

Course Syllabus for EHD 155A & EHD 154A Department of Curriculum & Instruction

<p>Course Name: EHD 155A Initial Student Teaching & EHD 154A Initial Student Teaching Seminar. (These courses must be taken concurrently.)</p>	<p>Program: Single Subject Credential Program Clinical Practice Requirement.</p>
<p>Semester: Fall 2020/Spring 2021</p>	<p>Units: EHD 155A (4 units) Credit/No Credit course; EHD 154A (1 unit) Credit/No Credit course</p>
<p>Time: EHD 155A requires 15 hours per week; EHD 154A requires seminar attendance. The EHD 154A Calendar of Events is located here: www.fresnostate.edu/singlesubject > Click "Current Students"</p>	<p>Location: School site placements vary; Seminar locations will be posted on the EHD 154A Calendar of Events.</p>
<p>University Coaches: http://fresnostate.edu/kremen/teaching-credential/singlesubject/faculty/index.html</p>	

Course Description

EHD 155A, Initial Student Teaching (4 units)

Description: Student teaching under clinical supervision; assignment requires 15 hours per week, typically 3 hours per day, Monday through Friday. CR/NC grading only.

EHD 154A, Initial Student Teaching Seminar (1 unit)

Description: Seminar to accompany initial student teaching that provides opportunities for candidates to investigate and discuss variety of topics and strategies and to reflect on issues that surface during their student teaching experience. Meeting dates are posted on the EHD 154A calendar.

Course Goals

The Single Subject Credential Program requires over 800 hours of clinical practice in classrooms over the arc of the entire program. The primary goal is to **practice** important foundational concepts that are present within the Teacher Performance Expectations (TPEs), in a clinical practice setting. Clinical practice experiences are the cornerstone of effective teacher preparation and will include the support of a University Coach. Participation in clinical practice allows candidates to apply their learning from coursework and receive coaching in order to improve implementation. The secondary goal is to **assess** candidates in their ability to meet the

Teacher Performance Expectations (TPEs) within the State-required Teacher Performance Assessment: Site Visitation Project.

EHD 155A 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) (CCTC Program Standards 1-14), Teaching Performance Expectations (TPE) (TPE 1-6), and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.

1. Teacher Candidates will engage and support all students in learning. This includes the monitoring of student learning during instruction and making subject-specific content accessible to all students (TPE 1).
2. Teacher Candidates will create and maintain an effective learning environment for student learning (TPE 2).
3. Teacher Candidates will understand and organize their subject-specific content area for student learning. This includes the demonstration of specific pedagogical skills for the instruction of their appropriate subject-specific content in conjunction with the English language development standards (TPE 3).
4. Teacher Candidates will utilize developmentally appropriate teaching practices and diverse strategies to engage students in grades 7-12 to understand specific subject-specific content area (TPE 4).
5. Teacher Candidates will interpret and use assessments for planning instruction and to make an informed judgement about what a student knows and is able to do (TPE 5).
6. Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 5).

EHD 155A Course Overview

Candidates in their first semester of EHD 155A will work in classrooms *fifteen hours per week, beginning the first day of the school site calendar until the last day of instruction at Fresno State.

EHD 155A/EHD 154A Course Requirements

1. Teacher Candidates are required to purchase a Tk20 account that will be used throughout the program. Tk20 is a comprehensive data management system used to collect attendance data, assessment data, clinical observation feedback, and clinical placement evaluations. Tk20 accounts are accessible by candidates for seven (7) years from the date of purchase so that candidates can access their program data for induction after they complete the program. [Information on Tk20 can be found on this document.](#)
2. Teacher Candidates are expected to have college level skills in reading, writing, oral communication, and basic technology-proficiency. Candidates are also expected to have

access to a computer, laptop or device that connects to the Internet and can record video/audio.

3. Teacher Candidates are required to read through all documents posted on the “Current Students” tab of the Single Subject Credential Program website, in order to adequately prepare for EHD 155A and EHD 154A.
4. Teacher Candidates are expected to address the [California Teaching Performance Expectations \(TPE’s\) 1-6/Subject-Specific TPE’s](#), [the California Content Standards](#), and the [California English Language Development \(ELD\) Standards](#) at their student teaching placement site.
5. Teacher Candidates are required to attend “all” seminars and events listed on the **EHD 154A** calendar that is posted on the Single Subject Credential Program website.
6. *Teacher Candidates are expected to be at their student teaching site for 15 hours per week. The schedule is to be discussed with the Mentor Teacher and approved by the University Coach. A typical schedule is 3 **consecutive** hours per day, Monday through Friday, preferably in the subject matter area. An absence for EHD 155A equals 3 hours.
7. Teacher Candidates must be actively working toward *full teaching responsibility* in the class periods to which they are assigned (2 class periods), upon approval and recommendation of the Mentor Teacher and University Coach. Most Teacher Candidates will assume full teaching responsibility by the mid-point of the semester. It is recommended that the Teacher Candidate is teaching the same group of students over the course of the semester.
8. In addition to teaching, Teacher Candidates are assigned to a **professional learning period** where they can use the time to conference with their Mentor Teacher, observe other teachers at the school, talk with staff, and/or prepare instructional materials for teaching.
9. Teacher Candidates must also participate in non-teaching activities that are typically part of a teacher’s responsibilities, such as participating in a parent-teacher conference, attending extra-curricular school events, attending staff or department meetings, and supervising students outside of classrooms. These non-teaching activities are integrated as assignments throughout the credential coursework and clinical practice.
10. During the last week of initial student teaching, Teacher Candidates must complete an evaluation of the University Coach and a feedback survey of the Mentor Teacher on TK20. This feedback will only be used to help KSOEHD improve the credential program.

EHD 155A Student Teaching Timeline

Date	Assignment
Weeks 1-2	Meet with Mentor Teacher & University Coach; observing throughout the school; becoming familiar with the classes to be taught; observing, assisting the mentor teacher, and planning with the mentor teacher.
Weeks 3-4	Observing, assisting, planning, and solo teaching or co-teaching on an occasional basis.

Week 5-8	Teaching (solo or lead the co-teaching) at least one class on a daily basis; Mentor Teacher completes a mid-semester evaluation.
Week 9-12	Teaching (solo or lead the co-teaching) at least one class on a daily basis; Site Visitation Project
Weeks 13-16	Teaching (solo or lead the co-teaching) at least two class on a daily basis; Coach completes an end of semester evaluation with input from Mentor Teacher.

EHD 155A Candidate Observation Protocol

The observation rubric is aligned to the California Teacher Performance Expectations (TPEs) and intended to be used as a formative assessment. During the semester, coaches use the observation rubric to provide a minimum of six formal observations and feedback necessary to improve practice as it relates to the TPE's. Candidates may also receive feedback from mentors and other stakeholders, all of whom are invested in facilitating candidate success. The observation rubric is located within TK20, but can also be viewed by [clicking here](#).

EHD 155A/154A Course Grading

Earning a "credit" in EHD 155A/154A means that all expectations outlined in both courses must be satisfactorily met. This includes attending "all" seminars and functions preempted as necessary to satisfy the credit/no credit requirements for EHD 154A. In addition, there are no make-ups for missed EHD 154A seminars.

EHD 155A/EHD 154A Course Policies

Assignment completion: Course-related assignments may be drawn from students in your student teaching placement; however, additional time outside of required clinical practice hours will likely be necessary to complete some of these assignments. Failure to comply with any requirement for student teaching (and/or not meeting TPE expectations) may result in a Teacher Candidate having to withdraw from student teaching or receiving no credit (NC).

Outside commitments: Employment, coursework, or family and personal responsibilities cannot be excuses for failing to meet the course requirements as described above. Such interference may result in having to withdraw from EHD 155A & EHD 154A, or make the adjustments necessary to fulfill the requirements of the program.

[Student Teacher Responsibilities](#)

[Professionalism Policy](#)

[Guide to Working with a Mentor Teacher](#)

[Conflict Resolution Guide](#)

EHD 155A Course Evaluation and Evaluation Outcomes

Student teaching performance will be observed/evaluated on a consistent basis throughout the semester to ensure candidates are meeting the selected Teacher Performance Expectations (TPEs) of the Commission on Teacher Credentialing (CTC) as aligned to the California Standards for the Teaching Profession (CSTPs). The CSTP standards represent how educators in California are to be evaluated once they enter the profession and the TPEs represent how credentialing programs evaluate their student teachers based on the outcomes of the TPE's and the CCTC Program Standards.

- [EHD 155A Mid-Term Evaluation of Student Teacher](#)
- [EHD 155A Final Semester Evaluation of Student Teacher](#)

1. Formal Observations

The University Coach will complete a minimum of six formal lesson observations and provide documentation of contact for each Teacher Candidate under their supervision. Observations may include video capture, or synchronous video observation, if applicable. All observations will be digitally submitted to TK20.

Formal Observation FORM:

http://fresnostate.edu/kremen/documents/placements/single_subject/2019-2020%20Observation%20Form.pdf

2. Site Visitation Project (SVP)

Teacher Candidates must score 2 or above on the SVP to advance to final student teaching. The SVP includes a written/typed lesson plan, video recorded portion of the lesson, observation by the University Coach, and a written/typed reflection of the lesson that was taught. Failure to complete and submit the SVP on TK20 by the required date may place the Teacher Candidate in jeopardy of not receiving credit for the course (see FAST Manual). See the Single Subject Credential Program Handbook for more information.

3. Mentor Teacher Feedback

Mentor teachers will be sent a feedback form through TK20 at the end of the semester. The feedback form will be an opportunity for the mentor teacher to describe the teacher candidate's strengths and areas of growth. The mentor teacher will also respond to the following statements (using the scale of Disagree, Agree, Strongly Agree):

- Teaching Candidate takes initiative.
- Teaching Candidate demonstrates professionalism, including the responsible use of social media and other digital platforms and tools (TPE 6.6).

- Teaching Candidate accepts criticism and suggestions.
- Teaching Candidate is punctual and prepared.
- Teaching Candidate respects the attitudes and opinions of others.
- Teaching Candidate demonstrates caring, support, acceptance, and fairness toward all students, families, and colleagues (TPE 6.2).
- Teaching Candidate demonstrates effective classroom management strategies (TPE 2, 6.5).
- Teaching Candidate engages and supports all student in learning (TPE 1, 4).
- Teaching candidate demonstrates proficiency in subject matter, consistent with the California State Standards in the content area(s) of their credential(s) (TPE 3).

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, Room 1202 - (559) 278-2811.

Honor Code:

Members of the Fresno State 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 so, this will be provided to students by the instructor on or before the last day of instruction.

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).

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 or the [University Bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). 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:

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