-mail account (The University provides free email accounts to all students. Students may sign up for email online at https://zimmer.csufresno.edu/csuf/index.html. Internet accounts are available for a modest fee at http://www.fresno.com/cvonline/cvip.html.)

Download from the following California Department of Education website:
http://www.cde.ca.gov/re/pn/fd/
- *Mathematics Content Standards*
- *Visual and Performing Arts Content Standards, pre-kindergarten through grade twelve*
- *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition Mathematics Framework for California Public Schools*
- *Science Content Standards*
- *History-Social Science for California Public Schools*
- *Health Framework for California Public Schools*
- *Physical Education for California Public Schools*
- *English Language Development Standards for Public Schools*

Red three ring binder with dividers

Lesson plan book (continued from previous placement)

Fresno Assessment of Student Teachers- A Manual for Teacher Candidates

Registration for Task Stream – this can be done on line see FAST manual

Primary Learning Outcomes

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Teacher Candidates will formulate specific pedagogical skills for the instruction of reading language arts, math, and science (CCTC 7A, 8Aab; TPE 1; NCATE 1.1, 1.3, 1.4, 1.7)

Teacher Candidates will monitor student learning during instruction (CCTC 10; TPE 2; NCATE 1.7).

Teacher Candidates will interpret and use assessments for planning instruction (CCTC 5, 6; TPE 3; NCATE 1.7).

Teacher Candidates will make content accessible (CCTC 5, 6, 9, 12; TPE 4; NCATE 1.3, 1.4).

Teacher Candidates will engage students in the learning process (CCTC 6; TPE 5; NCATE 1.3).

Teacher Candidates will utilize developmentally appropriate teaching practices (CCTC 3; TPE 6; NCATE 1.7).

Teacher Candidates will apply pedagogical theories, principals and instructional practices for comprehensive instruction of English learners. (CCTC 9, 12; TPE 7; NCATE 1.6 Valuing Diversity)

Teacher Candidates will draw upon an understanding of patterns of child and adolescent development to understand their students. (CCTC 3; TPE 8; NCATE 1.4)

Teacher Candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. (CCTC 6; TPE 9; NCATE 1.1)

Teacher Candidates will allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. (CCTC 6, 9; TPE 10)

Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning. (CCTC 5, 6, 10; TPE 11).

Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics, Life Long Learning).

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Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (CCTC 6; TPE 13; NCATE 1.6 Refection, Life Long Learning 1.7).

Examinations and Major Assignments:

Teacher Candidates will be assessed through written work but the majority of assessments will be performance based. These performance-based assessments will verify the application of theory and research in making instructional decisions and improving pedagogical practices in the candidate's assigned classroom.

- Holistic Proficiency Project (NCATE 1.1, 1.3, 1.4, 1.6, 1.7) Passing score of 2 or above
- Teaching Sample Project (NCATE 1.1, 1.3, 1.4, 1.6, 1.7) Passing score of 2 or above
- Competencies for Literacy Development (NCATE 1.1, 1.3, 1.4, 1.7)
- Field Study C Seminars
- Five Formal Lesson Observations by University Supervisor (NCATE 1.1, 1.3, 1.4, 1.6 Reflection, Critical Thinking, Life Long Learning)

Assignment and Examination Schedule

Date	Assignment
Weeks 1-15	**University Supervisors will observe, provide feedback and verify attainment of Teacher Performance Competencies on a weekly basis.**
Weeks 7-8	Mid-Semester Assessment/ Goal Setting Meeting Complete 50% of the Multiple Subject Teaching Competencies Documented attendance at all required seminars.
Week 10	Teaching Sample Project Due – Hardcopy and submitted on Task Stream
Weeks 13-15	Supervisor Evaluation, Master Teacher Survey, and Dispositions Survey submitted on Task Stream
Weeks 14-15	Final Assessment/Goal Setting Meeting All competencies including Holistic Proficiency Project (TPA 3, TPE 12, 13), Teaching Sample Project Written Plan (CCTC 4; TPE 2, 3, 8, 9, 10, 11, 13), Teaching Sample Project Classroom Performance Assessment Observation (CCTC 4; TPE 2, 3, 8, 9, 10, 11, 13), Competencies for Literacy Development – EHD 170 and required University Supervisor observations must be successfully completed and verified by the last day of instruction.

Course Policies

Grading:
Teacher Candidates receive a grade of credit or no-credit as a result of their performance in their field assignment(s). Field Study C provides many opportunities for multi-modal assessments. University Supervisors will visit the school site every week. Reflective journaling, observations, written lesson plans, lesson analysis and implementation of teaching strategies with students in the classrooms will provide evidence of proficiency. There is a mid-way progress report in a three-way conference with Master Teacher, Teacher Candidate, and University Supervisor. The Master Teacher also collaborates with the supervisor, completes a final assessment form, and meets with the Teacher Candidate at the end of the semester. The University Supervisor verifies competencies on a regular basis including completion of the Holistic Proficiency Project and Teaching Sample Project. Teacher Performance Assessment (TPA 3: Teaching Project) requires a written document as well as a classroom performance assessment visitation/observation by a university supervisor. Competencies are outlined in the Multiple Subject Student Teaching Handbook. Satisfactory completion of all competencies including passing scores of 2 or above on the Teaching Sample Project and the Holistic Proficiency Project, as verified by the University Supervisor, is required for credit in the course.
Failure to submit the Teacher Performance assessments by the required timeline may place a teacher candidate in jeopardy of not receiving credit for the course.

Students who receive a "No Credit" grade in the Field Study C student teaching course are required to petition the Admissions and Standards Committee for approval to retake the course. Students who receive a grade of "No Credit" for a second time will be dismissed from the Multiple Subject Credential Program. Teacher Candidates whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

Attendance:
Regular attendance is imperative. Teacher Candidates are expected to arrive at the school site 1/2 hour before school day begins and stay until at least 1/2 hour after school ends. Teacher Candidates are to be at the school in the classroom with students Monday through Friday and participate in school activities. Absences are dealt with on an individual basis. A Teacher Candidate may be required to make-up time absent by adding days to the field placement experience. If a Teacher Candidate is going to be absent, he or she must notify the University Supervisor, the school and Master Teacher by 7:30 AM on the day of the absence. It may be necessary to have someone bring materials and/or lesson plans to the classroom to be used in the Teacher Candidate's absence. Excess absences may result in a No Credit for the course.

Professional Ethical Behavior:
As a guest at the assigned school site, it is expected that the Teacher Candidate model exemplary professional and ethical behavior at all times. Professional behavior includes not receiving and or making cell phone calls or texting during class time. My Space or similar online forms of communication should be kept professional. The Teacher Candidate Code of Ethics and Confidentiality of Student Records in the Student Teacher Handbook (pages 16-17) can serve as a guide.

The Professional Dress:

The Teacher Candidate is expected to maintain a professional appearance. An appropriate appearance is defined as clothing that models professionalism for students. Do not wear low rise pants, tops that do not reach below the top of pants or plunge low, spaghetti straps, tube tops, halter tops, jeans, shorts, or miniskirts. Attire that is revealing or detracts from the professional role of a teacher is unacceptable. Be sure to meet school dress and safety codes. School dress codes may not allow the wearing of the Bulldog insignia. A Teacher Candidate may be asked to leave their assignment if appearance is not appropriate or a professional ethical demeanor is not maintained.

Substitute Policy

EHD 170 Teacher Candidates are not permitted to serve as substitute teachers at anytime unless authorization has been previously obtained from the University Supervisor and Director of Professional Field Experiences (278-0257). Authorization will only be granted upon documented need from the school district during the last 4-6 weeks of the semester. An agreement form must be completed, turned in to the Director of Professional Field Experiences, and then forwarded to the Credential Analyst.

Tentative Course Schedule – EHD 170 Field Study C

Required small group discussions will address the following:

Teaching Sample Project: (TPE 2, 3, 8, 9, 10, 11, 13)

Week 1	Supervisor Orientation Meeting
	School Site Orientation Meeting
	Students in Context
Week 2-3	Content Analysis and Learning Outcomes
Week 3-4	Assessment Plan
Week 4-5	Design for Instruction
	Instructional Decision-Making
Week 8	Analysis of Student Learning
	Reflection and Self Evaluation
Week 10	Teaching Sample Project Due
	Including Observation/Verification

Seminars

Weeks 1-12 Content Specific Teaching Strategies for Physical Education Grades K-8 (CCTC 8A (e))

Content Specific Teaching Strategies for Health in Grades K-8) (CCTC 8A (f))

Learning to Create a Supportive, Healthy Environment for Student Learning (CCTC 10)

Professionalism and Ethics for Educators Character and Civic Education Conference (Spring Semester Only)

Professional Job Search Strategies:

Resume Writing
Professional Ed Join
Interviewing Techniques
Administrators Panel

Weeks 1-15 Teacher Candidates will plan, teach and assume responsibilities for one new subject, adding an additional subject each week, in their classroom assignment.

Teacher Candidates' lessons must align with the California Content Standards in the areas of Reading, Math, Science, and Social Science, Visual and Performing Art, Health, Physical Education, and English Language Development. The Teacher Candidates will also note how IEP goals are being met in these lessons. The lessons will incorporate modifications and student accommodations that include specific strategies for special needs. All lessons plans require written reflections after being implemented in the classroom (CCTC 4, 6). This experience will culminate in assuming responsibility for the entire school day for a minimum of two weeks (TPA 1A- 6A or 6B, 7, 8, 9, 10, 11, 12, 13 CCTC 4, 5, 6, 7 A, 8A (a-f), 9, 10, 11,12, 13

Teacher Candidates collect evidence for Holistic Proficiency Project and Competencies for Literacy Development.

NOTE:

Teacher candidates write lesson plans using effective teaching models. The clinical/target, inquiry or integrated teaching models are the approved models and should be demonstrated in lesson planning and implementation. Teacher Candidates review all lesson plans with the Master Teacher at least one day prior to teaching and write a lesson reflection after teaching the lesson (CCTC 4 and 6).

Subject to Change:
This syllabus and schedule are subject to change in the event of extenuating circumstances.

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University Policies

Students with Disabilities:
Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
   a)   understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
   b)   neither gives nor receives unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
   c)   take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism:
Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Make Up Policy for Planned and Unplanned Absences:
In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University

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Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page: http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf

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Bibliography & Resources
Support Materials:

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Herrell, A. & Jordan, M. (2007). *Fifty teaching strategies for English language learners* (3nded.). Merrill/Prentice Hall.

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Van de Walle, J. (2004). Elementary and middle school mathematics: Teaching developmentally. Boston: Allyn & Bacon.

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EHD 170: Final Student Teacher
Weekly Goal Calendar

	Lesson Planning	**Teaching**	**Teaching Sample Project**	**Holistic Proficiency Project**	**Literacy Competencies**
Week 1	Attend all seminars and meet with University Supervisor.		☐ Read Teaching Sample Project requirements.	☐ Read Holistic Proficiency Project requirements. Set up file folders	☐ Read Literacy Competency requirements
Week 2	☐ Discuss the competencies with the Master Teacher & note expectations that will affect you ☐ Discuss expectations for classroom management ☐ Set a weekly meeting time ☐ Pencil in timeline for teaching language arts, math, science, social studies, Teaching Sample Project and two week takeover. ☐ Decide on a topic for Teaching Sample Project ☐ Write Lesson Plans for Subject I	☐ Learn students' names, class schedules, management procedures & record keeping ☐ Familiarize yourself with school personnel, resources & policies (recess, lunch, school nurse, before/after school routines) ☐ Assume Responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties.	☐ Work on Students in Context section of Teaching Sample Project	☐ Lesson plans for subject 1 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met.	☐ If subject 1 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.
Week 3	☐ Write Lesson Plans for Subjects 1 -2	☐ Assume Responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. ☐ Teach Subject 1	☐ Students in Context section of Teaching Sample Project complete. ☐ Begin Content Analysis of Teaching Sample Project	☐ Lesson plans for subject 2 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. ☐ Put in plans for subject 1 in appropriate file folder.	☐ If subject 2 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met. .

	Lesson Planning	Teaching	Teaching Sample Project	Holistic Proficiency Project	Literacy Competencies
Week 4	☐ Write Lesson Plans for Subjects 1-3	☐ Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. ☐ Teach Subjects 1-2:	☐ Content Analysis section of Teaching Sample Project complete. ☐ Begin Assessment Plan of Teaching Sample Project	☐ Lesson plans for subject 3 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure TPE requirements have been met. ☐ Put plans for subject 2 in appropriate file folder.	☐ If subject 3 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.
Week 5	☐ Write Lesson Plans for Subjects 1-4 including plans for teaching Sample Project.	☐ Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. ☐ Teach Subjects 1-3	☐ Assessment Plan section of Teaching Sample Project complete. ☐ Begin Design for Instruction for Teaching Sample Project	☐ Lesson plans for subject - 4 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. ☐ Put plans for subject 3 in appropriate file folder.	☐ If subject 4 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.
Week 6	☐ Write Lesson Plans for Subjects 1-5 including plans for teaching Sample Project.	☐ Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. ☐ Teach Subjects 1-4	☐ Design for Instruction section of Teaching Sample Project complete.	☐ Lesson plans for subject 5 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. ☐ Put plans for subject 4 in appropriate file folder.	☐ If subject 5 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.
Week 7	☐ Write Lesson Plans for Subjects 1-6	☐ Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. Teach Subjects 1-5 including the Teaching Sample Project. ☐ Teach Subjects 1-5	☐ Implement Teaching Sample Project ☐ Begin Instructional Decision Making Design for Instruction for Teaching Sample Project	☐ Lesson plans for subject 6 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. ☐ Put plans for subject 5 in appropriate file folder.	☐ Mid-Term Eval. – Supervisor, Master Teacher & Teacher Candidate ☐ 50% of Holistic Proficiency Project & Competencies for Literacy Dev. documented & ready for review.
Week 8	☐ Write Lesson Plans for Subjects 1-7	☐ Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. ☐ Teach Subjects 1-6 including the Teaching Sample Project.	☐ Implement Teaching Sample Project ☐ Continue Instructional Decision Making Design for Instruction for Teaching Sample Project	☐ Lesson plans for subject 7 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. ☐ Put plans for subject 6 in	☐ If subject 7 is language arts refer to Literacy Competencies to make sure requirements are met.

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			appropriate file folder.	

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	Lesson Planning	Teaching	Teaching Sample Project	Holistic Proficiency Project	Literacy Competencies
Week 9	☐ Write Lesson Plans for Subjects 1-8	☐ Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. Teach Subjects 1-5 including the Teaching Sample Project. ☐ Teach Subjects 1-7	☐ Complete Analysis of Student Learning Teaching Sample Project ☐ Complete Reflection and Self Evaluation section of Teaching Sample Project	☐ Lesson plans for subject 8 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. ☐ Put plans for subject 7 in appropriate file folder.	☐ If subject 8 is language arts refer to Literacy Competencies sign off sheet before writing.
Week 10	☐ Plan for all and resume all duties	☐ Plan, teach and resume all duties	☐ Teaching Sample Project DUE to University Supervision		☐ Give lesson plans and reflections to supervisor to sign off on literacy competency log.
Week 11	☐ Plan and resume all duties	☐ Teach! Teach! Teach!		☐ Begin completing reflections on evidence in Holistic file.	
Week 12	☐ Plan and resume all duties	☐ Teach! Teach! Teach!		☐ Reflections on evidence in Holistic file complete.	
Week 13	☐ Plan and resume all duties	☐ Teach! Teach! Teach!			
Week 14-15	☐ Plan and resume all duties ☐ Final Evaluation Meeting with Master Teacher	☐ Teach! Teach! Teach!		☐ All Holistic Proficiency Project, Competencies for Literacy Development and Teaching Sample Project documented and ready for final meeting with University Supervisor	

EHD 170 Teacher Candidate End of the Semester Checklist
for Final Meeting with University Supervisor

	Teaching Sample Project - scored hardcopy returned to Teacher Candidate. Teacher Candidate has submitted project on Task Stream
	Holistic Proficiency Project -evidence reviewed by supervisor & submitted on Task Stream
	Dispositions Survey- submitted on Task Stream
	Competencies for Literacy Development (page 94-95)
	EHD 170 Final Student Teaching Competency Log/Mid-Semester (pages 83-84)
	Mid- Semester Teacher Candidate Assessment/Goal Setting-EHD 170 (pages 85-86)
	EHD 170 Final Student Teaching Competency Log/End of the Semester (pages 83)
	Final Teacher Candidate Assessment/Goal Setting –EHD 170 (pages 87-88)
	Phase Three Professional Development Plan (signed by supervisor and used in Induction program)

All of the above paperwork must have appropriate signatures

California State University, Fresno
Kremen School of Education & Human Development

EHD 170 Final Student Teaching
Competency Log

Name _____ Semester _____

Master Teacher_____ Grade Level _____

School_____District_____

University Supervisor _____

Student I.D. Number _____

The purpose of this log is to document the successful attainment of competency in various teaching activities. The EHD 170 competencies are based on the California Standards for the Teaching Profession (CSTP), the Teacher Performance Expectations (TPE'S), and Teacher Performance Assessment's (TPA'S). The Teacher Candidate is responsible for the safekeeping and updating of this log. Upon completion of all the competencies and the verification of that completion, the logs will be filed by the University Supervisor in the student's program file in room 250 the education building.

Mid-Semester Certification of Competency

Based on the accompanying Student Teaching Competency assessments, I/we recommend:

_____The Teacher Candidate has achieved the competencies necessary to advance to the second half of EHD 170.

_____While the Teacher Candidate evidences some significant weaknesses at this point in the semester, s/he should be allowed to progress to the next phase of EHD 170 with the understanding that continued improvement is required for the successful completion of EHD 170.

_____The Teacher Candidate has not developed the competencies necessary to progress to the next phase of EHD 170.

Master Teacher _____

University Supervisor _____

Teacher Candidate _____

Date _____

Name _____ Semester _____

Master Teacher _____ Grade Level _____

School _____ District _____

University Supervisor _____ Student I.D. Number _____

The purpose of this log is to document the successful attainment of competency in various teaching activities. The EHD 170 competencies are based on the California Standards for the Teaching Profession (CSTP), the Teacher Performance Expectations (TPE'S), and Teacher Performance Assessment's (TPA's). The Teacher Candidate is responsible for the safekeeping and updating of this log. Upon completion of all the competencies and the verification of that completion, the logs will be filed by the University Supervisor in the student's program file in room 250 the education building.

Final Certification of Competency

_____ The Teacher Candidate developed and successfully implemented the Teaching Sample
         Project and submitted it on Task Stream.

_____ The Teacher Candidate successfully completed the Holistic Proficiency Project and
         submitted it on Task Stream.

_____ The Teacher Candidate successfully planned and implemented the Competencies for
         Literacy Development.

_____ The Teacher Candidate planned and resumed all classroom duties for at least two weeks.

_____ The Teacher Candidate completed the Professional Development Plan for BTSA
         Induction

_____ The Teacher Candidate models exemplary professional behavior and dress.

_____ The Teacher Candidate demonstrates the use of oral and written language that is clear,
         concise, consistent, and easily understood by students with varying linguistic ability.

The Teacher Candidate attended all Field Study C seminars
_____ Teaching Strategies for Physical Education

_____ Creating a Supportive, Healthy Environment for Student Learning

_____ Teaching Strategies for Health   _____ **T**eacher **P**erformance **A**ssessment **O**verview

_____ Interview Panel   _____ Professional File/At Risk Students   _____ Resume Writing
_____ Character and Civic Education Conference (Spring Only)
Master Teacher _____ **University Supervisor** _____
Teacher Candidate _____ **Date** _____

EHD 170, Phase III Seminars

Physical Education
Two dynamic presenters keep the teacher candidates engaged for 3 hours by participating in a variety of games and activities that are effective in supporting them to teach the state-adopted academic content standards for students in physical education. This seminar guides students in achieving the goals of the development of a variety of motor skills and abilities in students, developing student recognition of the importance of a healthy lifestyle, developing student knowledge of human movement, student knowledge of the rules and strategies of games and sports, and student self confidence and self-worth in relation to physical education and recreation. Activities and games are modeled and then the candidates participate. They come away with numerous ideas and resources to use in their classrooms. CCTC 8 A (e)

Creating a Supportive, Healthy Environment for Student Learning
A team of school nurses leads this 3 hour seminar on creating a supportive, healthy environment for student learning. Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. The physiological and sociological effects of alcohol, narcotics, drugs, alcohol, drugs, and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates also learn effective strategies for encouraging the healthy nutrition of children and youth. The school nurses show slides, video clips, give handouts, and have the candidates participate in group activities. CCTC 10

Teaching Strategies for Health
Teacher candidates learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Health. Our presenter, shows candidates where and how to access resources for teaching health.
Through the use of these resources the candidates can guide students in achieving the goals of the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, understanding of growth and development, and informed use of health-related information, products, and services. Candidates are encouraged to integrate ideas and information within and across health science and other subject areas. CCTC 8 A (f)

At Risk Students
This seminar has two parts. The first focuses on activities that help the candidates access community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources. Each candidate is given a resource guide produced by the Fresno Metro Ministry. Group work and scenarios are used to help the candidates become familiar with the resources. The Fresno Metro Ministry Resource Book is used in this seminar and also in their SPED 179 course. CCTC 10

The second presenter is from Child Protective Services. This presenter helps candidates become familiar with the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse. They review their role as a mandated reporter responding to inappropriate and or violent behavior. CCTC 10

Teacher Candidate's Name_____I.D. #_____

School_____ Semester_____Grade Level _____

Cooperating/Master Teacher _____ University Supervisor_____

Mid-Semester – Teacher Candidate Assessment/ Goal Setting – EHD 170

ELEMENTS OF COMPETENCE

1. ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

2. CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

3. UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

4. PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

5. ASSESSING STUDENTS FOR LEARNING

6. DEVELOPING AS A PROFESSIONAL EDUCATOR

On the reverse side, list the student's strengths as well as areas needing improvement. Use an extra sheet of paper if needed. The student is requested to write a reaction statement.

Cooperating/Master Teacher_____Date_____

University Supervisor_____Date_____

Teacher Candidate _____Date_____

EHD 170

Available on-line at education.csufresno.edu Scroll down to red menu bar. Click on Forms. Click on Multiple Subject evaluation forms. Click EHD 170 Mid Semester Evaluation.

Teacher Candidate Strengths:

Goals/Areas Needing Improvement:

Teaching Sample Project Completed 1 2 3 4 5 6 7
Holistic Competencies Completed   1 2 3 4 5 6 7 8 9
LEE Competencies Completed 1 2 3 4 5 6 7 8

Cooperating/Master Teacher Comments:

Teacher Candidate Reaction /Goals:

Teacher Candidate: _____Date:_____

EHD 170

Teacher Candidate's Name _____ I.D. # _____

School _____ Semester _____ Grade Level _____

Cooperating/Master Teacher _____ University Supervisor _____

Final – Teacher Candidate Assessment/Goal Setting – EHD 170
ELEMENTS OF COMPETENCE
1. ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

2. CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

3. UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

4. PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

5. ASSESSING STUDENTS FOR LEARNING

6. DEVELOPING AS A PROFESSIONAL EDUCATOR

On the reverse side, list the student's strengths as well as areas needing improvement. Use an extra sheet of paper if needed. The student is requested to write a reaction statement.

Cooperating/Master Teacher _____ Date _____

Supervisor _____ Date _____

Teacher Candidate _____ Date _____
Available on-line at education.csufresno.edu Scroll down to red menu bar. Click on Forms. Click on Multiple Subject evaluation forms. Click EHD 170 Mid Semester Evaluation.

EHD 170

Teacher Candidate Strengths:

Goals/Areas Needing Improvement:

Cooperating/Master Teacher Comments:

University Supervisor Comments:

Teacher Candidate Reaction/Goals:

Student Signature:_____   Date:_____

GUIDELINES FOR EHD 170, 160A, 160B, 170ECE
TEACHER CANDIDATE EVALUATION

Thank you for writing this evaluation which will be used strictly for employment purposes. In accordance with the Family Educational Rights and Privacy Act of 1974 (as amended), the Teacher Candidate will have access to this evaluation. It may be photocopied and sent to employers at the candidate's request. The student teaching evaluation is considered the most important part of the new teacher's file. It may be responsible for the candidate's success or failure in getting a position. Please give this evaluation directly to the student so he/she can make a copy for his or her file. The student will then forward the original to our office. Thank you for your assistance.

The narrative portion of the evaluation is very important and should elaborate upon professional competencies. Please evaluate the Teacher Candidate in relation to other beginning teachers and indicate the Teacher Candidate's potential for success in teaching. The following are possible areas for evaluation under suggested main headings:

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION 2009

STANDARD ONE:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
1.1 Using knowledge of students to engage them in learning
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests
1.3 Connecting subject matter to meaningful, real-life contexts
1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs
1.5 Promoting critical thinking through inquiry problem solving, and reflection
1.6 Monitoring student learning an adjusting instruction while teaching

STANDARD TWO:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interaction among students
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5 Developing, communicating, and maintaining high standards for individual and group behavior
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7 Using instructional time to optimize learning

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of the subject matter
3.4 Utilizing instructional strategies that are appropriate to the subject matter
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involving all students in self-assessment goal setting, and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR
6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and broader professional community to support teacher and student learning
6.4 Working with families to support student learning
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity, and ethical conduct

EHD 170

EHD 170