

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Elementary and Bilingual Education
EDEL 438 Supervised Fieldwork in Elementary Teacher Education
EDEL 439 Student Teaching in Elementary School
Fall 2022

COMMON SYLLABI ELEMENTS

The information that can be found below is specific to this course. To streamline important college-wide information, we have created a website that houses all common syllabi elements. Students are strongly encouraged to visit the [COE website](#) to ensure they are aware of their rights and access college-wide information, university resources, policies, and required syllabi elements.

Location: TBD

Day and Time: Starting week August 29th:
B23, B24, & B25 Fieldwork on Tuesdays
B21 & B22 Fieldwork on Thursdays

Student teaching for B23, B24, & B25 is Oct 10
- Dec 9th

Student teaching for B21 & B22 Oct 31- Dec 9

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& 12:45-1:15

Fridays 7:30-8:30 & 12:45-1:15

By appointment: please email if you will be
coming to my office

Technical support:

- Student Help Desk (657) 278-8888 •
StudentITHelpDesk@fullerton.edu •
[Student IT Help Desk Website](#)
- Chat with IT: Log into [CSUF Portal](#) and
Click *Online IT Help* Click on *Live Chat*

PROGRAM SPECIFIC OUTCOMES

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs, it is expected they demonstrate *a commitment to fairness and a belief that all children can learn* through an increasing ability: 1) promote diversity, 2) engage in collaborative endeavors, 3) think critically, 4) maintain professional and ethical standards, and 5) value life-long learning. Please review the full description of the [Candidate Dispositions](#) on the College of Education website.

<https://ed.fullerton.edu/about-the-college/accreditation-assessment/candidate-dispositions.php>

COURSE DESCRIPTION

EDEL 438: Supervised Fieldwork in Elementary Teacher Education
Students serve as teacher participants in an assigned elementary classroom.

EDEL 439: Student Teaching in the Elementary School

Participation in a regular elementary school teaching program for the full day.

COURSE PREREQUISITES/COREQUISITES

Prerequisite: admission to the Multiple Subject Credential Program.

Must be taken for a letter grade if enrolled in the credential program. A “B” (3.0) or better is required to pass the course.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

In keeping with the Education Unit Conceptual Framework (p. 1), learners in this course will:

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1. Organize subject matter, plan instruction, and design learning experiences for all students.
2. Engage and support all students in learning.
3. Assess student learning.
4. Create and maintain an effective environment for students.
5. Relate professionally to students and adults.
6. Exhibit personal attributes that are consistent with professional educators.

In keeping with the goals of this course, learners in this course will address all of the Teaching Performance Expectations (TPEs).

NATIONAL STANDARDS ALIGNMENT

ISTE (International Society for Technology in Education) **standards to be demonstrated**

REQUIRED TEXTS

Multiple Subject Credential Program (MSCP) Handbook. The MSCP Handbook is posted on [Student Resources](https://ed.fullerton.edu/edel/student-resources/) <https://ed.fullerton.edu/edel/student-resources/>. All MSCP candidates are held accountable for all information contained in the MSCP Handbook.

1. Program forms are provided by the block leader and clinical coach.

OTHER REQUIRED MATERIALS

Fieldwork/Student Teaching Notebook as described in assignments below. A 3-ring binder is typically used for this. Specific instructions are posted on the Google Classroom community titled **Fieldwork/Student Teaching Notebook Guidelines**.

RECOMMENDED MATERIALS

none

COURSE COMMUNICATION AND RESPONSE TIME

Please title all emails your Block #.

Please understand that emails are considered professional communication, and you should not write in an email what you would not be comfortable saying in person. It is common courtesy to include an opening and to sign your name. Your name is not always identifiable from your email address. Unidentifiable emails will not be returned.

If your email requires a detailed response, you may be asked to communicate with the instructor using a synchronous (live) method (e.g., phone, Zoom, or Voxer). The primary means for communication will be our course learning management system, Voxer, email, and announcements. Students should check their CSUF email regularly. Students are responsible for staying abreast of due dates, course expectations, and course updates.

EMERGENCY COMMUNICATION

Campus emergency communication is done via a voice message, text, and/or an email. Go to your Portal to review your contact information.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

EDEL 438 and EDEL 439 are credit/no credit courses. To receive credit, all responsibilities outlined above and included in the MSCP Handbook must be satisfactorily met, and any assignments (such as

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lesson plans) must be completed at a level equivalent to a grade of “B-” (minimum of 80%). In addition, basic levels of competence must be met, as listed on the appropriate forms and the course goals. Please be aware that the failure to meet the level of performance to earn a grade of credit will result in the use of a performance improvement contract (Contract for Success). If a contract is issued, all requirements stated in the contract must be met to earn a grade of credit. Contracts remain in effect until the candidate completes the MSCP.

ATTENDANCE/PARTICIPATION

Attendance is essential for successful fieldwork and student teaching experience and to fulfill the Commission on Teacher Credentialing requirements. All absences must be made up. If an absence is essential, ***you must notify the school, mentor teacher, and clinical coach in advance***. If you are responsible for any instruction on the day of your absence, your instructional materials and lesson plans must be delivered to your mentor teacher, who will serve as your substitute.

EXTRA CREDIT OPTIONS

There are no extra credit options for this course.

LATE ASSIGNMENTS AND COURSE DEADLINES

Late work will not be accepted.

ASSIGNMENT DESCRIPTIONS

See the MSCP Handbook for student responsibilities and expectations during fieldwork and student teaching.

Expectations for Lesson Plans, Reflections, and Documentation

1. During fieldwork, respond to your clinical coach’s email each week. Including responses to reflective questions/prompts (if requested by the CC).
2. Lesson Planning – Lesson plan templates are posted on the GClassroom titled **Abbreviated Lesson Plan Template**
 - a. Write detailed, abbreviated lesson plans, following the MSCP Lesson Plan Format, for the first week that you lead co-planning and co-teaching of a particular subject (lessons may be co-taught or solo). This may mean daily as in math or language arts or several times that week (e.g., science and social studies) depending upon how often the subject is taught. This is the minimum requirement. After assuming the lead role for co-planning/teaching a particular subject for at least one week and after demonstrating adequate preparation, organization, and confidence in the specific subject area (as approved by your mentor teacher and clinical coach), the lesson plan book may be used. The abbreviated form should reflect all stages of the planning process.
 - b. All abbreviated lesson plans should be submitted to your mentor teacher before teaching the

lesson.

- c. An abbreviated lesson plan must be prepared for all lessons observed by your clinical coach. d. Copies of your lesson plans and your lesson plan book should be kept in your Clinical Practice Notebook (or as required by your CC).
- e. Reflections are expected on all lesson plans each day.
- f. During the weeks you take full responsibility for the class (one week during the first placement; three weeks during the second placement), you should have weekly plans outlined following your mentor teacher's lesson plan book format for a high-level overview of the week(s). Continue to submit all abbreviated lesson plans to your mentor teacher before teaching the lesson. Be sure to inform your mentor teacher where to find your daily lesson plans (these should be kept in your

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notebook).

- 3. Reflect on your experiences in the classroom daily. These reflections, which may be handwritten, should be kept in your notebook and made available for your clinical coach to review when visiting the classroom.
- 4. Maintain a Clinical Practice Notebook. Guidelines are provided in the next section.
- 5. Prepare for the clinical coach's observations. Have your typed, abbreviated lesson plan prepared and out in full view. Your notebook should be available, as the clinical coach will use this to check your progress. Be aware that your clinical coach will be setting a time for you to meet following the observed lesson. Attend and participate in these discussions.
- 6. At the end of the semester, you are responsible for collecting and turning in all necessary paperwork and evaluations. It is your responsibility to make sure that all electronic evaluations have been successfully submitted by the mentor teacher and clinical coach to the electronic evaluation system no later than the final day of fieldwork and/or student teaching.

Clinical Practice Notebook: Guidelines and Table of Contents

This notebook is a tool to use during fieldwork and student teaching. It should be organized, structured, visually appealing, and useful to the teacher candidate. It will contain the critical paperwork of the placement. Each section should be subdivided in a way that makes sense. Be mindful of its readability, as your clinical coach will view it on each visit.

Section 1 --General Information

- Student and Class Information (seating chart, class roster, etc.)
- Daily Classroom Schedule
- School Information (names of school, mentor teacher and principal; address, phone number; office personnel; mentor teacher's phone number; other pertinent information)

Section 2 --Lesson Plans

- Weekly Lesson Plans
 - o A copy of the mentor teacher's plan book. During fieldwork, highlight the items that you are co-teaching. During student teaching, the notes will show the co-teaching that is taking place and the increased responsibilities as you assume full responsibility for one week (first placement) and three weeks (second placement).
- Abbreviated Lesson Plans (see lesson plan policy and lesson plan templates) o
 - Supporting materials (handouts, guides, etc.)
 - o Self-reflections

- Instructional Units (as applicable)

Section 3 - Observations and Reflections

- Clinical Practice Observation Forms (6 total each semester)
- Mentor Teacher's analyses and feedback
- Teacher Candidate daily reflections (may be handwritten on lesson plans in Section 2)
- Pre/post observation forms, if applicable

Section 4 - Miscellaneous

- Collection of ideas and materials gathered
- Copies of student work
- Pictures (e.g., classroom environment)

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Teaching Responsibilities

The following are *suggested* plans for phasing in teaching responsibilities during fieldwork and student teaching. The timing of the activities may vary. Teacher candidate and mentor teacher pairs (with the support and input of the clinical coach) are encouraged to design a plan that works for elementary student needs and candidate abilities.

Fieldwork

Fieldwork allows you to get to know your students and mentor teacher before student teaching begins. During this time, you should pay close attention to the routines, procedures, and classroom management structures that are already in place. Take initiative and get involved! Ask questions. Build a positive relationship with your students and mentor teacher.

To ensure a successful start:

- Use the **“One Teach, One Observe”** co-teaching strategy to collect specific data using the tools provided on the Specific instructions are posted on GClassroom in the Co-Teaching Materials Section.
- Assume responsibility for some daily classroom routines (e.g., morning opening, read-aloud, transitions to and from recesses, daily dismissal, etc.).
- Assume responsibility for planning and teaching *routine* whole-class lessons, such as spelling and/or read-aloud.
- Use the **“One Teach, One Assist”** co-teaching strategy in as many content areas as possible. Be sure to switch roles using this strategy (lead some lessons and assist with some).
- Work with small groups of students and use co-teaching strategies (Parallel, Supplemental, Alternative, Station Teaching) when appropriate.
- Teach at least one solo whole class lesson. (Try implementing a lesson you developed in your courses!)
- Complete the field-based assignments for your courses (e.g., case studies).

ALTERNATE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed, or mailed to the Department of Secondary Education. In the case email doesn't work, students should call the department coordinator at (657) 278-7533 for further direction.

SYNCHRONOUS/ASYNCHRONOUS/HYBRID INSTRUCTION

P = In Person (0-20% online)

TENTATIVE SCHEDULE

Pacing Plan – 1st Placement Teacher Candidates

Date	Focus Observation DUE
Fieldwork	
August 29- Oct 29	- Begin to lead routines like calendar, check-ins, read-aloud etc. In-Person Observation due (TPE 2). Arrange date & Time.
Week 1	

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Oct. 31- Nov. 4	- Continue leading routines Plan & Lead all math instruction for the week * Abbreviated Lesson Plan - Observation due (TPE 1) on GoReact by Wednesday at 5pm. (include date of delivery) - Before teaching this, formal lesson plan must be sent to coach 48 beforehand for feedback.
Week 2	
Nov. 7-11	- Continue to lead routines - Continue to lead math instruction *May switch to lesson plan book unless otherwise instructed Pick-up an additional subject to plan and instruct * Abbreviated Lesson Plan In-Person Observation due (TPE 3 & 4). Arrange date & Time. - Before teaching this, formal lesson plan must be sent to coach 48 beforehand for feedback.
Week 3	

Nov. 14-18	• Continue to lead routines • Continue to lead math and 1 additional subject instruction <i>*May switch to lesson plan book unless otherwise instructed</i> • Pick-up an additional subject to plan and instruct * Abbreviated Lesson Plan • Observation due (TPE 5) on GoReact by Wednesday at 5pm. (include date of delivery) • Before teaching this, formal lesson plan must be sent to coach 48 beforehand for feedback.
Thanksgiving Break	
Week 4	
Nov. 28-Dec. 2	• Continue to lead routines • Continue to lead math and 2 additional subject instruction <i>*May switch to lesson plan book unless otherwise instructed</i> • Pick-up an additional subject to plan and instruct * Abbreviated Lesson Plan • Observation due (ALL TPEs) on GoReact by Wednesday at 5pm. (include date of delivery) • Before teaching this, formal lesson plan must be sent to coach 48 beforehand for feedback.
Week 5- Solo Teaching	
Dec. 5-9	• Plan and lead all portions of the day. • Observation due (ALL TPEs) on GoReact by Wednesday at 5pm. (include date of delivery) • Before teaching this, formal lesson plan must be sent to coach 48 beforehand for feedback.

Pacing Plan – 2nd Placement Teacher Candidates

Date	Focus Observation DUE
Fieldwork	

August 22- Oct 7	• Begin to lead routines like calendar, check-ins, read-aloud etc. • In-Person Observation due (TPE 2). Arrange date & Time.
Observation 2	
Oct 10- Oct 21	• Continue leading routines • Plan & lead all ELA instruction for 1st week * Abbreviated Lesson Plan • Pick-up an additional subject to plan and instruct for 2nd week * Abbreviated Lesson Plan • Observation due (ALL TPEs) on GoReact by Wednesday at 5pm. (include date of delivery) • Before teaching this, formal lesson plan must be sent to coach 48 beforehand for feedback.
Observation 3	
Oct 24- Nov. 11	• Continue to lead routines • Continue to lead subject instruction from previous 2 weeks <i>*May switch to lesson plan book unless otherwise instructed</i> • Pick-up an additional subject to plan and instruct each week * Abbreviated Lesson Plan • In-Person Observation due (ALL TPEs) Arrange date & Time. • Before teaching this, a formal lesson plan must be sent to coach 48 beforehand for feedback.
Observation 4	

Nov. 14- Nov. 18	Plan and lead all portions of the day (SOLO Teaching)	- Observation due (ALL TPEs) on GoReact by Wednesday at 5pm. (include date of delivery) - Before teaching this, formal lesson plan must be sent to coach 48 beforehand for feedback.
Thanksgiving Break		
Observation 5		
Nov. 28- Dec. 2	Plan and lead all portions of the day (SOLO Teaching)	- Observation due (ALL TPEs) on GoReact by Wednesday at 5pm. (include date of delivery) - Before teaching this, formal lesson plan must be sent to coach 48 beforehand for feedback.
Observation 6		
Dec. 5-9	Plan and lead all portions of the day. (SOLO Teaching)	- Observation due (ALL TPEs) on GoReact by Wednesday at 5pm. (include date of delivery) - Before teaching this, formal lesson plan must be sent to coach 48 beforehand for feedback.

