

## EHD 170/160A/160B: Field Study C

### Syllabus

#### *Course Description:*

The EHD 170 is a supervised full day, student teaching experience that culminates in a minimum of solo or co-teaching for four weeks. These four weeks include planning, implementing, and assuming all classroom duties/responsibilities. Minimum required hours for EHD 170/160A/160B are ½ hour before school starts until at least ½ hour after the school day ends. In order to learn and assume all the responsibilities of a full-time teacher it may be necessary for the candidates to attend meetings, trainings and school functions beyond the school day for specialized training from district trainers and or university faculty. It is hoped that each graduate will continue striving toward educational leadership and professional growth through lifelong learning.

EHD 170/160A/160B is the final Multiple Subject student teaching experience, which involves practicing the theory and methods learned in coursework and promotes the analysis of the Teacher Candidate's own teaching. For Teacher Candidates to make progress, it is important that Mentor Teachers and Teacher Candidates share in all aspects of classroom management, receive ample time to work with students, and demonstrate the ability to use a variety of methods and techniques. Co-Teaching is encouraged. EHD 170/160A/160B offers continuing opportunities for Teacher Candidates to apply what they have learned and to assume responsibilities of full-time teachers.

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 mentor teacher and the university coach.

#### 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 (Multiple Subject Only) and LEE 169.*

#### *Prerequisites:*

Successful completion Phase 2 of the Multiple Subject or Dual Credential Program: CI 175, CI 176, LEE 166, LEE 167, EHD 178/110D. Concurrent enrollment in SPED 179 and LEE 169. Teacher Candidates must have passed all three CSET Subtests or have an approved Liberal Studies degree and have been CLEARED for final student teaching via a Tk20 application.

Course Information: \$10.00 lab fee	Instructor Name:
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Units: 9 (5 each semester for 160A & B)	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
- Candidates may be required to access Canvas for syllabus, assignments, resources, etc. (The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband \(https://www.unwiredbb.com/\)](https://www.unwiredbb.com/)).
- Download or refer to the following standards on California Department of Education website: <http://www.cde.ca.gov/re/pn/fd/>

*Common Core State Standards, 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*

- An active Tk20 account
- 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), and the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and 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.

Teaching Sample Project (NCATE 1.1, 1.3, 1.4, 1.6, 1.7) Passing score of 2 or above

- Six Formal Lesson Observations by University Coach (NCATE 1.1, 1.3, 1.4, 1.6 Reflection, Critical Thinking, Life Long Learning)

## Assignment and Examination Schedule

Date	Assignment
Weeks 1-15	Initial Triad Meeting  University coaches will observe, provide feedback and verify attainment of Teacher Performance Competencies on a weekly basis.
Weeks 7-8	Mid-Semester Assessment/ Goal Setting Triad 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    Weeks 14-15	Supervisor Evaluation, Master Teacher Survey, and Dispositions Survey submitted on Tk20   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.

**Assignment completion:** Course-related assignments may be drawn from students in your final student teaching/practicum placement; however, additional time outside of required field placement hours will likely be necessary to complete some of these assignments.