San Diego State University
School of Teacher Education

TE 960 - Seminar for Directed Internship
Fall 2015 - San Diego Partnership Block

Instructor: Catherine Close
2 Unit Course
Office hours: Before or after class
Or TBA on request

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Course Overview and Description:

This course has been designed to prepare you, as first semester student teachers, to effectively work in the classroom, schools and communities of San Diego Unified School District. You will be presented with a holistic view of teaching through collaborative discussions, textual readings, observations, familiarity with the California Teaching Performance Expectations and reflecting on your student teaching experiences. An emphasis in this course will be helping you develop effective teaching skills and behaviors by engaging in two specifically identified rotations of planning, teaching, reflecting, discerning problems, and applying new strategies that are supported and guided by a Professional Learning Community (PLC) that includes guide teachers, peer teacher candidates and a university liaison. You will also learn to self-evaluate your instructional practices by analyzing your own video recorded lessons and to use the collective feedback and ideas from other members in your PLC to develop your own "Growth Plan" for continued learning and professional development.

This course is also designed to help support you in understanding and completing the various assessment tasks related to the Teaching Performance Assessment (edTPA) and Content Area Tasks with an emphasis on the “Context for Learning”

STUDENT LEARNING OUTCOMES: (Addressing the following TPEs 2, 4, 5, 6, 8, 9, 10, 11, 12 and 13)

Upon completing this course you will be able to:

- Discuss and adhere to the policies and expectations of San Diego State University Credential Program and the State of California Teaching and Credentialing Laws and expectations.
- List and discuss the various Teaching Performance Expectations (TPEs) for the state of Calif.
- Use personal video recorded lessons to identify and examine your own teaching practices and behaviors for successes and areas of improvement.
- Critically think about and incorporate ideas and suggestions from others to improve your teaching practices
- Provide feedback, suggestions and ideas to peers to help them improve their teaching
- Write a “professional growth summary” in which teaching accomplishments as well as goals for continued practice in teaching effectiveness are identified and described.
- Identify, explain and apply effective strategies for establishing a welcoming, inclusive and safe learning environment for all students.
- Identify and use information about your students’ (background knowledge and experience, language and academic proficiency, family, culture and economic influences and social and emotional maturity) in creating lessons and developing a classroom community.
- Identify and explain the key components of effective lesson planning and the role or function of each component in student learning and in evaluating learning outcomes.
- Write measurable lesson objectives based on CCSS. This will include but is not limited to applying Bloom’s Taxonomy of educational objectives to designing lesson plans.
- Develop Formative Assessment tasks to correlate to your lesson objectives
- Discuss, analyze and write to the Context for Learning Form and Commentary and the rubric strands and expectations for the California Performance Assessment (Teaching Event and Content Area Tasks)

REQUIRED TEXTS / MATERIALS / WEB BASED PLATFORMS:

- SDSU Credential Program Handbook
BLACKBOARD

All course information will be available to you on Blackboard including a copy of this syllabus, assignments, additional readings, and links to websites. http://blackboard.sdsu.edu

COURSE REQUIREMENTS AND ASSIGNMENTS

Below is a description of the requirements and assignments and weighted grading criteria for this class. You will be given detailed descriptions of the specific assignments in class and/on Blackboard before the assignments are due.

REQUIREMENTS

Acts Professionally and Demonstrates Professional Growth: (TPE 12,13): (20% of grade)

The following criteria will be considered: Failure to meet as few as 1 or 2 of these expectations could result in receiving 0% credit for this requirement.

- Follows all expectations and laws relating to professional conduct and student privacy, health and safety as described in the SDSU Credential Program Handbook, SMILE Handbook and state and district policies. (Refer to Dispositions in these documents)
- Uses feedback and suggestions on assignments to show improvement or growth in demonstrating the various TPEs (Understanding of student learners and applying effective pedagogical skills and behaviors.)
- Takes an active responsibility to incorporate corrective measures when advised – self examines rather than blames others.

Class attendance and Participation: (TPEs 2,4, 5, 6, 8, 9,10,11) (25% of grade)

Many of the experiences during class are based on integrating and applying prior readings and activities. Therefore it is essential for your own personal growth and for creating a productive learning community with your credential candidate peers that you meet the following criteria

- Has good attendance (misses less than 20% of class hours) contacts the instructor by e-mail or phone in ADVANCE when needing to be absent. Every unexcused absence lowers your class participation grade by 10%.
- Completes ALL assigned readings and assignments in a timely and professional manner.
- Actively participates and contributes to class discussions and tasks that apply what has been presented or read.

ASSIGNMENTS

Develops effective teaching skills and behaviors through participation in SMILE a Professional Learning Community PLC (TPE 4, 5, 6, 8, 10, 11, 12 and 13) (25% of Grade)

This assignment includes:
- Attending and participating in the discussions of all Mentoring Rotation PLC meetings including both soliciting and giving feedback and suggestions
- Being prepared for each PLC meeting with required materials or documents (lesson plans, video recording, classroom management plan, etc.)
• Video Recording 2 – 4 lessons aligned with each Mentoring Rotation editing and uploading to TaskStream (A total of 4 – 6 for the semester)
• Writing and submitting a “Professional Growth Summary” at the end of each Learning (Mentoring) rotation.
• Other lesson plans or professional reflections as assigned by University Liaison

Identifies, develops and completes a “Context for Learning” form that supports instructional planning including CATS (TPEs 4,5,6,7,8,9 and 11) (15% of grade)

This assignment includes:
• Creating a CFL form by identifying important criteria and factors that are important to know about your students, class, school and community
• Identifying and applying strategies for gathering background information based on this CFL
• Analyzing and critiquing Context For Learning exemplars
• Completing (write) and submitting the “Context for Learning” FORM for your SMILE rotations and for your CATs in math, social studies and science

Blooms Taxonomy Project (TPEs 4,5,6,9 and 10) (15% of grade)

This assignment includes:
• Designing a foldable, chart, interactive website, booklet, etc. based on Blooms Taxonomy that includes the following.
  o Definition of Cognitive levels of thinking
  o Measurable terms (Verbs) that can be used in learning Objectives
  o Examples of questions you might use to “Check for student understanding”
  o Examples of Tasks or products you might use

Major Assignment due dates:

• Bloom’s Taxonomy Group Project – Sept 25 – Post on BB
• Context for Learning final copy due October 2, 2015 – Send electronically to me by e-mail
• Upload to TaskStream all required lesson plans, video clips and Professional Growth Summary for SMILE Rotation B by November 30, 2015

Course Evaluation:

This is a credit / no-credit course.

To receive credit in this course you must meet 80% or better of the above requirements.

Cheating an/or Plagiarism 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. Penalties for cheating and plagiarism will range from a zero on a particular assignment, through the possibility of NO CREDIT for the course,

Syllabus is Subject to Change: This syllabus and schedule of assignments are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Special Notifications:

Accommodations: The University is committed to providing reasonable academic accommodation to students with disabilities. If you expect or need accommodation through the Americans with Disabilities Act, please notify your instructor, Catherine Close, by August 24, 2015 as well as contact the Student Disability Services Office at (http://www.sa.sdsu.edu/dss/dss_home.html) or (619) 594-6473,” so that reasonable efforts can be made to accommodate you.
**Religious Observances:** University Policy includes the following statements: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances.” Please notify your instructor, Catherine Close, in a timely manner if you will miss class for religious observances.

**Tentative Schedule:**

**Monday, August 17**

*Introductions*
*Block Expectations /Semester Schedule*

**SDSU Credential Program and Policies**
- Review and Discuss Credential Program Handbook

*Building Community –*
- Class Jobs / Class Rules
- Get to know you activities

**Qualities of Effective Teachers**
- What makes a great teacher great?

**August 18**

Review syllabus

**SMILE (Student Teaching) Overview**
- Expectations / outcomes
- Process / procedure

*Intro to TPEs*

**August 24**

**Student Teaching**
- Receive Placement Assignments

*What does Context For Learning mean?*
- Identifying important components
- Creating a CFL profile

**Former Student Teacher Panel**

**Sept 2**

*CFL “wrap-up”*

*First weeks of Student Teaching- game plan*

*What Research tells us about Learning*
- Prior Knowledge
- Experiential learning – active participation in the learning process

*Intro to Bloom’s Taxonomy*
- Explanation of Group Project

**Sept 16**

*Review/ Discuss Homework Readings-*
- Research Supported Practices to Enhance Student Learning

*Instructional Planning – Lesson Design*
- What should be considered and included when designing a lesson

*Overview of CCSS and they apply to Lesson design*

*Intro to SMILE Lesson Plan Template*

**Sept 18**
Lesson Design
- Student Prior Knowledge & Learning
  - Instructional Materials
- Anticipatory SET
- Main Body – Tasks and Activities
- Closure

Review of SMILE Rotation Process
- Further clarification of SMILE lesson template for Rotations A and B

Sept 25

Lesson Design
- Learning Objectives – single lesson
- Formative Assessment
  - Tasks and Questions
- Academic Language / Vocabulary

Oct 19

Intro to edTPA
- Rubric Overview
- Planning Tasks (Rubrics 1-5)
- CATs

Nov 30

More edTPA
- The Real Deal CFL
- Making Good Choices
- TBD