

Syllabus for EHD 178/110D: Field Study B

PREREQUISITES

Admission to the Education Specialist or Dual Credential Program.

COURSE DESCRIPTION

EHD 178 is a supervised clinical experience in a general education classroom three full days per week throughout the semester. EHD 110D is a supervised clinical experience three days per week across the semester: two days are in general education and one day is in a special education/inclusive setting. These are the first of three clinical practice placements [18 hours per week in classroom; 21 hours with $\frac{1}{2}$ hour before and $\frac{1}{2}$ hour after school time included] preparing Teacher Candidates pursuing the Education Specialist Credential or Multiple Subject and Education Specialist [Dual] Credentials to teach in culturally and linguistically diverse general education classrooms.

Course Information \$7.00 lab fee	Instructor Name:
EHD 178 = 2 units or EHD 110D = 4 units	Office Number:
Time: Tuesday – Thursday, 7:45am – 3:45pm +	Email:
Location: School Site:	Telephone:
Website:	Office Hours:

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS:

- Candidates will 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/>).
- Refer to (or download when necessary) the California Department of Education website: <http://www.cde.ca.gov/re/pn/fd/>
 - *Common Core State Standards*
 - *Next Generation Science Standards*
 - *Visual and Performing Arts Content Standards*
 - *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
 - *Core Curriculum*
- Active Tk20 account (can be purchased at fresnostate.Tk20.com)
- Lesson planning

- Fresno Assessment of Student Teachers, FAST (available at the Kennel Book Store)
- Special Education Student Teaching Handbook

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.

1. Teacher Candidates will demonstrate specific pedagogical skills for the instruction of reading, language arts, math, and science, visual and performing arts (TPE 1; NCATE 1.1, 1.3, 1.4, and 1.7).
2. Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).
3. Teacher Candidates will interpret and use assessments for planning instruction (TPE 3; NCATE 1.7).
4. Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).
5. Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).
6. Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.3, 1.7).
7. Teacher Candidates will allocate instructional time to maximize student learning (TPE 10).
8. Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 11).
9. Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics).
10. 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).
11. Teacher Candidate will utilize Co-Teaching strategies.

Examinations and Major Assignments

1. Write lesson plans and have them approved by your University Coach and/or Mentor Teacher before each lesson is taught. Use the template that is provided.
2. A minimum of six formal lesson observations by University Coach in a general education placement.
3. Teacher Candidate assumed responsibility of the morning routine on a daily basis as documented by the Coach/ Mentor Teacher observation. Activities may include: walking the

students to the classroom, taking attendance, collecting and correcting homework, and morning review, calendar etc.

4. The Site Visitation Project Scheduled Visit/Observation will document the 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. Teacher Candidates will implement procedures for routine tasks and manage transitions to maximize instructional time. Teacher Candidates will reflect on their lessons using the TPEs as a framework. (TPE 1, 2, 3, 4, 5, 6, 11, 12, 13)

ASSIGNMENT AND EXAMINATION SCHEDULE

<i>Date</i>	<i>Assignment</i>
Weeks 1-15	Performance Assessment Scheduled Visit/Observations
Weeks 7-8	<ul style="list-style-type: none">• Mid-Semester Assessment/ Goal Setting Meeting• Complete 50% of the EHD 178 Teaching Competencies• Documented attendance at all required seminars
Weeks 8-15	<ul style="list-style-type: none">• Site Visitation Observation/Conference
Weeks 14-15	<ul style="list-style-type: none">• 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.

Site Visitation Project (SVP)

FAST OVERVIEW

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your clinical experience. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the ***Fresno Assessment of Student Teachers (FAST)***. The system consists of two tasks or “projects”, the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

The Site Visitation Project [SVP] is the only FAST assessment required for Education Specialist candidates. The SVP will be scored by trained scorers (typically your University Coach) using a specific four-point rubric:

1 = Does not meet expectations

2 = Meets expectations

3 = Meets expectations at a high level

4 = Exceeds expectations

In the event that a candidate earns a score of “1” on any section, the candidate will have the opportunity to revise and resubmit that section. If a passing score is still not earned in the resubmission, the candidate may apply for a *Special Consideration* using the *FAST Non-Passing Score Procedure* (outlined in the FAST Manual; will be received in either the CI 176 course or from your Coach).

SITE VISITATION PROJECT OVERVIEW

The SVP assesses the candidate’s ability to plan, implement, and reflect upon instruction. The Teaching Performance Expectations (TPE) elements being evaluated are:

TPE 1 – Engaging and Supporting All Students in Learning (1.1, 1.3, 1.5, 1.8)

TPE 2 – Creating and Maintaining Effective Environments for Student Learning (2.2, 2.6)

TPE 3 – Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3, 3.5)

TPE 4 – Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.2, 4.7)

TPE 6 – Developing as a Professional Educator (6.1)

For this project, **the candidate will plan, teach, and evaluate a 20- to 45-minute mathematics lesson that is observed by the University Coach and digitally recorded and uploaded into Tk20.** Candidate will teach the lesson in mathematics and infuse English Language Development and English Language Arts standards. The written lesson plan will be submitted to the University Coach at least three (3) days prior to implementation. The lesson will be observed by the University Coach and/or subject-matter expert. To evaluate the planning and implementation of the lesson, the candidate will watch the lesson recording, select a segment that demonstrates subject-specific pedagogy and respond to questions about the lesson. The project will be submitted on Tk20 and evaluated using the Scoring Rubrics in the FAST Manual. More information can be found in the FAST Manual and will discussed in CI 176.

CREDIT FOR EHD 178

To receive credit for EHD 178, candidates must satisfactorily meet all clinical practice expectations and earn a minimum score of “2” on each of the three sections of the SVP. *The candidate must pass all sections of the assessment before receiving credit for EHD 178.*

University Coach Formal Lesson Notes

Credential Candidate Name

Type of Candidate

Student teacher Intern Residency STSP or PIP

Observation #

Date of Observation:

Total time in observation:

Scripted Notes

Evidence of Strengths (as aligned to TPEs observed)

Actionable Feedback for Growth (as aligned to TPEs)

University Coach Signature

Grade