California State University, Fresno

***Leadership for Diverse Communities***

# Field Study A-ECE
## EHD174ECE, Fall 2010

## 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.*

*The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.*

## Course Description:

Prerequisites: Admission to Multiple Subject Credential, Early Childhood Education Program; concurrent enrollment LEE173ECE; completion or concurrent enrollment in CI 171ECE and LEE 172ECE. Supervised field experience in a 4-8 classroom; includes lesson planning as well as teaching reading and mathematics.

## Multiple Subject Program Requirements:

This course is a required course in Phase I of the Multiple Subject Credential Early Childhood Education Program Field Study A-ECE  is designed to be taken concurrently with LEE173ECE, Teaching Literacy and English Language Development in Grades 4-8 and with CI176, Mathematics Instruction and Applied Assessment.  Field Study A-ECE is designed to provide the necessary classroom access essential for completing the assignments in the Phase 1 courses (LEE173ECE & CI176).

| **Course Information** $10.00 lab fee | Instructor Name; |
|---|---|
| Units:  2 | Office Number: |
| Time: | Email: |
| Location: | Telephone: |
| Website | Office Hours" |

## Required Texts and Instructional Materials:

1. Teaching materials:  dictionary and other materials such as small white board with markers [low odor ink] and eraser, scissors, tape, stapler, colored pencils, paper, pens.
2. Early Childhood Education Program Student Teaching Handbook. This can be downloaded from the documents section of the LEE 174ECE site on Blackboard.
3. California Standards Teaching Profession booklet  (receive at orientation-Lab Fees)

4. Fresno Assessment of Student Teachers [FAST] – A Manual for Teacher Candidates (receive at orientation--Lab Fees)
5. Task Stream; registration $69.00= 2 years, $42.= calendar year $25. =each semester
6. E-mail (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.)
7. Download the following from California Department of Education website: http://www.cde.ca.gov/re/pn/fd/
   - *Mathematics Content Standards*
   - *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
   - *Mathematics Framework for California Public Schools*
   - *History-Social Science for California Public Schools*
   - *English Language Development Standards for Public Schools*

## 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), the Teaching Performance Expectations (TPE),the National Association for the Education of Young Children's Initial Licensure Standards (NAEYC) and the National Council for Accreditation of Teacher Education (NCATE) Standards.*

1. Teacher candidate will formulate specific pedagogical skills for the instruction of reading-language arts and math (CCTC 6, 7A, 8Aa, 12; TPE 1; NAEYC 4 b,c,d; RICA 2, 3, 5, 6, 8, 12, 14; NCATE 1.1, 1.2)
2. Teacher candidate will monitor student learning during instruction (CCTC 4, 6; TPE 2; NAEYC 3; NCATE 1.5).
3. Teacher candidate will interpret and use assessments for planning instruction (CCTC 4, 6; TPE 3; NAEYC 3; NCATE 1.5).
4. Teacher candidate will make content accessible (CCTC 3, 5, 6, 8a,c, 9, 12; TPE 4; NAEYC 4b,d; RICA 6, 10, 12, 14; NCATE 1.3, 1.4).
5. Teacher candidate will engage students in the learning process (CCTC 3, 4, 5; TPE 5; NAEYC 4d; NCATE 1.3).
6. Teacher candidate will utilize developmentally appropriate teaching practices (CCTC 3, 4, 5, 6, 9; TPE 6; NAEYC 4b; NCATE 1.2, 1.3).
7. Teacher candidate will apply pedagogical theories, principals and instructional practices for comprehensive instruction of English learners. (CCTC 9, 12; TPE 7; NAEYC 4d; NCATE 1.2, 1.3, 1.4, 3, 4)
8. Teacher candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. (CCTC 4, 6, 14; TPE 9; NAEYC 4c; NCATE 1.1, 1.2, 1.3)
9. Teacher candidate will exhibit appropriate ethical and legal behavior (CCTC 6; TPE 12; NAEYC 5; NCATE 1.4).

10. Teacher candidate will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (CCTC 4, 6; TPE 13; NAEYC 5; NCATE 3).

## Course Requirements and Assessment:

Teacher candidates will be assessed through written work and performance. These performance-based assessments will verify the application of theory and research in making instructional decisions and improving pedagogical practices in working with individual children.

Students will be required to:
- attend weekly sessions in assigned classrooms;
- document lesson planning using assigned lesson plan form;
- post lesson plans and reflections on BLACKBOARD by scheduled date and time
- document required competencies on attached forms;
- provide written evaluation of field experiences.
- meet with supervisor as scheduled
- Complete Comprehensive Lesson Plan Project (TPA) Formative Assessment

The teacher candidates will plan and teach weekly language arts lessons. These lessons must align with the California Content Standards in the area of reading. All lessons plans require written reflections after being implemented in the classroom. The comprehensive Lesson Project is a formative assessment that all Phase I students take at the same time. A lesson plan related to History-Social Sciences and integrated with language arts will be provided, along with contextual information. The student analyzes the provided material and answers the questions. The assessment will incorporate specially designed lesson modifications and student accommodations that include specific strategies (CCTC 4, 6) .

## Tentative Course Schedule

| Date | Assignment |
|------|-----------|
| Weeks 1-3 | Orientation for fieldwork which includes writing lesson plans. (NAEYC 4 a-d, 5 a-e) |
| Weeks 3-14 | Submit weekly lesson plans, teach the lesson, and submit reflection. (CCTC 4, 6, TPE 2, 3, 8, 9,10, 11, 13; NAEYC 5d); complete mathematics assignment |
| Week 8 | Documentation for 50% of EHD 174 and Literacy Development competencies. |
| Week 11-13 | Comprehensive Lesson Plan Project Exam  (TPE 1, 2, 9) |
| Week 14 & 15 | Submit weekly lesson plans, teach the lesson, and submit reflection. |
| 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. |

| Major assignments and materials |
|---|
| **Weekly Lesson Plans:**<br>The class meets for first three weeks before field work begins. After going over the parts of a lesson plan the students begin writing their own plans. The student teachers write drafts and give each other peer feedback before the revised drafts are submitted to the instructor. The first lesson plan is a "get acquainted" activity designed to get to know their assigned child as a person and as a reader and writer. The goal is to get enough information to begin planning appropriate content lessons for that particular child, and using topics of interest to the child. (CCTC 5)<br><br>We use the following categories in the weekly lesson plans. Materials; K-12 Academic Content Standard; California Standards for the Teaching Profession; Objective; Set; Input/Procedures; Guided Practice; Closure/Independent Practice; & Assessment Plan. |
| **Reflections:**<br>The goal is for the students to learn to analyze their planning, teaching effectiveness and the student learning. The students use the following prompts in a written reflection (after the lesson has been taught). Over all reflection guide: What would you change, what would you do the same?<br>1. Lesson Planning:<br>o Had you allowed enough time, too much time?<br>o Did the sequence work?<br>o Had you included all needed materials?<br>o Did students have required perquisite knowledge?<br>o Other?<br>2. Teacher Effectiveness:<br>o Could the student hear you well?<br>o Did you make appropriate adjustments as the lesson proceeded?<br>o At the end, were there lots of questions on what to do?<br>o Other?<br>3. Assessment of student learning:<br>o Was stated objective met?<br>o How do you know?<br>o Explain |
| **Early Childhood Education Program - Student Teaching Handbook**<br><br>The Early Childhood Program handbook is an adaptation of the regular student teaching handbook. It reflects our altered scheduling and early childhood requirements. |
| **Competencies**<br><br>The Early Childhood Education Program covers the same material as the regular program, and in addition includes items to meet requirements for the NAEYC accreditation. The EHD 174 ECE Competency Log includes the following additional requirement; "Teacher Candidate completes the Child & Family Assessment Project (NAEYC 2)" |

## Course Policies:

### Attendance:
Regular attendance is imperative. On Wednesdays, the student teachers are expected to be at the school site from 1:00 to 3:20. Absences are dealt with on an individual basis. A student teacher may be required to make-up time absent by adding days to the student teaching experience. If a student is going to be absent, he or she must notify the supervisor by 8:00 AM on the day of the absence.

### Grading:
Field Study A-ECE is a Credit/No Credit course. Grading is based on student attainment of the various competencies as verified by the University Supervisor.

Students who receive a "No Credit" grade in the Field Study A-ECE 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. Student teachers whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

### Subject to Change:
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

## 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 University Center (UC) room 5 (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.

**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 an 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.

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Name _____ Semester _____

School Site Partner_____Grade Level _____

School_____District_____

University Supervisor _____

Student I.D. Number _____

EHD 174 FIELD STUDY A COMPETENCIES 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 activities in the classroom.

_____ 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 Field Study EHD 178.

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

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

_____ The Teacher Candidate engaged in implementing Reading Language Arts Activities in the classroom.

**School Site Partner**                               **University Supervisor**

**Teacher Candidate**                                 **Date**

**Name:**                                                    **ID.**

## EHD 174ECE COMPETENCY LOG

*Written documentation as well as the signature of the University Supervisor is required to verify completion of the EHD 174 ECE 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 documentation and giving feedback on lessons they see taught.*

| COMPETENCY |
| --- |

1. Teacher Candidate observed lessons utilizing at least two different instructional models. Candidate plans for, implements, and reflects upon English/language arts instruction in upper grade classroom. (CCTC 4, 6, 7A; NCATE 1.3, 1.6 Reflection)

2. Teacher Candidate worked in a team to collaboratively plan and implement a three-week sequence of lessons applying strategies learned in the Teaching Content Reading/Social Science course and Social Science Seminar (CCTC 3, 5, 8Ac, 9, 12; TPE 1 SS; NCATE 1.6 Collaboration).

3. Teacher Candidate attends required seminars:

   a. Orientation/Professionalism and Ethics for Educators (NCATE 1.6 Professional Ethics)

   b. Teaching History/Social Science to the content standards using cultural artifacts, works of art, literature, cooperative projects, case studies, student research activities and simulations (NCATE 1.6 Critical Thinking)

   c. Classroom Management

   d. Team Building (NCATE 1.6 Collaboration)

   e. The Five themes of Geography including the teaching of maps, grids, atlases, and historic timelines across the curriculum

4. Teacher Candidate completes Comprehensive Lesson Plan Project (TPA 1, 4, 6, 7, 9; NCATE 1.1, 1.3, 1.4, 1.6, 1.7)

5. Teacher Candidate completes the Child & Family Assessment Project (NAEYC 2)

University Supervisor                               Date

## EHD 174ECE Field Placement ASSIGNMENT CALENDAR

**On Campus: (room 54)     At POLK:**
**Supervisor:                email at**

| LEE 173ECE<br>Teaching Literacy and English Language<br>Date and content | Demon-stration at Polk | EHD174ECE<br>Lesson plan<br>due Sat midnight | Teach<br>Lesson<br>Wed | Reflection<br>Due Thu,<br>midnight |
|---|---|---|---|---|
| **get acquainted lesson plan** | ---------- | | | |
| **Comprehension**<br>Five processes (microprocesses, integrative, macroprocesses, elaborative, metacognitive)<br>Compare strategies and skills | DIBELS | | | |
| **Spelling & Vocabulary**<br>Invented spelling stages,<br>Scope and sequence (emergent, letter-name, within- in word, **syllables and affixes,**<br>derivation relations), Instructional strategies<br>Analyzing children's spelling,<br>Compare to Word Identification and Fluency,<br>Word Walls, Instructional strategies | | | | |
| **Content Area Reading and Writing**<br>Using SDAIE Strategies. Assessing comprehension of text (content Area Textbooks). | | | | |
| **Guided reading** (basal or trade book)<br>Organizing for reading/language arts instruction for social studies | | *1ˢᵗ plan for group work* | | *Comp.<br># 3 due* |
| **Writing Process** Overview, prewriting, drafting revising, editing, publishing<br>**Adapting for ESL Students** | | | | |
| **Response to Literature**<br>Comprehending Content Area Teaching by Mediating Text Structures: complex Instruction Group Activity. Instructional strategies: Think Aloud, **Miscue Analysis** | | | | |
| | | | | |
| **Comprehensive Lesson Plan Project** | | | | |
| **Content Area Reading and Writing**<br>Book Clubs, Literature Circles | | | | |
| **Reading Process (also ELD)** Looking at Teaching Models: Reading  comprehension activities (Guided, shared, buddy, Grand Conversations, etc. | | | | |
| **Cross Curriculum Literacy** | | | | |
| **Differentiated Instruction**<br>Diversity in content and children | | | | |

| | | | |
|---|---|---|---|
| *Demonstration topic:* : **TBA**. | | ----- | |

1:00 – 1:30    CSUF student whole group meeting;    1:30 - 3:00  tutoring;  3:00 – 3:20 mini demonstration lesson