

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 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>.)

Download from the following California Department of Education website:

<http://www.cde.ca.gov/re/pn/fd/>

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

Red three ring binder with dividers

Lesson plan book

Fresno Assessment of Student Teachers- A Manual for Teacher Candidates

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 (CCTC 7A, 8A(a)(b)(d); 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 (CCTC 5, 6; TPE 3; NCATE 1.7).

Teacher Candidates will make content accessible (CCTC 9; 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 (CCTC 13; 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 (CCTC 6, 10; 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 (CCTC 4, 6; TPE 13; NCATE 1.7, 1.6 Reflection).

Examinations and Major Assignments:

1. Teacher Candidates will complete all competencies as outlined in the EHD 178/110D Competency Log (pg. 52-55).
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.

<u>Week 1</u>	Supervisor Orientation Meeting School Site Orientation Meeting
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Review lesson plans – Have each teacher candidate write a plan for review
California Standards for the Teaching Profession-Carousel Activity

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).

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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Bibliography & Resources

Support Materials:

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

Name _____ Semester _____

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 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 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 Reading/Language Arts activities in the classroom

- _____ 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.

Master Teacher _____
Teacher Candidate _____

University Supervisor _____
Date _____

Name: _____

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. 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 4, 6).

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).
- _____ 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 11; 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) forms and procedure from their EHD 178/110D, Field Study B School Site. Request permission to, and attend, a Student Study 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 6, 9, 8A(a), 12, 14; 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 and implementing this instruction).
- _____ 6. The teacher candidate will observe 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),12,14; 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 and implementing this instruction).
- _____ 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).
- _____ 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).
- _____ 10. This Performance Assessment Scheduled 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.
- _____ 11. 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.)
- _____ 12. Orientation & California Standards for the Teaching Profession (NCATE 1.6 Life Long Learning) Seminar

- _____13. Classroom Management Seminar
- _____14. K-8 Visual Arts Seminar
- _____15. K-8 Performing Arts Seminar
- _____16. Character and Civic Education Conference (Spring Semester Only) (NCATE 1.6 Professional Ethics, Life Long Learning)

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.
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			

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.

Were they effective? What changes would you make and why?

Goals/Areas Needing Improvement:

Circle EHD178 Competencies Completed 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

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: _____

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

EHD 178, Phase II Seminars

Visual Arts

Fresno State partners with the Bonner Family Foundation in supporting the teaching of the arts in the classroom. Our presenter has extensive knowledge and training in this area. This 3 hour seminar is designed to help teacher candidates learn specific teaching strategies that are effective in supporting them to teach the state adopted academic content standards for visual arts. Artistic perception; creative expression, understanding the cultural and historical origins of arts; pursuing meaning in the arts, and making informed judgments about the arts are all modeled and practiced. They participate in small group and whole group activities where they create their own art by drawing, painting, cutting and pasting as well as examining and analyzing different works of art. They are required to demonstrate their understanding and apply what they have learned by teaching visual arts lessons in their field placements. CCTC 8A(d)

Performing Arts

Fresno State partners with the Bonner Family Foundation in supporting the teaching of the arts in the classroom. Our presenter has extensive knowledge and training in this area. This 3 hour interactive seminar is designed to help teacher candidates learn specific teaching strategies that are effective in supporting them to teach the state adopted academic content standards for performing arts. Artistic perception; creative expression, understanding the cultural and historical origins of arts; pursuing meaning in the arts, and making informed judgments about the arts are all modeled and practiced. This seminar includes dance and elements of theatre. The teacher candidates practice performing in small and whole group activities. They are required to demonstrate their understanding and apply what they learned by teaching performing arts lessons in their field placements. CCTC 8A(d)

Classroom Management

Classroom management in phase II is a 3 hour interactive seminar. The focus of this seminar is making positive connections with students and creating an effective learning environment. Our presenter has an extensive back ground in mediation and conflict resolution with young students which is integrated into this seminar. Small group activities include role plays, simulations and opportunities for teacher candidates to brainstorm and practice strategies that they can use to engage small groups of students as well as whole class instruction. Participating in these Classroom Management activities helps teacher candidates learn how to develop safe, inclusive positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol. CCTC 5, 6 and 10

California Standards for the Teaching Profession

This seminar provides a review of the California Standards of the Teaching Profession and how these standards guide K-12 teachers and the connection to the Teacher Performance Expectations/Assessments in the program. Teacher candidates review the standards and brainstorm evidence of these standards in a classroom during a carousel activity. This activity helps teacher candidates understand their master teacher evaluations and provides a bridge from Teacher Preparation to the language used in the BTSA/Induction program.