

CHAPMAN UNIVERSITY
Attallah College of Educational Studies
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OFFICIAL COURSE SYLLABUS

MACI 583
Secondary Teaching Residency

Prerequisites: Passage of CBEST, CSET, admission to M.A. Curriculum and Instruction program, successful completion of constitution course or test requirement, certificate of clearance.

Candidates must also verify the following: successful completion of CBEST, CSET, successful completion of the prerequisite courses (no grade lower than C), California Certificate of Clearance (TB and Livescan), and the Teaching Residency Application must be signed and approved by the program coordinator.

Co-requisites: MACI 600. Concurrent enrollment in EDUC 550, fall semester is strongly advised.

Catalog Description:

This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public school secondary classroom. This course is taken for 3 credits per semester and repeated (fall, interterm, spring, summer) until a minimum of 12 credits is earned. Candidates are required to assume full co-teaching responsibilities for at least 12 weeks within the 12 credit experience. May be repeated for credit. (Offered every semester.) 3-4 credits.

Restrictions:

Admission to the Teacher Residency year of the M.A. in Curriculum & Instruction program.

Essential Equipment and Facilities:

Schools and districts must meet TPE expectations, according to Chapman University's program design and standards. Student assignments are limited to public school districts that have a valid and current fieldwork and student teaching agreement with Chapman University.

Program Learning Outcomes:

The Master of Arts in Curriculum and Instruction program aims to prepare highly qualified teachers for public schools in California. Our Program Learning Outcomes therefore mirror the Teaching Performance Expectations within the six Standards for the Teaching Profession as outlined by the California Commission on Teacher Credentialing.

The Teaching Performance Expectations are listed in detail in the following link:
https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0

Course Learning Outcomes:

1. To assume full teaching responsibilities no later than six weeks into the term, in a designated multiple subject classroom under the direct supervision of a Master Teacher.
2. To demonstrate knowledge and skills required by the TPEs.
3. To link knowledge and skills from corresponding course work to appropriate classroom competencies required for successful teaching and student learning experiences.
4. To complete sufficient fieldwork experiences to successfully complete TPAs.

Candidates will demonstrate:

1. An understanding of and an open attitude about voice, diversity, equity, and social justice that allows them to communicate and work with all students.
2. Lesson and unit planning skills using the California Academic Content Standards and a variety of lesson plan formats that address the following:
 - a. Why a lesson is being conducted
 - b. What the children expect to learn
 - c. How the lesson was conducted
 - d. An evaluation/assessment which examines whether or not the learning objectives have been met.
3. Skill in using various models of teaching including:
 - a. Cooperative learning
 - b. Direct instruction
 - c. Team teaching or working with paraprofessionals, resource personnel and volunteers
 - d. Inquiry based projects.
4. An effective classroom management philosophy and techniques that help students learn responsibility that are based on:
 - a. A democratic classroom community
 - b. A constructivist philosophy
 - c. A safe and healthy learning environment
 - d. Mutual respect and understanding
 - e. Modeling and teaching appropriate behavior and encouraging self discipline.
5. An understanding of long and short range planning, scheduling, and timing.
6. An understanding and ability to apply curricular integration techniques such as thematic units and projects.

In addition to these experiences, students will be expected to enroll in and actively engage in the MACI 600 (Fall and Spring) and EDUC 550 (Fall) co-requisite courses. These courses are designed to be complementary and will provide the venue for candidates to plan, deliver, reflect upon, assess and adjust their teaching and share those experiences with other student teachers.

Content:

See Course Objectives.

Professional Standards Covered:

All Teacher Performance Expectations (TPEs) are covered in this course in the context of student teaching. Please see the above Program Learning Outcomes for a comprehensive list of TPEs.

Fieldwork Requirements:

If applicable, the candidate will need to arrange transportation to the student teaching/ fieldwork school site(s) at his/her own cost. If a student cannot drive and/or has no other means of transportation, please notify the course instructor as soon as possible so that every effort can be made to assign the candidate to a fieldwork site accessible by public transportation. Students who require ADA (Americans with Disabilities Act) accommodations should also notify the instructor so that they may be placed in fieldwork sites that fully meet ADA requirements. Students must attend the mandatory Student Teaching Orientation and be cleared for fieldwork before beginning such assignments.

Current Required Text(s):

None

Instructional Strategies:

Responsible Person	Academic Course (MACI 600)	Student Teaching (MACI 582)
Academic Instructor	Facilitates all course instruction and evaluates all course requirements	Ensures class assignments support field placement units, lessons, etc.
University Supervisor	Coordinates field experiences with Fieldwork Administrator and Program Coordinator	Orients candidate to rules of conduct, verifies placement, visits the field regularly, and completes TPE based formative and summative evaluation
Master Teacher	Provides an appropriate environment for student teacher to observe, teach and reflect on practical applications of what was learned	Offers specific and exact opportunities for candidate to observe or practice. Models and mentors candidate. Verifies successful student teaching by completing a TPE based formative and summative evaluation
MACI Coordinator	No Duties	Approves student teaching application, works with Fieldwork Administrator to place candidates in one year long distinct student teaching assignment. Maintains regular contact with field supervisors and master teachers. Ensures students complete TPAs

Methods of Evaluation:

- Formative and Summative Evaluations by Master Teacher and University Supervisor
- Teacher Performance Assessments (EDUC 550)

Candidates are expected to assume an increasing amount of responsibilities and show an increasing level of expertise with each of the assignments and observations.

All teacher education candidates are expected to follow the Teacher Education Disposition Policy:

https://blackboard.chapman.edu/bbcswebdav/pid-709438-dt-content-rid-2548074_1/xid-2548074_1?target=blank

Chapman University's Academic Integrity Policy:

Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university Academic Integrity Committee, which may impose additional sanctions including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at www.chapman.edu/academics/academicintegrity/index.aspx.

Chapman University's Students with Disabilities Policy

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Services Office. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or visit www.chapman.edu/students/health-and-safety/disability-services/index.aspx if you have questions regarding this procedure or for information or to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Chapman University's Equity and Diversity Policy

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Please see the full description of this policy at <http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>. Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy.

Prepared by: R.G. Miller, 2015

Last Revised by: Amy Ardell, November 2017

This ends the official university syllabus for this course. Any changes to the information above this line must be approved by the Attallah College Curriculum Committee.
