

CALIFORNIA STATE UNIVERSITY, FRESNO

MULTIPLE SUBJECT

FIELD WORK HANDBOOK

**EHD 174 EHD 178/110 D EHD 170
INTERNSHIP**



**Kremen School
of Education and
Human Development**

Office of Professional Field Experience

Fall 2012

CALIFORNIA STATE UNIVERSITY, FRESNO

Kremen School of Education and Human Development

Theme: “Leadership for Diverse Communities”

Vision

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

Mission Goals

The Kremen School of Education and Human Development’s mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

Goals

- To recruit qualified candidates, who are representative of the diversity in our community, into the fields of education and counseling, beginning with students in the public schools.
- To be at the cutting edge of the application of best practice models and educational technology.
- To prepare education professionals who have a command of content knowledge and pedagogy, and who continuously strive to improve their practice.
- To be a national demonstration site for exemplary practices in education and counseling.
- To support the lifelong development of practicing professionals with services and programs including the doctorate.
- To prepare professionals who are committed to leadership and service in diverse community settings.
- To integrate performance assessment as a key evaluation technique in each of our programs.
- To sustain a university work environment that is exemplary in its humanity, ethics, effectiveness and intellectual vitality.
- To secure, through advancement efforts, the supplemental funding needed to provide the margin of excellence for programs and special initiatives.
- To be the higher education partner of choice for the public schools and other relevant institutions of the five counties we serve in the Central Valley.

Many thanks to the teacher candidates, cooperating/master teachers, supervisors, and other faculty who contributed to this Multiple Subject student teaching handbook.

Janine Quisenberry, Director of Professional Field Experiences



Candidate Professional Dispositions

The Kremen School of Education and Human Development professional education unit fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

<i>Reflection</i>	Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
<i>Critical thinking</i>	Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
<i>Professional ethics</i>	Candidates learn to make well-reasoned ethical judgments. We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.
<i>Valuing diversity</i>	Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.
<i>Collaboration</i>	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
<i>Life-long learning</i>	Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

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SECTION I:

The Multiple Subject Credential Program

Introduction to Field Experiences in the Multiple Subject Program

The Multiple Subject Credential Program is designed to prepare students to teach in pre-school, grades K-12 and Adult Literacy self-contained classrooms in a diverse society. The overall goal of the Kremen School of Education and Human Development is to produce a graduate who is a reflective collaborative practitioner. The program includes coursework and field work experiences in three parts.

The first of the three field experiences, EHD 174, requires a classroom placement in grades 4-8 two afternoons a week plus seminars. The focus is to work with individuals or small groups of students in reading/language arts and social studies. Teacher Candidates are given opportunities to practice applying the methodologies and strategies learned in classes that are taken concurrently with EHD 174.

EHD 178 requires four concurrent mornings a week in a classroom plus seminars. The Teacher Candidates work with small groups and teach whole class lessons to students in grades K-3. Teacher Candidates are given opportunities to practice applying the methodologies and strategies learned in classes that are taken concurrently with EHD 178. EHD 178 Student Teaching is intended to introduce Teacher Candidates to practical classroom teaching under the guidance of Cooperating Teachers and to enable the institution to determine when candidates are ready to begin daily supervised teaching.

The third student teaching experience, EHD 170, is a program culmination involving practicing the theory and methods learned in coursework and promotes the analysis of his/her own teaching. For Teacher Candidates to make progress, it is important that Cooperating Teachers and Teacher Candidates share in all aspects of classroom management. Teacher Candidates receive ample time to work with students and to demonstrate the ability to use a variety of methods and techniques. EHD 170 offers continuing opportunities for Teacher Candidates to apply what they have learned and to assume responsibilities of full-time teachers. It is hoped that each graduate will continue striving toward educational leadership and professional growth through lifelong learning.

To address the tremendous social, economic, cultural, and developmental diversity which exists in our classrooms today, Teacher Candidates are provided diverse teaching experiences. Accordingly, during the student teaching experience, candidates will be placed in at least two different grades and socio-economic levels during their student teaching. Teacher Candidates will also be afforded the opportunity to prepare and use instructional strategies, activities, and materials which are appropriate for students with diverse needs, interests, and developmental levels.

Multiple Subject Credential Program

Admission Information

State Admission Requirements. California Code of Regulations, Section 41100, mandates that for admission to a teaching credential program, the student must be assessed in terms of the following criteria:

Prerequisite Courses and Field Experiences. The candidate shall have successfully completed a supervised early field experience and other prerequisite courses and experiences prescribed by the campus.

Professional Aptitude. The candidate shall demonstrate suitable aptitude for teaching in the public schools. Aptitude is assessed through interviews and letters of recommendation.

Physical Fitness. The candidate shall satisfy the standards of physical fitness required by the State Credentialing Agency.

Fundamental Skills. The candidate shall demonstrate proficiency in fundamental skills in written and spoken English, reading, and mathematics.

Scholarship. The candidate shall have attained a grade point average of at least 2.67 in all baccalaureate and post baccalaureate coursework or a grade point average of at least 2.75 in the last 60 semester units attempted.

Personality and Character. The candidate shall demonstrate personality and character traits that satisfy the standards of the teaching profession.

Admission Exceptions. If a candidate has not met one or more admission requirements but possesses compensating strengths in other required areas, he or she may apply for conditional admission which must be cleared prior to admission to student teaching. The number of exceptions granted each year shall not exceed 15 percent of the total number of candidates admitted during the previous year.

To obtain the **Multiple Subject Preliminary Credential**, a student must:

- a. Complete a Bachelor degree
- b. Program Requirements/TPA's (Courses/GPA 3.0/grades C or better)
- c. CSET (All portions passed)
- d. CBEST (All portions passed)
- e. RICA (Passed)
- f. Constitution Requirement met
- g. Character and Clearance met
- h. CPR certification completed (card)

Phase 1

CI 171	Understanding the Learner, Instructional Design, and Assessment
LEE 172	Cultural and Language Contexts of the Classroom
LEE 173	Teaching Reading and Social Studies in Grades 4-8
EHD 174	Field Study A (Field work for phase 1 courses & seminar: Social Studies; placements in grades 4-8)

Phase 2

CI 175	Science Instruction and Applied Technology
CI 176	Mathematics Instruction and Applied Assessment
LEE 177	Teaching Reading and the Arts in Grades K-3
EHD 178	Field Study B (Field work for phase 2 coursework & seminar: Visual and Performing Arts; placements in grades K-3)

Phase 3

SPED 179	Differentiated Instruction and Classroom Management
EHD 170	Field Study C (Final Student Teaching & seminar: Ethics/Professionalism and PE/Health Safety; placements in grades K-8)

The Kremen School of Education and Human Development's teacher education program provides several options in which students may participate while pursuing a Multiple Subject Credential. Each option is intended to provide a slightly different focus and training methodology for students. Currently, the major options being offered are as follows:

General - general option designed for students who need the most flexibility in their programs.

Partnership Cohorts - a block program where classes are taught at an elementary school site.

Early Childhood Education - a block program designed with an emphasis on Early Childhood Education.

Communicative Disorders - designed for students who wish to prepare for specialization in special education as educators of the deaf.

Dual Credential Program - teacher candidates may simultaneously work on a Multiple Subject and Education Specialist Credential.

Internship program - an alternative certification program for those who complete their program while under full time employment as classroom teachers.

Qualifications Related to the California Reading Initiative (A.B. 3482 and A.B. 1178)

The California Commission on Teacher Credentialing has set standards for Cooperating Teachers in regards to reading instruction. The following requirements from the Standards for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English are of particular importance for students enrolled in EHD 174, EHD 178 and EHD 170.

All candidates are placed in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in teaching are consistent with a balanced, comprehensive program and who collaborate with institutional supervisors and instructors.

The field experiences of each Multiple Subject Credential candidate, including student teaching assignments, are designed to establish cohesive connections between reading methods coursework, reading-related coursework, and the practical experience components of the program, which provide ongoing opportunities to participate in effective reading instruction.

The institution provides for careful and thorough communication and collaboration between field site supervisors, student teaching supervisors and reading methods instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of Multiple Subject Credential candidate attainment of performance standards in reading, writing and related language instruction.

SECTION II:

Qualifications and Role Expectations

Qualification Criteria for School Sites, School Site Partners and Cooperating Teachers

Selection of school sites, school site partners and Cooperating Teachers is done through collaborative efforts between the Director of Professional Field Experiences, University Supervisors and local school administrators. Sites are selected based on the following criteria:

- a) School-site staff are involved in staff training activities on a continual basis
- b) School curriculum reflects the California State Frameworks and current methodologies in the field of education
- c) Student population provides variety for Teacher Candidates such as age, gender, ethnicity, language, special needs and socioeconomic backgrounds
- d) District personnel, school-site administrators and teachers are willing to work cooperatively with University Supervisors and Teacher Candidates
- e) Area, location and size of sites meet current Teacher Candidate needs
- f) Teachers on-site meet the qualifications to be Cooperating Teachers or School Site Partners.

California State University Fresno also follows selection criteria as described in CCTC Standards for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English. California State University Fresno provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation between faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

Using the established criteria for selection of sites and the qualifications for Master Teachers, the Director of Professional Field Experiences and/or her designee (University Supervisor) work through the on-site administrator to finalize assignments and procedures for orientations. Teacher Candidates are not assigned to schools in which their children are enrolled or those in which family members are employed.

Each prospective Cooperating Teacher or School Site Partner is expected to complete the Master Teacher/School Site Partner Questionnaire. These are used as one means of gathering information regarding the effectiveness of the Multiple Subject Credential Program. Results are shared and discussed with faculty. Cooperating Teachers are encouraged to attend a Master Teacher Training Workshop at the university every year.

California State University, Fresno
Kremen School of Education and Human Development
Multiple Subject Credential Program
EHD 174

University Supervisor: _____

Phone: _____

Email: _____

Qualifications for School Site Partners- EHD 174

Positive, enthusiastic teacher with an appropriately managed classroom who is willing to share their classroom and students with 1-5 Teacher Candidates two afternoons a week.

Role Expectations of School Site Partners for EHD 174

1. Helps Teacher Candidates develop the skills and knowledge needed for successful teaching.
2. Retains the legal responsibility for the classroom and the playground at all times.
EHD 174 Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty.
3. Introduces and acquaints the Teacher Candidates with school and classroom management procedures, including the dress code, specialized programs, library resources, technology, state and/or district frameworks, content standards, disciplinary and emergency procedures.
4. Assigns and gives the Teacher Candidates blocks of time to work with a student or a small group of students two afternoons a week teaching reading/language arts. Identifies the reading language arts materials available at the school site. Note: The teacher candidate is responsible for completing the course competencies and the university supervisor is responsible for reviewing and verifying that they have been completed.
5. Assists the Teacher Candidates in identifying appropriate social studies content standards and materials to be used in a coordinated three week series of lessons using social studies content.
6. Allots time for the Teacher Candidate to teach a three week series of lessons using social studies content.
7. Provides feedback to the University Supervisor as needed.

California State University Fresno
Kremen School of Education and Human Development
Multiple Subject Credential Program
EHD 178/110D/170

University Supervisor: _____

Phone: _____ **Email:** _____

Qualifications for Cooperating/Master Teachers- EHD 178, 110D and EHD 170

When identifying classroom teachers to supervise Multiple Subject Credential and Education Specialist candidates in EHD 178, 110D, and EHD 170 field study, the institution confers with district personnel, carefully analyzes their pedagogical practices and selects teachers whose instructional approaches and strategies are balanced, comprehensive and consistent with current research as reflected in state policy.

Teachers who supervise candidates' field experiences have had academic preparation, successful experience in teaching appropriate curriculum subject(s) and have remained current with changes in the profession and the student population.

1. Cooperating Teachers are highly qualified, credentialed teachers with 3 or more years of classroom experience as a practicing classroom teacher to provide the best possible role model for Teacher Candidates.
2. Cooperating Teachers demonstrate such generally-accepted positive leadership qualities as intelligence, good oral and written communication skills, acceptance of multiple alternative solutions to complex problems, decisiveness, clarity of vision, and well-developed interpersonal skills and sensitivities.
3. Cooperating Teachers are able to collaborate with adults, ask the right questions of beginning teachers in order to stimulate their growth and independence. Having a knowledge base about accepted practice is important for Cooperating Teachers, but a big part of a Cooperating Teacher's job is to stimulate independence. Raising questions is an important part of the learning process, and it should help both the Teacher Candidate and the Master Teacher.
4. Cooperating Teachers are receptive of Teacher Candidate's use of a variety of methods and encourage them to develop their own style of teaching.
5. Cooperating Teachers emphasize the principles of continuous learning and reflection. Cooperating Teachers play an important role in modeling desirable attitudes and values, as well as in helping newcomers to understand specific practices. For example, Cooperating Teachers should be current in their knowledge of the subject matter, California State Frameworks, California Standards for the Teaching Profession, Common Core Standards and district guidelines. They should be current in the latest methodology and be involved in curriculum development. In addition, active participation in school-related activities and committees is expected.
6. Cooperating Teachers acquaint the Teacher Candidates with the everyday survival skills in the teaching profession. It is important that a beginning teacher learn the expectations and responsibilities of a teacher at a school site. Not only is it a critical skill that will enable a teacher to accomplish his/her professional and school goals, but also a genuine survival skill.

Role Expectations of Cooperating/Master Teachers for EHD 178, 110D, and EHD 170

1. Helps a Teacher Candidate to develop the skills and knowledge needed for successful teaching.
2. Retains the legal responsibility for the classroom and the playground at all times. Teacher Candidates should accompany Cooperating Teachers on bus duty, lunch duty and yard duty but should not serve as a substitute for their Master Teacher.
3. **EHD 178/EHD 110D** Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty as student teachers.
4. **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.
5. Introduces and acquaints the Teacher Candidate with school and classroom management procedures including the dress code, child abuse reporting, incident reports, specialized programs, library resources, technology, state and/or district frameworks, content standards, disciplinary and emergency procedures.
6. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.
7. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.
8. Arranges for the Teacher Candidate to attend grade level and or Professional Learning Communities, Student Study Team/IEP, faculty, parent/school meetings and to participate in parent conferences when applicable.
9. Arranges a weekly planning period with the Teacher Candidate. Gives continuous feedback to the Teacher Candidate- both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting. Maintains communication with the University Supervisor regarding the student's progress.
10. Arranges for the Teacher Candidate to have ample teaching opportunities in a variety of subjects. The Teacher Candidate should plan and resume all classroom duties for at least two weeks.
11. Reviews all lesson plans of Teacher Candidate at least one day prior to teaching.
12. Changes the class schedule when necessary to facilitate the observation of the Teacher Candidate by the University Supervisor.
13. Agrees to complete required Mid Semester and Final Assessment/Goal Setting forms at a designated date set by the University Supervisor. Participates in a mid semester meeting with Teacher Candidate and University Supervisor and final evaluation conference with the Teacher Candidate. When assessing the Teacher Candidate, account is taken of the student's stage as a beginning teacher. Gives input regarding course credit to the University Supervisor. A letter of reference is optional.
14. Informs University Supervisor of Teacher Candidate's absences, inappropriate dress or concerns regarding professionalism.

California State University Fresno
Kremen School of Education and Human Development
Multiple Subject Credential Program

University Supervisor: _____

Phone: _____

Email: _____

Role Expectations of School Principals

1. Works with the Director of Professional Field Experiences and the University Supervisor to assign Teacher Candidates a School Site Partner or Master Teacher.
2. Holds an orientation meeting to acquaint the Teacher Candidate with:
 - a. School and community demographics
 - b. School/district policies and philosophies
 - c. School site facilities, staff and resources
 - d. School dress code
 - e. Parking
 - f. Sign in and identification
 - g. Procedures for emergencies, reporting accidents, child abuse, sexual harassment, appropriate/inappropriate touching and interactions, discipline and bullying

NOTE:

The legal responsibility for the classroom and the playground remains with the paid employees. Teacher Candidates should accompany Cooperating Teachers on bus duty, lunch duty and yard duty but should not serve as a substitute for their Master Teacher.

EHD 174, EHD 178, and 110D Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty as Teacher Candidates.

EHD 170 Teacher Candidates are not permitted to serve as substitute teachers at anytime unless authorization has been previously obtained from the Director of Professional Field Experiences (278-0257) and University Supervisor. 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.

Qualifications and Role Expectations for University Supervisors

The University Supervisor is a faculty member of the Kremen School of Education and Human Development. He/she is assigned Teacher Candidates by the Director of Professional Field Experiences. The supervisor has access to office space in the Education Building but is generally visiting or meeting with student teachers. Serving as a liaison between the University and cooperating schools, he/she provides the schools with information about Teacher Candidates and the program. In turn, he/she communicates the cooperating schools' suggestions and needs to the University for the Improvement of the teacher education program.

Experience as a public school teacher in the area in which they are supervising student teachers; a master's degree or higher; training in supervision; good communication skills; ability to articulate the University's philosophy of teacher education; and knowledge of current curriculum methods and practices.

EHD 174 Role Expectations of University Supervisors

1. Works collaboratively with the Director of Professional Field Experiences and principal to make classroom assignments.
2. Meets with School Site Partners to go over competencies and discuss expectations.
3. Makes weekly visits to the school site for the purpose of meeting with School Site Partners, visiting/observing students, holding scheduled seminars.
4. Maintains communication with Teacher Candidates, School Site Partners, and school principal/designee throughout the semester.
5. Assists the Teacher Candidate with meeting the competencies. Reviews lesson plans and responds to mid semester and final reflections.
6. Supervisors may observe and will verify with the School Site Partner that the Teacher Candidate has implemented the Phase I, Field Study A, Competencies for Literacy Development. Documentation of these competencies will be collected and signed off by the LEE 173/177 instructor.
7. Objectively evaluates the successful completion of all EHD 174 competencies and the student teaching experience. Assigns a CR/NC grade.
8. Submits required documentation to the Office of Professional Field Experiences at the end of the semester.

EHD 178/EHD 110D Role Expectations of University Supervisors

1. Works collaboratively with the Director of Professional Field Experiences and principal/designee to make classroom assignments.
2. Meets with Cooperating Teachers for an orientation to go over competencies and discuss expectations.
3. Holds group and or individual small group discussions to review the California Standards for the Teaching Profession and other pertinent topics.
4. Makes bi-weekly visits to the school site for the purpose of meeting with Teacher Candidates, Cooperating Teachers, Administrators/designee, visiting/observing Teacher Candidates, holding small group or individual discussions, etc.
5. Maintains communication with the Teacher Candidate, Cooperating Teacher and the school principal/designee throughout the semester.
6. Reviews lesson plans and responds to reflections on a regular basis.
7. Observes Teacher Candidate teaching some of the LEE 177 competencies for Literacy Development and gives feedback on implementation. These competencies are assigned and verified by the LEE 177 instructor.
8. Uses his or her experience and knowledge to assist the student in understanding and applying current teaching methods, related materials and resources.
9. Uses effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment and goal setting.
10. Completes (in writing) a minimum of two formal lesson observations and provides bi-weekly documentation of contact for each Teacher Candidate under their supervision. EHD 110D supervisor also complete one formal observation in the special education placement setting.
11. Participates in a mid semester and final evaluation meeting with the Cooperating/Master Teacher and Teacher Candidate.
12. Verifies the completion or lack of 50% of the competencies at mid semester.
13. Observes a Teacher Candidate's site visitation project including a meeting to review and assess the observation with the Teacher Candidate.
14. Collaborates with the Cooperating/Master Teacher in filling out the final evaluation form. Final evaluation meetings with the Teacher Candidate and University Supervisor will be scheduled as needed.

15. Assists the Teacher Candidate with meeting the competencies, verifies/signs off the successful completion of competencies and objectively evaluates the successful completion the student teaching experience. Assigns a CR/NC grade.
16. Submits copies of required documentation to the Office of Professional Field Experiences at the end of the semester.
17. Schedules small group meetings/seminars with teacher candidates throughout the semester.

EHD 170 Role Expectations of University Supervisors

1. Works collaboratively with the Director of Professional Field Experiences and principal/designee to make classroom assignments.
2. Meets with Cooperating Teachers to go over competencies and discuss expectations.
3. Makes weekly visits to the school site for the purpose of meeting with principal/designee, visiting/observing students, holding scheduled meetings, etc.
4. Maintains communication with the Teacher Candidate, Cooperating Teacher and the principal/designee throughout the semester.
5. Reviews lesson plans and responds to reflections on a regular basis.
6. Uses his or her experience and knowledge to assist the student in understanding and applying current teaching methods, related materials and resources.
7. Uses effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment and goal setting.
8. Observes the Teacher Candidate in a variety of curriculum areas, providing time for reflection with the Cooperating Teacher and Teacher Candidate. Facilitates planning for Teacher Candidate to assume all responsibilities of the classroom for two weeks.
9. Completes in writing a minimum of five formal lesson observations (at least one from Teaching Sample Project) and regular documentation of contact for each Teacher Candidate under their supervision.
10. Participates in a mid semester evaluation meeting with the Cooperating Teacher and Teacher Candidate.
11. Verifies the completion or the lack of 50% of the Holistic Proficiency Project competencies at mid semester. Progress towards completion: The goal of 50% completed by _____.
12. Collaborates with the Cooperating/ Master Teacher in completing the final evaluation form. Final evaluation meetings with the Cooperating/Master Teacher, Teacher Candidate and University Supervisor to review this form will be scheduled as needed.
13. Assists the student with meeting the competencies, verifies/signs off the successful completion of competencies and objectively evaluates the successful completion of the student teaching experience. Assigns a CR/NC grade.
14. Submits copies of documentation as outlined in end of the semester checklist to the Office of Professional Field Experiences by the last day of instruction.

SECTION III:

Professional Ethics

California State University, Fresno
Kremen School of Education and Human Development
Office of Professional Field Experiences

TEACHER CANDIDATE CODE OF ETHICS

1. All information which the Teacher Candidate receives about students in his/her class or school is to be kept confidential. Confidentiality includes all forms of communication including electronic forms such as email, text messages, blogs, Twitter, my space etc.
2. A Teacher Candidate's main focus should be with what is being achieved with the students rather than with the impressions being made on the Cooperating Teacher or University Supervisor.
3. The Teacher Candidate should maintain the dignity necessary to gain the respect of his/her students.
4. The Teacher Candidate should show enthusiasm concerning the learning experiences being developed with students.
5. The Teacher Candidate should be respectful and courteous to all students.
6. The Teacher Candidate should consider himself a member of the community in which he/she is teaching and act accordingly.
7. Disciplinary measures used by the Teacher Candidate should conform to the instructions of the supervising teacher.
8. The Teacher Candidate must be an example to his/her students in every way - physically, mentally, and ethically.
9. The Teacher Candidate should be interested in and be ready to assist with the improvement of the class as if it were his/her own.
10. The Teacher Candidate must realize that each student is an individual and must take into consideration individual abilities, interests, and capacities for learning.
11. The Teacher Candidate must be completely impartial in dealing with students and must constantly strive to be fair while judging students' actions.
12. The Teacher Candidate should refrain from imposing his/her religious or political views upon his students and should exhibit a broadminded, tolerant attitude toward other groups and individuals.
13. The Teacher Candidate is a guest at the assigned school site. It is expected that the Teacher Candidate model exemplary professional behavior at all times.

Adapted from: Donald M. Sharpe, A Brief Guide to Secondary Student Teaching, Indiana State University, Terre Haute, Indiana, 1970, p. 24.

California State University, Fresno
Kremen School of Education and Human Development
Office of Professional Field Experiences

Confidentiality of Student Records

It is important to understand that the confidential records of others represent a highly sensitive area. In recognition of this sensitivity, the United States Congress passed the *Family Educational Rights and Privacy Act of 1974*, which made explicit the principles of confidentiality, which are summarized here.

The communication of confidential information to another person, except within the authorized educational framework, is a violation of individual rights which have legal protection and may lead to serious consequences. Teacher Candidates are advised that they are not to discuss information derived from the educational records of students with anyone except authorized personnel including the responsible instructors, concerned administrative or individuals responsible for pupil personnel or health services. The use of actual confidential information concerning students for discussion in university classes, whether or not the students are individually identified, may also constitute a violation of privilege and should be handled with extreme caution.

It is an established legal principle that access to the records of another person may be necessary for individuals in certain types of positions in order for them to do their job. However, in granting such privilege, the courts have consistently imposed a strict duty on those to whom privilege is granted to protect the confidentiality of the information to which they have access.

While Teacher Candidates may be permitted access to certain student records under responsible control, care must be taken to protect the confidentiality of any and all information contained in such records.

As a Teacher Candidate, you will at times have access to student information such as test scores, teacher reports, or even verbal comments. All such information comes under the *Family Educational Rights and Privacy Act of 1974* which protects its confidentiality.

Therefore, without belaboring the technicalities of this Act, Teacher Candidates would be advised to protect themselves against violation of the Act as well as the tenets of professional ethics by observing the following principles:

1. Treat all knowledge of students in strictest confidence.
2. Discuss student information only with your Cooperating Teacher and ask him/her what you may or may not do with any information.
3. Do not participate in a discussion verbally or electronically of students in the teachers' room, in front of staff, parents or anywhere outside of the classroom.
4. Guard carefully any records entrusted to you, such as grade books, rosters of test scores, etc. Do not leave them where they might get out of your possession.

SECTION IV:
Policy for Teacher Candidate
Reassignment/Dismissal

Policy for Teacher Candidate Reassignment/Dismissal

In certain situations, a Teacher Candidate may need to be moved to a second teaching assignment or removed totally from student teaching. Difficulties which the Teacher Candidate does not overcome, such as: personality conflicts, conflicting expectations, excessive absences, inadequate performance, breach of professional ethics and insurmountable discipline problems are some of the typical problems.

If the University Supervisor identifies any of the above difficulties the following procedures will be followed:

1. A joint conference will be held with the Teacher Candidate, and University Supervisor. The Director of Professional Field Experiences and the site principal will be notified.
2. A written summary of the conference will be prepared by the University Supervisor. This report will state the areas of needed improvement and recommendations for remediation. The Teacher Candidate and University Supervisor must sign and date the report. Copies of all evaluations, weekly block plans, competency logs or any pertinent paperwork are attached to the report. Copies will be given to all concerned parties.
3. The Cooperating Teacher will document the Teacher Candidate's progress, conferring daily. The University Supervisor will conduct a weekly formal observation and evaluation. A conference to review progress will be conducted at least once weekly, which may necessitate the Teacher Candidate coming back to school for meetings outside of student teaching hours.
4. If satisfactory improvement has not been demonstrated by the Teacher Candidate teacher, a second joint conference will be conducted between the Teacher Candidate, Cooperating Teacher, University Supervisor and the Director of Professional Field Experiences. The site principal will be informed of this conference.
5. A written summary of this conference will be prepared by the University Supervisor. This summary, with observations, evaluations, lesson plans, weekly block plans and competency logs attached, will include a notation that the Teacher Candidate has been placed on probationary status. Areas of needed improvement will be identified as well as steps for remediation. A specified date for satisfactory completion will be noted, and the Teacher Candidate must adhere to this timeline or be removed from the classroom. Removal from the classroom will result in a grade of no-credit (NC). The Teacher Candidate and University Supervisor must sign and date this report and copies will be given to all concerned parties.
6. A third conference will be held with all concerned parties within three days of the deadline date specified in the second conference, again followed by a written summary with recommendations and signatures of the parties involved.
7. If a Teacher Candidate is asked by school site personal to be removed from their placement and or school site the teacher candidate will immediately stop all contact with anyone at the school site. A joint conference will be held with the Director of Professional Field Experiences, University Supervisor, and Teacher Candidate at the University.

8. The final responsibility for the assignment of a course grade lies with the University Supervisor.
9. This process will not be extended beyond the term of the California State University Fresno semester.
10. If the Teacher Candidate believes the NC grade has been assigned unfairly, information may be obtained pertaining to the University's policy and procedure for protesting a final grade in the Office of Advising Services, Joyal Administration, Room 224.

Note: Students who receive a “No Credit” grade in any 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” 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.

Joint Assessment Process by Cooperating/Master Teachers/University Supervisors

Cooperating Teachers and University Supervisors have an important collaborative role in the teacher education program. Roles and responsibilities, which are included in the Multiple Subject Field Placement Handbook, will be discussed by both parties early in the semester at the school site orientation meetings. At the end of the semester (or while in progress if deemed necessary) the University Supervisor and Master Teacher will review the roles and responsibilities of each together and discuss those that may have been done differently; talk about any concerns; and provide suggestions for each other. If there are serious discrepancies between the two parties in terms of how they view each other's performance and support, it is encouraged that the school principal/school-site management team and/or the Kremen School of Education and Human Development Director of Professional Field Experiences be notified (559-278-0257). It is always the intention that concerns be resolved as soon as possible. **The final grade is the responsibility of the University Supervisor.**

FIRST JOINT CONFERENCE FORM

(Teacher Candidate, University Supervisor, Cooperating/Master Teacher and or Director, Professional Field Experiences)

Date _____ Time _____ Place _____

Teacher Candidate _____ I.D. # _____

Cooperating Teacher _____

University Supervisor _____

Reason for meeting: _____

Teacher Candidate Positives:
Concerns (be specific):
Suggested Remedial Action (be specific):
Teacher Candidate Response (for additional comments use back of page):

Signed _____ Signed _____

Teacher Candidate

University Supervisor

Signed _____ Signed _____

Cooperating/Master Teacher

or Director of Field Placements

Copy to be supplied to Teacher Candidate and Cooperating Master Teacher. Supervisor will retain original.

SECOND JOINT CONFERENCE FORM

(Teacher Candidate, University Supervisor, Cooperating Teacher, Principal or Director, Professional Field Experiences)

Date _____ Time _____ Place _____

Teacher Candidate _____ I.D.# _____

Cooperating/Master Teacher _____

University Supervisor _____

Principal /School _____

This conference is taking place because, in the opinion of the Cooperating/Master Teacher and the University Supervisor,

Teacher Candidate

has shown insufficient improvement in remediation of the problem and concerns expressed at the First Joint Conference held on

Date

After the discussion, you are being officially notified that unless immediate improvement is shown in your teaching skills this next week, you will either:

- 1) Be allowed to continue on a probationary basis. (If there is definite improvement shown).
- 2) Be immediately removed from your student teaching assignment and will receive no credit.

Teacher Candidate Response: _____

I have read and understand the conditions of this final conference.

Signed _____
Teacher Candidate

Date

Witnessed by:

University Supervisor _____

Date

Cooperating/Master Teacher _____

Date

Director of Professional Field Experiences _____

Date

SECTION V:

EHD 174 Field Study A

Leadership for Diverse Communities



Field Study A: Grades 4-8

EHD 174

Course Description:

EHD 174 is a supervised field experience in a grade 4-8 classroom. It is the first in a sequence of three field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. EHD 174 requires a minimum of 6 hours a week over two afternoons, plus seminars/lab times to be announced. Seminars will be called both during and beyond the school day for specialized training from district trainers and/or university faculty. Additional time with students will be necessary for completing the assignments in all the Phase 1 courses.

Multiple Subject Program Requirements:

This course is a required course in Phase 1 of the Multiple Subject Program. Field Study A must be taken concurrently with LEE 173, Teaching Reading and Social Studies in Grades 4-8. Field Study A. (CI 171, LEE 172, LEE 173).

Prerequisites: Admission to the Multiple Subject Credential Program. CI 100, CI 171, LEE 172, (or concurrent enrollment). Concurrent enrollment in LEE 173.

Course Information	Instructor Name
Units: 2	Office Number
Time: 11:30-2:30, Tu/Th + Seminars as Required	Email
Location: School Site	Telephone
Website	Office Hours

Required Texts and Instructional Materials:

- Multiple Subject Field Work Handbook- Kennel Bookstore
- 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>.)
- California Standards Teaching Profession booklet (receive at orientation-Lab Fees)
- Fresno Assessment of Student Teachers, FAST (receive at orientation on Task Stream or the Kennel Book Store)
- Red three ring binder with dividers
- Register for Task Stream \$69.00= 2 years (SPED and Dual), \$67.00= 3 semesters, \$42.00= calendar year \$25. =each semester

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 demonstrate the ability to strategically plan, schedule and deliver reading instruction incorporating the following:

(CCTC 3e, 7A, 13a; TPE 1; RICA 2, 3, 5, 6, 8, 12, 14; NCATE 1.1)

- Word analysis
- Fluency systematic
- Vocabulary development
- Reading comprehension
- Literacy response and analysis
- Writing strategies and applications Written and Oral English Language conventions
- Listening and speaking strategies and applications

Teacher Candidates will demonstrate the ability to make reading and History/Social Science content accessible to all students through:

(CCTC 4, 5a,f, 8a,c, 11c, 13a,f; TPE 4; RICA 6, 10, 12, 14; NCATE 1.3, 1.4)

- Creating and adjusting lesson designs relative to students' current level of achievement
- Using instructional materials appropriately
- Varying instructional strategies to enhance reading and comprehension over a variety of content texts and informational sources
- Prioritizing and sequencing essential skills
- Modeling active listening

Teacher Candidates will demonstrate their ability to teach state-adopted content standards for students in History/Social Science by using analytical thinking to help teach temporal and spatial scale, historical periods, cultures, events and periods. To facilitate understanding of History/Social Science, candidates will learn to utilize: simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities in their lessons. (TPE 1, 9; NCATE 1.1, 1.3)

Teacher Candidates will demonstrate an understanding of the application of different teaching models in the classroom through observation and reflection. (CCTC 3e; TPE 9; NCATE 1.3)

Teacher Candidates will demonstrate their understanding making content accessible to English Learners by incorporating SDAIE strategies into their Reading/Language Arts and Social Studies lesson plans. (CCTC 5f, 13f, TPE 7; NCATE 1.4)

Examinations and Major Assignments Schedule:

Date	Assignment
Week 8	Documentation for 50% of EHD 174 and Literacy Development competencies.
Week 11-13	Comprehensive Lesson Plan Project Exam
Last Week of Instruction	All EHD 174 competencies as outlined in the EHD 174 Competency Log must be successfully completed and verified by the University Supervisor 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 A provides many opportunities for multi-modal assessments. University Supervisors will visit the school site at least once a week. Reflective journaling, observations, written lesson plans, lesson analysis and implementation of teaching strategies with students in the classrooms will provide evidence of proficiency. The supervisor signs a Mid-Semester Self Reflection/Goal Setting form and verifies competencies throughout the semester. Competencies are outlined in the Multiple Subject Field Placement Handbook. A score of 2 or above is necessary to pass the Comprehensive Lesson Plan Project. Satisfactory completion of all competencies, as verified by the University Supervisor, is required for credit in the course.

Attendance:

Case studies and other Phase I course related assignments may be drawn from students in Field Placement A, however, additional time outside of required field placement hours will be necessary to complete these assignments.

Regular attendance is imperative. Teacher Candidates are expected to **arrive at the school on time and to remain at the school for the full-designated period**. Absences, leaving early, or tardiness are dealt with on an individual basis. **Teacher Candidates will 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 School Site Partner/Master Teacher by 7:30 AM on the day of their assigned class time. 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 texts 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 Field Placement Handbook (pages 17-18) can serve as a guide.

The Professional Dress:

The Teacher Candidate maintains 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, miniskirts or 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.

Tentative Course Schedule:

Field Study A requires Teacher Candidates to be at the assigned school site in the classroom with students a minimum of 6 hours over at least 2 afternoons, as well as, scheduled seminars. Because school schedules vary, duty hours may be adjusted by the University Supervisors and School Site Partners. Case studies and other Phase I course related assignments may be drawn from students in Field Study A, however, additional time outside of regular field placement hours will be necessary to complete these assignments.

SEMINARS/GROUP MEETINGS/INDIVIDUAL DISCUSSIONS

Small Group Discussions should allow the supervisor opportunities to present suggestions and to impart the experience that they have to their teacher candidates. These can be individual or group meetings.

Week 1

- Teacher Candidate Orientation/Induction
- Introduction of Supervisors

Week 2-3

- Task Stream Registration/ Dispositions Survey and Demographic Survey
- Teacher Performance Expectations Activity
- Co-Teaching
- Classroom Management
- Team Building Seminar
- Social Studies Seminar
- Supervisor Small Group Discussions

Week 4

- Principal Orientation at School Site
- School Site Partner Orientation at School Site
- Begin Placement

Week 5-6

- Small Group Discussion/Guided Observation Activity

Week 7 or 8

- Small Group Discussions
- Mid Semester Self Reflection Goal Setting
- Documentation for 50% of EHD 174 Field Study A competencies.
- Give directions for Comprehensive Lesson Plan Project

Week 10-12

- Small group discussions
- Comprehensive Lesson Plan Project Test Scheduled

Weeks 9-15

- Social Studies/History Project implemented in the classroom

Week 13-15

- Final Self Reflection/Goal Setting
- Supervisor Evaluation
- School Site Partner Survey on Task Stream

Subject to Change:

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

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 give nor receive 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 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>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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California State University, Fresno
Kremen School of Education and Human Development
EHD 174 –Field Study A

Name _____ Semester _____

School Site Partner _____ Grade Level _____

School _____ District _____

University Supervisor _____

Student I.D. Number _____

EHD 174 FIELD STUDY A COMPETENCY LOG

The purpose of this log is to document the successful attainment of competency in various teaching activities. The Teacher Candidate is responsible for documentation of these competencies. Upon completion of all the competencies and the verification of that completion, the log will be collected by the University Supervisor and filed in the Teacher Candidate's program file.

Certification of Competency

Based on the accompanying Teacher Candidate's Competency assessments, I/we recommend:

_____ The Teacher Candidate engaged in implementing Reading/Language Arts competencies and a case study in the classroom (LEE 173).

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

_____ The Teacher Candidate models exemplary professional behavior and dress.

_____ The Teacher Candidate is ready to progress to EHD 178, Field Study A

_____ While the Teacher Candidate evidences some significant weaknesses at this point in the semester, s/he should be allowed to progress to EHD 178, Field Study A with the understanding that continued improvement is required.

_____ The Teacher Candidate has not developed the competencies necessary to progress to EHD 178, Field Study A.

School Site Partner _____ University Supervisor _____

Teacher Candidate _____ Date _____

EHD 174 COMPETENCY LOG

Written documentation as well as the signature of the University Supervisor is required to verify completion of the EHD 174 competencies. It is the Teacher Candidate's responsibility to initiate and follow through with these assignments. These competencies can be documented by completing competency documentation forms or lesson plans with reflections. University Supervisors are responsible for reviewing all documentation and giving feedback on lessons they see taught.

Supervisor's Signature	Competency
_____	1. Guided Classroom Observation Activity: Look for the classroom procedures on the list and make notes on as many as you see. Be prepared to share with your classmates. Choose 5 of these procedures you have observed and discussed. Explain why you think each one of these would be appropriate in the classroom. Documentation: Notes and written explanations. Max. 2 pages
_____	2. Describe a specific incident in which you established a positive professional rapport with students in your classroom. Explain why it would benefit instruction. Documentation: Description and Explanation 1-2 pages
_____	3. Identify 3-4 instructional strategies addressing English Learners that you have used while working with a case study student or tutoring students in your classroom. Include an explanation and justification (example- ELD proficiency Level) for each identified strategy. Reflect on your skills as a teacher. The reflection should include evidence of the effect the implementation of these strategies had on student learning. Documentation: Description and Explanation 1-2 pages
_____	4. Teacher Candidate worked in a team to collaboratively plan and implement a pre assessment, a sequence of 8 lessons (2 per student) applying strategies learned in the Teaching Content Reading/Social Science course and Social Science Seminars (CCTC 5 c-f, 8A (c), 11a, 12d, 13b; TPE 1 SS; NCATE 1.6 Collaboration), a post assessment, and an analysis of individual and group results. Documentation: pre assessment, 2 individual lesson plans with individual reflections, post assessment and group reflection.
_____	5. Orientation/Professionalism and Ethics for Educators (NCATE 1.6 Professional Ethics)
_____	6. Team Building Seminar (NCATE 1.6 Collaboration)
_____	7. Classroom Management Seminar
_____	8. Complete Dispositional Survey and Demographic Survey on Task Stream
_____	9. Teacher Performance Expectations Seminar
_____	10. Teaching History/Social Science to the content standards using cultural artifacts, works of art, literature, cooperative projects, case studies, student research activities and simulations seminar (NCATE 1.6 Critical Thinking)
_____	11. Teacher Performance Assessment Comprehensive Lesson Plan Project with a score of 2 or above. (TPA 1, 4, 6, 7, 9; NCATE 1.1, 1.3, 1.4, 1.6, 1.7) Score of 2 or above.

Direct Instruction Lesson Plan

Name _____ I.D. # _____

Date _____ Subject _____

Grade Level _____ School _____ Competency# _____

University Supervisor's Signature

Cooperating/Master Teacher's Signature

Materials

K-12 Academic Content Standard

California Standards for the Teaching Profession

Co-Teaching Strategy

Objective

Set

Input/Procedures

Guided Practice

Closure/Independent Practice

Assessment Plan

Adaptations/modifications for focus student:

Adaptations/modifications for focus student:

Written reflection (after the lesson has been taught)

Did all students meet the desired objective? Was the objective appropriate? How do you know? Would you teach this lesson again the same way or change it to make it more effective? What changes would you make and why?

EHD 174 - FIELD STUDY A

MID SEMESTER SELF REFLECTION /GOAL SETTING

TEACHER CANDIDATE _____

I.D.# _____

DATE _____

1. TEACHING STRENGTHS:

2. CIRCLE COMPETENCIES COMPLETED:

EHD 174 1 2 3 4 5 6 7 8 9 10 11 12

LEE 173 1 2 3 4 5 6 7 8

Task Stream: **Predispositional Survey**

3. GOALS:

4. SUPERVISOR COMMENTS:

University Supervisor Signature: _____

Teacher Candidate Signature: _____

EHD 174 - FIELD STUDY A

FINAL SELF REFLECTION /GOAL SETTING

TEACHER CANDIDATE _____

I.D.# _____

DATE _____

1. TEACHING STRENGTHS:

2. CIRCLE COMPETENCIES COMPLETED:

EHD 174 1 2 3 4 5 6 7 8 9 10 11 12

LEE 173 1 2 3 4 5 6 7 8

- Task Stream:**
- School Site Placement Survey**
- Supervisor Evaluation**

3. GOALS:

4. SUPERVISOR COMMENTS:

University Supervisor Signature: _____

Teacher Candidate Signature: _____

California State University, Fresno
Kremen School of Education and Human Development
Office of Professional Field Experiences
Teacher Candidate Information Sheet
EHD 174/ 174 ECE

Semester/Year _____

Name _____ ID Number _____

Telephone Number _____ Cell Number _____

Address _____
Street City Zip

Email _____ [@mail.fresnostate.edu](mailto:_____@mail.fresnostate.edu)

Undergraduate Major _____

Graduate Major _____

School _____ School Site Partner _____

Indicate any special abilities and/or interests such as: music, drama, art, athletics, etc.

Outline your weekly schedule of classes

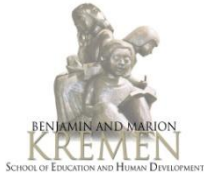
Total Units this Semester _____

On a separate page or the back side of this paper write a short summary of your background including the reasons you chose to become a teacher. Make copies for your School Site Partner and University Supervisor.

SECTION VI

EHD 178/110D Field Study B

Leadership for Diverse Communities



Field Study B: Grades K-3

EHD 178/110D

Course Description:

EHD 178 is a supervised field experience in a K-3 classroom. It is the second of three field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. EHD 178 requires a minimum of 12 hours a week (mornings), plus seminars/lab as scheduled. (CCTC 15) EHD 110D requires a minimum of 20 hours, Monday-Friday from 8:00-12:00 plus seminars/lab as scheduled. 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 2 of the Multiple Subject Program. Field Study B must be taken concurrently with LEE 177, Teaching Reading & the Arts in K-3. Field Study B is designed to provide the necessary classroom access essential for completing the assignments in all the Phase 2 courses (CI 175, CI 176, LEE 177).

Prerequisites: Successful completion of Phase 1 of the Multiple Subject Credential Program, (CI 100, CI 171, LEE 172, LEE 173, EHD 174),. CI 175, CI 176 (or concurrent enrollment). Concurrent enrollment in LEE 177. Dual credential students must also have completed SPED 120 and SPED 130 with concurrent enrollment in SPED 135.

Course Information \$7.00 lab fee	Instructor Name:
EHD 178 2 units EHD 110D 4 units	Office Number:
Time: Mon.-Thurs. 8:00-11:00 + Seminars as scheduled	Email:
Location: School Site:	Telephone:
Website:	Office Hours:

Required Texts and Instructional Materials:

Multiple Subject Field Placement 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>.)

Refer to (or download when necessary) the California Department of Education website:
<http://www.cde.ca.gov/re/pn/fd/>

- *Mathematics and Science Content Standards*
- *Visual and Performing Arts Content Standards*
- *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
- *Core Curriculum*

Red three ring binder with dividers

Lesson plan book

Fresno Assessment of Student Teachers, FAST (received in phase I, available on Task Stream or the Kennel Book Store)

Registration for Task Stream- this can be done online (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 demonstrate specific pedagogical skills for the instruction of reading, language arts, math, science, visual and performing arts (TPE 1; NCATE 1.1, 1.3, 1.4, 1.7).

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

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

Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).

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

Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.3, 1.7).

Teacher Candidates will allocate instructional time to maximize student learning (TPE 10).

Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 11).

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

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

Teacher Candidate will utilize Co-Teaching strategies.

Examinations and Major Assignments:

1. Teacher Candidates will complete all competencies as outlined in the EHD 178/110D Competency Log (pg. 49-51).
2. A minimum of two formal lesson observations by University Supervisor in a Multiple Subject placement and a minimum of one formal observation in a special education placement for EHD 110D teacher candidates.

Assignment and Examination Schedule

Date	Assignment
Weeks 1-15	Performance Assessment Scheduled Visit/Observations
Weeks 7-8	Mid-Semester Assessment/ Goal Setting Meeting Complete 50% of the EHD 178 Teaching Competencies Documented attendance at all required seminars
Weeks 8-15	Site Visitation Observation/Conference
Weeks 14-15	Final Assessment/Goal Setting Meeting All competencies and the Performance Assessment Scheduled Visit/Observation must be 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 B provides many opportunities for multi-modal assessments. University Supervisors will visit the school site every other 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 and meets with the student on the Site Visitation Project. Competencies are outlined in the Multiple Subject Field Placement Handbook. Satisfactory completion of all competencies including a passing score of 2 or above on the Site Visitation Project, as verified by the University Supervisor, is required for credit in the course. **Failure to complete and submit the Site Visitation Project on Task Stream by the required date may place teacher candidate in jeopardy of not receiving credit for the course.**

Students who receive a “No Credit” grade in the EHD 178/110D, Field Study B 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 on time and to remain at the school for the full-designated period. 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.

Professional Dress:

Teacher Candidate maintains 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 178/110D Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty as student teachers.

Tentative Course Schedule:

EHD 178, Field Study B requires Teacher Candidates to spend a minimum of 12 hours a week, Monday -Thursday 8:00-11:00 AM, in a K-3 grade classroom where they will complete course competencies. EHD 110D, Field Study B requires Teacher Candidates to spend a minimum of 20 hours a week, Monday-Fridays 8:00-12:00. Dual teacher Candidates spend approximately 16 hours in a K-3 Multiple Subject classroom and 4 hours in a Special Education placement. Because school starting times vary, duty hours may be adjusted by the supervisor based the school's schedule. Teacher Candidates must be at the school for additional time as required for planning, seminars, and conferences/meetings with the master teachers. Case studies and other Phase 2 course related assignments may be drawn from students in EHD 178/110D, Field Study B, however, additional time outside of required field placement hours will be necessary to complete these assignments.

Week 1 Supervisor Orientation Meeting
School Site Orientation Meeting
Review lesson plans – Have each teacher candidate write a plan for review

Week 2 Teacher Performance Assessment
Site visitation project explanation

Weeks 1-5 Required seminars will be addressing the following topics:

- Orientation/Professionalism and Ethics for Educators
- Classroom Management (TPE 5, 10, 11)
- K-8 Visual Arts (CCTC 8A(d))
- K-8 Performing Arts (CCTC 8A(d))
- Character and Civic Education Conference (Spring Semester Only).
- Task Stream
- California Standards for the Teaching Profession
- Co-Teaching Strategies

Weeks 1-15 EHD 178 Field Study B Competencies
EHD 177 Competencies for Literacy Development as required by LEE 177 instructor.
Small group discussions TBA

Week 7 Mid-semester Assessment/Goal Setting Conference Documentation for 50% of EHD 178 Field Placement B Competencies

Week 8-15 Site Visitation Project observation and conference. Site Visitation Project submitted on Task Stream.

Weeks 13-15 Supervisor Evaluation and Master Teacher Survey submitted on Task Stream

Week 14-15 All EHD 178 Field Study B competency logs with satisfactory verification by University Supervisor. Final Assessment/Goal Setting meeting scheduled with Master Teacher. University Supervisor attends if necessary.

Subject to Change:

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

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 give nor receive 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 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."

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<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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

EHD 178/110D Final Student Teaching
Competency Log

Teacher Candidate _____ Semester _____

Cooperating/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 178 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.

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 178/110D.

_____ 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 178/110D with the understanding that continued improvement is required for the successful completion of EHD 178/110D.

_____ The Teacher Candidate has not developed the competencies necessary to progress to the next phase of EHD 178/110D.

Cooperating/Master Teacher _____

University Supervisor _____

Teacher Candidate _____

Date _____

California State University, Fresno
Kremen School of Education and Human Development
Department of Curriculum and Instruction
EHD 178 –Field Study B

Teacher Candidate _____ Semester _____

Cooperating /Master Teacher _____ Grade Level _____

School _____ District _____

University Supervisor _____

Student I.D. Number _____

EHD 178/ 110D FIELD STUDY B COMPETENCIES LOG

The purpose of this log is to document the successful attainment of competency in various teaching activities. The EHD 178 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.

Certification of Competency

Based on the accompanying Teacher Candidate's Competency assessments, I/we recommend:

- _____ The Teacher Candidate demonstrates the ability to develop a positive learning environment with clearly stated expectations regarding student conduct.

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

- _____ The Teacher Candidate models exemplary professional behavior and dress.

- _____ The Teacher Candidate engaged in implementing successful Reading/Language Arts competencies in the classroom (LEE 177)

- _____ The Teacher Candidate is ready to assume the responsibilities of daily student teaching and should be allowed to progress to EHD 170.

- _____ While the Teacher Candidate evidences some significant weaknesses at this point in the semester, s/he should be allowed to progress to EHD 170 with the understanding that continued improvement is required.

- _____ The Teacher Candidate has not developed the competencies necessary to progress to daily student teaching.

Cooperating/Master Teacher _____ University Supervisor _____

Teacher Candidate _____ Date _____

Teacher Candidate: _____

ID. _____

EHD 178/110D – FIELD STUDY B COMPETENCY LOG

Written documentation as well as the signature of the University Supervisor is required to verify completion of the EHD 178/110D competencies. It is the student’s responsibility to initiate and follow through with these assignments. These competencies can be documented by completing competency documentation forms, observations or lesson plans with reflections. Supervisors are responsible for reviewing all documentation and giving feedback on lessons they see taught.

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. Co-Teaching strategies are identified and used in planning and implementing instruction. Teacher Candidates review all lesson plans with the Cooperating Teacher at least one day prior to teaching and write a lesson reflection after teaching the lesson (CCTC 3a,b,d, 4a,d).

Supervisor’s
Signature

Competency

- _____1. Teacher Candidates completed a Student in Context Classroom Profile and provided a description/reflection on the following: the physical arrangement of the classroom, school policies such as: physical arrangement of the classroom, classroom rules/discipline, attendance procedures; dress code, school schedule, and daily procedures. Template is on pages 51-53 or electronically- education.csufresno.edu Multiple Subject Handbook. Procedures should include but are not limited to lining up, pencil sharpening, distributing supplies, asking and answering questions, etc. An electronic copy of the Field Work Handbook with this form is available at csufresno.edu web site. (Dual candidates should identify differences in the above for a general education classroom and a special education classroom. This description should include a description and type of SPED placement as well as case load and disabilities of students in your class (review cum folders and IEPs).

- _____2. Teacher Candidates assumed responsibility of the morning routine on a daily basis as documented by supervisor/master teacher observation. (Dual candidates should assume responsibility for routines in a Resource Specialist or a Special day class for at least 4 hours a week).
Co-Teaching Strategy:_____

- _____3. Teacher Candidates request a copy of the School/District Technology Acceptable Use Policy Document from their EHD 178/110D, Field Study B School Site. Given this policy the teacher candidate will write a reflection describing the implications of the use of technology to deliver instruction and promote learning in the classroom. (CCTC 9a; NCATE 1.3).
The reflection should include:
 1. What is the purpose of this document?
 2. What is the responsibility of the teacher? Students? Parents?
 3. Having read this document what are the implications for the use of technology in your classroom?(Dual candidates will identify technology accommodations utilized with student with special needs.)

- _____4. Teacher Candidates request a copy of the School/District’s Student Study Team (SST)/Student Success Team forms and procedures from their EHD 178/110D, Field Study B School Site. Request permission to, and attend, a Student Study/ Student Success Team meeting. Following the meeting the Teacher Candidate will write a reflection about the meeting to include strengths and concerns. (NCATE 1.6 Collaboration, Reflection)
(Dual candidates will also attend an IEP meeting and write a reflection about the meeting which includes a description of the roles of the members of the committee).

- _____5. Teacher Candidates plan and teach a mini mathematics unit (3 to 5 lessons) to a small group of elementary students. After the lessons, the Teacher Candidate will post-assess the students' knowledge, analyze the students' learning, and reflect on the effectiveness of the lessons. (CCTC 4 a-e, 5f, 8A(a), 13e,f 15 a, b; TPE 1, 2, 3, 4, 7, 9; NCATE 1.1, 1.3, 1.4, 1.6 all, 1.7) *Completed and teaching verified during field experience but graded by course faculty. (Dual candidates will reference IEP and Student Study Team goals for students when planning, implementing and reflecting on this instruction).
Co-Teaching Strategies: _____
- _____6. The teacher candidate will utilize the One Teach, One Observe Co-Teaching Strategy when observing a science lesson taught by a credentialed teacher. The observation will focus on standards alignment, materials management, instructional and EL strategies. The teacher candidate will write a brief description of the lesson highlighting the specified areas of focus (NCATE 1.1). The description should include:
1. Describe how the lesson aligns with the California Science Content Standards.
 2. Describe the strategies used for materials management. How did the strategy facilitate instruction?
 3. What instructional and English learner strategies did you observe?
 4. How did the use of these strategies help the students achieve their learning goals?
 5. How was student achievement measured/ evaluated?
- _____7. Teacher Candidates plan, teach, and reflect on an inquiry-based science lesson using the template provided in the handbook. The lesson must align with the California Science and Language Arts Content Standards, will incorporate the use of expository text, and include a demonstration of the appropriate use of English Learner Strategies. (CCTC 8A(b),13e,15a,b; TPE 1,4,5,7; NCATE 1.1, 1.3, 1.6 Reflection, Critical Thinking, Valuing Diversity) (Dual candidates will reference IEP and Student Study Team goals for students when planning, implementing and reflecting on this instruction).
Co-Teaching Strategy: _____
- _____8. Teacher Candidates plan, teach, and reflect on a lesson that includes the five component strands of the visual arts. (CCTC 8A(d); NCATE 1.1, 1.3) (Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction).
Co-Teaching Strategy: _____
- _____9. Teacher Candidates plan, teach, and reflect on a lesson that includes any one of the performing arts. (CCTC 8A(d); NCATE 1.1, 1.3) (Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction).
Co-Teaching Strategy: _____
- _____10. Teacher Candidates plan, teach, and reflect a series (minimum of 4 consecutive days) Language Arts lessons before their Site Visitation observation.
Co-Teaching Strategies: _____
- _____11. This Performance Assessment Scheduled Language Arts Visit/Observation will document Teacher Candidate's effective use of instructional time to maximize student achievement in relation to state adopted academic content standards for students, instructional goals and scheduled academic tasks. Candidate will implement procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students. (FORMATIVE ASSESSMENT: TPE 10; SUMMATIVE ASSESSMENT: TPE 1, 2, 3, 4, 5, 6, 11, 12, 13; NCATE 1.1, 1.3, 1.4, 1.6 Critical Thinking, Reflection, Life Long Learning 1.7) Teacher candidate must receive a passing score of 2 or above
Co-Teaching Strategy: One Teach, One Observe.

- _____12. Teacher Candidate completed weekly reflections (NCATE 1.6 Reflections)
(Dual candidates will write at least three reflections on classroom management and reinforcement techniques used in both the Multiple Subject and Special Education classrooms.)
- _____13. Orientation
- _____14. California Standards for the Teaching Profession (NCATE 1.6 Life Long Learning) Task Stream Seminars
- _____15. Classroom Management Seminar
- _____16. K-8 Visual Arts Seminar
- _____17. K-8 Performing Arts Seminar
- _____18. Co-Teaching Strategies Seminar
- _____19. Character and Civic Education Conference (Spring Semester Only) (NCATE 1.6 Professional Ethics, Life Long Learning)

**EHD 178 – Field Study B
Competency Documentation Form**

Name _____

I.D. _____

Grade Level _____

School _____

Competency # _____

Date Completed _____

University Supervisor's Signature

Students in Context: Class Profile (Competency 1)

Grade Level: _____ Age Range: _____ Males: _____ Females: _____

Student's Initial	English Learner: Level, Primary Language other than English	Special Needs IEP, 504, Medical, GATE	Additional Individual Descriptors for Instructional Planning: Anecdotal records/notes about academic progress, reading level, strengths, interests, motivational strategies, learning style, etc.
	<input type="checkbox"/>		
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Reflection: How does the information about individual students provided in the class profile aid in designing and delivering instruction?

Physical Arrangement of the Classroom

Classroom Rules/Management

Attendance Procedures

Dress Code

School Schedule

Daily procedures including but not limited to: restroom policy, lining up, pencil sharpening, distributing supplies, asking and answering questions.

Direct Instruction Lesson Plan

Name _____ I.D. # _____

Date _____ Subject _____

Grade Level _____ School _____ Competency# _____

University Supervisor's Signature

Master Teacher's Signature

Materials

K-12 Academic Content Standard

California Standards for the Teaching Profession

Co-Teaching Strategy

Objective

Set

Input/Procedures

Guided Practice

Closure

Assessment Plan/Independent Practice

Adaptations/Modifications for Focus Student 1:

Adaptations/Modifications for Focus Student 2:

Written reflection (after the lesson has been taught)

Did all students meet the desired objective? Was the objective appropriate? How do you know? Would you teach this lesson again the same way or change it to make it more effective? Reflect on the strategy/strategies that you used for focus student 1 and focus student 2? Were they effective? What changes would you make and why? How did you integrate co-teaching strategies into this lesson.

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

CI 175: Science Instruction and Applied Technology

Inquiry Lesson Plan Format

1. **California Science Content Standard:** List the standard **or portion** of the science content standard that will be taught in the lesson. Include the grade level and the type of science (ex. life, physical, etc.).

Example:

Grade Two: Life Sciences:

Plants and **animals have predictable life cycles. As a basis for understanding this concept:**

2b. Students know the sequential stages of life cycles are different for different animals such as butterflies, frogs, and mice.

Co-teaching Strategy: _____

2. **Learning Goal:**
“The goal of the lesson states what you plan to accomplish and what you intend your students to learn.” (Sherman and Sherman, p. 165)

Example:

The students will learn about the life cycle of the butterfly.

3. **Objective:**
“Objectives are specific statements that establish carefully thought out learning outcomes. They also specify conditions for learning and set expected standards for student performance.” (Sherman and Sherman, p. 165)

Example:

By drawing a correctly sequenced concept map, students will demonstrate the physical characteristics of the stages of the life cycle of a butterfly (stages and sequence: egg, caterpillar, chrysalis, and adult butterfly)

4. **Inquiry Prompt:**
What is the question you will use to guide the investigation/inquiry?

Example:

How does a butterfly change as it grows?

5. **Materials:**
List **all** of the needed teacher and student materials.

6. **Key Vocabulary:**
List all **science terminology** and **academic language** that will be introduced. **Specify the method you will use to contextualize the vocabulary.**

7. **Procedure:**
In a step-by-step format provide a detailed sequence of the components of the lesson. All definitions, background information, and resources need to be included.

Required elements: constructivist teaching design, inquiry design, English Learner strategy, special needs strategy, and instructional technology application.

Inquiry methodology needs to be evident in the steps of the procedure.

Possible evidence of inquiry:

Teacher-Directed Inquiry Option: Questioning Strategy: Using Bloom's taxonomy provide teacher prompt questions: List the questions you will ask and indicate the level of Bloom's taxonomy. Make sure your questions extend beyond "knowledge" and "comprehension" levels.

Guided Inquiry Option: Exploration: Students are given materials to investigate. Specific inquiry questions are provided to focus the investigation. Ex. "How does the toy make the sound?"

Student-Directed Inquiry Option: Student Investigation: Students investigate a question on their own. Example: Students create their own sound toy and explain how it makes sound.

8. **Assessment:**

Assessments may include: "homework, quizzes, systematic observations of students, formal interviews, oral reports, essays, performance appraisals, performance tasks, journals, learning logs, laboratory notebooks, self-assessments, and portfolios of work." (Sherman and Sherman, p. 171)

Detail the **specific performance criteria** that will be used for evaluation.

Example:

Students will create a concept map that will include:

1. All of the stages of the life cycle of the butterfly are included (stages: egg, caterpillar, chrysalis, and adult butterfly).
2. The stages are drawn in the correct sequence.
2. The correct physical characteristics of each stage of the life cycle are illustrated. (egg: small, round ball; caterpillar: multi-segmented larva with legs and eyes; chrysalis: oval form, hanging from a twig; adult butterfly: head, thorax, abdomen, six legs coming from the thorax, two eyes, and two antennae).

CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School of Education and Human Development
Office of Field Experiences

Name _____ I.D. # _____

School _____ Semester _____ Grade Level _____

Cooperating/Master Teacher _____ University Supervisor _____

Mid-Semester – Teacher Candidate Assessment/ Goal Setting – EHD 178
ELEMENTS OF COMPETENCE

1. ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

2. CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

3. UNDERSTANDING AND ORGANIZING SUBJECT MATER 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 Teacher Candidate is requested to write a reaction statement.

Cooperating/Master Teacher _____ Date _____

University 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 178 Mid Semester Evaluation.

Teacher Candidate Strengths:

Goals/Areas Needing Improvement:

Circle EHD178 Competencies Completed 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
Circle LEE 177 Competencies Completed 1 2 3 4 5 6 7 8 9 (as required by LEE 177 instructor)

Cooperating/Master Teacher Comments:

University Supervisor Comments:

Teacher Candidate Reaction /Goals:

Teacher Candidate Signature: _____ Date: _____

CALIFORNIA STATE UNIVERSITY, FRESNO
 Kremen School of Education and Human Development
 Office of Field Experiences

Name _____ I.D. # _____

School _____ Semester _____ Grade Level _____

Cooperating/Master Teacher _____ University Supervisor _____

Final– Teacher Candidate Assessment/Goal Setting – EHD 178
ELEMENTS OF COMPETENCE

1. ENGAGING AND 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

Cooperating/Master Teacher _____ Date _____

University 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 178 Final Semester Evaluations.

List the student's strengths as well as areas needing improvement. Use an extra sheet of paper if needed. The Teacher Candidate is requested to write a reaction statement

Teacher Candidate Strengths:

Goals/Areas Needing Improvement:

Cooperating/Master Teacher Comments:

University Supervisor Comments:

Teacher Candidate Reaction/Goals:

Teacher Candidate Signature: _____ Date _____

GUIDELINES FOR EHD 178/110D 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 and 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

California State University, Fresno
Kremen School of Education and Human Development
Office of Professional Field Experiences
Teacher Candidate Information Sheet
EHD 178/ 178 ECE/ 110D

Semester/Year _____

Name _____ ID Number _____

Telephone Number _____ Cell Number _____

Address _____
Street City Zip

Email _____ [@mail.fresnostate.edu](mailto:_____@mail.fresnostate.edu)

Undergraduate Major _____

Graduate Major _____

School _____ Cooperating/ Master Teacher _____

Indicate any special abilities and/or interests such as: music, drama, art, athletics, etc.

Outline your weekly schedule of classes

Total Units this Semester _____

On a separate page or the back side of this paper write a short summary of your background including the reasons you chose to become a teacher. Make copies for your Cooperating/Master Teacher and University Supervisor.

California State University, Fresno
Office of Professional Field Experiences Observation Form

Teacher Candidate		School		Grade	
Cooperating Teacher		University Supervisor		Date	

Observation Day 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Lesson Plan

Topic and Objective Observed _____

Language of Instruction _____ Co-Teaching Strategy _____

Teaching Performance Expectations

- | | |
|--|--|
| 1. Subject-specific pedagogical skills:
Reading/Language Arts Math History/Social Science | 7. Teaching English Learners |
| 2. Monitoring student learning during instruction | 8. Learning about students |
| 3. Interpretation and use of assessments | 9. Instructional planning |
| 4. Making content accessible | 10. Instructional time |
| 5. Student engagement | 11. Social environment |
| 6. Developmentally appropriate teaching practices:
K-3 & 4-8 | 12. Professional, legal, and ethical obligations |
| | 13. Professional growth |

Directions: Record and document lines of evidence in terms of CSTP domains and specific behaviors/activities found in TPEs and TPAs. Provide feedback accordingly to participating student teachers. Use CSTP and TPEs, and TPAs as a guide to conduct observations.

Observations	Comments and Suggestions

Teacher Candidate Goals: _____

Observers Signature: _____ Teacher Candidate Signature: _____

Copies distributed: University Supervisor, Master Teacher, and Teacher Candidate

Supervisor's and Master Teacher's Classroom Observation Form

Teacher Candidate		School		Grade	
Cooperating Teacher		University Supervisor		Date	

Observation Day 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Lesson Plan

Topic and Objective Observed _____

Language of Instruction _____

O=Observed NO=Not Observed

	O	NO	Evidence
CSTP Understanding and Organizing Subject Matter for Student Learning			
TPE 1A Specific Pedagogical Skills for Subject Matter Instruction			
CSTP Assessing Students for Learning			
TPE 2 Monitoring Student Learning During Instruction			
TPE 3 Interpretation and Use of Assessments			
CSTP Engaging and Supporting All Students in Learning			
TPE 4 Making Content Accessible			
TPE 5 Student Engagement			
TPE 6A/TPE 6B Developmentally Appropriate Teaching Practices – Grades K-3/4-8			
TPE 6D Special Education			
TPE 7 Teaching English Learners			
CSTP Planning Instruction and Designing Learning Experiences for All Students			
TPE 8 Learning About Students			
TPE 9 Instructional Planning Co- Teaching Strategy _____			
CSTP Creating and Maintaining Effective Environments for Student Learning			
TPE 10 Instructional Time			
TPE 11 Social Environment			


Summary: _____

Observers Signature: _____ Teacher Candidate Signature: _____

Copies distributed: University Supervisor, Master Teacher, and Teacher Candidate

SECTION VII:

EHD 170 Field Study C

	<p><i>Leadership for Diverse Communities</i></p> <p>Field Study C: Final Student Teaching EHD 170 C</p>
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Course Description:

Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom responsibilities for at least two weeks. Teacher candidates should assume primary responsibility for co-teaching and solo teaching on a consecutive basis only when they have been recommended to do so by the cooperating/master teacher and the university supervisor. 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 100, 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 and Science 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*
- *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*
- *Core curriculum*

Red three ring binder with dividers

Lesson plan book (continued from previous placement)

Fresno Assessment of Student Teachers, FAST (available on Task Stream or the Kennel Book Store)

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 (TPE 1; NCATE 1.1, 1.3, 1.4, 1.7)

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

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

Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).

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

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

Teacher Candidates will apply pedagogical theories, principals and instructional practices for comprehensive instruction of English learners. (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. (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. (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. (TPE 10;)

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

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

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

Teacher Candidate will utilize Co-Teaching strategies.

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 3a; TPE 2, 3, 8, 9, 10, 11, 13), Teaching Sample Project Classroom Performance Assessment Observation (CCTC 3b; 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

Teaching Sample Project: (TPA 3a-b 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 a-e) Professionalism and Ethics for Educators Character and Civic Education Conference (Spring Semester Only) Professional Job Search Strategies: Resume Writing Professional Ed Join At Risk Students Interviewing Techniques Administrators Panel Co-Teaching Strategies
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 3a, b, d, 4a, d,). 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 3(a-e), 4(a-e), 5 (c-f), 7 A(c), 8A (a-f), 9(a), 10(b-e), 12(a, c, d, f), 13(b, e, f), 14(d, e) 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 3a, b, d, and 4a, d).

Subject to Change:

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

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 give nor receive 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 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."

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Bibliography & Resources

Support Materials:

Alvermann, D.E., Swafford, J., & Montero, M.K. (2004). *Content area literacy instruction for the elementary grades*. Boston: Pearson.

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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.		<input type="checkbox"/> Read Teaching Sample Project requirements.	<input type="checkbox"/> Read Holistic Proficiency Project requirements. Set up file folders	<input type="checkbox"/> Read Literacy Competency requirements
Week 2	<input type="checkbox"/> Discuss the competencies and Co-Teaching with the Master Teacher & note expectations that will affect you <input type="checkbox"/> Discuss expectations for classroom management <input type="checkbox"/> Set a weekly meeting time <input type="checkbox"/> Pencil in timeline for teaching language arts, math, science, social studies, Teaching Sample Project and two week takeover. <input type="checkbox"/> Decide on a topic for Teaching Sample Project <input type="checkbox"/> Write Lesson Plans for Subject I	<input type="checkbox"/> Learn students' names, class schedules, management procedures & record keeping <input type="checkbox"/> Familiarize yourself with school personnel, resources & policies (recess, lunch, school nurse, before/after school routines) <input type="checkbox"/> Assume Responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties.	<input type="checkbox"/> Work on Students in Context section of Teaching Sample Project	<input type="checkbox"/> 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.	<input type="checkbox"/> If subject 1 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.
Week 3	<input type="checkbox"/> Write Lesson Plans for Subjects 1 -2	<input type="checkbox"/> Assume Responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. <input type="checkbox"/> Teach Subject 1	<input type="checkbox"/> Students in Context section of Teaching Sample Project complete. <input type="checkbox"/> Begin Content Analysis of Teaching Sample Project	<input type="checkbox"/> 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. <input type="checkbox"/> Put in plans for subject 1 in appropriate file folder.	<input type="checkbox"/> 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	<input type="checkbox"/> Write Lesson Plans for Subjects 1-3	<input type="checkbox"/> Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. <input type="checkbox"/> Teach Subjects 1-2:	<input type="checkbox"/> Content Analysis section of Teaching Sample Project complete. <input type="checkbox"/> Begin Assessment Plan of Teaching Sample Project	<input type="checkbox"/> 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. <input type="checkbox"/> Put plans for subject 2 in appropriate file folder.	<input type="checkbox"/> If subject 3 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.
Week 5	<input type="checkbox"/> Write Lesson Plans for Subjects 1-4 including plans for teaching Sample Project.	<input type="checkbox"/> Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. <input type="checkbox"/> Teach Subjects 1-3	<input type="checkbox"/> Assessment Plan section of Teaching Sample Project complete. <input type="checkbox"/> Begin Design for Instruction for Teaching Sample Project	<input type="checkbox"/> 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. <input type="checkbox"/> Put plans for subject 3 in appropriate file folder.	<input type="checkbox"/> If subject 4 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.
Week 6	<input type="checkbox"/> Write Lesson Plans for Subjects 1-5 including plans for teaching Sample Project.	<input type="checkbox"/> Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. <input type="checkbox"/> Teach Subjects 1-4	<input type="checkbox"/> Design for Instruction section of Teaching Sample Project complete.	<input type="checkbox"/> 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. <input type="checkbox"/> Put plans for subject 4 in appropriate file folder.	<input type="checkbox"/> If subject 5 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.
Week 7	<input type="checkbox"/> Write Lesson Plans for Subjects 1-6	<input type="checkbox"/> 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. <input type="checkbox"/> Teach Subjects 1-5	<input type="checkbox"/> Implement Teaching Sample Project <input type="checkbox"/> Begin Instructional Decision Making Design for Instruction for Teaching Sample Project	<input type="checkbox"/> 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. <input type="checkbox"/> Put plans for subject 5 in appropriate file folder.	<input type="checkbox"/> Mid-Term Eval. – Supervisor, Master Teacher & Teacher Candidate <input type="checkbox"/> 50% of Holistic Proficiency Project & Competencies for Literacy Dev. documented & ready for review.
Week 8	<input type="checkbox"/> Write Lesson Plans for Subjects 1-7	<input type="checkbox"/> Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. <input type="checkbox"/> Teach Subjects 1-6 including the Teaching Sample Project.	<input type="checkbox"/> Implement Teaching Sample Project <input type="checkbox"/> Continue Instructional Decision Making Design for Instruction for Teaching Sample Project	<input type="checkbox"/> 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. <input type="checkbox"/> Put plans for subject 6 in appropriate file folder.	<input type="checkbox"/> If subject 7 is language arts refer to Literacy Competencies to make sure requirements are met.

	Lesson Planning	Teaching	Teaching Sample Project	Holistic Proficiency Project	Literacy Competencies
Week 9	<input type="checkbox"/> Write Lesson Plans for Subjects 1-8	<input type="checkbox"/> 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. <input type="checkbox"/> Teach Subjects 1-7	<input type="checkbox"/> Complete Analysis of Student Learning Teaching Sample Project <input type="checkbox"/> Complete Reflection and Self Evaluation section of Teaching Sample Project	<input type="checkbox"/> 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. <input type="checkbox"/> Put plans for subject 7 in appropriate file folder.	<input type="checkbox"/> If subject 8 is language arts refer to Literacy Competencies sign off sheet before writing.
Week 10	<input type="checkbox"/> Plan for all and resume all duties	<input type="checkbox"/> Plan, teach and resume all duties	<input type="checkbox"/> Teaching Sample Project DUE to University Supervision		<input type="checkbox"/> Give lesson plans and reflections to supervisor to sign off on literacy competency log.
Week 11	<input type="checkbox"/> Plan and resume all duties	<input type="checkbox"/> Teach! Teach! Teach!		<input type="checkbox"/> Begin completing reflections on evidence in Holistic file.	
Week 12	<input type="checkbox"/> Plan and resume all duties	<input type="checkbox"/> Teach! Teach! Teach!		<input type="checkbox"/> Reflections on evidence in Holistic file complete.	
Week 13	<input type="checkbox"/> Plan and resume all duties	<input type="checkbox"/> Teach! Teach! Teach!			
Week 14-15	<input type="checkbox"/> Plan and resume all duties <input type="checkbox"/> Final Evaluation Meeting with Master Teacher	<input type="checkbox"/> Teach! Teach! Teach!		<input type="checkbox"/> 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
	Cooperating/MasterTeacher Survey- submitted on Task Stream
	Supervisor Evaluation- submitted on Task Stream
	Competencies for Literacy Development (page 117-118)
	EHD 170 Mid and Final Certification of Competency (pages 106-107)
	Mid- Semester Teacher Candidate Assessment/Goal Setting-EHD 170 (pages 107-108)
	Final Teacher Candidate Assessment/Goal Setting –EHD 170 (pages 89-90)
	Phase Three Professional Development Plan (signed by supervisor and used in Induction program)

All of the above paperwork must have appropriate signatures

Direct Instruction Lesson Plan

Name _____ I.D. # _____

Date _____ Subject _____

Grade Level _____ School _____ Competency# _____

University Supervisor's Signature

Cooperating/ Master Teacher's Signature

Materials:

K-12 Academic Content Standard:

California Standards for the Teaching Profession:

Co-Teaching Strategy:

Objective:

Set:

Input/Procedures:

Guided Practice:

Closure:

Assessment Plan/Independent Practice:

Adaptations/Modification for Focus Student:

Adaptations/Modifications for Focus Student:

Written reflection (after the lesson has been taught)

Did all students meet the desired objective? Was the objective appropriate? How do you know? Would you teach this lesson again the same way or change it to make it more effective? What changes would you make and why? How did you integrate Co-Teaching strategies into this lesson.

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <u>Example:</u> One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <u>Example:</u> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <u>Example:</u> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <u>Example:</u> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <u>Example:</u> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. <u>Example:</u> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <u>Example:</u> Both instructors can share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

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

EHD 170 Final Student Teaching
Competency Log

Name _____ Semester _____

Cooperating/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.

Cooperating/Master Teacher _____

University Supervisor _____

Teacher Candidate _____

Date _____

California State University, Fresno
Kremen School of Education & Human Development
EHD 170 Final Student Teaching
Competency Log

Name _____ Semester _____

Cooperating/ 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 and documented in lesson plans the use of all 7 Co-Teaching strategies.

_____ 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 (Language of Instruction) that is clear, concise, consistent, and easily understood by students with varying linguistic ability. English _____ Spanish _____ Hmong _____

The Teacher Candidate attended all Field Study C seminars

_____ Teacher Performance Assessment Overview Teaching Strategies for Physical Education

_____ Creating a Supportive, Healthy Environment for Student Learning _____ Co-Teaching

_____ Teaching Strategies for Health _____ Character and Civic Education Conference

_____ Interview Panel _____ Professional File _____ Resume Writing _____ At Risk Students

Cooperating/Master Teacher _____ **University Supervisor** _____

Teacher Candidate _____ **Date** _____

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:

University Supervisor Comments:

Teacher Candidate Reaction /Goals:

Teacher Candidate: _____ Date: _____

CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School of Education and Human Development
Office of Field Experiences

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.

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 and 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

California State University, Fresno
Kremen School of Education and Human Development
Office of Professional Field Experiences
Teacher Candidate Information Sheet
EHD 170/ 170ECE/ 160A/160B

Semester/Year _____

Name _____ ID Number _____

Telephone Number _____ Cell Number _____

Address _____
Street City Zip

Email _____ [@mail.fresnostate.edu](mailto:_____@mail.fresnostate.edu)

Undergraduate Major _____

Graduate Major _____

School _____ Master Teacher _____

Indicate any special abilities and/or interests such as: music, drama, art, athletics, etc.

Outline your weekly schedule of classes

Total Units this Semester _____

On a separate page or the back side of this paper write a short summary of your background including the reasons you chose to become a teacher. Make copies for your Master Teacher and University Supervisor.

California State University, Fresno
Office of Professional Field Experiences Observation Form

Teacher Candidate		School		Grade	
Cooperating Teacher		University Supervisor		Date	

Observation Day 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Lesson Plan

Topic and Objective Observed _____

Language of Instruction _____ Co-Teaching Strategy _____

Teaching Performance Expectations

- | | |
|--|--|
| 1. Subject-specific pedagogical skills:
Reading/Language Arts Math History/Social Science | 7. Teaching English Learners |
| 2. Monitoring student learning during instruction | 8. Learning about students |
| 3. Interpretation and use of assessments | 9. Instructional planning |
| 4. Making content assessable | 10. Instructional time |
| 5. Student engagement | 11. Social environment |
| 6. Developmentally appropriate teaching practices:
K-3 & 4-8 | 12. Professional, legal, and ethical obligations |
| | 13. Professional growth |

Directions: Record and document lines of evidence in terms of CSTP domains and specific behaviors/activities found in TPEs and TPAs. Provide feedback accordingly to participating student teachers. Use CSTP and TPEs, and TPAs as a guide to conduct observations.

Observations	Comments and Suggestions

Teacher Candidate Goals: _____

Observers Signature: _____ Teacher Candidate Signature: _____

Copies distributed: University Supervisor, Cooperating Teacher, and Teacher Candidate

Supervisor's and Cooperating/Master Teacher's Classroom Observation Form

Teacher Candidate		School		Grade	
Cooperating Teacher		University Supervisor		Date	

Observation Day 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Lesson Plan

Topic and Objective Observed _____

O=Observed NO=Not Observed

	O	NO	Evidence
CSTP Making Subject Matter Comprehensible to Students			
TPE 1A Specific Pedagogical Skills for Subject Matter Instruction			
CSTP Assessing Students for Learning			
TPE 2 Monitoring Student Learning During Instruction			
TPE 3 Interpretation and Use of Assessments			
CSTP Engaging and Supporting Students in Learning			
TPE 4 Making Content Accessible			
TPE 5 Student Engagement			
TPE 6A/TPE 6B Developmentally Appropriate Teaching Practices – Grades K-3/4-8			
TPE 6D Special Education			
TPE 7 Teaching English Learners			
CSTP Planning Instruction and Designing Learning Experiences for Students			
TPE 8 Learning About Students			
TPE 9 Instructional Planning Co-Teaching Strategy _____			
CSTP Creating and Maintaining Effective Environments for Students			
TPE 10 Instructional Time			
TPE 11 Social Environment			

Summary: _____

Observers Signature: _____ Teacher Candidate Signature: _____

Copies distributed: University Supervisor, Cooperating/ Master Teacher, and Teacher Candidate

COMPETENCIES FOR LITERACY DEVELOPMENT: PHASE III

Field Study C: EHD 170 – Final Student Teaching

The following activities will be supervised, confirmed, and signed off by the EHD 170 instructor.

Description of Competency

Reading

1. For 3 students of varying achievement levels:

(a) Assess each student's **Phonics** [Reference: LEE 177 materials] or **Word Recognition** abilities [Reference: LEE 173 materials];

(b) Assess each student's text reading with **Running Records** [Reference LEE 177 materials] OR **Informal Reading Inventory** [Reference: LEE 173 materials];

(c) Assess each student's writing with a **Writing Sample**. [Reference: LEE 177 materials]

Based on your assessments show evidence of how this informed your regular instruction. Collect 2 or 3 examples of student work and identify within your lesson plans (focus students) where accommodations or modifications were implemented.

EHD 170 Supervisor Sign-off _____ Date _____

2. Plan for and teach a minimum of three weeks of **Guided Reading** lessons with all achievement groups of students in the classroom. [Reference: LEE 177 materials]

EHD 170 Supervisor Sign-off _____ Date _____

3. Plan for and teach a minimum of 5 reading lessons using a **Content Area** textbook or an **Informational Book**. For at least one lesson, as part of teaching **Comprehension**, model for and guide students to use **Critical Literacy** by taking varying perspectives, questioning implied assumptions, juxtaposing, or problematizing. [References: LEE 173 & 177 materials]

EHD 170 Supervisor Sign-off _____ Date _____

Writing

4. Plan and teach two lessons on **Story Structure** or **Poetic Structure**. [Reference: LEE 177 materials]

EHD 170 Supervisor Sign-off _____ Date _____

5. Plan and teach two lessons on **Expository Text Structure**. [Reference: LEE 173 materials]

EHD 170 Supervisor Sign-off _____ Date _____

6. Implement **Writing Workshop** to provide students with a minimum of three opportunities to engage in the five stages of the **Writing Process**. [References: LEE 173 & 177 materials]

EHD 170 Supervisor Sign-off _____ Date _____

Literacy with Technology

7. Plan and teach a lesson using technology to support literacy development. *[References: CI 175 & LEE 177 materials]*

EHD 170 Supervisor Sign-off _____ *Date* _____

8. Regularly provide options for students to use technology for completing student work and/or assignments. *[Reference: CI 175]*

EHD 170 Supervisor Sign-off _____ *Date* _____