

## **FULL TIME**

### **FIRST SEMESTER in the MULTIPLE SUBJECT PROGRAM**

For the first eight weeks of the semester candidates are enrolled in coursework and spend one day per week as a participant observer in a CSUCI assigned teaching placement classroom. The courses during the first semester are designed as foundational frameworks in pedagogy, literacy across the curriculum, and content methodology. Lesson planning, teaching methods, SDAIE, and assessment are addressed in the course content of these classes. Coursework is paired with field experiences to allow candidates to relate, witness, and participate in the theory and practice relationship. Student teachers gain familiarity with classroom dynamics, procedures and, most importantly, students through the field component. During the eight weeks of participatory observation candidates will be observed and evaluated by a university supervisor as well as by the cooperating teacher. The last eight weeks of the semester is devoted to full-time initial student teaching in the classroom (EDMS 565). During the eight weeks, candidates increase their teaching responsibility until they teach all students all subjects for at least one full week (five consecutive days). Throughout the term the student teacher will also attend a scheduled student teaching seminar (EDMS 566).

### **SECOND SEMESTER in the MULTIPLE SUBJECT PROGRAM**

The second semester in the program is similar in format to the first with the exception of the coursework during the first eight weeks and the level of the fieldwork/student teaching placement. Coursework during the second semester includes the second level of teaching literacy skills as well as two additional core subject instruction methods courses. These courses are designed to reinforce content regarding teaching special populations in the elementary years of schooling. The university supervisor and the cooperating teacher will observe and evaluate the student teacher during the first eight weeks to determine readiness for full time advanced student teaching (EDMS 575) during the following and final eight weeks of the program. During the eight weeks, candidates increase their teaching responsibility until they teach all students all subjects for at least two full weeks, which will include at least five consecutive days. Throughout the term the student teacher will also attend a weekly student teaching seminar (EDMS 576).

## **PART TIME**

Students in the part time program, in consultation with the faculty advisor, will create a program schedule that best meets their needs and outside obligations. If two or three EDMS courses are taken in a semester, students **must** be prepared to accommodate a full day field placement requirement (EDMS 562). Students officially classified as *teaching interns* can register for more than six (6) units in a semester. However, this should be considered in consultation with the employing school and mindful of time obligations needed for successful classroom teaching. Students creating a program similar to that shown below, if successful, should complete the program in two academic years.

### **FIRST SEMESTER in the MULTIPLE SUBJECT PROGRAM**

For the sixteen weeks of the semester candidates are enrolled in coursework and spend one full day a week as a participant observer in their school placement (EDMS 562). Recommended courses are EDMS 522 (Literacy 1) and EDMS 526 (Mathematics Methods). Lesson planning, teaching methods, academic and behavioral accommodations, and assessment are included in the coursework of these classes. Pairing coursework and field experiences allows candidates to relate, witness, and participate in the theory and practice relationship. During the semester in participatory field observation the candidates will be informally observed and evaluated by the cooperating teacher and visited on site by the university supervisor. During the weekly classroom visits candidates are expected to assist and support students and the teacher, complete coursework assignments and work with individual students, moving onto working with small groups on literacy and mathematics tasks as assigned by the cooperating teacher.

### **SECOND SEMESTER in the MULTIPLE SUBJECT PROGRAM**

As in the first semester, candidates are enrolled in methods courses and again in EDMS 562, spending one full day a week as a participant observer at a school placement. Recommended courses are EDMS 523 (Literacy 2) and EDMS 527 (History, Social Studies and Integrated Arts). During participatory field observation the candidates will be informally observed and evaluated by the classroom cooperating teacher and be visited on site a university supervisor. During the field placement, candidates are expected to gain experience and confidence by taking limited responsibility for the working with individual students, small groups and the whole class in preparation for the student teaching experiences in the following semesters.

### **THIRD SEMESTER in the MULTIPLE SUBJECT PROGRAM**

After completing the first two semesters in the part time program, students take the remaining methods course, EDMS 529 (Science, Health and PE). Students are required to experience two field placements that differ in grade level and social context. The Multiple Subject Program is designed to meet this requirement through placements within the distinct school districts of Ventura County. The CSUCI Education Program requires that student teachers have experience with culturally and linguistically diverse students particularly English language learners. The first of these experiences is in EDMS 565, the Initial Student Teaching placement. EDMS 566, the Initial Student Teaching Seminar, accompanies EDMS 565 throughout the semester. Students must arrange to be available one day a week for the first eight weeks of the semester and five days a week for the remaining eight weeks to complete their field placement obligations.

### **FOURTH SEMESTER in the MULTIPLE SUBJECT PROGRAM**

Students will enroll in EDMS 575, the Advanced Student Teaching placement, and EDMS 576, the accompanying seminar. Students must arrange to be available one day a week for the first eight weeks of the semester and five days a week for the remaining eight weeks to complete their field placement obligations.

## **FIELD EXPERIENCE SERIES**

Please note: The Director of Field Placement arranges field placements for students.

### **EDMS 562**

This field experience is to be taken by students who have any two or three of the following courses EDMS 522, 523, 526, 527 or 529. Students are participatory observers in classrooms. The main purpose of the school experience is to provide an opportunity for students to complete assignments from the observation and teaching methods course.

#### **Assigned classroom time**

1 day per week

2 units

### **EDMS 565**

This field experience and student teaching placement is a full-time placement taken by students concurrently with EDMS 522, 526, 527.

Students are participatory observers in classrooms for the first 8 weeks of the term followed by 8 weeks of full time school assignment. Classes and course work is completed prior to the eight weeks of full time student teaching. This is also known as the Initial Student Teaching experience.

#### **Assigned classroom time**

8 weeks of 1 day a week O/P

3 supervisor's visits during the initial observation period

8 weeks of full time, 5 days a week, student teaching assignment

Supervisor's visits will be made weekly during the 8 weeks of full time student teaching.

7 units + 1 unit for EDMS 566 seminar

### **EDMS 575**

This field experience and student teaching is to be taken by full-time students concurrently with EDMS 523, 529. Students are participatory observers in classrooms for the first 8 weeks of the term and full-time student teachers for the last 8 weeks. This is also known as the Advanced Student Teaching experience.

#### **Assigned classroom time**

8 weeks of 1 day per week O/P.

3 supervisor's visits during the initial observation period

8 weeks of full time, 5 days a week, student teaching assignment

Supervisor's visits will be made weekly during the 8 weeks of full time student teaching.

7 units + 1 unit for EDMS 576 seminar

*Depending on the school's holiday schedule, dates for the student teaching field experience will vary to accommodate a sixteen-week semester schedule.*

**Overview of Field Placements**

**Full Time**

<b>EDMS</b>	<b>CSUCI Class Time</b>	<b>Time in School</b>
<b>565</b>	4 days each week for 8 weeks	1 full day a week for weeks 2 - 8. 5 full days a week for the final eight weeks of <b>first semester</b> .
<b>575</b>	4 days each week for 8 weeks	1 full day a week for weeks 2 - 8. 5 full days a week for the final eight weeks of <b>second semester</b> .

**Overview of Field Placements**

**Part Time**

**Credential candidates who take the part time route will meet with the faculty advisor to plan an individualized program that fits the candidates' schedules.**

**This overview will be completed at the advising/planning meeting.**

<b>EDMS</b>	<b>CSUCI Class Time</b>	<b>Time in School</b>
<b>562</b>	Taken concurrently with two or three method classes i.e. EDMS 522, 523, 526, 527, 529	1 day a week for the semester
<b>565</b>		TBA
<b>575</b>		TBA



**EDMS 565 INITIAL STUDENT TEACHING**  
**TIMELINE OF ACTIVITIES**

**8 weeks - Observation/Participation**

**8 weeks - Full-time Student Teaching Assignment**

During the first semester field experience you (ST) will spend one day a week in your assigned classroom leading up to the eight weeks full-time (5 days per week) experience. During the first eight weeks you work with your Cooperating Teacher (CT), becoming acquainted with your class, your school, doing assignments from classes, beginning to work with individual students, teach small groups and gradually taking on full class lessons, otherwise preparing yourself for full-time student teaching. The initial weeks of full time practice are for 'phasing into' the role of classroom teacher, taking increasing responsibility for all aspects of each child's total learning experience. In the final weeks you assume one full week of full responsibility for all classroom instruction and duties then phase out of the teaching role in the last week.

Week 1	<ul style="list-style-type: none"> <li>• No Observation/Participation during the first week. Meet with supervisor at seminar.</li> <li>• At EDMS 566 Seminar placements, expectations, requirements and protocols will be announced.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• At assigned school, meet Cooperating Teacher (CT), principal, and university supervisor.</li> <li>• Share your course syllabi, class assignments with CT / CSUCI supervisor. You will need to notify your cooperating teacher of any assignment requirements that you need to meet. The CT can help facilitate these assignments.</li> <li>• Gather <i>info</i> on school, ie, maps, schedules, handbooks. Get to know your way around.</li> </ul>
Weeks 3-8	<ul style="list-style-type: none"> <li>• Be in classroom on assigned day, before class begins.</li> <li>• Observe and record class routines, record specifically what the teacher says and does.</li> <li>• Familiarize yourself with available school, district and community resources.</li> <li>• Assume one or more of the classroom routines. i.e. read a story, work with a small group, help with recess or playground duty.</li> <li>• Observe lessons noting the sequence and details in your journal. Try to fill in a CSUCI lesson plan by what you see your teacher modeling.</li> <li>• Confer regularly with CT to prepare for gradual assumption of teaching responsibilities.</li> <li>• Work with assigned individuals/small group.</li> <li>• CT will complete evaluation of Professional Dispositions to determine readiness for full time.</li> </ul>
Prior to full time ST	<ul style="list-style-type: none"> <li>• Make plans with CT for gradual assumption of language arts and math teaching responsibilities; decide topics/units and which full week you will teach all children, all subjects, all day.</li> </ul>
Full-time ST Weeks 9-15	<ul style="list-style-type: none"> <li>• Remember, work in classroom according to your CTs <i>contract hours</i>. Be available for various duties with CT, attend faculty/staff meetings, in-services, and participate in other appropriate professional activities that occur.</li> <li>• Gradually assume classroom routines, small groups, and large group instruction.</li> <li>• Confer regularly with CT regarding your performance, lesson plans, assessments and records of student progress, maintaining learning environment and other tasks as assigned.</li> <li>• <u>Mid-way</u> through full-time student teaching, your supervisor will arrange a <u>3 way conference</u> to review the mid-term evaluation that will be prepared by the student teacher, cooperating teacher and university supervisor.</li> <li>• Prepare to take full teaching responsibility for a <i>minimum</i> of one week of consecutive lessons and duties. This is the minimum requirement.</li> <li>• Communicate regularly with supervisor, maintain daily journal and all necessary documentation</li> </ul>
Final Week 16	<ul style="list-style-type: none"> <li>• Phase out of take-over and return instruction to cooperating teacher.</li> <li>• Your supervisor will arrange for a <u>3-way exit interview</u> - ST/CT/ CSUCI supervisor.</li> <li>• CT will submit evaluation form. All three participants will sign off on the ST evaluations.</li> </ul>





**EDMS 575 ADVANCED STUDENT TEACHING**  
**TIMELINE OF ACTIVITIES**

**8 weeks - Observation/Participation**

**8 weeks -Full-time Student Teaching Assignment**

During the first eight weeks you work with your Cooperating Teacher (CT), becoming acquainted with your class and school, beginning to work with individual students, teach small groups and taking on full class lessons, otherwise preparing yourself for full-time student teaching. The initial weeks of full time practice are for 'phasing into' the role of classroom teacher, taking increasing responsibility for all aspects of each child's total learning experience. In the final weeks you assume two full week of full responsibility for all classroom instruction and duties then phase out of the teaching role.

Week 1	<ul style="list-style-type: none"> <li>• In the first week you will not go to your O/P placement.</li> <li>• At EDMS 576 seminar, placements, expectations, requirements and protocols will be announced.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• At assigned school, meet Cooperating Teacher (CT), principal, and university supervisor.</li> <li>• Share your course syllabi, class assignments with CT / CSUCI supervisor. You will need to notify your cooperating teacher of any assignment requirements that you need to meet. The CT can help facilitate these assignments.</li> <li>• Gather <i>info</i> on school, ie, maps, schedules, handbooks. Get to know your way around.</li> </ul>
Weeks 3-8	<ul style="list-style-type: none"> <li>• Be in classroom on assigned day, before class begins.</li> <li>• Observe and record class routines, record specifically what the teacher says and does.</li> <li>• Familiarize yourself with available school, district and community resources.</li> <li>• Assume one or more of the classroom routines. i.e. read a story, work with a small group, help with recess or playground duty.</li> <li>• Observe lessons noting the sequence and details in your journal. Try to fill in a CSUCI lesson plan by what you see your teacher modeling.</li> <li>• Confer regularly with CT to prepare for gradual assumption of teaching responsibilities.</li> <li>• Work with assigned individuals/small group.</li> <li>• CT will complete evaluation of Professional Dispositions to determine readiness for full time</li> </ul>
Prior to full time ST	<ul style="list-style-type: none"> <li>• Make plans with CT for assumption of full language arts and math teaching responsibilities; plan topics/units, decide which full weeks you will teach all children, all subjects, all day.</li> </ul>
Weeks 9-15	<ul style="list-style-type: none"> <li>• Remember, work in classroom according to your CTs <i>contract hours</i>. Be available for various duties with CT, attend faculty/staff meetings, in-services, and participate in other appropriate professional activities that occur.</li> <li>• Gradually assume classroom routines, small groups, and large group instruction.</li> <li>• Confer regularly with CT regarding your performance, lesson plans, assessments and records of student progress, maintaining learning environment and other tasks as assigned.</li> <li>• <u>Mid-way</u> through full-time student teaching, your supervisor will arrange a <u>3 way conference</u> to review the mid-term evaluation that will be prepared by the student teacher, cooperating teacher and university supervisor.</li> <li>• Prepare to take full teaching responsibility for a <i>minimum</i> of one week of consecutive lessons and duties. This is the minimum requirement.</li> <li>• Communicate regularly with supervisor, maintain daily journal &amp; all necessary documentation.</li> </ul>
Final Week 16	<ul style="list-style-type: none"> <li>• Phase out of the classroom teacher role, sharing teaching responsibility with your CT.</li> <li>• Meet with CT/supervisor to complete "<u>Summative Final Evaluation</u>". Your supervisor will arrange for a 3-way exit interview - ST/CT/ CSUCI supervisor.</li> <li>• CT will submit competency form. All three participants will sign off on the ST summary.</li> </ul>

## **CREDENTIAL MULTIPLE SUBJECT COURSES**

### **EDMS 529 SCIENCE, HEALTH AND PHYSICAL EDUCATION (4)**

Four hours lecture/discussion per week

*Prerequisite: Admission to the Multiple Subject Credential Program*

*Corequisite: EDMS 562 (1-2 units) or EDMS 575*

*Instructor: Dave Philips*

Study of the application of recommended methods for teaching physical, life and earth science, health and physical education to students (K-8) based on research and theory. Students reflect upon their personal development and abilities to integrate theory and practice in science, health and physical education with other subject areas. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

### **EDMS 562 FIELD EXPERIENCE MULTIPLE SUBJECT PART-TIME (2)**

One full school day per week in local public schools

*Prerequisite: Admission to the Multiple Subject Credential Program*

*Corequisite: Any of the following two: EDMS 522, EDMS 523, EDMS 526, EDMS 527, or EDMS 529*

Participatory observation in selected schools under the supervision of classroom teacher and university supervisor.

### **EDMS 565 INITIAL STUDENT TEACHING SEMINAR (7)**

Equivalent of eight weeks of full-time student teaching

*Prerequisite: Admission to the Multiple Subject Credential Program*

*Corequisite: EDMS 566*

Participatory observation and teaching in selected schools under the supervision of classroom teacher and university supervisor, with a student teaching seminar.

### **EDMS 566 INITIAL STUDENT TEACHING SEMINAR (1)**

Bi-weekly two hour discussion

*Prerequisite: Admission to the Multiple Subject Credential Program*

*Corequisite: EDMS 565*

*Instructor: Dr. Marilyn Buchanan*

Discussion and seminar with University Supervisor to discuss practical issues relevant to the student teaching experience.

### **EDMS 575 ADVANCED STUDENT TEACHING (7)**

Equivalent of eight weeks of full-time student teaching

*Prerequisite: Admission to the Multiple Subject Credential Program*

*Corequisite: EDMS 576*

Participatory observation and teaching in selected schools under the supervision of classroom teacher and university supervisor, with a student teaching seminar.

## **CREDENTIAL MULTIPLE SUBJECT COURSES**

### **EDMS 576 ADVANCED STUDENT TEACHING SEMINAR (2)**

Two hours seminar per week

*Prerequisite: Admission to the Multiple Subject Credential Program*

*Corequisite: EDMS 575*

*Instructors: Dr. Marilyn Buchanan*

This course facilitates the preparation and discussion of practical issues relevant to the student teaching experience. It meets the standards set by the California Commission on Teacher Credentialing.