

CHAPMAN UNIVERSITY
Attallah College of Educational Studies
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OFFICIAL COURSE SYLLABUS

EDUC 582

Semester 2017

Student Teaching II: Multiple Subject

Prerequisites

Admission in the Teacher Credential and/or Master of Arts in Teaching program. Passage of CBEST, CSET, successful completion of U.S. 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 Student Teaching II Application must be signed and approved by the program director.

Catalog Description

Prerequisites: Admission in the Teacher Credential and/or Master of Arts in Teaching program. Passage of CBEST, CSET, successful completion of U.S. 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 Student Teaching II Application must be signed and approved by the program director. Co-requisites: EDUC 543 and EDUC 543B.

This fieldwork experience is designed to be completed during the third term of the Teacher Credential and/or Master of Arts in Teaching program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public elementary school classroom. Candidates are required to assume co-teaching responsibilities for a full school day (6 hours/day) for a minimum of 16 weeks. They should assume full teaching responsibilities during the last four weeks of the assignment. May be repeated once for credit. (Offered Spring semester). 3+3 or 6 credits. (12 max credit)

Restrictions

Students enrolled in the Teacher Credential and/or the Master of Arts in Teaching program.

Essential Equipment and Facilities

Schools and districts must meet California Commission of Teacher Credentialing (CTC) Teaching Performance Expectations (TPEs), according to Chapman University's Master of Arts in Teaching 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

Students who complete this course in the Teacher Education Program will gain the necessary skills, perspectives, and knowledge to demonstrate the following outcomes, as represented in the Teacher Education Program Standards listed below:

1. Possess strong content knowledge and the ability to use and reflect upon effective inclusive, research-based, and subject-matter integrated pedagogies
2. Align themselves with educational theories reflective of Vygotskian socioculturalism, Deweyan progressivism, and Freirean critical pedagogy with the goal of relationship-based and sustainable systems for a more equitable and socially just world
3. Value diversity and inclusiveness as an asset; capable of fostering strengths to support all students in reaching their academic, personal, and societal potential
4. Demonstrate the collaborative, resilient, caring, creative, and democratic attributes of a professional teacher
5. Integrate a developmental understanding of the whole individual in classroom and school communities
6. Value, engage, and ally with students and their families who come from multiple and overlapping community contexts, both local and global
7. Commit to ongoing learning throughout their career

Course Learning Outcomes

Students in this course will be expected to:

1. To work as a co-teacher and apprentice, in a designated multiple subject or single subject classroom under the direct supervision of a Master Teacher. Teacher candidates will assume full teaching responsibilities during the last 4 weeks of the fieldwork assignment.
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 be reflective in their practice and responsive to feedback from master teacher and field supervisor.
5. To complete sufficient fieldwork experiences to successfully complete TPAs 1 through 6.

Professional Program Standards Addressed

There are six sets of professional standards met: Common Core State Standards (CCSS); California State Content Standards; Next Generation Science Standards; California English-Language Development Standards; California Commission on Teacher Credentialing (CTC) Teaching Performance Expectations (TPEs); and Bilingual Program Standards.

CTC Standards/TPEs Addressed

TPE 1: Engaging and Supporting All Students in Learning

- 1.1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- 1.2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

- 1.3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- 1.4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
- 1.5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- 1.6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- 1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- 1.8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

- 2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- 2.2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- 2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
- 2.4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- 2.5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- 2.6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- 3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- 3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

- 3.3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
- 3.4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- 3.5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- 3.6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- 3.7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
- 3.8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

- 4.1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- 4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
- 4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- 4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - a. appropriate use of instructional technology, including assistive technology;
 - b. applying principles of UDL and MTSS;
 - c. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - d. appropriate modifications for students with disabilities in the general education classroom;
 - e. opportunities for students to support each other in learning; and
 - f. use of community resources and services as applicable.
- 4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

- 4.6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- 4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
- 4.8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

- 5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- 5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- 5.3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- 5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- 5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- 5.6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- 5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- 5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

- 6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- 6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- 6.3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- 6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- 6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with

appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

- 6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
- 6.7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Bilingual Program Standards

Program Standard 3: The Context for Bilingual Education and Bilingualism

- 3.3 Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice.
- 3.4 Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models.
- 3.7 The program promotes candidates' understanding of the family as a primary language and cultural resource.
- 3.8 Candidates are cognizant that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community.

Program Standard 4: Bilingual Methodology

- 4.2 The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language.
- 4.3 Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.
- 4.4 The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices.
- 4.5 In addition, programs develop bilingual candidates' understanding of knowledge of intercultural communication and interaction that is linguistically and culturally responsive.
- 4.6 The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.
- 4.7 The program provides opportunities for teacher candidates to demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

Content

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
- e. Reflection and analysis of next steps
- 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
 - e. One-on-one, small group and whole group instruction as appropriate
- 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, including project-based learning

In addition to these experiences, students will be expected to enroll in and actively engage in the EDUC 542 and EDUC 543 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.

Bilingual Emphasis Specific Content

Teacher candidates will be placed in bilingual fieldwork settings.

Fieldwork requirements

Teacher candidates are expected to conduct their fieldwork hours for a minimum of 16 weeks. They should be in their fieldwork site no more than 6 hours per day, 5 days a week. Teacher candidates should be working as an apprentice teacher during this assignment, using a co-teaching model with their master teacher. For the last four weeks of the assignment, the teacher candidate should assume full time teaching responsibilities.

The candidate will need to arrange transportation to the fieldwork 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.

Current Recommended Texts

California State Standards, Next Gen science standards, and Common Core Standards as needed.

These documents can be found online at www.ca.cde.gov.

Instructional Strategies

- University Field Supervisor coordinates field experiences, 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
- Fieldwork Director approves student teaching application, places candidates in student teaching assignment. Maintains regular contact with field supervisors and master teachers. Ensures students complete TPAs as appropriate.

Methods of Evaluation

- Formative and Summative Evaluations by Master Teacher and University Supervisor
- Teacher Performance Assessments as appropriate

Candidates are expected to assume an increasing amount of responsibilities and show an increasing level of expertise.

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

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/student-health-services/disability-services 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: Amy Ardell 10-10-16

Last Revised By: Meghan Cosier 11-9-17

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

INSTRUCTOR'S COURSE INFORMATION

The information below is at the discretion of the individual course instructor and may be changed at any time with prior written notice to students in the course.

Course day & time: Enter here

Classroom: Enter here

Instructor: Enter name and title here

Office hours: Enter

Location: Enter office location here

Contact information: Enter telephone and Chapman email address here

Required text & materials: Enter here

Methods of evaluation: Enter assignments here, including grade weight for each

Grading scale: Enter here

Make up exams/work: Enter your policy here

Incompletes: Enter your policy here. Note: it should be consistent with university policy.

Attendance/absences: Enter your policy here.

You may also include additional sections helpful information to the students, such as how to obtain assistance with their writing, where they can find computers to use on campus, etc.

Course

Calendar:

If desired, enter a week by week review of materials to be covered, reading assignments, and assignment due dates.