Program Assessment Document  
Single Subject 2042 Standards  
Response to initial review

Institution: San José State University  
Date of initial review: October 2009

**Standard 1 (g)**  
Status: More information needed  
Reviewer comments: “Element 1 (g) does not include all pathways to meet the Basic Skills Requirement.”

Summary of revision: All pathways for meeting the Basic Skills requirement have been included in the response to section 1(g). These changes will be reflected on our website and in the orientation session for program applicants.

Revision ([Link](#)), page iii

**Standard 9 (a)-(i)**  
Status: More information needed  
Reviewer comments: “Narrative is needed to explain the matrix. What does a four mean? In addition, links, embedded in the chart would have made the evidence more accessible.”

Summary of revisions: Text has been added to provide additional narrative for the matrix found on page 90 of the original program document. To avoid confusion, “4s” in the original matrix have been replaced with the originally intended “Xs” to note where a given course addresses a given standard. The use of “4s” was simply a typographical error. Finally, links to course syllabi have been added to the matrix, as per reviewers’ comments.

Revision: ([Link](#)), page iv

**Standard 10 (a)-(e)**  
Status: More information needed  
Reviewer comments: “Element 10 (b) preliminarily aligned. The critical syllabus EDTE 190 was not included and therefore there was little evidence to corroborate the remaining elements.”

Summary of revision: A course syllabus for EDTE 190 was missing from the original program document. The syllabus has been added here for review.

Revision: ([Link](#)) to page ix
**Standard 14 (a)-(f)**

Status: More information needed

Reviewer comments: “The critical syllabus EDSE 192 was not included and therefore there was little evidence to corroborate the standard.”

Summary of revision: Course syllabus for EDTE 192 was included in the original version of the program document. A link to that syllabus has been added here for review.

Revision: [Link](link), syllabus for EDSE 192 in original program document
The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.

Faculty teaching and advising in the SSCP provide assessment of candidates at all stages of the Program, from admission to recommendation for the preliminary credential. Prior to being admitted, candidates are interviewed by both the subject area and secondary education. Candidates are expected to meet the following prerequisite requirements before being unconditionally admitted to the Program: three letters of recommendation, passing scores on CBEST (or a suitable alternative pathway for meeting the basic skills requirement, including passing the CSET Multiple Subject along with the Writing Skills Examination, passing the CSU Early Assessment Program, or passing the CSU Placement Examinations), established subject matter competency, 30 hours of preprofessional experience in a regular, secondary, public school classroom, appropriate GPA, a writing sample obtained from a 30-minute on-site response to a randomly selected prompt, and a passing score on the baseline technology test. Candidates who do not meet all of the prerequisites may be admitted conditionally but may not proceed to student teaching until prerequisites are met. Candidates with low GPA, weak writing skills, or weak speaking skills are apprised of strategies and opportunities for improvement.
Program Standard 9: Using Technology in the Classroom

Through planned prerequisite and/or professional preparation, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Each candidate is able to select and evaluate wide array of technologies for effective use in relation to the state-adopted academic curriculum.

In 2001, the SJSU College of Education received approval on its response to the new CCTC technology standards. A summary of this response shows that candidates will encounter a three-pronged approach to address the new computer technology requirements at Level 1. Specifically, students will:

- be tested prior to admission to the credential program to ensure that they have minimal computer competencies
- complete a program of studies in which ‘methods’ course have been restructured to integrate technology
- demonstrate proficiency in teaching with technology during their field experience and in their professional practice

Since our final approval in 2001, the faculty has been involved in enhancing their own use of technology as well as their expectations for candidate use of technology. Ongoing professional development is available to faculty in the effective use of technology through the university’s Institute for Teaching and Learning, and through programs sponsored by the College of Education. For example several faculty members participated in the Intel partnership project that provided the equipment and materials for an in-depth experience in the ethical, instructional, and management issues related to the use of technology in the classroom. Current course syllabi show additional requirements for the use and understanding of technology as an instructional tool.

The matrices below provide an overview of the standards addressed by the technology requirements at program entry (through our technology test or through EDIT 122) as well as the learning opportunities afforded by program coursework. The technology exam (or the EDIT 122 course) is in place to establish basic competencies at the outset of the program, while instruction and activities embedded in program coursework are designed to hone candidates’ ability to use technology in instructional settings. Links to each of the syllabi can be found in the top row of each matrix.

Program Elements for Standard 9: Using Computer-Based Technology in the Classroom

9(a) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.

9(b) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.

9(c) Each candidate is familiar with basic principles of operation of computer hardware and software, and
implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

9(d) Each candidate uses computer applications to manage records and to communicate through printed media.

9(e) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.

9(f) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)

9(g) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.

9(h) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.

9(i) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and acceptable Use Policies.
## SJSU Single Subjects Technology Integration Matrix
### Level I - Preliminary Credential

<table>
<thead>
<tr>
<th>Factors to Consider</th>
<th>Test or EDIT 122</th>
<th>EDSC 138A</th>
<th>EDSC 172A</th>
<th>EDSC 173</th>
<th>EDSC 184X</th>
<th>184 Y/Z</th>
<th>SCED 173</th>
<th>SSED 378</th>
<th>MED 394</th>
<th>ENED 353</th>
<th>ARED 338</th>
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</thead>
<tbody>
<tr>
<td><strong>General Knowledge and Skills</strong></td>
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<tr>
<td>Each candidate demonstrates knowledge or current basic computer hardware and software terminology.</td>
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<td>Each candidate demonstrates competency in the operation and care of computer related hardware.</td>
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<tr>
<td>Each candidate implements basic troubleshooting techniques for computer systems and related peripheral devices.</td>
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<td>Each candidate demonstrates knowledge and understanding of the legal and ethic issues concerned with the use of computer-based technology.</td>
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<td>Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology in teaching and learning.</td>
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</table>
### Factors to Consider

<table>
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<tr>
<th>Specific Knowledge and Skills</th>
<th>Test or EDIT 122</th>
<th>EDSC 138A</th>
<th>EDSC 172A</th>
<th>EDSC 173</th>
<th>EDSC 184X</th>
<th>184 Y/Z</th>
<th>SCED 173</th>
<th>SSED 378</th>
<th>MED 394</th>
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<th>ARED 338</th>
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<tbody>
<tr>
<td>Each candidate uses computer applications to manage records (e.g. grade book, attendance, and assessment records).</td>
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<td>Each candidate uses computers to communicate through printed media (e.g. newsletters, course descriptions and student records).</td>
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<td>Each candidate interacts with others using email.</td>
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<td>Each candidate is familiar with a variety of computer-based collaborative tools (e.g. threaded email, newsgroups, listserves, online chat).</td>
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<td>Each candidate examines a variety of current educational digital media and uses established selection criteria to evaluate materials.</td>
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<td>Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.</td>
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<td>Each candidate demonstrates competence in the use of electronic research tools (e.g. access the Internet for search and retrieval of information).</td>
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<td>Each candidate demonstrates the ability to assess the authenticity, reliability and bias of the data gathered.</td>
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<td>Each candidate identifies student learning styles and determines appropriate technological resources to improve learning.</td>
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<td>Each candidate considers the content to be taught and selects the best technological resources to support, manage, and enhance learning.</td>
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<td>Each candidate demonstrates an ability to create and maintain effective learning environments using computer-based technology.</td>
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<tr>
<td>Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.</td>
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<td>Each candidate demonstrates knowledge of copyright issues (e.g. distribution of copyrighted materials and proper citations).</td>
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<td>Each candidate demonstrates knowledge or privacy, security, and safety issues (e.g. appropriate use of chatrooms, etc.).</td>
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San Jose State University
EDTE 190 Health Education for the Classroom Teacher
Spring 2008, Thursdays 4:00-6:45pm

Instructor Deborah Wood, Ph.D.
Phone (510) 670-4586
E-mail dwood@acoe.k12.ca.us (note “EDTE 190” in subject line)
Office Hours After class and by appointment, SH 318

SJSU College of Education Mission Statement: The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Course Description: EDTE 190 provides an introduction to the health subject matter and skills necessary for teachers to meet their legal and professional responsibilities to protect and promote students’ health and safety by:

(a) identifying, referring and supporting students who may be at risk of health problems,
(b) providing health instruction and/or integrating health content and skill development with instruction in other academic areas,
(c) creating a safe and healthy environment for learning, and
(d) participating in coordinated school health programs.

In EDTE 190 credential candidates determine the health risk behaviors, internal and external assets, and risk and protective factors influencing the health of California youth. They review the health and safety challenges facing educators and the research base for health education and school health programs and services. The teachers’ role and relationship with students is a lens for inquiry into health education instructional content and pedagogy, and the safe and healthy learning environment via case studies, problem solving and instruction. Abstract ideas (e.g., health, disease, risk, prevention) are personalized and made practical through examination of specific school health situations. Similarly, youth health issues (e.g., obesity, inactivity, substance abuse, violence, sexual activity) are examined, compared and contrasted to more fully develop credential candidates’ health education knowledge and skills.

EDTE 190 fulfills the health requirements for Subject Matter Programs and Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (2001):

Standard 5: Effective Curriculum, Teaching and Assessment Practices
Standard 8-A: Pedagogical Preparation for Multiple-Subject Candidates
Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

Course Objectives
The credential candidate will be able to:

<table>
<thead>
<tr>
<th>Standards Addressed</th>
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<tbody>
<tr>
<td>5, 10 (c,d,e)</td>
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</table>

1. Describe the common causes of morbidity and mortality in children and youth, and the health status of California children and adolescents from standardized assessment sources.

2. Describe the research-supported connections between student health and academic achievement.

3. Evaluate the rationale for school health education, services and programs based on #s 1 and 2 above.
4. Describe the state and federal legal responsibilities of teachers to protect and promote the health and safety of students and apply the laws to common school health and safety situations. 5, 8-A, 10 (a,c,d)

5. Describe the eight components of the coordinated school health system and how they can work together to foster student health and safety, emphasizing the roles, opportunities, and responsibilities of teachers in the system. 5, 8-A, 10 (a,c,d,e)

6. Recognize the signs and symptoms of the common acute, chronic and communicable diseases of children and adolescents; and identify when, how and where to make referrals to school and community health resources. 5, 10 (a,c,d,e)

7. Recognize the signs and symptoms of behavioral and environmental health and safety problems of children and adolescents; conduct a student interview to assess risk; and identify when, how and where to make referrals to school and community health resources. 5, 10 (a,c,d,e)

8. Describe school-based strategies/programs to prevent student health problems and strategies to support students and their families who may be at risk of health problems. 5, 10 (a,c,d,e)

9. Understand and evaluate health instructional practices that are effective in achieving the learning objectives of the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; understanding of the process of growth and development; and informed use of health-related information, products, and services for the health content areas mandated in EC 51210 and Education Code sections and the No Child Left Behind legislation, and specified in the California Health Framework (2003). 5, 8-A

10. Identify and evaluate research-based curricula and assessment resources that effectively address the content areas of health education, and are aligned with the Health Framework and student achievement standards. 5, 8-A

11. Identify strategies to create a safe learning environment for all students, including strategies to anticipate, recognize and defuse situations that may lead to student conflict or violence, techniques for crisis prevention and conflict resolution, and resources that are available to promote student health and safety, and reduce school violence. 5, 10 (d,e)

Coursework: Unless otherwise noted, all work must be individual work, in your own words, word-processed or typed (unless otherwise noted) and is due in class on the assigned date (subject to change with fair notice). Assignments are available at www.californiahealthykids.org, in the “Links and Other Resources” section, in “Teacher Education (Project TEACH Health);” or from the “HOT Topics” pull down menu under “Teacher Education.” Not all of the assignments on the website will be used in this course, just those listed below. All coursework, with the exception of the final exam, must be submitted in class no later than May 8.
Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due in class</th>
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</thead>
<tbody>
<tr>
<td>1. Information Sheet</td>
<td>5</td>
<td>Jan. 31</td>
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<tr>
<td>2. School Health Laws</td>
<td>20</td>
<td>Feb. 28</td>
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<td>3. Secondary Prevention Performance Assessment</td>
<td>15</td>
<td>Mar. 20</td>
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<td>4. Eating &amp; Exer. Log and In-Class Nutrition Stations</td>
<td>10</td>
<td>Apr. 17</td>
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<tr>
<td>5. Evaluation of Two Instructional Resources (K-12 gr. curriculum and videotape, and in-class presentation)</td>
<td>20</td>
<td>May 8</td>
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<tr>
<td>6. Final Examination</td>
<td>15</td>
<td>May 15, 5:15-6:15pm</td>
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<td>7. In-Class Participation, including writings, quizzes, group work, role plays, etc.</td>
<td>15</td>
<td>Jan. 24 – May 8</td>
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Late Work and Make-up Policy: All coursework must be submitted in class on the assigned date. Coursework submitted by fax, email or to faculty in-box will not be accepted. Coursework not submitted in class on the assigned date will be considered late. Late work should be submitted in class as soon as possible and will be penalized 10% of the total possible points for each week it is late. If you are too ill to turn in an assignment, participate in a class activity, or take an exam you may arrange for a make-up or no-penalty extension with written verification from your physician. If you have an unchangeable professional obligation (e.g., back-to-school night) you may arrange in advance for one make-up or no-penalty extension during the semester with prior written verification from your site administrator.

Academic Integrity: All coursework must be your own individual work, with resources you researched, identified, and acquired. All coursework must be written in your own words. From the Office of Judicial Affairs: “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-370.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-370.html).”

Campus Policy In Compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.”

Required reading: Online readings are available at [www.californiahealthykids.org](http://www.californiahealthykids.org), in the “Links and Other Resources, in "Teacher Education (Project TEACH Health) Readings;" or from the “HOT Topics” pull down menu under “Teacher Education.” Other readings are provided in class.

Course Schedule

**Jan. 24 Students’ Health—Is that My Job?**

Introduction to the common causes of disease and death, the health status of California children and youth, and the relationship between health and student achievement, and the rational for school health education, services and programs.

**Jan. 31 Advocates and Allies**

Examination of the components of the coordinated school health system, and legal and policy documents related to student health, and their application to current student health problems (e.g., obesity, tobacco use, violence).

Assignment due in class: Information Sheet. Print form off website. (Handwritten OK.)

Read: Coordinated School Health

**Feb. 7 “I Wonder What’s Up With That Kid?”**
Overview of the knowledge and skills to identify students at risk of physical, psychological, emotional or social health problems, determine the need to report or refer, and support students and their families. Application of these concepts and skills to suicide prevention.

Read: Suicide Prevention

Feb. 14 Child Abuse Identification and Referral
Review of the knowledge and skills to recognize suspected child abuse, determine the need to report, submit a report, and support for students and their families.

Read: Child Abuse Identification and Reporting

Feb. 21 School Health Services
Examination of mandated school health services, student health problems (e.g., diabetes, asthma, epilepsy). Exploration of resources and procedures to support student health, especially the school nurse.

Read: School Health Services

Feb. 28 School Health Laws
Review and analysis of laws guiding teacher responsibilities related to health instruction, and student health and safety at school.

Assignment due in class: School Health Laws.
In-class small group presentation: Presentation of appropriate action and relevant laws for selected school health scenarios.

Mar. 6 Practicing Teacher Competency to Identify and Respond
Use case studies of common student health and behavioral problems (e.g., suicide, child abuse, eating disorders, bullying), to practice skills to identify possible health problems, assess risk, and determine and carry out appropriate action(s).

Mar. 13 Promoting Students' Interpersonal Communication Skills
Teaching methods, instructional strategies, and resources for developing students’ interpersonal communication skills to enhance health. Application to comprehensive sex education content.

Read: Family Life Education and HIV/STD Prevention Education

Mar. 20 Demonstrating Teacher Competency to Identify and Respond
In class examination: Performance assessment of secondary prevention response to student health problem case studies: identification, assessment, referral and reporting. NOTE: Performance assessment begins promptly at 4:00pm—late arrivals will not be admitted.

Mar. 27 SPRING BREAK – NO CLASS

Apr. 3 Teaching to Make a Difference: Impacting Students' Health Behaviors
Examination of “skills density”: standards-based teaching strategies and pedagogy for effective stand-alone and integrated health instruction.

Apr. 10 Promoting Students' Skills in Analyzing Internal and External Influences
Teaching methods, instructional strategies, and resources for developing students’ skills to analyze internal and external influences on health behavior. Application to growth and development content.

Apr. 17 Promoting Students' Accessing Information and Goal Setting Skills
Teaching methods, instructional strategies, and resources for developing students’ skills to access valid health information, products and services, and use goal-setting to enhance health.

Assignment due in class: Eating and Exercise Log, note: 3-day log, nutritional analysis and 3-day summary only. (Handwritten OK; see forms on assignment.)
In-class nutrition learning stations: Participate in 10-15 nutrition learning stations and culminating activity.

Read: Nutrition Education
Apr. 24 Promoting Students’ Self-Management Skills
Teaching methods, instructional strategies, and resources for developing students’ abilities to manage health-enhancing behaviors and reduce health risks. Application to communicable disease prevention, HIV/STD prevention, and integrated instruction.

May 1 Promoting Students’ Decision Making Skills
Teaching methods, instructional strategies, and resources for developing students’ decision-making skills to enhance health. Application to alcohol, tobacco, and other drug-abuse prevention education content.
Read: Alcohol, Tobacco, and Other Drug Abuse Prevention

May 8 Demonstrating Teacher Competencies in Evaluating Health Education Instructional Resources
Assignment due in class: Evaluation of Instructional Resources (Handwritten OK on CHKRC curriculum and audiovisual evaluation forms.)
In-class presentation: Brief overview presentation of one evaluated instructional resource, with visual aid of instructional resources, e.g., bring in the material, or a copy of a sample lesson plan.

May 15 Final Exam, 5:15-6:15pm
Written final exam covering in-class information and activities, assignments, and readings.
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## I Standards

### Category A - Program, Governance, and Qualities
- **Standard 1**: Program Design
- **Standard 2**: Collaboration in Governing the Program
- **Standard 3**: Relationships between Theory and Practice
- **Standard 4**: Thought and Reflective Practice
- **Standard 5**: Equity, Diversity and Access to the Core Curriculum for All Children

### Category B - Preparation to Teach Curriculum to All Students in California Schools
- **Standard 6**: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas
- **Standard 7**: Single Subject Reading, Writing and Related Language Instruction in English
- **Standard 8**: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates
- **Standard 9**: Using Technology in the Classroom

### Category C - Preparation to Teach All Students in California Schools
- **Standard 10**: Preparation for Learning to Create a Supportive, Healthy Environment For Student Learning
- **Standard 11**: Preparation to Use Educational Ideas and Research
- **Standard 12**: Professional Perspectives toward Student Learning and The Teaching Profession
- **Standard 13**: Preparation to Teach English Learners
- **Standard 14**: Preparation to Teach Special Populations in the General Education Classroom

### Category D - Supervised Fieldwork in the Program
- **Standard 15**: Learning to Teach Through Supervised Fieldwork
- **Standard 16**: Selection of Fieldwork Sites and Qualifications of Field Supervisors
- **Standard 17**: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence
- **Standard 18**: Pedagogical Assignments and Formative Assessments during the Program

## II Vitae

- Ahlquist, Roberta
- Aminy, Marina
- Buell, Cathy
- Carter, Joan
- Chan, Helen
- Craig, Deborah
- D’Ambrosio, Kara
- Felton, Mark
- Hanson, Lee
- Hollinger, Diana
- Jensen, Anne
- Jung, Jin
Karathanos, Katya
Katz, Michael
Lovell, Jonathan
Metzger, Ellen
Miller, Kathleen
Narveson, Jane
Pence, Barbara
Resler, Jean
Scharberg, Maureen
Sliva, Julie
Warner, Mary
Wilkinson, Susan

III Course Syllabi
Art
ARED184YZ
ARED 338 Methods
English
ENED 365
ENED 353 Methods
Foreign language
FLED 184 YZ
FLED 380 Methods
Kinesiology
KNED 184 YZ
KNED 339 Methods
Math
MTED 184YZ
MTED 394 Methods
Music
MUED 184YZ
MUED 370A Methods
MUED 370 B Methods
Science
SCED 184YZ
SCED 173 Methods
SCED 375 Seminar
Social Science
SSED 378YZ
SSED 378 Methods
Secondary Education
EDSC 138 A
EDSC 151
EDSC 152
EDSC 153
EDSC 162
EDSC 172A
EDSC 173
EDSC 182
EDSC184X
EDSE 192

Appendix A  PACT, TPE, SLO Matrix
Appendix B  TPE Matrix
Appendix C  Student Record
Category A

Program Design, Governance, and Qualities

Program Standard 1: Program Design

The professional teacher preparation program and its prerequisites include a purposeful, developmentally designed sequence of coursework and field experiences that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education. By design, the program provides extensive opportunities for candidates to (a) learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs) provided in the Appendix. A Teaching performance assessment that fairly, validly and reliably assesses the TPEs is embedded by design in the program.

The College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access of quality, lifelong education. Faculty staff and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

<table>
<thead>
<tr>
<th>College of Education Mission</th>
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<tbody>
<tr>
<td>The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.</td>
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<table>
<thead>
<tr>
<th>Basic Values</th>
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<tbody>
<tr>
<td>• Respect and appreciation for diversity</td>
</tr>
<tr>
<td>• Promotion of equity and access to quality education</td>
</tr>
<tr>
<td>• Excellence through scholarly activity and reflective professional practice</td>
</tr>
<tr>
<td>• Continual professional and personal growth</td>
</tr>
<tr>
<td>• Ethical, collegial, and humane interpersonal relationships as a basis for community</td>
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<table>
<thead>
<tr>
<th>Secondary Education Philosophy</th>
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</thead>
<tbody>
<tr>
<td>The philosophy of the Secondary Education Department at San José State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment to today’s secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice, 2) serve in diverse educational contexts, 3) promote equity, respect for person, and social justice, and 4) provide fair-minded and responsive instruction to ethnically and linguistically diverse populations. These teachers must also be aware of uses of technology for learning, and they must be well-prepared in current education theory, research, methods, and practice.</td>
</tr>
</tbody>
</table>
Program Elements for Standard 1: Program Design

Links to the materials cited in this response:

Where the SSCP courses address and/or practice the Teaching Performance Expectations
PACT, TPE, SLO matrix.

1(a) The design of the program and the selection of prerequisites are clearly grounded in a well-reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of teacher education, are articulated clearly, and are evident in the delivery of the program's coursework and fieldwork.

In order to best serve the candidates in the Single Subject Credential Program, the faculty must consider the many external variables that contribute to the needs of our students. For the past few years, many of our candidates have been re-entry students, that is, they bring experience from other professions such as the high tech industry, marketing, business, and law. In addition, they are adults who must support themselves and families in one of the highest cost-of-living areas of the country while completing a credential. We have had to rethink our scheduling as well as our approach to teaching to accommodate these individuals as well as carefully consider the needs of adult learners.

One primary feature of adult learning is that adults learn best when they are given choices and when the choices are matched to their background and experiences (Knowles, 1998; Mezirow, 1991). Our candidates may attend the program as interns or as regular credential students. Program Plans are individually designed and offer candidates the opportunity to go full time or part time, participate in a cohort, and go through as quickly or as slowly as needed to fit into their life needs.

A second feature of adult learning theory is the role of the adult learner’s prior experience in creating biases that can greatly impact new learning. Researchers in this area include Argyris (1982), Schon (1983), and Senge (1990). Mezirow (1991) addresses this aspect of adult learning in his concept that reflective learning involves ‘assessment or reassessment of assumptions. Reflective learning becomes ‘transformative’ for adults whenever assumptions or premises are found to be distorting, inauthentic, or otherwise invalid.’ Teaching that asks adults to become aware of biases that impact new learning is uncomfortable for many adults. Years of being schooled in ‘right’ answers and ‘quick fixes’ for complex issues have diminished adult learners’ tolerance for renegotiating meaning and reinterpreting prior experiences through the lens of new knowledge.

Opportunities for dialogue are important as they allow adult learners to work through these transitional states of mind as the individuals reinterpret what learning means to them and to their future students. In the Intern program and in our Independence Program, candidates participate as a member of a cohort – a built-in peer support network. In addition to face-to-face dialogue in classes and study groups, single subject candidates may dialogue via email lists and hold discussions via Web CT. Many opportunities are deliberately created by faculty to ensure that our adult learners are engaged in activities that create the contexts for shared and reflective learning.

The design of the Single Subject Credential Program reflects the theme of the College of Education – Equity and Excellence as well as the literature on adult learning. Active commitment to equity requires that educators recognize and work to overcome barriers that exist in our society that prevent students from accessing the material, intellectual, and cultural capital that make up
schooling. Candidates in the Single Subject Credential Program (SSCP) explore teaching through an equity lens as appropriate to the diverse community we serve. Candidates explore:

- The implications of social, cultural, linguistic, and economic diversity on teaching and learning;
- Theories of development, and the implications of cognitive, affective, physical, and social/emotional development on individual’s school experiences;
- Theories of first and second language acquisition and their implications for instruction.

A third feature of adult learning that informs the design of the Single Subject Credential Program is the role of current experiences in shaping adult learning (Knowles, 1998). Adults seem to learn best when the learning is connected to real life experiences - when new information is presented in real-life contexts. Several times during the program, candidates apply their coursework learning to real classroom contexts in field experiences. In addition, candidates must complete a minimum of 30 hours in classrooms prior to entering the program. It is important that they have some classroom ‘context’ even as they begin the program.

Therefore, in pursuit of excellence, through fieldwork, collegial conversations, and reflective practice, candidates are expected to revise and refine their thinking and their practice with a focus on making schools safe for and curriculum accessible to all students.

Consistent with the College Mission Statement, candidates are expected to exhibit attitudes and values consistent with ensuring ‘equity and excellence for all students in a culturally diverse, technologically complex, global community’. Specifically, SSCP candidates are expected to display reflectiveness, responsibility, commitment to professionalism, and commitment to fair-mindedness and equity.

Secondary Education Expectations for Candidates – Dispositions

In accordance with the goals of the Single Subject Credential Program, candidates are expected to demonstrate the following professional dispositions as they progress through course work and field work experiences:

Reflectiveness
Indicators:
- Practices critical questioning
- Is responsive to criticism
- Is responsive to opposing views
- Articulates opposing views
- Examines personal strengths and weaknesses
- Questions own beliefs and practices
- Exhibits flexibility

Responsibility
Indicators:
- Constructively responds to obligations
- Oral and written agreements with others
- Coursework/Assignments
- Timeliness
- Engages actively in program experiences

Commitment to Professionalism
Indicators:
- Demonstrates an understanding of the legal obligations of teaching
- Demonstrates ongoing commitment to professional development
- Practices collaboration and collegiality to reach identified goals

Commitment to Fairmindedness and Equity
Indicators:
- Treats others with equal respect, courtesy, and dignity
- Is intolerant of all forms of harassment, discrimination, and exploitation
- Recognizes the need for differences to ensure equal treatment of all

The SSCP is designed to prepare candidates who are critical and reflective decision makers, competent to serve in diverse communities, able to employ technology for the enhancement of
teaching and learning, committed to promoting equity, and determined to provide fair-minded and responsive instruction for ethnically and linguistically diverse populations. These threads are embedded and visible in all courses in the SSCP.

Foundation courses are designed to expose credential candidates to contemporary theories and research relevant to adolescent development and learning in the complex multicultural, multilingual environments found in California secondary schools. Theories become lenses through which candidates explore the experience of teachers and learners in the classroom.

As evidenced in the syllabi of the courses required to complete the SSCP, through completion of course readings, activities, and assignments, and field experiences, candidates learn to apply and use theory and research to inform design, delivery, and evaluation of instruction that serves the diverse needs of learners. In addition, in subject-specific methods classes and in seminars that accompany the student teaching experiences (which are housed in the subject area department), candidates are provided with opportunities to explore and analyze the nature of the subject area and its unique relevancy to teaching.

Prerequisites to admission to the SSCP were identified to ensure both that we meet the CCTC conditions and that our candidates have experiences upon which to draw when studying theory in relation to practice. CCTC requirements we require as prerequisites to full admission to the SSCP include a recognized Bachelor’s degree (completed or in the final stages of completion) or equivalent with acceptable GPA, study of the U.S. Constitution, passing scores on CBEST, knowledge of subject matter, and at least 30 hours of pre professional field experience in a public school classroom. In addition, candidates must submit an acceptable writing sample, pass a test that verifies basic computer competencies, and complete several interviews to determine verbal skills and working knowledge of subject matter, and to observe dispositions/attitudes relative to working with adolescents and young adults.

1(b) In the program and its prerequisites, coursework and fieldwork are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the program. The program design is informed by adult learning theory and research.

The SSCP curriculum includes the following courses:
- Psychological Foundations of Secondary Education (EDSC 173)
- Social, Philosophical, and Multicultural Foundations (EDSC 172A)
- Subject-specific instructional methods (_ _ ED 3 _ _)
- Language/Literacy Development of English Language Learners (EDSC 162)
- Reading, Language, and Instruction in Diverse Content Area Classrooms (EDSC 138A)
- Assessment and Evaluation in Secondary Schools (EDSC 182)
- Field experiences (EDSC 184X Phase I and _ _ ED 184Y,Z Phase II Student Teaching)
- Health Education (EDTE 190)
- Mainstreaming (EDTE 192)

The curriculum for the traditional SSCP candidate is designed to move candidates into increasingly more complex teaching and learning environments as they progress through the program.

Beginning at the undergraduate level, candidates completing an approved subject matter preparation program participate in a field experience specific to their single subject emphasis. All candidates, including nontraditional candidates who take other routes to establish subject matter competency, complete a minimum of 30 hours of classroom
experience prior to being admitted to the SSCP. The pre professional experience generally includes observation, individual, and small group tutoring in the classroom, assisting teacher with classroom tasks, and becoming acquainted with the secondary school environment. This is an especially important step for a candidate who is making a career change and has little understanding of public school classrooms and community and school dynamics.

During the first semester, traditional fulltime candidates are advised to enroll in Psychological Foundations, Multicultural Foundations, subject specific methods, either Language/Literacy Development or Reading, Language, and Instruction and Phase I Student Teaching. This combination of classes provides candidates with the theories of teaching and learning, multicultural considerations for learning, subject specific applications, and strategies for supporting the content learning for all students, including English language learners. During this first student teaching experience, candidates spend time in their public school classroom using what they are learning in credential classes to inform their observations, and later, their decisions for designing and delivering lessons specific to the curriculum.

During the final semester, full time candidates complete Phase II Student Teaching and are advised to enroll in Assessment and Evaluation and either Language/Literacy Development or Reading, Language and Instruction. Candidates generally assume daily responsibility for a minimum of two public school classes very early in the Phase II experience. However, based on the type of classroom, the concerns of the resident teacher, the needs of the students, and the comfort level of the student teacher, the Phase II experience may include a combination of observation, small group tutoring, shared teaching, and team teaching, as well as at least two weeks of full-day teaching responsibility. The courses taken concurrently with Phase II student teaching provide further support for the candidate’s needs in the classroom specific to evaluation and assessment, and meeting the diverse needs of students. When funded, the PACT Teaching Event will be completed during the full-semester student teaching experience.

Health Education and Mainstreaming courses may be taken in the summer either preceding formal entry into the Program or in the summer following the rest of the credential coursework, as part of the undergraduate degree, or at any other convenient time while the candidate is in the program. Candidates who must complete subject matter competency coursework or take exams prior to being fully admitted to the Program are encouraged to take these courses at the same time.

Non-traditional candidates make up a large portion of our students. The Single Subject Credential Program allows candidates the flexibility to take courses at a slower pace as needed to keep up with the demands of working full time and being a student, and often, being a parent and/or family provider as well. Every effort is made to move candidates through the program with consideration for reasonable prerequisite or concurrent experiences; for example, candidates are expected to take subject-specific methods and one class that supports ELL before or concurrent with classroom field experience.

SJSU has a two-year cohort intern program for candidates employed by one of the partnership districts. This program requires a 120 hour ‘boot camp’ in the summer preceding contracted teaching that includes strategies for working with ELL, classroom management, general and subject specific pedagogy, and supervised classroom practice.
As a Program, we are committed, as much as possible within the parameters of the Standards for Quality and Effectiveness, to meeting the needs of individual candidates, and therefore the school districts in our service area. An individually designed Program Plan is developed for each entering candidate. Candidates are required to complete their subject matter requirements before enrolling in credential coursework. However, we also recognize that we have a responsibility to support untrained teachers in the classroom, especially for those districts that must hire individuals on short term staff permits to meet their classroom needs. Moving candidates through the program in a way that is likely to allow for candidate success, both in the program and in their classrooms, is more critical than a specific sequence of courses. However, we have established pre requisite and concurrent experiences to ensure that candidates can successfully demonstrate the Teaching Performance Expectations (TPE) mapped to course and field experiences, particularly Phase II Student Teaching.

1(c) Throughout the program, coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. Each candidate gains a clear understanding of the realities of California public education.

All courses in the SSCP relate theory and practice specifically to the complexities of serving in California public schools. Language development, literacy, diversity, equity, and technology are threads that are integrated through all courses and field experiences. As part of their developing knowledge base, candidates are expected to learn about and apply the appropriate national and CCTC subject area content standards. Additionally, all candidates become familiar with and apply pertinent portions of the Language Arts Content Standards and the English Language Development Standards.

As stated above, traditional candidates enroll in both coursework and a field experience (Phase I Student Teaching) during the first semester of their preparation. Early in the field experience, candidates complete observations in the classroom and at the school site, providing them opportunities to see application of the theories and concepts presented in concurrent classes. Later in the semester, during a three-week daily teaching experience, candidates apply the theories and concepts to their own teaching, and to meet the needs of their students. Candidates are placed in schools and classrooms that exhibit the diversity of California public school students; this includes most schools in the greater San Jose area.

In Phase II Student Teaching, candidates take on increasingly more complex teaching responsibilities, and they exhibit their increased ability to apply the concepts and theories they have studied or are concurrently studying in the credential courses. Phase II Student Teaching is the culminating experience of the Program for traditional students, thus allowing candidates to ‘pull together’ what they have learned from coursework, observation, and their own experiences and to successfully (at a novice level) meet the diverse needs of their students in the classroom.

1(d) In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students.

Appropriate state adopted content standards and frameworks are included as resource material in the subject specific methods classes. Evidence of these inclusions may be found by reviewing syllabi bibliographies, topics of discussion, and/or assignments. In both the methods classes and the student teaching experiences, candidates are expected to create unit and lesson plans that include learning experiences that will enhance students’ ability to grasp level-specific and
subject-specific content knowledge and skills. This includes meeting the diverse needs of students typically found in a San Jose area classroom. For example in Social Science Methods, candidates are introduced to and analyze the K-12 History-Social Science Content Standards early in the semester. They are required to employ standards in all lesson and unit planning as can be seen in the assignment requirements and grading criteria. Another example can be found in the science Phase II Student Teaching course requirement of developing daily lesson plans based on state-adopted standards that identify strategies for accommodating the needs of ELL, low achievers, and students with disabilities. Similar examples can be found in the syllabi for each of the subject areas.

In addition, in EDSC 173 Psychological Foundations and EDSC 138A Reading, Language and Instruction, candidates review approved textbooks currently being used in public school classes. They consider the appropriateness of the texts in terms of level, needs of diverse learners, and bias. Reading strategies and general teaching strategies are introduced and applied.

Candidates in EDSC 182 Assessment and Evaluation are prepared to design, interpret, critique and use a variety of assessment and evaluation tools and practices in their subject teaching area. This is evidenced in the objectives, topics of discussion, and assignments described in the syllabus.

Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations in Appendix A.

Candidates are introduced to the Teaching Performance Expectations (TPE) on the Secondary Education Website, at the beginning of the first phase of student teaching, and the TPE are reviewed and addressed as appropriate in each course. The TPE are also posted on the department bulletin board and are included in student teaching materials. This provides candidates with an overview of what skills and knowledge they must strive to develop as they progress through the credential program. Course instructors map course objectives directly to one or more TPE. In addition, topics covered in a course address and/or support elements of the TPE, and assignments require candidates to practice elements of the related TPE. How the TPE are addressed in each course, which courses take more responsibility for key elements, and signature assignments for practicing TPE continue to evolve as the program future embraces the use of the PACT teaching performance assessment. The matrix, *Where the SSCP courses address and/or practice the Teaching Performance Expectations*, shows how courses map to the TPE.

Because faculty teaching courses in the SSCP introduce and model many different instructional methods and strategies, candidates have the opportunity to study, analyze, practice, and experience utilization and outcomes effected by those strategies. The variety of class and field experiences include supervisor/mentor observation and feedback, peer observation and feedback, video-taping, self-analysis, case studies, text analysis, guided classroom observation, “fishbowl”, interviews, planning instruction, delivering lessons, and development/application of student assessment strategies. By participating in these and other experiences, candidates are able to address, practice, and demonstrate elements of the TPE multiple times during the credential program.

The current SSCP Student Teaching Final Assessment was developed using elements derived from the text of the Teaching Performance Expectations. It was field tested and revised with feedback from university supervisors and resident teachers and administrators. The result was two levels of expectation that require candidates in Phase I Student Teaching to practice and demonstrate only selected elements that are possible to address in an abbreviated experience and
that require the Phase II Student Teaching candidate to practice and demonstrate all elements before completing the experience. University supervisors and field personnel review and discuss the elements of the Student Teacher Evaluation at the beginning of each experience.

By design, coursework and fieldwork comprehensively assist candidates in preparing for an embedded teaching performance assessment (TPA). Candidates are provided opportunities to practice tasks similar to those found in the teaching performance assessment.

SJSU has adopted the PACT. As can be seen by examining the Overview below, the PACT teaching event requires an individual to address five elements, all related to one identified set of lessons.

Throughout the program, signature assignments that scaffold the elements of the teaching event are embedded as part of course curriculum. For example, during the subject specific methods classes, each candidate will be expected to identify objectives and create a plan that shows their understanding of sequential learning experiences. Candidates begin to address the academic literacy component of PACT, in the content literacy class (EDSC 138A), candidates complete a multi-lesson integrated unit in their content area that reflects an understanding of both their content standards and long-term literacy goals and objectives. Additionally, candidates in the language development course (EDSC 162), observe a sheltered/ELL class, preferably in their own content area, take notes about methods/strategies utilized by the teacher and analyze these methods in light of second language acquisition theories.

### Overview of Science Teaching Event

<table>
<thead>
<tr>
<th>Teaching Event Task</th>
<th>What to Do</th>
<th>What to submit</th>
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</thead>
<tbody>
<tr>
<td><em>(a)</em> Context for Learning <em>(TPEs 7,8)</em></td>
<td>✓ Provide relevant information about your instructional context and your students as learners of science.</td>
<td>☐ Context Form  ☐ Context Commentary</td>
</tr>
<tr>
<td><em>(b)</em> Planning Instruction &amp; Assessment <em>(TPEs 1,2,3,4,6,7,8,9,10,12)</em></td>
<td>✓ Select a learning segment of 3-5 hours of instruction that is centered around key scientific concepts and scientific inquiry skills that underlie specific student academic content standards. The learning segment should also develop students’ scientific knowledge by helping them use scientific concepts to make sense of one or more real world phenomena.  ✓ Create an instruction and assessment plan for the learning segment and write lesson plans. ✓ Write a commentary that explains your thinking in writing the plans. ✓ Record daily reflections, to submit in the reflection section of the Teaching Event.</td>
<td>☐ Lesson Plans for Learning Segment  ☐ Instructional Materials  ☐ Planning Commentary</td>
</tr>
<tr>
<td><em>(c)</em> Instructing Students &amp; Supporting Learning <em>(TPEs 1,2,4,5,6,7,10,11)</em></td>
<td>✓ Review your plans and prepare to videotape your class. Identify opportunities for students to collect and analyze scientific data. ✓ Videotape the lesson(s) you have identified. ✓ Review the videotape to identify two video clips portraying the required features of your teaching. The total running time should not exceed 20 minutes. ✓ Write a commentary that analyzes your teaching and your students’ learning in the video clips.</td>
<td>☐ Video Clips  ☐ Video Label Form  ☐ Instruction Commentary</td>
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</tbody>
</table>
In educational psychology (EDSC 173), candidates to apply their knowledge of constructivism and other course concepts by developing and analyzing a lesson that is grounded in cognitive theory. For this assignment, candidates design and analyze a lesson that implements principles from Piagetian, Vygotskian, and/or Information Processing theories. This assignment not only requires candidates to develop an assignment with state standards and content objectives as outcomes, but they must also describe sequential procedures and explain the theory driven rational behind their procedures. They further must ensure their lesson is “developmentally appropriate” by describing how they pre-assess for students’ prior knowledge, skills, and experiences related to the topic (i.e. assessing students level of readiness for the lesson). In the first phase of student teaching, candidates complete a reflection on their teaching that is similar to the PACT and that is assessed using the appropriate PACT rubrics. For a complete picture of how the SSCP addresses PACT, TPE, and our own student learning objectives (SLO), please see the PACT, TPE, SLO matrix.

During both Student Teaching experiences, candidates practice and are expected to demonstrate their ability to review their students’ work using appropriate formal and informal assessment, and diagnose students’ needs based on students’ response. During Phase II, Candidates enroll concurrently in EDSC 182, Assessment and Evaluation.

To promote and support candidates’ abilities to meet these expectations, site mentors and university supervisors visit classes, observe and discuss teaching, review and discuss planning, videotape lessons, and guide candidate’s reflection and self-analysis. To ensure that candidates are meeting the expectations, University supervisors collect examples of candidate work, in the form of a portfolio or candidate-created binder, that shows the candidate’s ability to utilize all aspects of good teaching.

The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.

Faculty teaching and advising in the SSCP provide assessment of candidates at all stages of the Program, from admission to recommendation for the preliminary credential. Prior to being admitted, candidates are interviewed by both the subject area and secondary education. Candidates are expected to meet the following prerequisite requirements before being unconditionally admitted to the Program: three letters of recommendation, passing scores on CBEST, established subject matter competency, 30 hours of pre professional experience in a regular, secondary, public school classroom, appropriate GPA, a writing sample obtained from a 30-minute on-site response to a randomly selected prompt, and a passing score on the baseline technology test. Candidates who do not meet all of the pre requisites may be admitted.
conditionally but may not proceed to student teaching until pre requisites are met. Candidates with low GPA, weak writing skills, or weak speaking skills are apprised of strategies and opportunities for improvement.

Assessment in courses is both formative and summative and is based on course experiences and assignments that are designed to address course objectives and/or TPE. Assessment criteria are provided to candidates in many forms, including grading rubrics, assignment descriptions, and quantitative performance. As described above, multiple assignments and experiences throughout the Program provide candidates with opportunities to practice and receive feedback on tasks similar to those of the TPA. Candidates must maintain a 3.0 GPA in order to advance to Phase II Student Teaching.

Candidates applying to the program and those proceeding through the program are expected to exhibit professional dispositions that have been determined to be important to the success of a teacher in California. Candidates are introduced to the dispositions in the at the beginning of their programs, dispositions are posted on the department bulletin board and on the website, and are included in the Student Teaching packets. We expect that most candidates will exhibit the dispositions identified below. However, occasionally a person will make it through the admission process who does not seem suited to working with children and or professional colleagues. Candidates with behavior that raises a ‘red flag’ will be counseled first by the immediate instructor with the assumption that there will be improvement. If there is no improvement, behavior will be documented specific to one or more indicators, and the candidate will be asked meet with the department chair and involved instructor/s; options for improvement will be presented and discussed. If there is still no improvement, candidates may be terminated from the program.

We have established assessment criteria for the student teaching experience that are applied to each element. Candidates are expected to meet all of the observable elements with a ‘developing’ or ‘capable’ rating.

<table>
<thead>
<tr>
<th>Teaching Effectiveness Scale – Phase I</th>
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<tbody>
<tr>
<td>(based on observations, candidate’s lesson plans, student work, and/or other artifacts of teaching)</td>
<td></td>
</tr>
<tr>
<td>4: <strong>Capable:</strong> applies knowledge and understanding to effectively support student learning</td>
<td></td>
</tr>
<tr>
<td>3: <strong>Developing:</strong> shows basic knowledge and understanding; attempts to support student learning but may be inconsistent</td>
<td></td>
</tr>
<tr>
<td>2: <strong>Unsatisfactory:</strong> shows limited knowledge and understanding and/or weak performance that does not support student learning</td>
<td></td>
</tr>
<tr>
<td>1: <strong>Not observed/no evidence available to make determination</strong></td>
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Because we recognize that the whole is sometimes more than the sum of its parts, we also ask evaluators 1) to provide demographic/site information that may have contributed to the candidate’s ability to demonstrate specific elements and 2) to make a holistic decision about whether the candidate is ready to move on to the next student teaching experience. Candidates who do not receive the recommendation to move on may repeat Phase I student teaching one time. However, they must step out and complete additional coursework and/or or participate in recommended professional development before retaking the experience.

The Phase II Student Teaching Evaluation includes all elements of the TPE. The assessment criteria for the Phase II experience includes one additional performance level. Candidates are expected to perform primarily at the ‘capable’ level. However, because
we are working with novice professionals, we recognize that in the short time they are in the student teaching experience, they may complete the student teaching with some skills and knowledge still in the ‘developing’ stage. We also recognize that some candidates may exhibit exemplary level performance on some or all elements.

<table>
<thead>
<tr>
<th>Teaching Effectiveness Scale</th>
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<tbody>
<tr>
<td>(based on observations, candidate’s lesson/unit plans, student work, and/or other artifacts of teaching)</td>
</tr>
<tr>
<td>5: <strong>Exemplary</strong>: extends understanding, and consistently and creatively supports high quality student learning</td>
</tr>
<tr>
<td>4: <strong>Capable</strong>: applies knowledge and understanding to effectively support student learning</td>
</tr>
<tr>
<td>3: <strong>Developing</strong>: shows basic knowledge and understanding; attempts to support student learning but may be inconsistent</td>
</tr>
<tr>
<td>2: <strong>Unsatisfactory</strong>: shows limited knowledge and understanding and/or weak performance that does not support student learning</td>
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<tr>
<td>1: <strong>Not observed/no evidence to make determination</strong></td>
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Candidates who receive one or more ‘unsatisfactory’ ratings may repeat Phase II student teaching one time. However, in most cases, they will be expected to step out for a minimum of one semester and participate in recommended professional development activities. Candidates are apprised of this information on the program website and in the Student Teacher packet.

When funded, Phase II Student Teaching will be the venue for completing the PACT Teaching Event. During this semester, candidates will receive subject-specific support in the process.

Candidates are recommended for the Preliminary Level Credential only after they have met all of the pre requisite and Program requirements. In the future, candidates recommended for the Preliminary credential will have successfully completed the PACT Teaching Event.

**Program Standard 2: Collaboration in Governing the Program**

Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. Partnerships address significant aspects of professional preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) at least one four-year institution of postsecondary education and at least one local education agency that recruits and hires beginning teachers. Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners’ well-defined roles, responsibilities and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.

**Program Elements for Standard 2: Collaboration in Governing the Program**

2(a) In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional preparation program and monitor its implementation on a continuing basis. Collaborative dialogue effectively assists in the identification and resolution of program issues and candidate needs.
The Single Subject Credential Program (SSCP) participates in two partnerships. The main collaborative relationship is the Internship. Participants who developed the internship included faculty from the SSCP, teachers, administrators, and HR personnel from the partner school districts, and teacher union representatives. The structure of the program and its policies were developed and approved by the representative members. Subsequent to the initiation of the program, representatives from the partner districts and SSCP faculty have comprised the Internship Advisory Board; there are currently 24 partners. The Board meets every other month. All district participants sign an intern agreement contract. All issues related to the internship program, as well as issues about teacher preparation, are discussed by the Board and decisions are made by majority vote. Agendas and Minutes of the Internship Advisory Board chronicle the collaborative working relationship of the Board.

The SSCP also participates in a limited partnership with Independence High School. Each semester, one cohort of approximately 30 students enrolls in two foundations classes and Phase I Student Teaching and meets daily at the school site. Brochures are distributed to incoming candidates and the program is described on the website. The program is coordinated with support from both university and school site personnel. Teachers and administrators from the school participate as guest speakers and student teacher supervisors or resident teachers. The school has set aside a room for the program. Periodically, members of the cohort team meet with the Coordinator of the SSCP to discuss issues that may arise. Because Independence High School is designated as a Teaching Magnate, high school students are invited to ‘drop in’ and participate in the classes.

2(b) Collaborative partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members, and they draw openly on members’ intellectual knowledge, professional expertise and practical skills.

As stated in 2(a), all decisions relating to the Internship program are made collaboratively after substantial discussion and consideration by all participating members on the Internship Advisory Board. The ‘lines of communication’ are two-way and members of the partnership consult with each other regularly about issues of common interest. For example HR personnel may contact the SSCP when looking for a candidate to fill a position or individuals may consult when trying to understand/interpret legislation or CCTC requirements. There is a positive working relationship and mutual respect among the members of the Advisory Board.

For the Independence program, decisions about course structure and student experiences are made collaboratively by the participating SJSU faculty and participants from the school site.

2(c) Partners collaborate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.

All policies and practices for the Internship were developed collaboratively at the inception of the program. School district and university practices, as well as state guidelines for awarding of an internship grant had to be considered and when necessary, differences reconciled. Policies and practices for the partnership were delineated and adopted by members of the partnership. If differences could not be reconciled because of district policy or contractual issues, a district could choose not to participate. As evidenced by the original Internship PAD and subsequent minutes of the Internship Advisory Board, the group determined program practices and policies in the following areas: recruitment and program publicity, competence level required of candidates,
selection and advisement of candidates, structure of the program including field experiences, criteria for selection of site coaches, remuneration of coaches, in-kind support from participating partners, and responsibilities of the involved parties.

2(d) Through substantive dialogue with subject matter preparation providers, the sponsors of pedagogical preparation programs facilitate candidates' transition into the professional education program by relating the teacher preparation curriculum to significant concepts, principles and values that are embedded in the subject matter preparation of candidates.

The Single Subject Credential Program is comprised of classes and faculty that cut across five colleges and multiple departments. The foundations courses are offered by Secondary Education. The subject area departments offer subject-specific methods classes and Phase II Student Teaching (semester-long experience). Faculty members from Secondary Education and the teacher education faculty for the subject areas meet monthly. Decisions about policy, curriculum, and responsibilities are decided by consensus of the group. SSCP agenda and minutes are distributed to all faculty and administrators to ensure that all stakeholders may participate in decisions. For example, for several years, the SSCP faculty have voiced concerns about the writing competency of our candidates. The group worked together to create an on-site writing task that all candidates will complete along with the subject matter competency review. Candidates identified to have weak writing skills will be counseled in ways to improve. Another example of cooperative decision-making can be seen in the development and adoption of the ‘Expectations for Candidates’, professional dispositions for SSCP candidates. The values of reflectiveness, responsibility, commitment to professionalism, and commitment to fairmindedness and equity are reflected in all of the program coursework and experiences. The dispositions were also reviewed and embraced by many of the school districts where student teachers are placed and candidates are hired. In addition, all SSCP faculty are invited to participate in all College of Education retreats. There was substantial participation by the subject area faculty in the development of the College theme of Equity and Excellence, which is reflected in the syllabi of courses across the program.

Discussion among participating faculty members about issues, requirements, and course content enhance the understanding of the program of all involved and contribute to articulation of expectations and ideas. Faculty participate in periodic review of content to check for overlap and omission in the curriculum. For example, subject area representatives participated in the discussion to identify two specific elements from the methods classes that will serve as ‘signature’ components of all methods classes. Prior to this, agreement was reached regarding the overall content of the methods classes. This was especially helpful to instructors in secondary education and allowed them to articulate with and enhance the experiences and content from the methods classes (which are usually taken in the first semester). Phase I student teacher supervisors are able to work with candidates in the various subject areas using preferred lesson plan format and with the expectation that all candidates will have a working knowledge of state-developed content standards/frameworks.

Every effort is made to be sure that candidates receive consistent information about the program. In addition, the Deans (or their designees) of the colleges that support teacher education are copied all communication relating to the SSCP. When necessary, the deans meet with the Director of the SSCP to discuss and resolve issues that emanate from college level decisions. Also, the All University Teacher Education Committee, a committee of the University Senate, reviews basic and special education credential curriculum and program issues. The committee is made up of representatives from each college on campus.
There is an on-going dialogue with the regional community colleges to more effectively serve undergraduate students who are completing subject matter preparation with the goal of entering the credential program. Meetings occur several times a year and are attended by representatives from each of the eight regional community colleges, the Dean of Education, and representatives from the basic credentials. The purpose of these meetings is to more effectively serve transfer students by clearly communicating and articulating changes in the subject matter preparation programs. In addition, an annual career fair held on campus includes information for students interested in becoming teachers.

2(e) The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers’ bargaining agents. Dialogues pertaining to the overall availability and services of supervising teachers within the fieldwork component include bargaining units that represent teachers at the fieldwork sites. In internship programs, partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.

As stated in 2(c), all policies and practices pertinent to the Internship were developed collaboratively and adopted by the partners. Daily administration of the Internship is overseen by the Internship Coordinator. It is her responsibility to communicate with the participating school sites to be sure that members of all constituencies are being served according to the adopted policies and practices. When appropriate, other interested and related parties may be included in conversations about the design and delivery of the program.

2(f) The sponsors of the teacher preparation program establish a collaborative partnership with the sponsors of one or more professional induction programs for beginning teachers giving priority to those induction programs where program completers are likely to be hired. The purposes and effective accomplishments of such a partnership include (a) articulating the contents of the professional teacher preparation program and the professional teacher induction program, and (b) facilitating transitions for prospective and beginning teachers.

The Single Subject Credential Program (SSCP)/Secondary Education is supportive of the Santa Clara County Office of Education and other local educational entities in the process of developing professional induction programs. Meetings that include both university and public school personnel have been convened. SSCP Expectations for candidate performance have been shared. Seminars for providing resident teachers, intern coaches, and site administrators with information about the PACT and the roles that all individuals play have provided opportunities to discuss the teacher preparation continuum.

2(g) Collaborative partners recognize the critical importance of teacher preparation in K-12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

The cost of supporting the Internship is shared by the members of the collaborative partners and the state. The university provides coordination time for the coordinator of the program, office staff support, and supports the interns with advising, record keeping, and several modified courses. The school districts provide substitutes for interns so that they can participate in professional development activities, help identify coaches, and take turns acting as the fiscal agent. The grant partially supports the coordinator, pays for the coaches and provides funds for professional development activities for interns and coaches as well as support for other professional needs (special instructional materials, for example).

In the partnership with Independence High School, the university supports the instructional staff and provides advising and other program support for the students. The school provides the
classroom as well as classes and teachers for the Phase I student teaching experience and teachers and administrators who participate as guest lecturers and student teacher supervisors.

Program Standard 3: Relationships Between Theory and Practice

By design, the professional teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between theory and practice related to teaching and learning. In coursework, classroom observations and supervised fieldwork, candidates examine educational theories and research and their relationships to (a) pedagogical strategies and options, and (b) student accomplishments, attitudes and conduct. Working collaboratively, course instructors and field supervisors encourage and enable candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices.

Program Elements for Standard 3: Relationships Between Theory and Practice

Links to the courses and materials cited in this response:
EDSC138A
EDSC 162
EDSC 172A
EDSC 173
EDSC 182
SSED 378
ENED 353

3(a) In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.

The design of the program provides candidates with theory and practice in coursework and application of theory during field experiences. Examination of course objectives, topics of discussion, and assignments show that the Single Subject Credential program addresses, in multiple venues, the following themes in relation to professional practice in schools and classrooms:

- Issues of diversity, including culture, ethnicity, language, gender, disability, sexual orientation, socioeconomic status, class
- Issues of social justice including equity of opportunity, legislated educational equity, intolerance, harassment, bias, state and federal laws
- Adolescent development and culture
- Pedagogical development and content-specific instructional practice
- Reflective teaching and learning
- Ethical professional practice
- Appropriate and effective use of technology in teaching and learning
- Professional growth and development

For example, EDSC 162 focuses on these issues each week. Week 1 consists of a study of the student population in Santa Clara County and in the State of California. The theories of Vygotsky, Ogbu, Piaget, Krashen and Cummins are presented in weeks 3-5, and are reinforced throughout the course. Students are involved with technology because all supplemental readings are on the Web CT site for this course.
EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms includes multiple opportunities for candidates to address issues of diversity, social justice, and adolescent culture which is reflected in the course objectives and the class assignments. Candidate many study developmental issues of reading comprehension (cognition). Additionally, EDSC 173 Psychological Foundations includes content and experiences that address, for example, adolescent development and culture, pedagogical development, reflective teaching and learning. Subject area methods classes specifically address adolescent development and content specific instructional practice, reflective teaching and learning, and ethical professional practice as well as diversity and social justice. Evaluation in the Student teaching experiences is driven by the Teaching Performance Expectations, which include these themes (except technology though that is part of the Professional Teacher Preparation Standards. Many other examples of how the identified themes recur in the SSCP courses can be found by reviewing the SSCP syllabi. All themes are addressed in relation to professional practice. Faculty make every effort to relate theory to practice throughout the program.

These themes reflect the College of Education theme of Equity and Excellence, the College of Education Mission, the Secondary Education Philosophy, and the CCTC Standards of Quality and Effectiveness for Professional Teacher Preparation.

3(b) Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.

EDSC 173 Psychological Foundations of Secondary Education provides the theoretical foundation for how people learn. Objectives for the course include:

- Understand and explain basic theories of learning and cognition
- Identify the psychological principles of education that lay behind commonly used models and strategies of teaching
- Apply psychological principles to classroom, to textbooks, professional resources
- Analyze student work from the perspective of psychological theories of learning and cognition
- Develop lessons that implement the principles of educational psychology
- Use psychological principles as a means to develop more equitable learning activities for students from diverse backgrounds, including ELL, and traditionally underrepresented groups
- Use psychological principles to identify and examine sources of inequity in the classroom.

Topics covered in the course include introduction to analysis and application of Cognitive Development Theory, Metacognition, Socio-Cultural theory, Emotional, Social, and Moral Development, Differentiated instruction, and Scaffolding. Assignments ask students to apply theories to lesson planning and analysis. Candidates address the influence of social and cultural context on learning. Candidates are introduced to and discuss implications of cognitive theory to instruction, for example:

- Perceptions and attention are guided by prior knowledge
- Recall and recognition are not the same
- Allow students to code material in more than one way
- Match encoding strategies with the material to be learned
- Help students organize new information into meaningful ‘chunks’
First and second language acquisition theories are studied and applied in EDSC 162 Language/Literacy Development. Vygotsky’s theory is applied specific to older learners and language development. In EDSC 138A, Reading, Language, and Instruction, candidates discuss and apply language acquisition theories as they relate to reading and other language arts. Candidates also discuss and apply schema theory as it relates to using past experiences to make meaning of text and learn the role metacognition plays in understanding instruction and instructional text. Candidates develop and practice research based, metacognitive activities that affect students’ attitudes, conduct, and achievement.

In EDSC 172A Social, Philosophical and Multicultural Foundations of Secondary Education, candidates study social theory, traditions, and values that have shaped schooling in the United States and California as well as the current political, technological, economic, and global forces and organizations that influence educational priorities.

In EDSC 182 Evaluation, candidates discuss issues surrounding standardized testing and its effect on delivery of the curriculum as well as the use of test results to make decisions about student support. In Phase I Student Teaching, candidates may interview school administrators about how laws affect policy and how policy drives decisions from school schedule to textbooks to dress.

In student teaching, candidates are able to see how social and political forces affect decision-making in the schools in ways that may or may not be driven by recognized theories of teaching and learning.

Other courses in the Program support and enhance the candidates understanding and ability to apply theoretical foundations for teaching and learning, specific to the developmental needs of adolescents. For example, in EDSC 138A Reading, Language, and Instruction, candidates must collect reading materials that are of interest to adolescents. Candidates may address questions like what do middle school students consider reading materials or why do teenage girls like to write in diaries and does that affect their feelings about writing in school? Candidates may be asked to study adolescent development across cultures and cultural construction of adolescents. In SSED 378 History/Social Science Methods, candidates discuss higher order and differentiated intelligence and social intelligence as they apply to student learning and curriculum development in social science.

The themes of equity and excellence are further defined in the four dispositions. These appear on the literature from the department as well as on the course descriptions from every class. In EDSC 162, reflectiveness in done through eight learning logs. The other three dispositions are part of every assignment and week 11 is specifically devoted to professionalism in the classroom and to organizations in the academic areas that promote professionalism. (See Dispositions, p. 3)

3(c) Coursework and fieldwork that address curriculum, instruction and assessment explicitly articulate and consistently draw on basic educational principles that underlie effective professional practice.

The theme of the College of Education is Equity and Excellence. This theme underlies all decisions made about admission of candidates, curriculum, instruction, and assessment in the SSCP. The missions of the College and Secondary Education state that we embrace the principle of equity of opportunity for all students. All coursework presents theory and practice in ways that promote application to the diverse learning needs of California public school children, address the state-approved content standards, and
prepare candidates for the future as a teacher in the ever-changing, diverse, and technologically complex society. The SSCP is designed to prepare candidates who will demonstrate their ability to follow identified doctrines of professional practice:

- critical and reflective decision making
- competence to serve in diverse communities
- ability to employ technology for the enhancement of teaching and learning
- ability to engage students in activities that make subject matter meaningful
- commitment to promoting equity
- commitment to providing fair-minded and responsive instruction for ethnically and linguistically diverse populations.

One way that we ensure that our candidates can address the doctrines is through exploration and application of pedagogical theories. Core classes in Secondary Education include the study of a variety of theories that inform pedagogical decisions including but not limited to how people learn, motivation, adolescent development, and importance of multicultural education. In the methods classes, candidates address subject-specific application of learning theories to accommodate the diverse ways students think and learn. In math, for example, candidates explore the effectiveness of math teaching strategies for different learning needs, including critical issues of teaching math to ELL. In English student teaching seminars, supervisors model scaffolding in the teaching of English content. In the Physical Education methods class, candidates apply theories from psychology specific to learning and using physical skills (motor learning) when they address modifying instruction for people with disabilities.

The theories of Skinner, Piaget, and Kohlberg are studied in Educational Psychology and applied in the methods classes when candidates study issues of motivation and classroom management specific to the content areas. Vygotsky is studied as a theorist and his work is applied when candidates learn about language development (EDSC 162) and content-area literacy (EDSC 138A).

Other examples of articulation include the use of Sizer as a resource for helping candidates explore their perceptions of diversity, multicultural issues and how personal views inform and drive pedagogical decisions. A review of the objectives from all courses in the single subject program will provide additional evidence that coursework draws on basic educational principles that underlie effective professional practice.

Assessment for field-based courses is guided by the theory of teaching practice and teacher development embedded in the Teaching Performance Expectations. Faculty and candidates are expected to work with the standards and the TPE throughout the program from the start of the program through field experiences, always aiming to promote interactive relations between theory and practice. TPE are addressed in various venues in all courses, specific to the content and focus of the class. The aim is to help candidates see key themes in theory and practice in different ways. The more ways candidates can be given to understand theory and practice, the more obvious it is to them the myriad of ways in which the reciprocal relationship of theory and practice manifests in the classroom.

3(d) Throughout the program, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research.
Throughout the Program, candidates practice developing and delivering instructional experiences under the guidance of university faculty from the subject areas and secondary education foundation core, university supervisors, and resident and mentor teachers. Candidates are expected to reflect on their experiences as an observer, a planner, a learner (faculty and peer instruction), and a teacher. Faculty members expect candidates to show increasingly deeper understanding of the teaching and learning experience as candidates progress through the program and add knowledge and skills to their repertoire of teaching ‘tools’. For example, in ENED 353 English Methods, candidates create a unit plan based on the teaching of Romeo and Juliet. To complete the project, candidates are asked to plan sequential instruction and daily lesson plans, develop a rationale for their decisions, and reflect on the process. In Phase II Student Teaching, candidates must demonstrate the ability to plan for instruction, deliver lessons, reflect on the lesson outcome specific to student performance relative to the goals of the lesson, and plan subsequent instruction to further accommodate the needs of the learners. In the future, the culminating activity for Phase II Student Teaching will be TPA task #4.

In EDSC 162, the eight learning logs, the four position papers, and the midterm provide the vehicles for the students to reflect on the theorists and the research presented in the class. Using the Sheltered Instruction Operational Protocol (SIOP) model developed by the Center for Linguistics, the students learn how to modify lesson plans for ELD students. By the end of the course, the members of the class have been exposed to between 130-150 strategies, lessons, and techniques that will help ELD students to achieve.

In EDSC 172A Social, Philosophical, and Multicultural Foundations, candidates may be asked to visit community agencies to discuss needs of divers communities and write about the multicultural theory applications/connections to these visits. Candidates write a plan for how they might begin to develop ‘culturally centered’ teaching.

3(e) **Program faculty and field supervisors explain and illustrate a variety of models of teaching. They guide and coach candidates to select and apply these models contextually (i.e., in pedagogical circumstances in which the models are most effective).**

Faculty teaching in the SSCP present, discuss, model, and provide opportunities for candidates to practice multiple models of teaching and strategies for effective instruction. Candidates are introduced to models of classroom instruction including but not limited to: whole class instruction, including direct instruction; guided group, collaborative group, and cooperative learning; individual learning activities and projects; sheltered or SDAIE approaches.

Faculty generally utilize active learning strategies that require candidates to take a primary role in their teaching/learning experiences. A recent survey completed at the college level indicate that strategies used by faculty in the SSCP include:

- journal and reflective writing
- learning logs
- scaffolding
- “into, through, beyond” activities
- demonstration of ‘multicultural’ curriculum
- identification of teaching and learning styles
- critical questioning techniques
- various configurations of small group tasks, including cooperative learning
- whole group instruction
- reciprocal teaching
- interactive lecture
- fishbowl discussion
- analysis of teaching styles (professional video and/or peer teaching)
- video analysis – self and/or observer reflection
- student individual or small group presentations
- demonstration lessons
- peer lessons and peer assessments
- peer evaluation
- role playing
- interviews
- guest speakers
- field trips
- email/listserve/’blackboard’ discussions
- utilizing technology to enhance instruction and instructional planning
- creating and using rubrics
- multiple options for assessment and grading

When a professor models a particular teaching strategy in a class, following the experience, candidates are ‘debriefed’ by discussing the strengths or weaknesses of a strategy specific to the context in which it was used. In classes, candidates practice creating lessons for which they select appropriate strategies based on theory, the level and needs of the students, and the content to be delivered. Examples of application of strategies to specific subject areas can be found in subject specific methods syllabi.

During student teaching, candidates have the opportunity to observe successful, seasoned teachers. Candidates discuss effective instruction with resident teachers, with university supervisors, and with peers during seminars that accompany the student teaching experiences. When candidates take over responsibility for delivering instruction, they plan instructional experiences under the tutelage of resident teachers or site mentors, and university supervisors. Candidates are expected to draw on the knowledge and skills they have developed in core coursework and previous experiences to select strategies that are appropriate to the specific to the needs of their students and the content to be presented. In classes like physical education or science labs, where use of equipment can create a liability situation, special consideration must be given to selecting teaching strategies that are both effective and create a safe physical learning environment.

**Program Standard 4: Pedagogical Thought and Reflective Practice**

By design, the professional teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on their teaching practices. The program includes literature-based analyses and critical discussions of educational and instructional issues that teachers and students face in California schools. Candidates try out alternative approaches to planning, managing and delivering instruction. They learn to assess instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks; (b) principles of human development and learning; and (c) the observed effects of different practices.

**Program Elements for Standard 4: Pedagogical Thought and Reflective Practice**

Links to the courses and materials cited in this response:

*EDSC 138A*
The program consistently articulates and models the importance of reflecting on practice and assessing alternative courses of action in teaching. Candidates learn to select and use materials, plan presentations, design activities and monitor student learning by thoughtfully assessing student needs, defining important instructional goals, considering alternative strategies, and reflecting on prior decisions and their effects.

The basic values of the College of Education include ‘Excellence through . . . reflective professional practice’ and the Secondary Education Philosophy states that the ‘faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to . . . make informed and thoughtful decisions in their daily practice’. Therefore, reflection is built in to most experiences in the single subject credential program. Candidates review their own practice and that of their peers during class activities and field experiences. (A review of the syllabi for methods and core classes will yield numerous examples of reflective opportunities for candidates.)

Candidates learn to select and use materials appropriate to the needs of students, and effective for enhancing students’ ability to grasp and reach content standards. Some examples: Candidates address differentiated instruction in multiple courses for the purpose of setting instructional goals and selecting strategies to ensure student success. In EDSC 182 Evaluation, candidates learn about alternative forms of assessment and explore appropriate circumstances for use. Subject-specific methods courses and student teaching seminars require candidates to search for, review, and select materials to use as resources to enhance student learning in the subject area (See syllabi for methods, core, and student teaching seminars). In EDSC 172A Social, Philosophical and Multicultural Foundations, candidates review and analyze internet sites searching for acceptable multicultural materials. They may be asked to visit multicultural agencies/organizations to acquire and discuss appropriate materials. Additionally, candidates are expected to write a theoretically-informed rationale for selecting multicultural materials. In EDSC 138A Reading in the Content Area, candidates select alternative text materials from all types of media that are of high interest to adolescents and are from the perspective of underrepresented cultural groups and English language learners. Candidates are introduced to informal assessment strategies that may be used to provide information that can then be used to modify instructional activities during delivery and aid in planning subsequent experiences.

In EDSC 173 Psychological Foundations, candidates may be introduced to the dimensions of reflection via a rubric that provides them with an understanding of the levels/depth of the reflective experience. They may participate in an action research project that requires them to identify a subject-specific problem that affects classroom practice, analyze the problem, research answers to the problem, and create a plan for using the outcome of the research. They may also be asked to reflect on how their philosophy of teaching will inform and drive decisions made in the classroom. In EDSC 182 Evaluation, candidates may practice reflection by using case studies to assess and reflect on a situation and propose alternative strategies they might use in future similar situations.
For the first nine weeks of EDSC 162, the students are required to reflect on the material that they read in the text. Weekly a fifteen to twenty minute question and answer session deals with the real issues facing the students in the class. (Many of the students work in the schools) Recent topics have included the annual pilgrimage of students to Mexico, dealing with name calling in the classroom, gang behavior, and what to do when the students fall in love with their teacher.

During student teaching, candidates must prepare for and deliver a lesson for each day of teaching. As candidates become more experienced with lesson delivery, they are expected to assess and make modifications to goals and strategies as needed to meet the needs of their audience, the students. Candidates are expected to reflect on planning, delivery, and effect on students in preparation of subsequent lessons. A review of candidate work shows that reflection is an integral part of the candidates’ professional experience.

In Phase I Student Teaching (EDSC 184X), candidates reflect on practice observed in the classroom during the initial field experience. They use what they have observed to help them design their early lessons and strategies for delivery. Novice candidates are expected to reflect each day after teaching and incorporate what they have learned from that reflection to prepare for the next lesson. By the end of the Phase I experience, candidates are expected to be able to use informal assessment strategies to modify instruction as needed during a lesson. During Phase II Student Teaching, candidates should be able to use assessment strategies (informal and formal, formative and summative) that will provide them with information about how to select appropriate content and strategies to meet the perceived needs of their specific students as well as modify instruction within and between lessons. Candidates create mini portfolios that include artifacts depicting the candidate’s ability to select content, plan and deliver lessons, reflect on how the lesson affected student learning, and modify subsequent learning experiences to better meet the needs of the students.

In addition, faculty members model reflection by using self-designed and university required student assessments to modify course content, materials and resources each semester. Many faculty use informal assessment throughout the semester to modify instructional activities. Faculty may use informal assessment during classes to model how instruction can be modified during a lesson based on student response.

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In the program, each candidate reads, begins to analyze, discusses and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.

In addition to appropriate textbooks and published documents like the subject-specific content or challenge standards, foundations and methods courses and seminars require a course reader made up of readings from professional journals, provide supplementary materials, and/or require candidates research the internet for sites that address the most current issues relative to public education and California public schools. Topics that are addressed may include but are not limited to: cultural diversity, tracking, the politics of language instruction, politics of school funding, gender issues, sexual orientation issues, sexual harassment, school violence, racism and other forms of oppression, child abuse, affirmative action, charter schools, gang and group affiliation,’ best practice’, high stakes testing, accountability, test specific to California (SAT/a, CELDT, CBEST), disability issues, students’ rights, and teachers’/workers’ rights. In all courses and field experiences, through assignments, planning for instruction, and/or other class activities, candidates are expected to make connections between professional literature/resources and teaching/learning decisions and experiences.
As candidates begin to develop professionally, the program encourages them to examine their own pedagogical practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching and learning.

Both the College of Education and the Department of Secondary Education have identified reflection in their vision, mission, and philosophy statements as well as in the disposition statements. We believe that reflection, as a disposition and as a practice, is critical to the success of an educator. This belief is reflected in the types of assignments that candidates complete throughout the program (See syllabi for core and methods courses). When candidates select materials to use in preparing a lesson or writing a paper, they must practice reflective inquiry to determine the quality of the materials. Candidates present materials, papers, and/or mini lessons that are reviewed, discussed, and reflected upon by their peers and evaluated by the instructor. When student teachers complete a lesson, they must reflect on their perceived performance, often on an observer’s perception of the performance, and most importantly, on student response to that performance. (See syllabi for EDSC 184X and subject-specific student teaching seminars). Discussions with classroom observer/s and with peers during seminars serve as ‘debriefings’ and provide insight for future planning. Also, because so many candidates are already teaching full time, reflection is particularly important to their professional growth.

However, this is not the last step, it is the first step for making future decisions. The quality of subsequent assignments is expected to show evidence of previous reflection. For student teachers, subsequent lessons should reflect what the student teacher learned about planning, delivery, and student needs. This growth will be reflected in the Student Teacher Evaluation as a number of elements speak directly to candidates’ ability to use information about students gathered from various sources to plan appropriate instruction.

In addition, teaching faculty model reflective practice and informed decision-making by

- regularly reviewing and revising course content and resources to reflect current research and issues,
- adjusting course calendars, assignments, and instructional strategies to better meet the needs of students,
- providing assessment rubrics for assignments.

In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (1) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (2) the intellectual, ethical, social, personal and physical development of students; (3) significant developments in the disciplines of knowledge; and (4) the context of California’s economy and culture.

All candidates in the SSCP are enrolled in courses and field experiences that consistently call for reflecting on practice that employs appropriate pedagogical knowledge and strategies, and considers the developmental needs of Californian students. Methods coursework is designed so that each candidate actively engages in selecting materials to use with middle and high school students (except in the case of the K-12 music, art, and physical education credential candidates), creates learning experiences that support student learning, and selects/designs assessment to determine student learning.

The following are selected samples from some of the specific subject area credential courses (methods and Phase II Student Teaching). Additional examples are included in each of the course binders located in the documents room.

In mathematics, candidates read and reflect on both the NCTM and the California content standards. Pedagogical perspectives in each are compared and contrasted. Candidates discuss
developmental theories of learning mathematics, including Piaget, Bruner, and van Heiles and research in mathematics education that relates to how students learn mathematics, develop as individuals, and as mathematics users. Courses also include discussion of equity issues related to gender, ethnicity, learning differences, first language, income, and sexuality.

Candidates in Physical Education address issues such as the business of education, the student as learner, curriculum, and instructional planning. Required text materials include the American Alliance for Health, Physical Education, Recreation, and Dance/National Association for Sport and Physical Education’s Moving in the Future: National Standards for Physical Education, the California Physical Education Framework and the Challenge Stands for Physical Education. Course objectives for the methods class (KNED 339) indicate specific attention paid to curriculum content based on the national and state standards. Phase II (KNED 184Y,Z) student teachers are expected to apply content standards when writing unit and lesson plans. Additionally, candidates write objectives and select content/activities that address all domains of learning: cognitive, affective, psychomotor, and physical. Strategies that promote successful student learning are reviewed in the most current professional literature, which includes inclusion of students with special needs, equity of opportunity for boys and girls, and content that cuts across cultural barriers. Physical education candidates are especially aware of the economic and cultural context in which they work, as these are daily challenges for a subject area that is often given little respect by colleagues and parents, and is often the first to feel a cut in resources.

The Science methods course (SCED 173) reflects the philosophy that science is a way of knowing and that it is learned best by doing. Cognitive research on how the brain learns and approaches to promote optimal learning is highlighted. All coverage of curriculum and instruction is based on this perspective which is defined in detail in the National Science Education Standards as well as articulated in the California Science Standards. Substantial emphasis is placed on designing lessons that teach the most important concepts in science, which requires extensive consideration of science content and how it was discovered. Sensitivity to controversial scientific issues is addressed. Science provides numerous opportunities to address economic and cultural issues specific to California, including the effects of earthquakes, water use and policy, ecology and use of wet lands, and agricultural practices and consequences.

Art candidates use the Framework for the Visual and Performing Arts which provides guidelines on selection of content when developing units and lessons. Candidates examine published research materials and explore the internet and library resources to select and develop grade-level appropriate visual materials, handouts, and activities. Pedagogical perspectives and instructional strategies are introduced from the text, and from current K-12 practitioners who assist in the methods course. Candidates are expected to apply multiethnic perspectives when developing curriculum materials. California’s economy is addressed in discussions of level of support for the arts as well as discussions of the often limited budgets for art in the public schools.

An explicit focus in ESED 353 English Methods is the understanding and use of the Reading Language Arts Framework for California Public Schools, K-12. Candidates are required to specify which standard/s are addressed in lessons plan to meet course requirements and show how both their long-term goals and their day-to-day teaching decisions are aligned to the Standards. In addition, the course texts (especially Creating Writers, Literature Circles, and the “Digital Literacy” chapters from The English Teacher’s Companion) address significant new developments in the field of English Education. These texts, along with the workshop demonstrations by Writing Project Teacher Consultants, introduce students to new approaches to the teaching of English that today’s best practicing teachers find especially compelling.
The program fosters each candidate’s realization that the analysis and assessment of alternative practices promote a teacher’s professional growth. Each candidate learns to make pedagogical decisions based on multiple sources of information, including state-adopted instructional materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

Results from a College of Education survey completed in Fall 2002 revealed that faculty teaching in the credential programs modeled numerous instructional strategies in their classes. These strategies included:

- journal and reflective writing
- learning logs
- scaffolding
- “into, through, beyond”
- demonstration of ‘multicultural’ curriculum
- identification of teaching and learning styles
- questioning
- various configurations of small group tasks, including cooperative learning
- whole group instruction
- reciprocal teaching
- interactive lecture
- fishbowl discussion
- analysis of teaching styles (professional video and/or peer teaching)
- video analysis – self and/or observer reflection
- student individual or small group presentations
- peer lessons
- peer evaluation
- role playing
- interviews
- guest speakers
- field trips
- email/listserv/blackboard discussions
- utilizing technology to enhance instruction and instructional planning
- creating and using rubrics
- multiple options for assessment and grading

When a professor models a particular teaching strategy in a class, following the experience, candidates are ‘debriefed’ by discussing the strengths or weaknesses of a strategy specific to the context in which it was used. In classes, candidates practice creating lessons for which they select appropriate strategies based on theory, the level and needs of the students, and the content to be delivered. Examples of application of strategies to specific subject areas can be found in subject specific methods syllabi. Since past experience has shown us that people ‘teach the way they were taught’, it is anticipated that SSCP candidates will use the modeled strategies in their own classrooms, making appropriate decisions in given contexts.

Subject-specific methods classes provide opportunities for candidates to learn about, practice, and evaluate methods and strategies that have been identified in state developed materials and current research as ‘best practice’ specific to the needs of the subject area. The following are just a few examples. In the science methods, candidates are presented with, practice and review strategies that will provide safe and productive laboratory experiences for all students. Physical education candidates practice and evaluate inclusion strategies that can accommodate the various skill levels, disabilities, and languages found in a typical large physical education class. In mathematics, candidates examine NCTM and state-adopted curriculum standards, ‘reform’
mathematics materials and are introduced to alternative types of assessment appropriate to mathematics. Foreign language candidates are expected to go beyond the California Standards and encouraged to travel and study in areas where the target language is used. In addition, websites computer software are reviewed for appropriate use with students. English candidates learn to make pedagogical decisions based on multiple sources of information, including state-adopted instructional materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

In EDSC 172A Social, Philosophical, and Multicultural Foundations, candidates explore, practice, and evaluate alternative strategies for approaching sensitive topics in the classroom. In EDSC 162 Language/Literacy Development and EDSC 138A Reading, Language and Instruction, candidates are introduced to and evaluate strategies that have the potential for being more effective with ELL. (See course syllabi)

Field practitioners are a major source of information about effective practices in California classrooms. Adjunct and part time faculty from the public schools sometimes teach in the methods classes and often supervise student teachers. Current practitioners are often invited to speak in classes and seminars. Resident teachers for both Phase I and Phase II student teachers have a responsibility to model effective practice in their classrooms and discuss instructional strategies with the candidates both in preparation for teaching and after observing a candidate’s performance in the classroom.

Program Standard 5: Equity, Diversity and Access to the Core Curriculum for All Children

In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program prepares each candidate to provide all students equitable access the core curriculum. Through coursework and fieldwork candidates learn about the ways in which their teaching practices and student learning, are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. Candidates know the protections afforded by Assembly Bill 537, Chapter 587, Statutes of 1999, and learn how to work to ensure educational equity for all children. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

The Secondary Education Philosophy states that “The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice, 2) serve in diverse educational contexts, 3) promote equity, respect for person, and social justice, and 4) provide fair-minded and responsive instruction for ethically and linguistically diverse populations.” All courses in the SSCP embrace recognition of diverse needs of students and equity of opportunity as fundamental to the creation of learning environments that provide access for all students.

In addition, the SSCP has identified and adopted dispositional indicators relative to equity that are behavior expectations for all SSCP candidates:

<table>
<thead>
<tr>
<th>Commitment to Fairmindedness and Equity</th>
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<tbody>
<tr>
<td><strong>Indicators:</strong></td>
</tr>
<tr>
<td>• Treats others with equal respect, courtesy, and dignity</td>
</tr>
<tr>
<td>• Is intolerant of all forms of harassment, discrimination, and exploitation</td>
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<tr>
<td>• Recognizes the need for differences to ensure equal treatment of all</td>
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In two recent surveys of current candidates, candidates who recently completed the program, and public school personnel who work with new teachers, the results indicated that most respondents felt that SSCP candidates had received significant and sufficient experience with and preparation in multicultural education. (Surveys and results available in appendix)

Program Elements for Standard 5: Equity, Diversity and Access to the Core Curriculum

Links to the courses and materials cited in this response:
EDSC 138A
EDSC 162
EDSC 172A
EDSC 173
EDSC 182

5(a) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

In EDSC 172A Social, Philosophical, and Multicultural Foundations candidates study all aspects of diversity that relate to the students in California schools as well as to schools in a global context. Candidates address course content that provides them with opportunities to learn about student background experiences, including language, culture, and family. Issues discussed include curriculum bias, gender issues, and the politics of gender, culture, ethnicity, language, and socioeconomic status as they pertain to teaching decisions and expectations for student achievement. Candidates may visit cultural centers, alternative schools, contact ethnic organizations and other community resources, and complete interviews that focus on diversity and equity issues. Multicultural curriculum is reviewed and developed and strategies for inclusion are discussed. Multicultural websites are reviewed for bias and appropriate use in the classroom. References like *Horace's School* (Sizer), which offers views on how high school can and should be reformed so that students can achieve excellence in their personal and intellectual development, are reviewed and discussed. Based on research, class discussion, information from guest speakers, and personal experience, candidates develop a collection of ‘best practices’.

Through readings, guest speakers, and assignments, candidates in EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms study the concept of content literacy and are introduced to and practice strategies that may be used to enhance the reading and comprehension level of all students. Candidates in EDSC 182 Assessment and Evaluation learn about test bias and multiple and fair options for student assessment. In EDSC 173 Psychological Foundations, course equity objectives include using ‘psychological principles to identify and examine sources of inequity in the classroom’, designing ‘learning activities that engage and support all learners’, and developing ‘lessons that use students’ cultural backgrounds’ and funds of knowledge as the foundation for teaching’. Candidates in EDSC 162 Language/Literacy Development of English Language Learners are expected to develop a personal perspective on ESL instruction and bilingual education as well as
learn effective ELD practices, classroom management techniques, and effective practices for working with ELD students.

As evidenced in the syllabi of the subject-specific methods classes (objectives, topics of discussion, assignments) all candidates are introduced to teaching strategies that enhance learning for all students. In addition to an introduction to the academic content standards, content and state-adopted learning materials are reviewed for potential bias to particular groups of students. Social, cultural, and political attitudes about subject area content are discussed. Candidates are provided with strategies that enhance learning for the culturally and linguistically diverse populations generally found in the SJSU service area.

During field experiences, candidates are expected to use their growing understanding of multicultural education to plan appropriate learning experiences, select or create materials, and assess students in ways that have the potential to address the diverse needs of their students.

5(b) The program design includes study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California society, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.

EDSC 172A Social, Philosophical, and Multicultural Foundations is the primary venue for the study and discussion of historical and cultural traditions and community values. Candidates complete their cultural autobiographies. They review the histories/multiple histories of the ethnically diverse students through reading literature from diverse populations, critiquing text materials, attending community and school cultural events, and conducting interviews. Candidates may complete a Critical Multicultural Self Assessment for Teachers which asks the key questions: ‘How can I build curriculum on cultural, ethnic, linguistic, gender, sexuality, social class, and social justice themes from my daily lives?’, ‘Why is it important to “hear” all of my student’s voices?’, and ‘How “critical” and problem-posing is my teaching?’

Candidates in EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms review the literature from various cultural groups and learn to make selections that appropriately address the interests of the myriad of students represented in California classrooms.

When candidates begin their student teaching field experiences, one of their tasks is to review the local community to determine which values and traditions may be evidenced in student motivation and performance in school. This is not to create preconceived ideas of action, but to help the candidate plan for and create learning experiences that will encourage students to use their foundation experiences to be successful in the classroom. Candidates are expected to use this important community information to make teaching decisions about content selection, appropriate materials, and effective strategies.

5(c) The program develops each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.

Candidates have multiple opportunities to develop skills that will help them recognize, react to, and examine bias. In EDSC 172A Social, Philosophical, and Multicultural Foundations, candidates participate in activities that model ways to challenge bias. References like Savage Inequalities (Kozol) are read and discussed. Curriculum materials and school policies are reviewed for ‘hidden curriculum’, stereotypes and bias that may or may not be intended. Candidates are asked, through assignments and/or journal writing to record and examine their own reflections on racism and other inequalities. Candidates participate in activities that illustrate
‘white privilege’ and developmental activities that require them to reflect on their own ethnic identity. Course topics and reading include discussion of cultural, class, and gender bias as they relate to opportunities for students, to school organizations and policies, and to teaching choices/practices that counter the forms of inequity that have historically plagued schools. Candidates may write an autobiography that requires them to explore situations in their lives when they might have been affected by or precipitated bias. These types of discussions are often uncomfortable for candidates.

In addition, candidates learn how to identify anti-biased materials, including internet sources, and how to organize appropriate materials into plans of study. In both EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms and EDSC 172A Social, Philosophical, and Multicultural Foundations, candidates review text and internet materials for bias. They are introduced to books and other sources that present alternative views from mainstream texts and may be appropriate for use with secondary students.

In EDSC 182 Assessment and Evaluation, topics include standardized testing and potential bias, examination of tests and tasks for potential cultural bias, and the consequences of the use of materials with potential bias. Candidates also learn to approach assessment in ways that enhance student performance and lead to creating a learning environment that contributes to the emotional and intellectual safety of students.

During field experiences, candidates are expected to scrutinize materials used in the classroom, observed teaching strategies, the physical environment, and their own instructional planning to determine potential bias.

In the subject area methods, candidates review state-adopted materials for potential bias. Several subject areas in particular – science, social science, math, and physical education – historically have had to deal with social, cultural, and gender bias in expectations for student performance, curriculum materials, and assessment. For example, the mission of the social science methods course is to provide candidates with active learning strategies specific to history-social science instruction, including the issues of civic participation, bias, critical thinking, and controversy. In physical education, teachers continue to work overcome the perception that girls should not participate at the same level as boys (which is perpetuated by research that is often done on males and generalized to females), that students with disabilities should not participate at all, and that assessment in physical education is not fair to students. In math and science, candidates are apprised of women and minority mathematicians and scientists and issues of research and support that have traditionally included only men. In addition, foreign language candidates are expected to include aspects of culture and cultural understanding in most lessons; however, they learn to be cognizant of potential for cultural bias and promoting cultural stereotypes.

5(d) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments.

Throughout the Program, candidates repeatedly examine their beliefs and attitudes about gender and how attitudes and expectations may influence teaching decisions. Research on inequitable treatment of boys and girls in the classroom is discussed (for example, teachers call on boys more than girls). Candidates read and discuss references like Schoolgirls and discuss issues of gender
equity that may be prevalent in secondary school settings and profoundly affect the education of both boys and girls. Law and policy is reviewed. In addition, candidates are asked to examine their beliefs and attitudes about sexual orientation and discuss how their teaching decisions and treatment of students may be affected or compromised. Course readings in EDSC 172A Social, Philosophical, and Multicultural Foundations may address sexism and homophobia, and include examples of inspirational women educators and progressive, feminist practices (based on humanistic/feminist theory). Candidates review case studies and discuss issues of sexual harassment. In EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms, candidates compile a repertoire of texts and references that include materials that are gender-fair and that address sexual orientation awareness.

As mentioned above, the need to examine gender bias in curricular materials, school policies, social and cultural attitudes, and teaching practice is recognized in all of the subject areas.

5(e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

Many experiences in the Program provide candidates with opportunities to examine their beliefs and attitudes about diverse individuals, families, and communities. In various classes (EDSC 172A, EDSC 162, EDSC 184X, HPED 339 for example) candidates complete interviews with students, families, teachers, and/or community members from ethnically diverse populations and/or with individuals who work with various community agencies. In EDSC 172A Social, Philosophical, and Multicultural Foundations, candidates may write multicultural teaching and learning objectives based on their experience and what they learned about other culture/s. Candidates may be given opportunities to role-play conversations with parents and families. Speakers representing various constituencies are invited to make presentations to classes. Candidates in EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms may choose to focus on families or communities for their inquiry project. In EDSC 162 Language/Literacy Development of English Language Learners examine their beliefs about bilingual education, state and federal laws, and the instructional implications of working with diverse second language learners. Candidates are introduced to practices that have been proven to be effective ELD practices with older learners: engage students in challenging curriculum, draw on students’ background, organize collaborative activities and scaffold instruction, and create confident students who value school and view themselves as learners.

As evidenced in the subject-specific syllabi, candidates examine how diversity affects, and is affected by, subject area content and subject-specific instructional considerations and practices. During student teaching experiences, candidates are expected to consider the ‘community’ make-up of their class/es and address content and select materials, strategies, and instructional practices that will be most effective with members of the ‘community’. Numerous elements of the Final Student Teaching Evaluation require candidates to demonstrate that they are developing skills and strategies for effective instruction with diverse student populations.

5(f) The program provides each candidate with the capacity to recognize students’ specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

As candidates progress through the program, every class contributes to their ability to recognize learning needs of students. As discussed throughout this narrative, each class addresses the need for differentiated instruction to meet the diverse learning needs of students. For example, topics in EDSC 162 Language/Literacy Development of English Language Learners address assessment
processes for second language learners and how to determine needs of the students based on results of the testing. Legal aspects of placement must be considered. In EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms, candidates learn strategies to determine reading level of students. Candidates discuss what personal resources students bring to the classroom and how to recognize and maximize current level of performance. Multiple modalities for instruction are introduced, discussed, and practiced.

In EDSC 172A Social, Philosophical, and Multicultural Foundations, candidates may complete field observations to help them enhance their ability to determine diverse learning needs. Speakers from the field may provide candidates with ‘frontline’ information about how to determine current levels of performance as well as provide strategies for differentiated instruction. In EDSC 182, candidates are introduced to multiple assessment measures, including information from families, to assess student knowledge, skills, and behaviors. In addition, the purpose of diagnostic instruments, including entry level, progress monitoring, and summative assessments, are addressed. Candidates discuss when and how to use specialized assessments based on student needs and how to interpret data to identify the English proficiency level of ELL as well as in their primary language.

Candidates in EDSC 173 Educational Psychology learn to design activities that engage and support all learners, especially students from traditionally underserved populations. In EDSE 192 Mainstreaming the Exceptional Student learn to plan instruction for inclusive classrooms, including particular teaching strategies for students with identified different types high and low incidence disabilities. In the subject area methods and during student teaching, candidates are introduced to, practice, and employ strategies for determining current level of performance/understanding of students in content area and then developing appropriate objectives and planning appropriate learning activities to meet the needs of their students in the content area.

During field experiences (Student Teaching I and II), with the guidance of resident teachers and/or university supervisors, candidates test out multiculturally-sensitive content curriculum and teaching/learning strategies selected to meet the perceived and/or assessed needs of a particular class of students. Candidates are expected to plan lessons that address the diverse needs of the students in their class/es. Their decisions are based on strategies and information gained in the foundation classes, as well as content specific instructional practices that are selected to assist students in reaching content standards.

Additionally, student teachers are expected to apprise themselves of the resources available to students in their specific school/district site and community as well as the process for availing students of those resources. During student teaching seminars, candidates discuss challenges and questions related to meeting the learning needs of all students, using their professional peers as a resource from which to learn additional strategies and obtain materials, and as a sounding board for problem solving solutions to real-life classroom situations.

**Category B**

**Preparation to Teach Curriculum**

**To All Students in California Schools**
Program Standard 6:  Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas

The professional teacher preparation program provides multiple opportunities for each candidate to learn, practice and reflect on each Teaching Performance Expectation (TPE). Embedded in the planned curriculum of coursework and fieldwork are formative assessments of each candidate’s performance on pedagogical assignments and tasks, similar to those used in the institution’s teaching performance assessment (TPA). Formative assessment activities are designed to contribute to the candidate’s overall demonstrations of competence and the capacity to pass the performance assessment embedded in the program.

Program Elements for Standard 6: Opportunities to Learn, Practice and Reflect on Teaching

Links for materials cited in this response:

PACT, TPE, SLO Matrix
TPE Matrix

6 (a) The program provides a systematic, comprehensive curriculum that offers each candidate multiple opportunities to learn, practice and reflect on each Teaching Performance Expectation (TPE) and to understand important connections and practical relationships among the elements of coherent professional practice.

The curriculum for the Single Subject Credential Program is comprehensive in nature and has evolved and continues to be modified based on research and the faculty’s understanding of effective instructional practice as it relates to the needs of students in the California public schools as well as to ensure that candidates have reasonable opportunity to meet the state-adopted standards. The SSCP is a partnership that includes secondary education, teacher education, special education, and the teacher education components of subject-specific departments. The faculty members involved in the preparation of secondary teachers are housed in five colleges. Because the preparation of teachers is handled by experts with a broad range of training, experience, and perspectives, candidates are well-served with multiple opportunities to learn, practice and reflect on what it means to be a successful teacher in California.

The SSCP student teacher final evaluation was designed using the domains of the TPE and has been in use since 2004. Prior to that time the student teacher evaluations were structured around the CSTP.

Faculty began reviewing their course objectives, topics, and assignments in Spring 2002, to reflect the 2042 standards and include opportunities for practice of the TPE. In particular, all subject-specific methods courses were reviewed and revised to include instruction about and practice of strategies that enhanced the performance of English language learners. Though there is no TPE specific to the use of technology, all methods courses already had been revised to include elements of Standard 9.

Since 2003, course syllabi show how the TPE are addressed in objectives, assignments, and assessment. Examination of the current syllabi for each of the courses required for completion of the SSCP shows that all elements of the 13 TPE are addressed in multiple venues and in a variety of ways. (See Matrix)

Since 2004, the TPE have been posted on the Secondary Education website and included in the Student Teacher packet.
During the program’s coursework and fieldwork, each candidate’s assignments and tasks include well-designed formative assessments that resemble the pedagogical assessment tasks in the embedded teaching performance assessment (TPA). Each candidate is provided informative, helpful feedback regarding their progress toward meeting the TPEs, and this feedback contributes to each candidate’s preparation for the performance assessment.

SJSU has chosen to adopt the PACT. Experiences in courses throughout the program (both identified signature assignments and other course activities) provide candidates to learn about and practice the elements of the PACT teaching event. See PACT,TPE,SLO matrix.

However, upon review of the TPA, it is apparent that similar task components are already being completed as assignments in classes and during field experiences. For example, the components of TPA task #1 dealing with content knowledge are found in the methods classes where candidates review content standards and learn subject-specific strategies for planning and instruction. Assignments require candidates to plan for developmentally appropriate, level specific instruction based on application of learning theory, state-adopted content, and what is known to be effective practice.

During both student teaching experiences (with the support and assistance of university and site supervisors) but particularly during the Phase II semester-long experience, all candidates are expected to plan daily lessons based on the state-adopted content/framework and what they have learned about effective practice. They must take into consideration the specific needs of students in their classes, including mainstreamed students and ELL. Candidates are expected to reflect on and modify their own performance in light of the resulting student performance. (all resembling components of TPA task #4). In order to determine student success in meeting instructional goals, student teachers must select appropriate forms of formative and summative assessment (resembles components of TPA task #3). The foundation for making decisions about assessment is provided through completion of assignments in EDSC 182 Assessment and Evaluation.

Components of TPA task #2 (connecting student need to instructional planning) are found in most courses in the SSCP. Candidates are apprised of and examine the importance of linking the past experience and background of students with current instructional experiences and content learning. Candidates address the components of TPA task #2 in EDSC 184X Phase I Student Teaching.

In the program, formative and summative assessment tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing coursework and field experiences.

Review of current course syllabi show that courses in the SSCP include activities and assignments that allow candidates to demonstrate their ongoing development of pedagogical competencies. For example, candidates have multiple opportunities, with faculty and/or peer review, to write lesson plans based on what they have learned about how people learn and appropriate content standards, with consideration for English language learners and other special needs of students. During classes, this may be a formative or summative element of the candidate’s grade in that class. However, each time a candidate writes a lesson, until the candidate completes Phase II Student Teaching, writing lessons is part of the formative development of the candidate. A similar case can be made for all of the skills in the TPE (as well as use of technology) as they are addressed in multiple venues throughout the program. A review of course syllabi will show where the 13 TPE are addressed, practiced, and evaluated.
Standard 7-B: Single Subject Reading, Writing and Related Language Instruction in English

The professional teacher preparation program provides substantive, research-based instruction that effectively prepares each candidate for any Single Subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. The program places each candidate for a Single Subject Credential in a field experience site and a student teaching assignment with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and are aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and who cooperate with institutional supervisors and instructors. The Single Subject Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate’s field experience(s), internship(s), or student teaching assignment(s).

Faculty members participating in the Single Subject Credential Program (SSCP) began reviewing the more comprehensive requirements working with English language learners and addressing content literacy in 2001. In particular, subject area faculty have enhanced course content to include opportunities for candidates to learn about, examine, practice, and/or apply strategies for addressing reading and writing skills and other literacy and study skills as they relate to the development of content literacy. The inclusion of these topics can be found in objectives, topics of discussion, and assignments in the syllabi of subject area methods and student teaching seminars.

Program Elements for Standard 7-B: Single-Subject Reading, Writing and Related Language Instruction in English

Links to the courses and materials cited in this response:
EDSC 138A
EDSC 162
ENED 353
KNED 339
KNED 184Y,Z
MTED 394
SCED 173
SCED 375
SSED 378

7B(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables candidates to provide a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework and that includes explicit and meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English.

- EDSC 138A Language/Literacy Development of English Language Learners is the primary course to address methodology and strategies to enhance reading, writing, thinking, and oral language skills of ELL and speakers of English. Objectives for the course may include:
  - Analyze the thinking, reading, and writing processes within various content areas and examine how these processes affect both native and non-native English speakers
  - Describe how meaningful activities in reading, writing, listening, and speaking foster content literacy and English language development for all students
• Become acquainted with the developmental aspects of reading and writing in the content areas
• Become knowledgeable about teaching strategies which enhance content literacy for native speakers and English language learners
• Evaluate classroom arrangements and interactions that will effectively foster content literacy
• Demonstrate within their content area a variety of activities that help all students learn from text including techniques that promote vocabulary development, pre-reading skills, comprehension, and study skills
• Demonstrate within their content area curricula a variety of reading and writing activities that meet the needs of English language learners and culturally diverse students

Topics for discussion may include:

• Theoretical framework and understanding of the need for content area literacy
• Comprehension strategies for struggling readers
• Multi-literacies and accessing students’ prior knowledge to enhance academic literacy
• Preparing to read: pre-reading strategies and pre-writing
• Media and technological literacy
• Writing across the curriculum
• Language and diversity
• Providing appropriate corrective feedback on oral and written language
• Vocabulary and concept development
• Strategies to enhance reading skills and improve comprehension (using graphic organizers, for example)

The English/Language Arts Content Standards for California Public Schools and/or A Map for Teaching and Assessing California’s English Language Development and English/Language Arts Standards for English Learners (2nd ed) are required reference for EDSC 138A. References include the California State ELD standards, a course textbook and other selected excerpts in the form of a course reader. Other references from the professional literature address reading skills and teaching strategies based on research and application. Students also examine textbook excerpts from science, social studies and other content area 6-12 classrooms to explore language and materials that may hinder comprehension and students’ abilities to read and write in the content area.

7B(b) For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds.

Candidates learn about strategies and methods for enhancing content-based reading and writing abilities primarily in EDSC 138A Language/Literacy Development of English Language Learners. Candidates are introduced to strategies as part of course content as well as by reviewing the professional literature. See objectives and topics in 7B(a). Additionally, most subject area methods classes have been revised to include subject-specific strategies for developing content literacy. During field experiences, candidates may interview school-site reading coaches to elicit effective strategies.

Examples of how this standard is addressed in the content area methods include:
• In SSED 378 History/Social Science Methods, candidates examine reading and writing macro strategies that are specific to history and social science. Candidates review the English/Language Arts standards for sections that deal with reading and writing genres that are specific to history and social science and discuss methods for teaching genres usual to history-social science in their application to both ESL and mixed classrooms where ESL and learning disabled students are mainstreamed. Students are required to write lessons assuming ELL and LD students in their class and write in adaptations for these students in their lessons. Candidates are required to provide lessons in writing and reading in their units.

• One of the purposes for SCED 173 Secondary School Science is for candidates to become effective science teachers who use a variety of teaching styles and be able to match appropriate styles with the appropriate audience, including ELL. Candidates are expected to discuss and develop various formal and informal literacy strategies for reading and writing as well as study skills for increasing content knowledge. In addition, candidates discuss and apply pedagogical theories, principles and practices for development of academic language, comprehension, and knowledge in the core curriculum and use comprehensive instruction of English learners, including reading, writing, listening and speaking skills. Candidates develop a teaching portfolio that includes five literacy strategies for reading/writing and five related to study skills.

7B(c) Each candidate’s instruction and field experience include (but are not limited to) the following components:
(i) Instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
(ii) Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns.
(iii) Instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction, and strategies for promoting the transfer of primary language reading skills into English language reading skills.
(iv) Instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings including teaching writing strategies for increasing content knowledge.

In EDSC 138A Content Area Reading, topics of discussion specific to the sub elements include:
(i) ‘vocabulary development’, ‘conceptual frameworks for teaching academic literacy,’ ‘pre-reading strategies,’ and ‘post-reading strategies,’
(ii) ‘instructional scaffolding and anticipatory sets,’ ‘tools for assessing student reading,’ ‘social and cognitive dimensions of reading’, ‘informational and nonfiction texts,’ ‘literacy, diversity, and community,’
(iii) ‘sociocultural perspectives on literacy,’ ‘multicultural contexts of literacy,’ ‘providing culturally sensitive corrective feedback.’

In EDSC 162 Language/Literacy Development of English Language Learners, topics of discussion specific to the sub elements include:
(i) ‘perspectives on language variation,’ ‘first and second language acquisition theory,’ ‘the ELL as writer, reader, speaker and listener,’
(ii) ‘contrastive analysis,’ ‘inter-language,’ and ‘error analysis,’
(iii) ‘socialization of immigrant students,’ ‘sociolinguistics perspectives of language learning,’ ‘affective filter and student motivation,’
(iv) ‘bilingual education,’ ‘accessing prior knowledge from first languages,’ ‘redesignation of ELL students,’ ‘using oral language in the content

Textbook used in EDSC 162 is Writing and Learning (Peregoy and Boyle)

In addition to the examples from science and history-social methods courses described in 7B(b), in both of the subject areas, candidates are expected to use the skills and strategies developed during the methods to support instruction during student teaching. In SCED 375 Colloquium and Seminar in Science Education further delineate and enhance candidates ability to employ skills and strategies for developing content literacy in science.

Other examples of how components of this element are addressed in SSCP include:

- In EDSC 138A Content Area reading, candidates may read and discuss “Enhancing Content Literacy in Physical Education” (Buell/Whittaker, 2001). Additionally, content-specific reading materials are provided for critique and review, including literacy in mathematics textbooks, social science textbooks and other subjects. This resource applies strategies for and understandings about developing content literacy to physical education, a subject often ignored when addressing literacy. Multiple styles and applications of graphic organizers are provided as well as numerous examples of strategies for fostering content literacy. In addition, strategies for screening and selecting reading materials of appropriate development reading level for students are described.

- In MathEd 394 and during student teaching, mathematics candidates use Working with Second Language Learners, Answers to Teachers Top Ten Questions (Carey). Chapters in this resource include: ‘How do I make a difficult textbook more readable?’, ‘How do I help students improve their English writing?’, ‘How do I teach grade-level content to English beginners?’, and ‘How do I help students build learning strategies?’

- In physical education, both in methods (KNED 339) and during student teaching (KNED 184 Y,Z), candidates develop unit and lesson plans prepared for instruction in public school setting. Candidates learn about and employ strategies for enhancing content literacy for all students, including ELL. Candidates are expected to include tasks and activities to enhance content literacy that require reading, and written and oral responses.

- The English Methods (ENED 353) class is fundamentally informed by the needs of English language learners. For example, the target population for the primary assignment is a ninth grade class of mixed abilities, one-third of whom are ELL. Informal peer and instructor evaluations of demonstration lessons assess whether the reading, writing, and speaking strategies employed by the candidate were sensitive to the needs of ELL. Text materials (With Different Eyes, for example) focus specifically on enhancing reading comprehension by drawing on students’ background knowledge and vocabulary development. Strategies such as inner and outer circle discussions, Socratic Seminar, reflective journal writing, double entry drafts (Cornell Notes) and expository writing are modeled for and practiced by English candidates.

7B(d) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how students learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

EDSC 162 Language/Literacy Development of English Language Learners supports the study of reading and writing with instruction on the phonological/morphological structure of English and how people acquire language. Under the topic First and Second Language Acquisition Theories, candidates learn about the structures of language, including phonemes, morphemes, and semantics. Assigned readings include materials on linguistics and the major language acquisition
theories. As stated in 7B(a), EDSC 138A addresses how students learn to read and strategies for working with ELL and students with reading difficulties. In each of the subject areas, methods courses continue to be reviewed and revised to address reading/writing skills specific to developing content literacy for all students, including ELL.

7B(e) As a specific application of Common Standard 2, the institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to content-based reading instruction.

Secondary Education is a small department comprised of four tenure track faculty and a department chair. One of the positions is designated for a specialist in reading. Multiple sections of EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms are offered each semester. In addition to the tenure track faculty member, several well-qualified part time faculty teach periodically in the program. Many of the university field supervisors are former teachers and administrators who participated in literacy development activities during their public school tenure.

7B(f) As a specific application of Common Standard 7, field experiences, student teaching assignments and internships are designed to establish cohesive connections among reading methods coursework, other related coursework and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

During field experiences, candidates are expected to select and practice strategies to enhance content literacy based on what they have learned or are learning in their SSCP courses as well as strategies gleaned from observation of and discussions with public school teachers who employ reading and writing strategies that effectively enhance their students’ content knowledge. Most of the schools in the SJSU service area have adopted state-approved reading and literacy programs and most have identified a literacy coach who works with teachers across the content areas for promoting reading, writing, and language skills. Candidates placed in these schools have added opportunities to participate in professional development in reading and literacy and effective reading instruction that complies with current provisions of the California Education Code.

7B(g) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates, and provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

Subject area coordinators, student teacher supervisors, and secondary education collaborate with district principals, HR personnel, and department chairs in establishing expectations for the selection of supervising teachers. Ongoing efforts are made to be sure that communication is two-way between university and public school personnel involved in the field experience. For example, at a recent SSCP Advisory Committee meeting, public school teachers suggested that subject area coordinators and/or supervisors actually sit in classes to get a feel for a teacher’s style, values, and expectations in order to more effectively match student teachers with resident teachers who will support the candidate enhance their abilities in reading, writing and related literacy strategies. Periodic professional development is offered to enhance university faculty and supervisors understanding of the development of literacy skills.
Program Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates

In the subject to be authorized by the Single Subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (2) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (1) to apply the Teaching Performance Expectations (TPEs) in Appendix A to instruction in the subject to be authorized by the credential, and (2) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific TPEs. In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

Candidates in the program receive instruction in subject-specific methods courses that are taught by experts in the subject area. Candidates are supervised in Phase II Student Teaching by supervisors trained the subject area. Traditional candidates are placed in school settings with a resident teacher who has demonstrated success in teaching the subject area to diverse student populations in the SJSU service area. Candidates learn, practice, and apply content-specific instructional strategies consistent with state-adopted academic content standards and/or curriculum frameworks in the specific discipline. They have opportunities to apply the TPE in the specific subject area. In addition, instruction in the content-specific pedagogy is supported by activities completed in EDSC 173 Psychological Foundations (theories of how people acquire knowledge and review of texts), EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms (strategies to enhance content literacy), and EDSC 162 Language/Literacy Development of L2 Learners (understanding of the nature of language and general strategies to work with ELL). In general, all of the courses in the SSCP support subject-specific teaching by providing foundational theory and different perspectives on making subject matter accessible to all students.

Note: SJSU recently decided to support credential candidates only for the subjects for which we have approved subject matter preparation programs. Beginning Fall 2004, we will no longer admit candidates in Health, Business, and Industrial Studies.

Program Elements for Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single-Subject (SS) Candidates

8B(a) Mathematics. During interrelated activities in program coursework and fieldwork, SS mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of mathematics; and problem solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted K-12 academic content standards for students in Mathematics (Grades 7-12); (2) enable students in Grades 7-12 to apply learned skills to increasingly novel and complex problems; (3) demonstrate and teach multiple solution strategies for broad categories of problems; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among students in Grades 7-12; and (5) design exercises for practicing mathematics skills, including the selection of appropriate problems for practice.

Links to the courses and materials cited in this response:
MTED 394
Candidates pursuing a Mathematics credential enroll in MTED 394 Secondary School Mathematics. The purposes of the course are to: (1) prepare teachers who can develop and implement relevant goals and the necessary creative and innovative mathematics tasks; (2) implement effective classroom discourse opportunities; (3) create a classroom environment that supports the learning of standards-based mathematics by all students; (4) analyze students’ learning; (4) make ongoing instructional decisions; (5) use relevant technological tools, and; (6) teach effectively in diverse settings. Candidates are expected to be able to: analyze how mathematics is learned and taught; develop skills that model effective teacher behavior; address critical thinking skills applied to current issues in mathematics education; become well-acquainted with the California K-12 academic content standards, and; develop skills in teaching mathematics to ELL and students from diverse backgrounds. Specifically, the sub-elements are addressed in the methods class in the following way as evidenced by the topics identified in the course calendar:

- establishing connections among big ideas and fundamental concepts
- processes and variables in secondary school
- representation in secondary school math
- learning and instruction
  - the place of problem solving in the school curriculum
  - multiple representations
  - analyzing student errors
  - assessment
  - technology
- instructional planning
  - lesson planning
  - goals and objectives
  - implementing meaningful and effective mathematical activity and exercises in lessons
- processes and variables in secondary school math

Resource used by math candidates include Teaching Middle School and Secondary School Mathematics, Working with Second language Learners, Answers to Teachers’ Top Ten Questions (2000 S. Carey), the NCTM series of Changing the Face of Mathematics: Perspectives on Gender, Asian Americans, African Americans, Native Americans, Latinos (NCTM), articles from the different NCTM and relevant professional journals such as Mathematics Teacher, Mathematics Teaching in the Middle School, as well as the California Mathematics Content Standards.

8B(b) Science. During interrelated activities in program coursework and fieldwork, SS science candidates learn to (1) relate the state-adopted K-12 academic content standards for students in Science (Grades 7-12) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (Grades 7-12); and (3) plan and organize effective laboratory and/or field activities in which students in Grades 7-12 learn to ask important questions and conduct careful investigations.
Candidates in the science single subject area enroll in SCED 173, a 3-unit methods class that generally exceeds the expectations of candidates in terms of substance and applicability. The purpose of the course is to introduce theory, relate theory to instructional practice, model appropriate strategies, and provide opportunities for candidates to practice elements from the TPE. In addition, concurrent with Phase II student teaching, candidates take SCED 375 Colloquium and Seminar in Science Education. The purpose of this seminar is to enable candidates to extend their understanding of the major ideas and emphases developed in SCED 173, contribute to their further development in the six domains of the TPE, and assist in the completion of designated TPA (PACT).

A wide assortment of pedagogical approaches for the teaching of science to all students is probably the most strongly emphasized component of the science methods course (see SCED 173 syllabus). The field of science consists of diverse concepts that can be learned by hands-on discovery, simulations, reading, lecture, and group work, for example. Therefore, a science teacher must be prepared to employ several kinds of teaching strategies. Candidates are provided with strategies for operating ‘learner-centered classrooms characterized by extensive inquiry and laboratory study’. Candidates learn to use ‘a variety of teaching styles’ and how to ‘match appropriate styles with the appropriate audience, including English language learners’.

Candidates prepare to teach ‘science process skills through inquiry-based lesson’ and create lessons that ‘employ thinking skills and ‘serve to illustrate science concepts, and principles, scientific investigation, and experimentation’. Student-centered instructional strategies include laboratory activities, cooperative learning groups and peer teaching, field trips, science clubs and fairs, debates and the study of controversial issues, science projects and model building, and computer assisted science learning. When candidates review teacher-centered strategies, they learn when and how to give direct instruction, how and when to use instructional technology, and how to lead effective discussions.

Specific examples of how each of the sub elements is addressed are highlighted in each of the following syllabi: SCED 173 Secondary Science Methods, EDSC 375 Colloquium and Science Education (completed concurrently with SCED 184 YZ), and SCED 184YZ. Examples include: 1) topics of discussion and class experiences relating to the CA Science Standards and Framework, controversial issues in science, writing lesson plans based on state-adopted standards during student teaching; 2) teaching skills and strategies such as teaching science process lessons, student-centered lessons such as lab experiences, teacher centered lessons – directed instruction; learning science through inquiry method; problem based learning; 3) Resource used 700 Science Experiments for Everyone; developing classroom safety plan; planning at least two science adventures to a local science center.

Specific examples of how each of the sub elements is addressed are highlighted in each of the following syllabi: SCED 173 Secondary Science Methods, EDSC 375 Colloquium and Science Education (completed concurrently with SCED 184 YZ), and SCED 184YZ. Examples include: 1) topics of discussion and class experiences relating to the CA Science Standards and Framework, controversial issues in science, writing unit and lesson plans based on state-adopted standards during student teaching; 2) teaching skills and strategies such as teaching science process lessons, student-centered lessons such as lab experiences, teacher centered lessons, directed instruction, learning science through inquiry method, problem based learning; student
(1) addressing common misconceptions; 3) assessing science knowledge and skills; 4) development of skills related to effective classroom management, instructional strategies for special needs students, laboratory management and safety, working effectively with students and parents, etc.


8B(c) History-Social Science. During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to (1) state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels; (2) apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities; (3) encourage civic participation through studies of democratic civic values and constitutional principles; (4) deal honestly and accurately with controversial issues in historical or contemporary contexts; (5) discuss important roles of religion in world and United States history without bias; (6) incorporate a range of critical thinking skills and academic study skills into social studies instruction; and (7) utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

Links to the courses and materials cited in this response:

SSED 378
SSED 184 Y,Z

Single Subject candidates in the social science enroll in SSED 378. The mission of the course is to provide candidates with active learning strategies specific to history-social science instruction, including the issues of civic participation, bias, critical thinking, and controversy. Candidates are introduced to the state-adopted content standards and use them in the macro design of unit and lesson plans. Candidates learn how to prioritize and consolidate content standards into coherent strands of instruction, write behavioral objectives that relate directly to instructional strategies, and delineate specific products of student learning that can be effectively assessed. Candidates are expected to demonstrate formative competency in these skills through informal exercises early in the semester and cumulatively in a multi-lesson unit at the end of the semester. In addition, candidates are expected to show continuing development of these skills during the student teaching experience.

Candidates are provided instruction in the various strategies for teaching academic standards. Study of theory, macro-design, and research is followed by introduction to the families of methodologies that are used to actively engage students in critical analysis of history/social science questions identified in the academic content standards. Strategies include visual/aural/tactile/drama presentations, lecture/demonstration, debate, group problem solving, simulations/games, cooperative learning, writing/long term projects, and the use of technology to enhance instruction. Candidates review exemplary curricula in these methodological families and discuss the uses, benefits, and limitations of each instructional strategy. Candidates examine the way that the methods can be modified to elicit discussion of multiple perspectives and values. Candidates complete mini-teaching sessions to practice teaching in class, reflecting on practice, and critiquing/providing feedback to colleagues. Following the mini-teaching experience, candidates teach lessons of their own design. During student teaching, candidates are expected to show continuing development of lesson planning and delivery skills including the use of technology when appropriate.
Teacher candidates in the Methods course learn to analyze the K-12 History-Social Science Standards early in the semester in the third and fourth weeks, according to the syllabus. They are required to employ standards in all lesson design and unit design for their multi-lesson units due at the end of the semester. This is reflected in the requirements for the cumulative multi-lesson unit semester outline and in the instructions on the grading sheet for the micro-design or lesson design. In instruction in the third and fourth week of the semester, according to the syllabus, the professor of this course explains to and encourages teacher candidates to help their students use advanced analytical skills in the following ways. Teacher candidates must identify the various flaws in the History-Social Science standards and their many inadequacies and improve the standards through the writing of better more challenging behavior objectives in lesson plans. Teacher candidates must employ curricular methods that ensure higher order thinking skills in history (as explained in the first week of class). Teacher candidates must design reading and writing standards into lesson plans that will ensure that students hit targets for reading and writing in the English-Language Arts Content Standards with the genres of history, according to the syllabus in weeks ten and eleven. Teacher candidates must demonstrate these skills cumulatively in the multi-lesson unit at the end of the semester, where the professor requires at least 20% of instruction in the skills of producing history through writing and the professor requires that the lessons contain at least 60% higher order thinking skills implicit in the behavioral objectives.

Specifically, the sub elements are addressed in the following ways: Teacher candidates in the Methods course learn how to incorporate case studies, primary source literature, secondary literature and cross-cultural analysis, especially to meet American and world history and world geography and cultures, in the course of learning the various methods families in weeks five through eleven, according to the syllabus. Teacher candidates complete informal teaching exercises in the class, using exemplary curriculum from these methods families and discuss the issues of cross-cultural analysis, textual analysis and case specificity in the selection of the materials in the lessons.

During the course, teacher candidates and the professor engage in a lecture/discussion on the subject, “Social Sciences and Civic Education.” The professor points out to the teacher candidates the importance and the expectation that the history-social science teacher “encourages civic participation” among students and make students aware of the importance of civic involvement.

The professor and teacher candidates engage in the discussion of the History-Social Science Framework admonition to present “controversial issues” in the history-social science classroom. Professor and teacher candidates discuss the definition of controversial issue and learn to take into account school administrative and community standards while also presenting history in an honest and professional manner. Professor and teacher candidates continue this conversation with curriculum throughout the semester and most importantly in weeks five and seven in the discussion of visual and primary source materials and methods.

The professor helps teacher candidates to analyze ACS standards that deal with world religions and the influence of religion in American history and government, according to the syllabus, in weeks one and two. The professors identifies methods, such as, jigsaw in week nine, according to the syllabus, that allow students to present religions in an unbiased way. In week three, according to the syllabus, the professor and teacher candidates engage in a lecture/discussion on
“Social Sciences and Civic Education,” in which the question of religion in modern government and how to present it in an unbiased way is specifically discussed.

Critical thinking skills and academic study skills are inherent in the instruction provided throughout the semester and in the previous paragraphs of this communication. However, the professor specifically addresses study skills in the presentation of the interactive notebook, a powerful and highly recommended history-social science method. The professor introduces this method of enhancing students study skills by requiring that all teacher candidates keep an interactive methods notebook for this class (see syllabus “course requirements” and interactive methods notebook rubric). This allows teacher candidates to experience, as a student, the organizational and academic possibilities of the notebook for extending in class instruction to students’ at home work.

A good deal of course time on teaching debates, simulations, research studies and cooperative projects. The professor informally teaches these methods in the classroom with exemplary curriculum and asks teacher candidates to volunteer to teach exemplary curriculum in precisely these methods. In addition, teacher candidates must teach a lesson of their own design, using one or more of these various active learning methods. Fellow teacher candidates and the professor critique the lesson, especially good matches among method, material and objective. Teacher candidates are instructed intensely in how to analyze these matches. The multi-lesson cumulative unit, requires not only 60% of higher order thinking skills but also a good deal of group work integrated with individual work and a diversity of active learning strategies.

The History/Social Science Content Standards, History/Social Science Framework for California Public Schools K-12, the Language Arts Content Standards, History Alive! Engaging All Learners in the Diverse Classroom, and Designing Groupwork: Strategies for the Heterogeneous Classroom (Cohen) are the primary resources used in the social science methods course.

8B(d) English. During interrelated activities in program coursework and fieldwork, SS English candidates learn and practice ways to: (1) teach advanced skills and understandings in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such systematic comprehension support, analysis of informational and literary texts, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions; (2) understand how to teach the purposes and characteristics of the major genres of literature; (3) teach a strong literature, language, and comprehension program that includes oral and written language; and (4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/ morphological structure of the English language.

Links to the courses and materials cited in this response:
ENED 353
ENED 365

Candidates pursuing an English credential enroll in ENED 353, the three unit Methods of Teaching English class. The class is taught by English education specialists in the English department. Candidates who complete the course address practices suited to the teaching of English at the middle and high school levels in California with particular attention to working with English Language Learners. Readings are selected to introduce candidates to the state-adopted framework and content standards. Local middle and high school teachers and Teacher Consultants from the San Jose Area Writing Project make special presentations and demonstration lessons addressing topics such as “The Integration of Reading, Writing, and the
California English Content Standards” and “Strategies for Teaching To Kill a Mockingbird.” The major works of literature taught in middle and high schools are examined. Candidates plan lessons and practice teaching to peers.

Prior to being fully admitted to the English Credential Program, candidates must pass an assessment interview. Candidates submit a packet with a resume; 3-5 page autobiographical essay, describing their interest in teaching English and influences and experiences they have had related to teaching English; a one-page analysis of a poem, emphasizing how they would teach the poem; and a one-page response to 3 student writing samples. They participate in a panel interview during which their skills and knowledge in the various areas of English (e.g. literature, poetry, reading comprehension, writing) are evaluated and they teach an 8-10 minute mini-lesson. Candidates who appear to have deficiencies are encouraged to participate in workshops or take classes.

Sub elements are specifically addressed as follows:

(1) The final projects for the ENGL 353 Methods of Teaching English course-- 4 to 5 week unit plans on a selected work of literature -- are the best indicators of how English Education candidates learn and practice ways to teach advanced skills and understandings in the use of oral and written language. The 3-5 page papers that students write prior to these final project (see ENED 353 syllabus), focus respectively on the use of technology in the classroom (including its use for research support and editing) and the various teaching and assessment strategies that candidates would use to promote their students' writing abilities.

In ENED 365: Seminar in English Education, one session is devoted to improving students’ academic writing, providing strategies to develop student analytical and expository writing skills. Candidates keep samples of their students’ writing assignments, indicating how these assignments have been assessed, in the binder of the teaching materials compiled throughout their student teaching. University Supervisors and resident teachers review the binders throughout the student teaching period.

Attention to the analysis of informational texts is included in workshops focusing on multi-genre writing and independent reading. Similarly, attention to oral conventions is included in workshops on teaching the Socratic Seminar and other forms of oral response.

(2) Each of the three major genres of literature -- poetry, drama and shorter and longer works of narrative fiction and non-fiction—are covered in one or another of the workshop demonstrations provided by the practicing Teacher Consultants who give workshops to the English methods class. English candidates’ final projects reflect their mastery of the teaching of these different genres, with excellent units on Night (narrative non-fiction), Of Mice and Men (shorter narrative fiction), The Scarlet Letter (longer narrative fiction), Romeo and Juliet (drama) and Macbeth (drama). The "Examples of Student Work" submitted as part of Binder #2 for the CTC/NCATE review in spring 2008 provides samples of final projects devoted to teaching of each of the genres specified above.

(3) The descriptions above of the assignments students complete as they progress through the English 353 Methods course and the final projects they complete at the course's conclusion demonstrate the program's commitment to a strong literature, language and comprehension program with a focus on both oral and written language.

(4) English Education candidates are provided with a foundation in linguistics including the phonological and morphological structure of the English language primarily through subject matter courses they take prior to their methods course. Students also read a chapter from The
One session of the ENED 365: Seminar in English Education, focuses on English Language Learners, with a presentation by a high school teacher particularly skilled in addressing issues of English language structures and writing. Candidates write a 3-5 page paper related to ELLs; the paper options are described on the syllabus for ENED 365.

In addition, students take a course in Reading, Language and Instruction in Diverse Content Area Classrooms (EDSC 138A) either concurrently with or in the semester following their methods course.

The Reading, Language Arts Framework for California Public Schools, K-12, Reading/Language Arts Content Standards, and the English-language Development (ELD) Standards are primary resources used in English methods.

8B(e)  

Art, Music, Theatre, and Dance. During interrelated activities in program coursework and fieldwork, SS art, music, theatre, and dance candidates learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the Visual and Performing Arts Framework and Student Academic Content Standards, including (1) processing sensory information through elements unique to art, music, theatre, or dance (artistic perception); (2) producing works in art, music, theatre, or dance (creative expression); (3) understanding the historical and cultural origins of art, music, theatre, or dance (historical and cultural context); (4) pursuing meaning in art, music, theatre, or dance (aesthetic valuing); and (5) relating what is learned in art, music, theatre, or dance to other subject areas and to careers (connections, relationships, applications). In the program, candidates for SS Credentials are prepared to guide students in Grades 7-12 during the production of expressive works and in discussions that focus on analysis and interpretation of their own work and the work of others.

Links to the courses and materials cited in this response:
ARED 338
ARED 184 Y,Z
MUED 370A
MUED 370B
MUED 184 Y,Z

Credential candidates in art enroll ARED 338, Principles of Art Education. Candidates lead the class in answering relevant questions about the role of art in the contemporary high school. Topics include: the importance of art in the schools, classroom management in art, artistic development, the personal nature of artistic creation and critique, what is original art, cultural differences in learning skills, and assessment of student progress in art. Candidates examine techniques to manage both time and materials, ways to encourage appreciation for artists and artworks, and ideas for motivating young learners as well as developing art exhibitions in the school and community.

Candidates learn how to help students analyze and respond to sensory information through the language and skills unique to the visual arts; apply art processes and skills to communicate meaning, value, and intent; analyze, assess and derive meaning from artistic works; connect art to other subject areas; and understand the relationship of art to history and culture. Candidates plan and teach peer lessons in the visuals arts, using the five strands of the Visual and Performing Arts Framework and incorporating computer presentations as well as rubrics and other assessment tools.
The focus of the ARED 338 course is how to teach art to young people in K-12 classrooms, using the California Framework for the Visual and Performing Arts and California’s Visual Arts Content Standards. Specific to addressing the five component strands in art, candidates approach each in the following manner:

1. Processing sensory information (artistic perception) using the elements of art and principles design (concepts unique to art). Candidates learn how to develop lessons, units, and other learning activities designed to help students process and respond to sensory information. Teaching episodes guide students toward better understanding and therefore higher responses to visual experiences.

2. Producing works in art (creative expression) – Candidates learn how to develop lessons, units and other learning activities designed to help students apply artistic processes and skills to communicate meaning and intent. Teaching episodes instruct students in the use of tools and materials (and their care) as well as the skills and knowledge unique to art.

3. Understanding the historical and cultural origins of art (historical and cultural context). Candidates learn how to develop lessons, units and other learning activities designed to help students understand the relationship of visual art to history and culture. Teaching episodes are designed to ground the visual arts within historical and cultural contexts.

4. Pursuing meaning in art (aesthetic valuing) – Candidates learn how to develop lessons, units and other learning activities designed to help students analyze, assess and derive meaning from works of art. Participants are encouraged to discover how meaning and value is attached to art and the place this understanding holds within art education.

5. Relating what is learned in art to other subject areas and careers (connections, relationships, applications) – Candidates learn how to develop and extend lessons, units and other learning activities in order to help students connect visual art to other subject areas. Teaching episodes enable the exploration of the option offered in art and art-related professions.

As they advance into ARED 184YZ (Phase II of Student Teaching), candidates study strategies that will allow them to prepare and deliver standards-based, sequential learning experiences ensuring that students are introduced to the five major component strands of the study of art: visual perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, applications. The candidates learn about and practice unit and lesson planning in the both the art methods class and continue to develop these skills in their field experiences. In addition, candidates learn to use technology to enhance the study and creation of the visual arts. Throughout both courses, they develop and refine their professional portfolio, gaining peer evaluation of their efforts as they prepare to enter the profession of art education.

Music credential candidates enroll in MUED 370B Secondary Music Methods. Candidates learn to direct sight-reading and improvisation practice to enhance their own musical skills. Candidates lead the class in answering relevant questions about the role of music in the contemporary high school. Topics include: the importance of music in the schools, managing music classes and rehearsals, the high school class in music theory, teenage musical development, physical and vocal development, assessment of student progress in music and how to motivate teenagers to success in music. Candidates examine rehearsal techniques for working with ensembles, ways to achieve excellent intonation and expression with ensembles, and ideas for planning school music performances. Candidates plan and teach peer lessons in non-
performing areas of music such as music theory, music history, keyboarding, and music appreciation.

The focus of MUED 370B, the Secondary Music Methods course, is how to teach music to young people using the *California Framework for the Visual and Performing Arts and Content Standards*. Particular to music education, candidates learn how to help students: analyze and respond to sensory information through the language and skills unique to music; apply musical processes and skills to communicate meaning, value, and intent; analyze, assess and derive meaning from musical works; connect music to other forms of art and other subject areas; and understand the relationship of music to history and culture. Specifically, candidates learn to manage music classes and rehearsals, articulate the importance and the role of music in the contemporary secondary school, direct sight-reading and improvisation practice, understand physical and vocal development, discuss assessment of student progress in music and how to motivate teenagers to success in music. Candidates examine rehearsal techniques for working with ensembles, ways to achieve outstanding intonation and expression with ensembles, and ideas for planning school music performances. Candidates plan and teach peer lessons in both performing and non-performing areas of music. They practice unit and lesson planning in the methods class, and continue to develop those skills in the field experiences. Specific to addressing the five areas in music, candidates approach each in the following manner:

(6) Processing sensory information through elements unique to music (artistic perception) - through lessons covering guided listening, observations and evaluation, and teaching episodes where they learn to guide students toward better aural understanding and therefore higher musical responses.

(7) Producing works in music (creative expression) – through lessons involving playing, improvising, and composing, and teaching episodes where candidates learn to guide students through analysis and interpretation of both their own work and the works of others.

(8) Understanding the historical and cultural origins of music (historical and cultural context) – through lesson planning and teaching episodes designed to ground music within historical and cultural contexts.

(9) Pursuing meaning in music (aesthetic valuing) – candidates access aesthetic valuing through both the active listening approach (Reimer) and the active participation approach (Elliott). Candidates are encouraged to discover how meaning and value is attached to music, and the place this understanding holds within music education.

(10) Relating what is learned in music to other subject areas and careers (connections, relationships, applications) – candidates are encouraged to consider multiple methods of making connections, including community involvement, cross-curricular lessons, and how to access experts within the professional world.

8B(f) *Physical Education.* During interrelated activities in program coursework and fieldwork, SS physical education candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the Physical Education Framework including (1) developing motor skills and abilities through varied activities, (2) developing health-enhancing levels of physical fitness, (3) knowing and understanding principles of human movement, and (4) practicing social skill development and fair play in games and sports.

Links to the courses and materials cited in this response:

**KNED 339**

**KNED 184Y,Z**
Content in the physical education methods class, KNED 339, includes instructional experiences that demand application of motor learning, motor development, biomechanics, exercise physiology, and factors affecting skill acquisition. Candidates complete a wide variety of assignments that provide them an opportunity to show application of the California state-adopted content standards for K-12 public education, state-adopted framework and the NASPE national standards. Candidates are expected to devote attention to affective factors that influence skill acquisition. In both the methods class and during student teaching, physical education candidates develop lessons that include objectives in all domains: physical (fitness), psychomotor (skill development), cognitive (intellectual knowledge), and affective (social, competitive, cooperative, personal attitudes). In addition, lessons will allow students to explore different instructional strategies. Specifically, as outlined in the objectives section of the syllabi for both KNED 339 and Student Teaching (KNED 184YZ) students must have the ability to plan, write, and teach from a lesson plan which reflects standards based objectives addressing the psychomotor, cognitive, affective, and social domains. Specifically, students will 1) plan, write, and teach a standards based lessons using various instructional strategies that are appropriate for developing motor skill acquisition, 2) plan, write, and teach a standards based lessons using instructional strategies and heart rate monitors that are appropriate for the development (and assessment) of fitness, 3) plan, write, and teach a standards based lessons using instructional strategies that will lead to the enhancement of students’ knowledge (cognitive development) about cultural sport and games, and 4) plan, write, and teach a standards based lessons using instructional strategies that will lead to the development of students’ social skills as well as develop personal responsibility and social development. Content-specific assessment tools and procedures are reviewed. Candidates are expected to select appropriate content and level-specific assessment to determine student learning. When available, candidates use technology to enhance planning and instruction. It is expected that candidates will show continuing development of lesson planning and delivery skills as they progress through the student teaching experiences.

Physical education is unique in that candidates are expected to manage large numbers of students that may include students with identified disabling conditions, and often without the facilities or equipment to employ the most effective strategies. However, candidates are introduced to and practice teaching strategies that range from direct teaching to guided discovery. Inclusion of all students is always a major consideration and physical education is often able to enhance learning of English language learners through the use of demonstration and illustration. When possible candidates are encouraged to use student-centered/directed strategies such as individual task practice, reciprocal peer teaching, self-check, cooperative learning groups, and small group practice. However, when safety is a factor, candidates may determine that direct teaching will be the most effective. Because attitudes play a primary role in an individual’s level and intensity of participation in physical activity, strategies for enhancing positive feeling about participation, development of self-worth, and the social aspects of sport and activity are discussed and practiced.

Physical Education Framework for California Public Schools, Physical Education Model Content Standards for California Public Schools K-12, Moving into the Future: National Standards for Physical Education, and Including Students with Disabilities in Regular Physical Education are the primary resources used in physical education.

8B(g) Languages Other than English. During interrelated activities in program coursework and fieldwork, SS languages candidates learn to teach the fundamental goals of the Foreign Language Framework and to (1) teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing, (2) demonstrate a high level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels, (3) use appropriate and varied language with accuracy and fluency, (4) know structural rules and practical use of the target language
and validate the variation and usage of the home languages of their students. Each candidate is prepared to
teach students to use the language of study to exchange information in a variety of contexts; assist students to
develop proficiency in hearing, speaking, reading and writing the target language; enable students to
understand cultures and societies in which the language is spoken; and develop students’ insights into the nature
of language.

Links to the courses and materials cited in this response:
FLED 380
FLED 184Y,Z

Candidates in Spanish, French, or Mandarin must pass a proficiency exam that includes verbal,
written, and cultural skills/knowledge in the language to be taught as well as establish subject
matter competency by coursework of exams. Candidates must successfully pass the proficiency
exam before taking over teaching responsibilities. Proficiency in the language is necessary so as
to conduct a communicative teaching approach to language learning. The target language must
be used from day one in conjunction with culture for that language. These are inter-related, as the
language evolved from the culture. Candidates who teach the language to native speakers are
encouraged to supplement with additional materials and promote student-centered reports and
activities so as to encourage pride and greater understanding of the student’s language and
culture. It is assumed that the candidates have familiarity through life experience or at least
through study, with one or more countries and cultures where the language is spoken; this
includes historic movements, daily lifestyles, the arts, and key historical and contemporary
figures.

In FLED 380, the foreign language methods class, and during student teaching, candidates are
provided with assistance in integrating the teaching of language and culture. Lessons incorporate
listening, speaking, reading, writing, and grammar skills and knowledge of culture. A variety of
teaching styles are introduced. During student teaching, methodologies selected generally are
based on the textbook used in the school and/or model the style of the resident teacher.
Candidates also observe other foreign language classes at their school site to observe teaching
strategies. Candidates are encouraged to draw on past experience and training, as well as trial and
error, to develop their own teaching style when pedagogical circumstances call for innovation.
However, foreign language candidates are expected to promote and use student-centered rather
than teacher-centered activities. When available, candidates are expected to use technology to
enhance student learning with appropriate software and websites. Candidates are expected to
include aspects of culture and cultural understanding in most lessons. They must be cognizant of
potential for cultural bias and promoting cultural stereotypes.

Sub elements are specifically addressed in the following ways: 1) Candidates in FLED 380 learn
to teach in a proficiency-oriented program of foreign language instruction. Course objective #2
reinforces the notion of proficiency as an organizing principle in developing instruction and
teaching techniques. Class sessions #5, 6, 7, and 8 focus on helping candidates develop
appropriate lesson plans to move students up the proficiency scale in listening, reading, writing
and speaking. The Formative Evaluation used by the Foreign Language Department for class
visitations includes comments and suggestions for oral proficiency and checks that all skills are
being used in a class period and that student-centered activities allow for ample practice of the
language. In addition, weaknesses in classroom teaching are made topics of discussion for the
by-weekly seminars; 2) Course objective #1 emphasizes research in the field of second language
acquisition. During this study of research students become familiar with and rate student samples
of the Oral Proficiency Interview (OPI) developed by ACTEL. Through the study of the OPI
students evaluate their own language ability, become aware of the proficiency levels needed for
advanced levels of instruction, and learn the importance of using the target language with ease
during instruction. Class sessions #2 and 3 focus specifically on these topics. In addition, students must pass a proficiency exam consisting of language, history, and culture before enrolling in FLED 184Y,Z. Students with apparent weaknesses are required to take addition course work; 3) Course objective #3 emphasizes use of appropriate and varied language based on the levels and special needs of students in the classroom. Candidates learn the importance of scaffolding language activities and the importance of context for organizing all instruction. Class session #5 focuses specifically on this topic. Students are observed regularly during student teaching by the site supervisor or master teacher as well as the university supervisor. Lesson plans are checked regularly and must list the Foreign Language standards to be addressed. Fluency is checked by the Proficiency examination; 4) Course objective #5 emphasizes the importance of the candidate’s knowledge of the target language as well as validation of the home languages of students in the classroom. Candidates learn to develop curriculum that is relevant to all language learners and how to work with classes that include native and non-native speakers of the target language. Candidates also learn the importance of teaching students to appreciate the cultures in which the target language is spoken as well as an appreciation for the culturally diverse classroom in California. Class sessions #5 and 8 focus on this issue. Additionally, students are encouraged to include culture facts in every lesson. Student Teaching Seminars provide ideas for enhancing the presentation of culture through technology and hands-on projects, i.e., Dia de los Muertos.

The Foreign Language Framework for California Public Schools, K-12, the National Standards for Foreign Language Learning, and the ACTFL Proficiency Guidelines are the primary resources used in the foreign language methods class. Candidates are reminded regularly to refer to the Foreign Language Framework for guidance in their instruction.

8B(h) Health Science. During interrelated activities in program coursework and fieldwork, SS health science candidates learn to (1) plan and implement instruction based on the Health Framework for California Public Schools, (2) create a learning climate sensitive to the health-related needs of all students, (3) implement instructional strategies which result in students understanding of scientifically based principles of health promotion and disease prevention, incorporating that knowledge into personal health-related attitudes and behaviors, and making good health a personal priority, (4) link instruction to the health of students’ family, school and community, and (5) initiate instruction which enhances students’ resiliency and supports their development of positive assets.

NA

8B(j) Business Education. During interrelated activities in program coursework and fieldwork, SS business candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for business education, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

NA

8B(l) Industrial Technology. During interrelated activities in program coursework and fieldwork, SS industrial technology candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for industrial technology, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

NA

8B(i) Agriculture. During interrelated activities in program coursework and fieldwork, SS agriculture candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for agriculture,
candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

NA

8B(k) *Home Economics.* During interrelated activities in program coursework and fieldwork, SS home economics candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for home economics, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

NA

**Program Standard 9: Using Technology in the Classroom**

Through planned prerequisite and/or professional preparation, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Each candidate is able to select and evaluate wide array of technologies for effective use in relation to the state-adopted academic curriculum.

In 2001, the SJSU College of Education received approval on its response to the new CCTC technology standards. A summary of this response shows that candidates will encounter a three-pronged approach to address the new computer technology requirements at Level 1. Specifically, students will:

- be tested to prior to admission to the credential program to ensure that they have minimal computer competencies
- complete a program of studies in which ‘methods’ course have been restructured to integrate technology
- demonstrate proficiency in teaching with technology during their field experience and in their professional practice

Since our final approval in 2001, faculty has been involved in enhancing their own use of technology as well as their expectations for candidate use of technology. For example several faculty participated in the Intel partnership project that provided the equipment and materials for an in-depth experience in the ethical, instructional, and management issues related to the use of technology in the classroom. Current course syllabi show additional requirements for the use and understanding of technology as an instructional tool.

Because we have already received approval of our response to the new technology standards, we will provide, in this narrative, only a matrix indicating where in the program each element is addressed. (see pages 52-54).

**Program Elements for Standard 9: Using Computer-Based Technology in the Classroom**

9(a) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.

9(b) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
9(c) Each candidate is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

9(d) Each candidate uses computer applications to manage records and to communicate through printed media.

9(e) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.

9(f) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)

9(g) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.

9(h) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.

9(i) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and acceptable Use Policies.
SJSU Single Subjects Technology Integration Matrix  
Level I - Preliminary Credential

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<thead>
<tr>
<th>Factors to Consider</th>
<th>Test or EDIT 122</th>
<th>EDSC 138A</th>
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<th>EDSC 173</th>
<th>EDSC 184X</th>
<th>St. Tech 184 Y/Z</th>
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<td>a candidate implements basic troubleshooting techniques for computer systems and related peripheral devices.</td>
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<td>A candidate uses computer applications to manage records (e.g. grade book, attendance, and assessment records).</td>
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<td>A candidate uses computers to communicate through printed media (e.g. newsletters, course descriptions and student records).</td>
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<td>A candidate interacts with others using email.</td>
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<td>A candidate is familiar with a variety of computer-based collaborative tools (e.g. threaded email, discussion groups, list serves, online chat).</td>
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<td>A candidate examines a variety of current computational digit media and uses established selection criteria to evaluate materials.</td>
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<td>A candidate chooses software for its relevance, effectiveness, alignment with content standards, and added to student learning.</td>
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<td>A candidate demonstrates competence in the use of electronic research tools (e.g. access the Internet for research and retrieval of information).</td>
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<td>A candidate identifies student learning styles and determines appropriate technological resources to support learning.</td>
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<td>A candidate considers the content to be taught and selects the best technological resources to support, engage, and enhance learning.</td>
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<td>A candidate demonstrates an ability to create and maintain effective learning environments using computer-based technology.</td>
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<td>A candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.</td>
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<td>A candidate demonstrates knowledge of copyright issues (e.g. distribution of copyrighted materials and citation).</td>
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Category C

Preparation to Teach All Students in California Schools

Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

The professional teacher preparation program provides multiple opportunities for candidates to learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning; and they study the legal responsibilities of teachers related to student health and safety. They learn and apply skills for communicating and working constructively with students, their families and community members. They understand when and how to access site-based and community resources and agencies, including social, health, educational and language services, in order to provide integrated support to meet the individual needs of each student.

The content of this standard is addressed primarily in EDTE 190 Health Education for the Classroom Teacher, taught by health education specialists. The current syllabus was written and is primarily taught to meet the standard by the director of the CA Health Kids Resource Center. Addressing this standard is also supported by experiences in EDSC 172A Social, Philosophical, and Multicultural Foundations, EDSC 173 Psychological Foundations, and EDSE 192 Mainstreaming the Exceptional Individual that have to do with development and working with a diverse student population.

Program Elements for Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

Links to the courses and materials cited in this response:
EDTE 190
EDSE 192
EDSC 172A
EDSC 173

10(a) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities, with emphasis on:
(i) knowledge of major laws and principles that address student rights and parent rights pertaining to student placements;
(ii) the effects of family involvement on teaching, learning and academic achievement;
(iii) knowledge of and respect for diverse family structures, community cultures and child rearing practices;
(iv) effective communication with all families; and
(v) the variety of support and resource roles that families may assume within and outside the school.

Multiple objectives for EDTE 190 address all aspects of these elements. For example, candidates are expected to know teachers’ legal responsibilities to notify parents about health instruction and assessments, and when and what kinds of parent permissions and alternate student assignments are required. Candidates are also expected to know how to support parents as their child’s primary source of health education and to support parents as one component of the coordinated school health system. Candidates are expected to know common cultural health practices and community health resources for parents and families. Candidates are expected to know how and when to communicate to parents, school and community resources about student health and safety issues and school-based prevention strategies and strategies to support students and their families who may be at risk of
health problems. These knowledge and skills are learned in part via activities in which candidates (a) use the coordinated school health system model (including parents and community resources) to address a student health problem (such as obesity); (b) apply school health laws to case studies (such as parent notification/consent for sex education, student disclosure of health issues such as HIV status or child abuse, parent input in school nutrition and safety programs, surveying students, parents request that teacher administer medicine to student, etc.); (c) role play student health/safety case studies involving assessment, notification, and referral (e.g., suicide risk, possible child abuse, eating disorder); and (d) learn common acute and chronic student health problems including symptoms, teacher response, parent notification, school- and community-based referral resources. Class discussions across a variety of health topics (nutrition, violence, youth development, child abuse) provide candidates opportunities to review laws to determine professional responsibilities of teachers to students and families, learn how to communicate with families, and support the student and his or her family within the context of the instructional setting, and provide information about appropriate support agencies in the community.

In addition, EDSE 192 Mainstreaming the Exceptional Child addresses the role of parents in the education of their children. Candidates are expected to acquire the knowledge, skills, and strategies necessary to work collaboratively with service personnel and parents in meeting the needs of students and to communicate information in a positive manner to parents, including those from culturally and linguistically diverse backgrounds.

10(b) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply major concepts, principles, and values necessary to create and sustain a just, democratic society and applies them in school and classroom settings.

The College of Education identified the support and enhancement of the principles of a democratic society as an important disposition for our students. Candidates enrolled in EDSC 172A Social, Philosophical, and Multicultural Foundations examine the role and responsibility of schools in sustaining a democratic society. A prerequisite requirement for full admission to the SSCP is that candidates complete a course (or otherwise demonstrate knowledge and understanding of the Constitution) that addresses the democratic foundation provided by the Constitution.

10(c) Through planned prerequisite and/or professional preparation, each candidate studies and learns major laws, concepts and principles related to student health and safety and begins to apply concepts and strategies that foster student health and contribute to a healthy environment for learning, with emphasis on:

(i) the health status of children and youth, its impact on students’ academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety;

In EDTE 190, course objectives include describing the research-supported connections between student health and academic achievement. Topics of discussion include examining the components of the coordinated school health system, and the legal and policy documents related to student health and their application to current student health problems such as obesity, tobacco use, and violence and reviewing the knowledge and skills to identify students at risk of physical, psychological, emotional or social health problems.

(ii) common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school;

Course objectives in EDTE 190 include recognizing the symptoms and signs of the common acute, chronic and communicable diseases and adolescents. Candidates will also learn to identify when, how, and where to make referrals to school and community health resources.

(iii) effective strategies for encouraging the healthy nutrition of children and youth; and
A primary topic for discussion in EDTE 190 is nutrition education. In this discussion, candidates address instructional content, strategies, and resources for nutrition education and for promoting a nutritionally healthy school environment.

(iv) knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

Topics of discussion in EDTE 190 include issues of alcohol, tobacco, and other drug abuse prevention strategies. Candidates examine instructional content, strategies, and resources for alcohol, tobacco, and other drug abuse prevention education. In addition, candidates learn strategies for supporting students at risk for drug abuse, or in families with substance abuse, and promoting a drug-free school environment. Candidates also examine school health laws as they pertain to teacher responsibilities related to recognition and referral of students with issues related to drug abuse, e.g. physical, psychological, emotional, and legal.

10(d) Through planned prerequisite and/or professional preparation, candidates begin to learn to anticipate, recognize and defuse situations that may lead to student conflict or violence. Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention and conflict management and resolution in ways that contribute to respectful, effective learning environments.

Objectives in EDTE 190 include describing the state and federal legal responsibilities of teachers to protect and promote the health and safety of students and apply the laws to common school situations, describing the eight components of the coordinated school health system and how they can work together to foster student health and safety and identifying strategies to create a safe learning environment, including strategies to anticipate, recognize, and diffuse situations that may lead to student conflict or violence, and techniques for crisis prevention and conflict resolution. Topics of discussion include examination of instructional content, strategies, and resources for conflict resolution and violence prevention education, and for promotion of safe school environments for all students. In addition, candidates are also expected to know the key concepts, research support, and resources for participating in youth development approaches to preventing violence and promoting asset-rich learning environments.

10(e) Through planned prerequisite and/or professional preparation, candidates learn about the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence.

In EDTE 190, discussion of each of the health and safety issues includes information about resources and agencies, such as the National Women’s Health Information Center and the California Healthy Kids Resource Center, that can provide support for students and families. Required reading includes “Project TEACH Health Readings” at www.californiahealthykids.org. Assignments include evaluation of instructional resources.
**Program Standard 11: Preparation to Use Educational Ideas and Research**

Through planned prerequisite and/or professional preparation, candidates learn major concepts, principles, theories and research related to child and adolescent development; human learning; and the social, cultural and historical foundations of education. Each candidate examines how selected concepts and principles are represented in contemporary educational policies and practices in California schools. Candidates define and develop their professional practice by drawing on their understanding of educational foundations and their contemporary applications.

**Program Elements for Standard 11: Preparation to Use Educational Ideas and Research**

Links to the courses and materials cited in this response:
- **EDSC 138A**
- **EDSC 162**
- **EDSC 172A**
- **EDSC 173**
- **Student Teacher Final Evaluation**

11(a) **Child and Adolescent Development.** Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. In the program, each candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.

Content on development is based on current and pertinent theory and research in child and adolescent development. Theories and research addressed in secondary education and subject-specific courses in the SSCP includes but is not limited to:
- Piaget’s theory of intellectual development
- Behaviorism
- Constructivism
- Cognitive Theories: memory and encoding/schemas
- Metacognition
- Cognitive, Behavioral, Social, and Emotional models of motivation
- Socio-cultural theory - Vygotsky
- Scaffolding
- Language acquisition – First and Second Language
- Theories and schema for skill acquisition

Candidates learn about adolescent development primarily in EDSC 173 Psychological Foundations of Secondary Education, which addresses major concepts, principles, theories, and research regarding lifelong development, with the major focus on the cognitive, social, emotional, and physical development of adolescents. Topics of discussion (such as ‘implications for Piaget’s theory of education’ and Vygotsky’s socio-historical theory of cognitive development), class activities, and assignments provide candidates with opportunities to enhance their understanding of the various theories as they pertain to adolescent development and to apply their understanding to the development of appropriate instruction materials and practices.

In the subject areas, candidates review the subject specific content standards to determine developmentally appropriate and level-specific content, as determined by the experts who developed the Content Standards and or Frameworks. In addition, the methods courses address
developmental theories and research as the bases for selecting developmentally appropriate, subject-specific instructional practice and for determining appropriate modes of assessment.

In EDSC 162 Language/Literacy Development of English Language Learners, candidates learn about and discuss theories of both first and second language acquisition as they relate to adolescent and young adult learners and apply that knowledge to the practice and development of teaching skills and strategies that address the developmental needs of students. Candidates in EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms review current research on reading and writing in order to develop their own theory of the reading and writing process for adolescents. In EDSC 138A, 162, 173, and in most subject areas, candidates learn about and apply concepts of scaffolding to create developmentally appropriate and effective learning activities. Furthermore, the differences between adolescent literacy and emergent literacy are explored in the EDSC 138A course; while the differences between adolescent learners the English language and younger learners are explored in the EDSC 162 course.

In student teaching seminars, candidates participate in discussions about what they observe/experience in their field experience that assist them in making links between research and developmental theory and classroom practice, links that are demonstrated by candidates’ creation and/or selection of appropriate teaching/learning activities and materials. Candidates are expected to use their knowledge of adolescent development to create learning opportunities that support student development, motivation, and learning. University supervisors and resident teachers assist candidates in analyzing and reflecting on the developmental appropriateness of their instructional decisions. As evidenced in the Student Teacher Final Evaluation, student teachers are evaluated on their ability to select and implement developmentally appropriate learning strategies and to select appropriate materials.

11(b) Theories of Learning. Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles and research associated with theories of human learning and achievement. In the program, candidates begin to rely on knowledge of human learning in designing, planning and delivering instruction.

Theories of learning are addressed primarily in EDSC 173 Psychological Foundations. In addition to addressing a majority the theories listed in 11(a), candidates have an opportunity to apply specific theories when they analyze lessons and create model lessons that implement the principles and/or perspectives of a particular theory. For example, the candidate may be asked to ‘Develop a lesson plan that implements constructivist principles of teaching and learning. For the lesson, you will write an analysis explaining how your lessons maximize learning from the constructivist perspective’.

In the subject areas, candidates review research and theory of learning as it directly applies to the subject area. For example, in science, one of the topics is ‘discuss, know and apply pedagogical theories, principles and practices for the development of language, comprehension, and knowledge in the core curriculum’. When discussing the nature and purposes of science and science teaching, candidates address ‘how the brain learns and brain compatible teaching’. Candidates in physical education are expected to utilize accepted theories of skill acquisition (from motor development and motor learning) in unit and lesson planning both in the methods class and during student teaching. In social science, topics include ‘Higher Order and Differentiated Intelligence’, and ‘Social Intelligence’. Mathematics candidates analyze how mathematics is learned. For all subject areas, candidates must make connections among educational ideas, research, contemporary educational policies and practices in California schools. This will primarily be demonstrated in the student teaching experiences when
candidates plan for and deliver instruction, and analyze, reflect on, and modify their practice in light of what they have studied about how people learn.

11(c) *Social, Cultural and Historical Foundations.* Through planned prerequisite and/or professional preparation, each candidate learns major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools. In the program, candidates begin to draw on these foundations as they (1) analyze teaching/learning contexts; (2) evaluate instructional materials; (3) select appropriate teaching strategies to ensure maximum learning for all students; and (4) reflect on pedagogical practices in relation to the purposes, functions and inequalities of schools.

Though issues pertinent to K-12 education are discussed in all courses in the SSCP, EDSC 172A Social, Philosophical, and Multicultural Foundations is the venue in the program devoted to the examination of the historical, social, and cultural concepts that have contributed and continue to contribute to state of contemporary education. Candidates are introduced to perspectives of education and schooling that include those of John Dewey, Donald Arntine, Jonathon Kozol and Theodore Sizer. Topics addressed include ‘Sociological theories and theories on schools’, ‘U.S. schooling in global contexts’, ‘Historical influences on theory and practice’, ‘Multicultural curriculum as ways of approaching the 21st century’, ‘dominant social traditions and values that have shaped U.S. schooling’ and of particular importance to California, ‘How does equity of school funding link up with the problem of providing students with equal educational opportunity’, and ‘What might count as “useful cultural knowledge” of students?’

Candidates are expected to draw on the information and insights gained by studying education through cultural, social, and historical lenses to develop their own philosophy of education. It is expected that candidates will approach teaching with a sensitivity to past inequities and a recognition of the role and responsibility of contemporary practitioners to create equitable opportunity for access to all students. This will be reflected in the decisions candidates make in the selection of appropriate teaching strategies and materials that will maximize the possibilities for learning for all students. Candidates will be evaluated on their ability utilize foundational knowledge in making teaching/learning decisions.

**Program Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession**

In the teacher preparation program, each candidate begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive and pedagogical factors impact student learning outcomes, and how a teacher’s beliefs, expectations and behaviors strongly affect learning on the part of student groups and individuals. Each candidate accepts the responsibility of a teacher to provide equitable access for all students to core academic content, to promote student academic progress equitably and conscientiously, and to foster the intellectual, social and personal development of children and adolescents. Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers.

**Program Elements for Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession**

Links to the courses and materials cited in this response:

EDSC 138A
EDSC 162
EDSC 172A
12(a) Through planned prerequisite and/or professional preparation, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.

The Secondary Education Philosophy states that “The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice, 2) serve in diverse educational contexts, 3) promote equity, respect for person, and social justice, and 4) provide fair-minded and responsive instruction for ethically and linguistically diverse populations.” To this end, coursework includes review and discussion of various theories and perspectives on teaching and learning. For example, in EDSC 172A Social, Philosophical, and Multicultural Foundations, students might read Herb Kohl’s *I Won’t Learn from You* and study resistance theory. Candidates contrast liberal, conservative, and radical theories on teaching and learning. Theoretical approaches to multicultural education are explored. Implications for teaching and learning to ensure equity and embrace diversity are presented and discussed. Feminist perspective to research in education is included.

In EDSC 138A Reading, Language and Instruction in Diverse Content Area Classrooms, Psychological Foundations, Language Structure and Development, and subject-specific methods, candidates study different a variety of theoretical approaches to teaching and learning as well as discuss/model/evaluate application of the theories to instruction. For example, in EDSC 138A Reading, Language and Instruction in Diverse Content Area Classrooms, candidates are expected to apply theory in the selection of appropriate instructional strategies for identified student literacy needs. They also explore the “reading debates” that emphasize form over function and vice versa, in addition to other theoretical perspectives such as the difference between fostering multiliteracies and teaching standard, academic literacies. Candidates are taught these theories and supported to evaluate them critically, while developing their own professional stances as teachers of reading and writing. In EDSC 173 Psychological Foundations, candidates prepare lessons that implement principles of teaching and learning from a specified theory.

Throughout the Single Subject Credential Program, candidates review, reflect on, and revise their view of education and the roles and responsibilities of the teacher. University faculty model ethical and responsible behavior to students. Candidates are asked to question their current beliefs in light of extended knowledge and expanded opportunities for reflection about issues like gender inequity or white privilege.

12(b) Through planned prerequisite and/or professional preparation, candidates learn about research on relationships between (1) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (2) teacher expectations and student achievement.

Candidates in the Single Subject Credential Program are provided with multiple opportunities to read, review, and reflect on how students’ background, and the ‘system’ affect both teacher expectations and student outcomes. For example, in EDSC 172A Social, Philosophical, and Multicultural Foundations, candidates read selections from the literature
including *Savage Inequalities* (Kozol), *Schoolgirls* (Orenstein), *Other People’s Children* (Delpit) and excerpts from *Am I Blue?* and other gay/lesbian/bisexual/transgender references. Candidates participate in discussions about the implications of ‘blaming the victim’ vs critiquing larger social structures. Guest speakers from the public schools (administrators, teachers, and students) who represent various backgrounds and have varied histories, provide their perspectives on how they fit into the current ‘system’. Selected texts used in EDSC 138A Reading, Language and Instruction in Diverse Content Area Classrooms include *Push* (Sapphire) and *The Circuit: Stories from the Life of a Migrant Child* (Jimenez). Candidates also discuss the myths of deficit theories and self-fulfilling prophecies.

To complete assignments for classes and seminars, candidates interview students and parents of students of color about their perceptions of schools and schooling. During field experience observations, candidates may be directed to observe for and write about forms of bias or discrimination that result from the ‘system’, teaching strategies, and/or teaching/classroom materials. A text used in EDSC 138A Reading, Language and Instruction in Diverse Content Area Classrooms include *What No Bedtime Story Means* (Shirley Brice Heath) which explores the cultural differences between students who may have non-White, non-mainstream cultural backgrounds. Candidates also discuss the myths of deficit theories and self-fulfilling prophecies.

To complete assignments for classes and seminars, candidates write critical reflections on these theories and explore ways to apply these theories in forming their own expectations in their classrooms about student behaviors and achievement. A text used in EDSC 138A Reading, Language and Instruction in Diverse Content Area Classrooms, *Other People’s Children* (Delpit) helps candidates explore the social dimensions of reading and literacy. Multiple critical reflections help students explore these issues as they consider the background characteristics of children and the differences in educational equity provided to many students.

12(c) **Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves.** Candidates learn how to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish ambitious learning goals for students.

In EDSC 162 Language/Literacy Development, candidates learn different methods to assess ELD students. In addition, they use information from their methods class to establish content learning goals for students. Emphasis is placed on the concept that for SDAIE students, the curriculum must be appropriately rigorous. An example of this is when students utilize an authentic rubric, the SOLOM, for evaluating an ELL’s oral language skills.

In EDSC 173 Psychological Foundations, candidates study strategies for creating a learning environment that will enhance student learning. Theories of motivation are presented and applied to the instructional setting. Candidates are guided to understand the implications for instruction from cognitive psychology, for example, making sure the purpose of the lesson is clear to students, encourage students to engage in deeper processing, and encouraging students to generate their own context for meaning. Candidates may discuss the social construction of adolescents and how that affects high school teaching and learning. In EDSC 182, candidates are introduced to a variety of both formative and summative assessment strategies and their appropriate uses. Candidates explore how assessment and grading can affect motivation for learning. Candidates learn that goals must be clear and assessment must be appropriate for the goals.
In the English methods course (ENED 353), one student teaching seminar focuses on becoming competent in using multiple sources of information. Student teachers must teach two computer lessons to their students. The candidates must also use websites for teachers and prove their skills in other technological venues.

In mathematics (MTED 394), candidates learn about a variety of assessment strategies, including homework, quizzes, tests projects, anecdotal observations, journals, and standardized tests. Candidates learn how to develop and evaluate the various types of assessments, particularly using rubric scoring for problem solving and projects. In addition, the strategies and assessment schemes are modeled in the methods class and used in the evaluation of candidates.

The primary textbook used in physical education methods (KNED 339) has two chapters that address assessment of student and program. Both are foundation reading for students and precede class discussion of evaluation concepts and appropriate applications for physical education. Units plans developed in the methods class are expected to include evaluation that models appropriate assessment in physical education, specific to the content, level, and needs of students. In student teaching, candidates extend their experience by determining student needs in their classes, setting appropriate goals, and selecting assessment strategies that have a direct relationship to established goals. Strategies include tests/quizzes, homework assignments, journal entries (with rubric), skill tests, and projects.

12(d) Through planned prerequisite and/or professional preparation, candidates learn why and how to consider students' prior knowledge, experiences, abilities and interests as they plan academic instruction. Through instruction and coaching, candidates assume the responsibility to maximize each learner's achievements by building on students' prior instruction and experience.

In both foundations and methods courses, candidates learn how to access and use student's prior knowledge and experiences to plan instruction. For example in Psychological Foundations (EDSC 173), candidates may develop lessons that use students' family and cultural backgrounds and students' prior experiences as the foundation of learning. Candidates may be asked to analyze a lesson they think has been less than effective and that might benefit from the application of Piagetian/Constructivist principles of teaching and learning – both approaches that acknowledge what the learner brings to the experience as being integral to the learning activity. When studying content literacy and language acquisition, candidates are expected to use specific strategies to assess students’ strengths and inform decisions around planning for instruction that best suits the students’ needs. As part of the teaching performance assessment, candidates are expected to engage in in-depth study of students for the purpose of selecting strategies that acknowledge student experiences and address student needs.

EDSC 162 Language/Literacy Development is developed around the theory of prior knowledge and building on students’ strengths. As such, they learn about conceptual similarities in first and second language acquisition, in addition to learning about ways to build on the experiences of first language literacy while learning a second language. Furthermore, the experience of being fluent in a first language or being literate in a first language is an extremely beneficial element in learning a second language, and candidates learn how to draw upon these experiences while working with ELLs.

In EDSC 138A Reading, Language and Instruction in Diverse Content Area Classrooms candidates are introduced to metacognition and the concept of using past experience and context
to enhance reading skills. Candidates learn that creating meaningful contexts for learning academic literacy is done by accessing and building upon prior experiences and student knowledge.

Candidates in EDSC 173 Psychological Foundations study metacognition in the context of helping students learn how to learn. They study such concepts as building on students’ prior knowledge and experience by addressing topics like diversity and the development of a classroom community and developing differentiated lessons based on the experiences individual students bring to the classroom. In EDSC 182, Evaluation, candidates read about, discuss, and reflect on how developing equity in the classroom can only be achieved by considering knowledge and skills students bring to the classroom and discussing concepts such as ‘is same treatment fair treatment?’ relative to assessment and standardized testing.

In science methods (SCED 173), the K-W-L strategy is introduced and modeled. Prior to a laboratory experiment, students are asked what they think they know about what will happen during the experiment. They will also determine what they would like to find out from the experiment. Once the experiment is completed, students describe what they learned from participating in the experiment. This models the relationship of prior knowledge to what the students gets from a learning experience. Resources for the class include How people learn: Briding research and practice (1999)

In physical education (KNED 339), candidates interview adolescents about their needs and interests as individuals and as students participating in physical activity. Physical education classes are generally large and heterogeneous in terms of current skill level, past experience, and interest in a particular sport or fitness activity. Therefore, physical education candidates in student teaching are expected to plan inclusive practice activities, class tasks, and assignments that have the potential to be appropriate for and motivating to most students. Candidates are expected to plan lessons that show a progressive sequence of learning in a safe and challenging environment.

Candidates in the English student teaching (ENED 365) participate in lesson planning seminars to help student teachers assess and plan for what students already know and what they will need to continue to build foundation. They learn to scaffold, sequence, and foreground important concepts. All daily lessons must apply these pedagogical concepts.

Art candidates are introduced to portfolios as a means of reflecting on starting points and growth in their own development. Early works become benchmarks for future development. Assessment techniques include description, critical analysis, reflective writing, and evaluation. Candidates are encouraged to use this practice with students during field experience and whenever possible, are placed with resident teachers who model the use of portfolios.

Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional development of children and youth, while emphasizing the teacher’s unique role in advancing each student’s academic achievements.

Candidates in the SSCP address the professional responsibilities of teachers, including professional responsibilities related to the various areas of development of adolescents, in all courses and experiences. For example, candidates in EDSC 173 Psychological Foundations learn about the social and emotional development in the context of
motivational theory. Topics include the development of self-efficacy and self-esteem, the effects of teacher praise on students’ behavior and beliefs, and the influence of group affiliation on learning. During class, student explore the applications of these theories through discussion and analysis of individual case studies. Candidates develop an understanding of development (Piaget, Erikson, Vygotsky, etc.) and discuss in terms of implications for teaching and the need for differentiated instruction. Candidates are expected to develop lessons modeling differentiated instruction.

In EDSC 172A Social, Philosophical, and Multicultural Foundations, candidates address how social and cultural issues and families contribute to/affect the learning environment and an adolescent’s motivation for learning. Candidates in EDSC 138A Reading, Language and Instruction in Diverse Content Area Classrooms study the social dimensions of reading and literacy as it relates to diversity and the community. Topics in EDSC 182 Assessment and Evaluation include ‘Is same treatment fair treatment’, ‘reviewing for bias, and standardized testing as it relates to the teacher’s responsibility to students’ achievement. In addition, candidates read about and discuss strategies for analysis and use of classroom assessment results to ensure that students become proficient in the knowledge and skills for which they are being held accountable. In EDSC 162 Language/Literacy Development, explore the teacher’s unique role and responsibilities through a variety of activities including writing position papers, developing a philosophy of L2 instruction, and discussing topics such as professional responsibility to work with state and national standards, including subject area standards.

In all of the subject areas, candidates learn about development as it relates to the subject specific content. For example, in mathematics, teachers’ responsibilities are discussed through readings and video cases of mathematics classes in the US and Japan. In science, where research findings may be in direct conflict with religious or cultural beliefs and in social science, where history has not addressed the contributions of all groups, candidates must acknowledge their professional responsibility to learn strategies that will help them sensitively deal with the issues with which the students are confronted. Candidates in physical education have generally had pre requisite experiences that address the responsibilities of professionals who work with child in an activity-based environment. In addition, through course activities, and the student teaching experience, candidates are mentored to understand the unique role of the physical education in many student’s lives.

12(f) Through planned prerequisite and/or professional preparation, candidates learn the benefits for students of collaborative, collegial planning by teachers and other adults in K-12 schools. On multiple occasions, each candidate works closely with one or more colleagues to design and deliver effective, coordinated instruction.

The ability to work collaboratively and in a collegial environment have been identified as dispositions expected of SSCP candidates. Therefore, both informal and formal group projects are included in most of the SSCP courses and in the field experiences. For example, in EDSC 162 Language/Literacy Development, most class meetings include student presentations. The candidates are expected to work collaboratively with a small group to design and deliver effective, coordinated presentations. Candidates in EDSC 138A Reading, Language and Instruction in Diverse Content Area Classrooms participate in ‘reading circles’ and collaborate to organize a symposium during which time they share their research. In EDSC 173 Psychological Foundations, candidates and the professor model the use technology to communicate/consult/ collaborate outside of class time as a means for enhancing instruction, planning, and learning.
Candidates in most of methods classes participate in group planning projects throughout the semester, including collaboration to develop a unit plan. During student teaching, candidates work together to design instruction and development assessments.

In the social science methods class, candidates are placed in groups at the beginning of the semester. In these groups, candidates are responsible for each other, ensuring that all of the members participate in, contribute to, and keep up with class activities.

Student teachers in English learn through seminars, such as the National Writing Project and other colloquiums, how to do collaborative learning instruction. They try team teaching and in groups, they coordinate various types of on-site instruction.

Group work is a major instructional tool for addressing issues and course content in the physical education methods class – this is considered critical to helping candidates understand the power of collaboration.

In addition, during student teaching, candidates work closely with resident teachers, supervisors, and other student teachers to plan and share instructional materials, and reflect on effective practice through discussion, self-reflection, observation, and video analysis. When possible, candidates in Phase II Student Teaching are encouraged to participate in school-site planning and governance.

**Program Standard 13: Preparation to Teach English Learners**

Program Elements for Standard 13: Preparation to Teach English Learners

Links to the courses and materials cited in this response:

- EDSC 138A
- EDSC162
- EDSC 172A
- EDSC 173
- EDSC 182
- ENED 353
- KNED 339
- MTED 394
- SCED 173
- SSED 378
- EDSC 152

13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.

This standard is primarily addressed in EDSC 162 Language/Literacy Development of L2 Learners, with a focus toward the needs of pre adolescents and adolescents.

EDSC 162 addresses this element in several topics during the semester. Candidates are introduced to terms, first and second language acquisition theories, California ELD Curriculum standards and Reading/Language Arts Standards and Federals Standards – all in relation to how these elements function to guide instructional decisions in California classrooms.

Additionally, EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms addresses the needs of English Language Learners relative to textbooks and other materials selected for use in the classroom. EDSC 138A includes formalized introduction to the reading/language arts student content standards as they impact and relate to the total curriculum and the needs of English language learners. The CA English/Language Arts Standards for California Public Schools is a reference text for this class, as is the CA ELD Standards. Portions of the final course assignment requires candidates to evaluate and select particular literacy strategies that fit well within their own content area and which align best with their own content standards. This assignment also requires students to consider modifications and concerns regarding the ELL in the classroom.

13(b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.

Single Subject candidates generally enroll in their subject-specific methods course during the first semester of the program. In each of the subject areas, candidates are provided with opportunities to experience and practice strategies for creating effective learning environments for ALL STUDENTS, including ELL. For example, topics addressed in SCED 173 Secondary School Science include “Discuss and develop various literacy strategies for reading and writing as well as study skills” and “Discuss, develop and promote effective teaching strategies to address the needs of second language learners.” Additionally, for the science students, all lesson plans developed for this methods course and during the student teaching experience must include teaching strategies for ELL. In the teaching unit required of science candidates, five lessons must be developed that link the science content standards with instructional strategies and practices for ELL. Science candidates are also required to include five strategies literacy strategies for reading and writing in their portfolios.

In KNED 339, physical education candidates are expected to recognize the varying needs of individual students and plan appropriate experiences that will include and provide success for all. Volume 4, #1 of Classroom Connections (2001), (a NMSA publication) “Strategies for Success” is a required reference for the methods class. Candidates are expected to develop lessons and homework assignments that consider the specific needs of their learners (literacy, diversity, disability). Students are expected to meet the needs of their students, like translating quizzes into native language, until the students can demonstrate what they know in English. Because physical education provides many opportunities for demonstration, physical education candidates are expected to include appropriate demonstrations and modeling whenever possible.

In SSED 378, social science candidates are introduced to and critique teaching genres usual to social science and their application to classrooms that include ELL. Candidates are expected to include lessons in a unit plan that include adaptations for specifically identified ELL. Candidates are also expected to include appropriate reading/writing lessons in the unit.
Also, texts and articles used as resources demonstrate the commitment to meeting the diverse needs of students. An example of this is Peitzman, Faye (ed.). (1999) With Different Eyes: Insights into Language Minority Students Across Disciplines, used in Methods of Teaching English. For another example, mathematics candidates use Working with Second Language Learners, Answers to Teachers op Ten Questions (R. Carey, 2000) as a reference for developing lesson and unit plans that include strategies for meeting the needs of ELL.

See subject-specific methods course syllabi for examples.

All Secondary Education core courses include content and experiences to enhance the candidate’s ability to work with the varied linguistic needs of students. Candidates prepare assignments, create experiences, and develop unit and lesson plans that must demonstrate sensitivity to the varied backgrounds, needs and interests of the students in the San Jose service area. In EDSC 173, students are expected to identify instructional strategies to support second language learners in the design of lessons. Selections from Fifty Strategies for Teaching English Language Learners (A. Herrell, 2000) are included as required reading for this course.

EDSC 138A Reading in the content area course syllabi include multiple objectives that address opportunities for candidates to review materials and learn methods and strategies that support ELL. (See Aminy, objectives 6 and 7). Requirements within assignments support the objectives.

EDSC 162 addresses this element in multiple topics through the semester, including ‘older language learners, SDAIE, scaffolding’, oral language (functional categories, SOLOM)’, ‘early literacy instructional strategies’, ‘Effective ELD practices with older learners’, ‘ELD content instruction’.

The objectives for EDSC 152, Student Teaching Seminar for Interns: Applying Learning Theories and Reading Instruction in the Content Area, include select and use effective materials, methods, and strategies for English language development within their content area that are responsive to all students’ assessed levels of English proficiency and that lead to the rapid acquisition of listening, speaking, reading, and writing skills in English for English Language Learners’. This is evidenced in the portfolio requirements.

EDSC 182 Evaluation requires candidates to become familiar with interpretation of ELL proficiency data for the purpose of creating appropriate instructional materials and multiple forms of assessment that are sensitive to bias.

During field experiences, candidates must write and deliver lesson plans that demonstrate their understanding of strategies to enhance the learning of their ELL students. This is specifically noted in multiple elements of the Phase I and Phase II Student Teaching Summative Evaluation Form. Additionally, Phase I (184X) seminars address literacy and ELL/ELD in the accompanying seminars.

As stated in the Student Teacher Packet, candidates must identify specific learning needs of the students with whom they work and plan lessons accordingly. Resident teachers are expected to help orient the student teachers to the special needs of students in the class.

Supervisors in Phase I are responsible for making sure that candidates are performing, at minimal, at the developing stage of teacher effectiveness.
During Phase II (184Y,Z) student teaching, candidates are expected to select/design materials and select strategies for learning content that are responsive to the needs of the students in their specific school setting, including ELL, low achievers, gifted students, and students with disabilities. This is monitored by professionals in the specific subject areas.

13(c) **Through planned prerequisite and/or professional preparation, candidates learn relevant State and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.**

This element is met primarily in EDSC 162. Topics include “State and federal laws, tests and evaluations specific to ELD, including but not limited to CELDT and CA ELD Standards. Candidates also read assigned materials that detail the designation and redesignation of ELL students and how laws under NCLB legislation affect ELL experiences and language learning.

In EDSC 182 Evaluation, candidates examine and critique standardized, and review purpose and implications for school programs specific to social justice and equity. Some information pertaining to this element is gathered during the field experiences.

13(d) **The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.**

This element is met primarily in EDSC 162. Candidates learn about first and second language acquisition theory and multiple contexts for language learning including time of learning, vocabulary development, motivation for learning, consequences, and affective filters. Students in EDSC 162 collaboratively develop a matrix that examines the differences and similarities between first and second language acquisition in contexts including motivation, teachers, co-learners, consequences, physical environments, etc. It is addressed in EDSC 138A specifically as it applies to selection of appropriate reading materials and writing activities in the content areas and in learning to select texts for age-appropriate learning. This is also addressed peripherally in most content-specific methods classes.

13(e) **The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.**

In the subject-specific methods courses and the Secondary Education core courses, students are expected to create learning experiences that recognize and address the needs of diverse learners. For example, in both the MTED 394 Secondary Mathematics (includes a unit on English Language Learners) and MTED184Y,Z (Student Teaching) students are expected create lessons and then modify them to meet the needs of ELL students.

In the English Methods (ENED 353), candidates are required to create a unit of study and demonstration lessons that assumes 1/3 of the class to be ELL. In addition, during student teaching, English candidates write a paper titles “Understanding English Language Learners” that includes interviewing successful practitioners about strategies for working with ELL.

Candidates generally complete two student teaching experiences in two sites (EDSC 184X and ___ED XXX), Subject-Specific Student Teaching, in culturally and linguistically diverse schools in the San Jose service area. During this experience, candidates work with classroom teachers who have developed effective strategies for working with the diverse class population. Interns
participate in on-site workshops that provide them with additional strategies specific to their student population. Candidates must show that they are capable of selecting and using strategies that are appropriate for their students and work effectively in a secondary classroom. (Appendix Phase I and Phase II Summative Evaluation Forms), ‘Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Learning Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students)

In the Phase I student teaching experience, candidates are expected to select and employ strategies, instructional activities, and materials that support ELL, low achievers, and students with disabilities and are content and grade level appropriate. Candidates interview and observe a specialist or paraprofessional working specifically with ELL and reflect on that experience in their journal. In addition, during their 15 hours of observation, they devote at least two hours looking at how class arrangement, management strategies, materials, and instructional strategies support (or don’t support) ELL.

Additionally, EDSC 172A Socio-Humanistic Foundations, EDSC 173 Psychological Foundations, and EDSC 162 include opportunities to learn about factors that affect classroom organization and environment and how that affects learning of all students.

Topics in EDSC 162 include classroom visits by candidates to observe focal ELL students’ oral language development. Candidates observe and complete a SOLOM rubric for each focal student and discuss and deconstruct those findings in a written paper as well as in class discussions.

In EDSC 173, candidates apply cognitive theory to creating a supportive learning environment using 50 strategies for English language Learners as a reference.

13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

Developmentally and grade appropriate instructional strategies are addressed generally in all courses that contribute to the Single Subject Credential program - both the Secondary Education courses and the subject-specific methods and student teaching courses.

Strategies for evaluating instructional and curriculum materials and experiences for developmental appropriateness/readiness is a primary focus in EDSC 138A. Strategies specific to developing content literacy such as vocabulary development, concept mapping, surveying the text and summarizing are also taught to candidates.

EDSC 162 addresses topics that include contextual interaction, and social and pedagogical factors in language acquisition that relate to content learning. Recognizing, selecting, and/or designing materials and strategy for supporting content knowledge acquisition are included in the topics and in the group assignment of this course.

Objectives in EDSC 182 Assessment and Evaluation in Secondary Schools indicate that students are provided an opportunity to learn about assessment and diagnostic measures – both formal and informal – that can be used to determine entry levels of student skills as well as ways to assess progress and learning. Additionally, candidates address the use of grade level subject matter content standards to plan short and long-term curriculum, instruction, and ongoing assessment.
EDSC 138A provides candidates with opportunities to learn about how to make content available to all learners. Objectives 5, 6, 7 and 8 address this element. Objectives are supported in topics of discussion and assignments.

In each of the subject area methods classes and during student teaching, candidates are expected to review, select and/or design materials and experiences that are grade appropriate based on the CA subject specific content and/or challenge standards and the CA Frameworks. These documents are required reference materials for the courses. Examples of evidence to support this can be found in the subject-specific methods classes and the course outlines for Student teaching. Additionally, candidates examine and develop subject specific materials, methods, and strategies and appropriate adaptations for learners with special needs, including but not limited to ELL.

During student teaching, candidates are expected to develop lessons in line with public school content and that support the success of all students, including ELL and students with disabilities. This is monitored by university supervisors through use of the Student Teaching Summative Evaluation, which explicitly requires that candidates perform minimally at the developing level of teacher effectiveness for each of the elements. These elements are specific to the meeting CCTC Teaching Performance Expectations. TPE #7 addresses the elements in Standard 13. Five elements in the Summative Evaluation for Phase I (184X) student teaching address linguistic diversity and ELL/ELD; two of these are specific to content learning. Twelve elements in the Summative Evaluation for Phase II (184 Y,Z) address linguistic diversity and ELL/ELD; three of these are specific to content learning.

The objectives for Phase I student teaching (EDSC 184X) and the accompanying seminar show the expectation that candidates will select and employ strategies and instructional activities that support ELL and that are appropriate for content learning.

In addition, subject-specific seminars that accompany the Phase II student teaching experience require candidates to submit, share, and discuss lessons that they have prepared to meet the needs of their students. For example, candidates in the English seminar (ENED 365) share unit/lessons that were designed for a 9th grade class, 1/3 of whom are ELL. In the Science Colloquium (SCED 375), candidates address ‘instructional practices for comprehensive instruction of English language and literacy strategies for English language learners’ and are expected to prepare lessons that ‘apply pedagogical theories, principles, and practices for the development of academic language, comprehensions, and knowledge in the core curriculum’.

13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California’s English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

This standard is addressed in EDSC 162. Candidates learn and critique the various assessments tools available for ELLs, including both standardized tests and more authentic measures. Weekly discussion strands include ‘redesignation of ELL’s,’ ‘planning for the ESL classroom,’ and ‘ELL’s at the secondary level. Candidates also address the assessments of ELL students in their final integrated unit assignment for the course.

Specific objectives for EDSC 182 Assessment and Evaluation include:

- understand the purpose of diagnostic instruments, including entry level, progress monitoring, and summative assessments
- know when and how to use specialized assessments based on student needs
Objectives for the Phase I and Phase II student teaching experience include planning lessons based on identified needs of students – this includes review of appropriate diagnostic/assessment data available for ELL, low achievers, and students with disabilities. Lesson plans must identify strategies for accommodating need of ELL, low achievers, and students with disabilities as required for the candidate’s classroom. Candidates in Phase II student teaching are responsible for setting appropriate goals for their students, monitoring progress of their students, and for determining appropriate assessment.

EDSC 138A Reading, Language, and Instruction, and the subject-specific methods courses/student teaching all contribute to the development of our candidates’ ability to effectively assess and monitor a student’s progress.

13(h) The program is designed to provide opportunities for candidates to learn and understand the importance of students’ family backgrounds and experiences.

Three courses specifically acknowledge the significant relationship of family and community to a student’s ability to be a successful learner. Topics such as “School Life: “Students and Families” are included in EDSC 172A . “Use multiple measures, including information from families, to assess student knowledge, skills, and behaviors” is a topic included in EDSC 182 and EDSC 162 includes topic topics such as sociolinguistic differences between home and school language use.

In the student teaching, candidates are expected to “demonstrate awareness of families and communities and the roles they play in supporting student learning.” (element in Engaging and Supporting All Students in Learning)
based instructional strategies validated for use in mainstream classes such as cooperative learning, multiple intelligences, metacognitive learning strategies, direct instruction, reciprocal teaching along with skills in communication/interpersonal relationship form the foundation for this course. New and promising trends in technology are also addressed. Please note that the elements of this standard are specifically identified as core competencies for this course.

14(a) Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities.

Candidates discuss the characteristics of students with disabilities and the special education laws and policies that created the major disabilities categories. Candidates are expected to recognize the differences and similarities of students with disabilities and their non-disabled peers and students from culturally and linguistically diverse backgrounds. Topics addressing this element are discussed in weeks 1, 2, 3. Students are expected to address this element in a written assignment requiring them to reflect on their own past experiences with people with disabilities. (see Written Assignment 1)

14(b) Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher’s role and responsibilities in the Individual Education Program (IEP) process, including: Identification; referral; assessment; IEP planning and meeting; implementation; and evaluation.

Through readings and topic discussions candidates are introduced to and become special education laws and policies. They are expected to define and explain the admission, review, and dismissal processes of special education, and explain individual protections of special education legislation as they pertain to parents, teachers, and students. In addition, candidates learn about IEPs and assessing student needs. Candidates are expected to formulate and illustrate an Individualized Education Program in consultation with appropriate personnel and parents of individuals with exceptional needs. Topics addressing this element are discussed in weeks 1, 3, 4.

14(c) Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.

Candidates learn strategies to assess student needs and evaluate student learning through reading and topic discussions. Through the study of laws and policies, candidates learn the parameters for referring students to special programs such as mild-moderate disabilities, deaf education and GATE programs. One identified competency for EDSE 192 is the expectation that candidates will be able to analyze non discriminatory assessment, including sensitivity to cultural and linguistic factors. In addition, in EDSC 162, candidates learn about assessing language needs through the use of appropriate assessment tools, e.g. CELDT.

14(d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.

An identified competency in EDSE 192 is the expectation that candidates will be able to apply assessments that will result in appropriate modification of
instructional materials and strategies. This competency is addressed through topic discussions of adaptations and accommodations and ‘planning and modifying instruction’. Candidates demonstrate their understanding by writing a paper, based on class discussion and professional literature, that describes how they might modify and/or adapt various aspects of mainstreaming for a real-life or hypothetical student. Assistive technologies are discussed and candidates complete an assignment that requires them to describe five ways in which technology will enhance the effectiveness of mainstreaming/inclusion in the classroom. Topics addressing this element are discussed in weeks 6, 7, 12, 13. Students specifically address this element in several assignments (see Written Assignments 1, 2, 3 and Case Study Option 1 and Option 2).

14(e) Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.

One competency in EDSC 192 is that candidates will be able to identify and apply assessment information toward the modification of the core curriculum and materials for selected students, particularly in the areas of reading, language arts, and math. Multiple topics of discussion address the foundation knowledge and skills to offer appropriate instruction to students with special needs, including ‘addressing needs of students with disabilities’, ‘planning and modifying instruction’, ‘evaluating student learning’, and ‘strategies for independent learning’. Assignments are designed so that candidates can demonstrate their understanding through design of a lesson plan and effective use of technology. Topics addressing this element are discussed in weeks 5, 6, 7, 10, 14. Students specifically address this element in several assignments (see Written Assignments 1, 2, 3 and Case Study Option 1 and Option 2).

14(f) Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

Candidates are expected to ‘evaluate the concept of least restrictive environment’. In doing so, they must address issues of social integration for students with special needs who are included in the general education classroom. Issues of social integration are introduced and discussed through topics including building social relationships, strategies for independent learning, and behavior management. Candidates are expected to identify and teach non academic areas, e.g. socialization, career and vocational education. Candidates learn strategies to effectively discuss interpersonal relations and human relations problems with students and parents. Written assignments and service learning projects provide candidates with an opportunity to apply their understanding of the issues related to the social integration of students with special needs. Topics addressing this element are discussed in weeks 10, 11. Students specifically address this element in several assignments (see Written Assignments 2, 3 and Case Study Option 1 and Option 2).
Category D

Supervised Fieldwork in the Program

Program Standard 15: Learning to Teach Through Supervised Fieldwork

The professional teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in public schools selected by the program sponsor. By design, this supervised fieldwork sequence (1) extends candidates’ understanding of major ideas and emphases developed in program and/or prerequisite coursework, (2) contributes to candidates’ meeting the Teaching Performance Expectations, and (3) contributes to candidates’ preparation for the Teaching performance assessment (TPA) in the program. To qualify for a Preliminary Level I Teaching Credential, each candidate satisfactorily completes a planned sequence of supervised school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher in an induction program.

Program Elements for Standard 15: Learning to Teach Through Supervised Fieldwork

Elements Applicable to All Programs of Professional Teacher Preparation

15(a) During the supervised fieldwork sequence, all candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework. As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students’ needs, interests and accomplishments; and (3) the observed results of the strategies.

Candidates in the SSCP complete two semesters of supervised fieldwork, EDSC 184X Phase I and ___ ED Phase II student teaching (completed in the specific subject area). Phase I Student Teaching is done early in the program and Phase II Student Teaching is considered the culminating experience. In each experience, candidates are evaluated using the Student Teacher Final Evaluation which was designed using the domains of the TPE.

For the traditional candidate, the Phase I Student Teaching experience includes guided observations in a variety of classes, interviews/interaction with members of the school community, and observations in their designated classroom. Early in the Phase I semester, candidates learn about the students they will teach, and observe the teacher and students in classroom interaction. Candidates are advised to concurrently enroll in either EDSC 138A Reading, Language, and Instruction in Diverse Content Area Classrooms or EDSC 162 Language/Literacy Development of English Language Learners so that they are developing the tools needed to work with diverse language learners. Traditional candidates are placed in classes that include ELL.

Candidates begin to formulate strategies for planning and delivering instruction based on their observations and interactions in their classroom and what they are learning in their classes in the SSCP. Candidates also take on increasingly more responsible roles as they move toward their two-week teaching experience, including working with individual students and small groups, and teaching partial or mini lessons.
Candidates enroll in their methods class prior to or concurrent with Phase I. In the subject-specific methods classes, candidates are familiarized with state-adopted content standards/frameworks and are required to plan appropriate (based on the state-adopted standards/frameworks) content-specific lessons for the identified target groups. Because most candidates take the methods concurrent with Phase I Student Teaching, they are able to deliver the planned lessons in real time. This provides them with the opportunity to also reflect on their planning and its effect on student learning, with the assistance of their methods instructor, university supervisor, and/or the site supervisor.

Throughout the semester, candidates participate in large and small-group seminars lead by their university supervisors. Topics addressed are of interest to all subject areas and may include classroom management, creating the learning environment, strategies for working with diverse students, lesson planning, tips for more effective use of time, legal issues, working with families, collegial relationships, and self-assessment and reflection.

During Phase II Student Teaching, candidates assume responsibility for daily teaching during the entire school semester. Minimally, traditional candidates are responsible for teaching two different preparations or levels in their credential subject area. In addition to the two class periods they teach, candidates are expected to be at the school site to observe other classes, discuss their teaching with their site supervisor and/or university supervisor, make calls to parents/guardians, hold individual conferences with students, and complete the school-site and planning duties associated with teaching. All candidates complete at least two weeks of supervised full-day teaching.

In the Phase II experience, candidates address all of the TPE as they draw on the foundational knowledge they have gained in the SSCP coursework to prepare and implement daily lessons, prepare units of sequential instruction based on state-adopted content standards/frameworks, complete formative and summative assessment of students, modify instructional practice based on formative student assessment, communicate with families, work collaboratively with site colleagues, and reflect on their development as a teacher. In addition, whenever possible, candidates are expected to use appropriate technology to enhance instruction and student learning. Candidates are evaluated using the Phase II Student Teacher Final Evaluation, which is based on the domains and elements of the TPE.

When funded, all candidates will complete the PACT Teaching Event during Phase II Student Teaching. Candidates create a mini portfolio that includes examples of their unit and lessons plans, reflections on the lessons, subsequent lessons that show modifications based the needs of students, examples of assessment, and examples of graded student work. This mini portfolio also includes feedback provided by both the cooperating teacher (when available) and university supervisor and tells the story of the candidates’ growth in planning to meet the needs of their students. Candidates participate in small group seminars and/or individual conferences lead by designated university teacher education faculty and supervisors in their subject areas.

15(b) During the supervised fieldwork sequence, program sponsors ensure that candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities, including those defined in the Teaching Performance Expectations in Appendix A.
As explained in 15(a), traditional candidates have opportunities to observe effective professionals in the classroom, interact with members of the school community, work with methods instructors, university supervisors and school-site personal to enhance their professional development, and practice their teaching skills in multiple classrooms with multiple groups of students. Candidates in both Phase I and Phase II Student Teaching are evaluated using the Student Teacher Final Evaluation, which includes the domains of the Teaching Performance Expectations.

15(c) During the supervised student teaching or internship, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

SSCP candidates are supervised in two different student teaching experiences, in two different semesters. Phase II candidates complete a full semester of daily teaching. Every effort is made to have the candidates participate in one field experience in the first semester and one in the second semester of the school year so that they may experience unique aspects of both the beginning and end of the school year. However, because we cater to the individual needs of each candidate whenever possible, some candidates complete both teaching experiences in the same semester. To ensure that all candidates understand the important aspects of beginning a school year and the creation of the classroom environment and the end of the year and how that may affect students’ perspective on their continuing education, traditional candidates in Phase I Student Teaching interview experienced professionals about how they begin and end the school year. While we understand that this vicarious experience can’t take the place of being ‘in the moment’ we also feel that it is important not to impede the progress of a candidate and prolong their time in the program. Intern candidates and candidates teaching with special permits do experience all aspects of the school year and are a source of information for their colleagues who are placed in traditional experiences.

All candidates complete a minimum of two weeks of supervised, full-day teaching experience.

Because most classrooms in the SJSU service area include English language learners, traditional candidates are easily placed in appropriate settings. However, it may be possible for interns and candidates working with an emergency permits to find themselves in classes with few or no ELL. When this is the case, candidates are assigned to work with a class that includes ELL at their school site, or when necessary, at another school in the area, during their preparation period, for at least one grading period. School administrators are apprised of the requirement and asked for assistance to help their emergency permit teachers and interns meet this requirement.

Elements Applicable to a Program with Supervised Student Teaching

15(d) The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or under-performing schools.

As a prerequisite to full admission to the SSCP, candidates must complete a minimum of 30 hours in public school classrooms. The sites and classes are selected by the candidate, with the
stipulation that the experiences must be in regular, secondary, public school classrooms. Candidates are encouraged to visit several different types of schools, including middle school, high school, schools in high and low income areas, schools with specialized programs, and/or continuation schools. Extra curricular activities like coaching and tutoring or working with youth groups are considered valuable experiences working with children, but may not be used in place of the classroom experience. While observation may serve to meet this requirement, many candidates participate in classroom activities like working with individuals or small groups of students, grading student papers, or otherwise assisting the teacher and students.

As stated in 15(a) and 15(b), candidates in Phase I Student Teaching first complete activities that allow them to participate in the class and school community before taking on daily teaching responsibilities. Candidates are evaluated using the Phase I Student Teacher Final Evaluation and monitored for dispositions that are conducive to teaching in the public schools. Candidates must demonstrate at least developing competency in the elements university supervisors and/or site supervisors are able to observe during this first formal teaching experience. Candidates who are not able to demonstrate appropriate competencies, based on the determination of both the university supervisor and the site supervisor, are not given credit for the experience. They are counseled on areas that need to be improved, are asked to step out for one semester to take additional coursework or otherwise work on deficiencies, and then allowed to repeat the experience one time. Candidates are not advanced to Phase II student teaching without successfully completing Phase I. Supervisors carefully document the performance deficiencies of candidates who do not receive credit for Phase I student teaching.

During Phase II student teaching, candidates generally assume daily teaching responsibilities very early in the experience. Exactly when candidates begin teaching is a decision made mainly by the resident teacher, based on the perceived readiness of the student teacher and the students, and in consultation with the subject area supervisor. Once candidates begin teaching, they are visited regularly by the university supervisor. Throughout the semester, supervisors and the student teacher discuss strengths and weaknesses in performance and strategies for improving in weak areas. Candidates are expected to make progress toward demonstrating capable or exemplary performance on the elements of the Phase II Student Teacher Final Evaluation. A candidate may be asked to revert to an assistant role for a designated period of time to further observe and learn from the resident teacher. As the semester progresses, if it becomes apparent that a candidate has deficiencies that can not be improved in the time remaining or in the current teaching situation, the candidate is asked to step out and may be allowed to repeat the experience in a subsequent semester.

Most traditional candidates are placed in two different school settings, in different districts and/or at different levels. Candidates are placed in at least one school in a district that is considered low performing.

15(e) Prior to or during the program each Multiple Subject Teaching Credential candidate observes and participates at two or more of the following grade spans: K-2, 3-5, and 6-9.

NA

15(f) Prior to or during the program each Single Subject Teaching Credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.
Because traditional student teachers complete two different assignments, in different schools, and when possible at different levels (middle and high school), it is relatively easy to ensure that all candidates have the opportunity to participate in two or more subject-specific classes of different levels or focus. In addition, when candidates are placed in a site for Phase II Student Teaching, a request is made of the school site that the candidate participate in two classes of different level or focus within their subject area. Candidates teaching with a special permit who are assigned to only one preparation may be asked to participate for one grading period in a class of a different focus or level. Site administrators are asked to help facilitate this assignment.

Element Applicable to a Program with Supervised Internship Teaching

15(g) The sponsor of a program with supervised internship teaching collaborates with the cooperating local education agency(ies) in designing (1) site-based supervision of instruction during each intern’s period of daily teaching responsibility and (2) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections and individual and small-group teaching opportunities, as needed, prior to or concurrent with the intern’s advancement to daily responsibility for whole-class instruction in the program. In addition, when an intern is the teacher of record, each intern observes and/or participates in the instruction of students in settings and grade levels different than the regular assignment.

Interns enroll in an intensive four-week summer program that includes approximately three weeks of supervised daily classroom participation, in a high school summer program, as their initial experience in the program. The experience includes opportunity for observation, individual and small group instruction, team teaching, and full class responsibility. In the accompanying seminar, candidates debrief and reflect daily about their experiences. They learn about and practice lesson planning and management and instructional strategies in the seminar setting and then in the classroom. They take on more complex roles in the classroom as they move through the experience. As in the traditional Phase I student teaching, candidates may be asked to step out if it is apparent that they are not progressing toward successfully taking on daily whole-class responsibilities. However, since most candidates in the summer program already have been contracted for the Fall, major efforts are made to support the candidate to successfully complete the experience in preparation for being a teacher of record. Generally, the summer assignment is in a preparation different from what the candidate will be teaching in the fall.

During the two years that an intern is in the credential program, the candidate receives support from the university. In the first year, candidates are observed by subject area supervisor/s. For at least one semester, they attend, with traditional student teachers, concurrent student teaching seminars as required by the subject area and meet the same requirements for credit in the experience. An intern may be removed from the program if university supervisors carefully document and determine that the intern is not demonstrating an adequate level of performance in the classroom. Interns will be removed from the classroom at the request of a site administrator.

In first semester of the second year, candidates are supported by secondary education. They attend monthly seminars. The assignments and tasks they complete are directed toward improvement of their instructional practice and their students’ performance, specific to their own classes, with particular focus to reading and content literacy skills. When possible, candidates visit and observe their peers. Candidates are observed by the
Intern Coordinator and/or seminar instructor. In the final semester, to support the completion of the PACT, interns are supported by a subject-specific advisor.

Each intern is provided with an on-site coach. The duties and qualifications of the coach were compiled by the Intern Advisory Committee. The coach serves as a mentor to support the intern, but does not act as an evaluator. Both the coach and the intern are given 10 release periods a semester to meet, visit classrooms, and participate in appropriate staff development. Workshops for the coaches are sponsored by the Internship grant.

Intern candidates monitor and reflect on their own progress over the two years in their intern portfolio.

Program Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors

In addition to the provisions of Common Standard 7, sponsors of the professional teacher preparation program select each school site for candidate field experiences based on a sound rationale related to the professional preparation of candidates. In addition to the provisions of Common Standard 8, sponsors of the program effectively appraise the qualifications of school-based supervisors; provide for their role-specific orientation and preparation; and communicate with them about responsibilities, rights, and expectations pertaining to candidates and supervisors.

Program Elements for Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors (Applicable to All Programs)

16(a) For all candidates, program sponsors and cooperating school administrators select fieldwork sites and classrooms based on the effectiveness of observed teaching and learning. Except in unusual, unanticipated circumstances, fieldwork assignments occur at pre-selected sites where the state-adopted academic core curriculum is effectively implemented.

The Single Subject Credential Program works closely with most districts in the greater San Jose area, sometimes going as far north as Santa Rosa or San Leandro and as far south as King City and Monterey to accommodate the geographic needs of our contracted candidates. However, for traditional student teachers, local placements are selected by university teacher education directors from the various subject areas and/or experienced supervisors, in consultation with site administrators. Selection of specific classes and teachers is based on the resident teacher’s observed success in the classroom and the site’s adherence to state-adopted curriculum. Districts in which students are frequently placed include:

- Campbell Union High School District
- Eastside Union HS District
- Fremont Union HS District
- Gilroy Unified School District
- Milpitas Unified School District
- Campbell Union School District (K-8)
- Pajaro Valley Unified School District
- Santa Clara Unified School District
- Palo Alto Unified School District
Evergreen Elementary School District (K-8)
San Jose Unified School District
Santa Cruz City
Oak Grove School District (K-8)
Fremont Unified School District

Intern partnership schools:
- Campbell Union HS District
- Fremont Union HS District
- Eastside Union HS District
- Gilroy Unified School District
- Milpitas Unified School District
- Campbell Union School District (K-8)
- Pajaro Valley Unified School District
- Santa Clara Unified School District
- Palo Alto Unified School District
- Evergreen Elementary School District (K-8)
- Mt. Pleasant School District
- San Jose Unified School District
- Santa Cruz City
- Morgan Hill Unified School District
- Cupertino Union School District
- Fremont Unified School District
- Mountain View-Los Altos High School District
- Mountain View-Whisman School District
- Orchard School District
- San Lorenzo Valley Unified School District
- Sunnyvale School District
- Santa Cruz County Office of Education
- Pacific Collegiate School

16(b) Program sponsors and cooperating administrators provide opportunities for each candidate to work with exemplary certificated teachers in fieldwork assignments, including assignments in low-performing and/or hard-to-staff schools and/or assignments with English learners.

Traditional candidates generally complete the student teaching experience in two different locations. Each resident teacher has been identified by their administrators, and when possible, by the subject area coordinator of teacher education, as someone who has exhibited success in the classroom. Many resident teachers are veterans at working with student teachers. When a new resident teacher is identified, special attention is paid to ensure that the person has the dispositions and skills that are required to work closely with and nurture the development of an emerging professional.
All traditional student teachers are placed in one or more classrooms that represent the diversity of the California student population. Student teachers are expected to work with students from cultures other than the student teacher’s own, in classrooms where one or more students are English language learners, identified low achievers, and/or mainstreamed students. For at least one phase of student teaching, this is verified by the resident teacher and the university supervisor by submitting the Multicultural form. Additionally, candidates is Phase I Student Teaching complete observations in a variety of locations prior to beginning their work with a single class. Candidates contracted to teach in one of the few schools in the greater San Jose area that does not have a diverse student population are expected to make arrangements to work in a diverse classroom for one grading period; this is generally scheduled during the candidates preparation period, during Phase II Student Teaching.

16(c) Program sponsors and school-site representatives clearly outline and consistently follow criteria and procedures for selecting teachers to supervise field experiences in the program. Selection criteria are consistent with the supervising teacher’s specified roles and responsibilities, and include knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional teachers.

Supervising teachers (known as resident teachers) must be recommended by the school principal or the principal’s designee, hold a valid credential in the subject area, be an experienced practitioner, and be viewed as successful teachers by SSCP faculty. The resident teacher has demonstrated success with working in a linguistically diverse classroom and has been recognized as an individual with demonstrated commitment to professional development.

Resident teachers have often served as BTSA coaches and/or have gone through mentor training as part of a school-site program or an advanced degree (like the SJSU Educational Leadership Master’s program). Novice resident teachers are apprised of seminars (like those offered by the UC Santa Cruz New Teacher Center) and encouraged to attend. University supervisors take special care with novice resident teachers to be sure they understand their role and responsibilities. The Student Teaching Packet outlines the responsibilities of the resident teacher. In addition, some subject areas have created subject-specific guidelines that sent out to resident teachers.

Many schools in the San Jose area have a dearth of teachers who meet all of the criteria listed above. Teachers identified as potential resident teachers with many strong characteristics may not meet all of the criteria discussed above. This is particularly true in areas like science where credentialing is sub discipline specific and experienced teachers are scarce due to a locally high teacher turnover. In order to ensure our candidates timely completion of the program, resident teachers are selected to, on balance, best satisfy the multiple criteria. In no case is a candidate assigned to a teacher who does not exemplify thoroughly professional practice.

16(d) In the program, each teacher who supervises a candidate during a period of daily responsibility for whole-class instruction holds a valid credential that authorizes the teaching assignment. Each candidate’s teaching of English learners (EL) is supervised by a teacher who holds a valid EL teaching authorization.

Whenever possible, the resident teacher also holds a CLAD certificate, CLAD credential, or has undergone some formal study/training to work with English language learners. However, in reality, otherwise qualified resident teachers may not have gone through formal training for
working with ELL, but may have attended numerous school-site or conference sessions that focused on working with ELL. Given the number of candidates who need student teaching placement and the dearth of resident teachers who meet all criteria, it is not possible to place all candidates with a resident teacher who holds EL teaching authorization. Every effort is made to ensure that at least one resident teacher and/or one university supervisor during one of student teaching experiences (Phase I or Phase II) holds valid EL authorization.

16(e) Program sponsors and cooperating school administrators enable supervising teachers to complete, as needed, planned professional training to develop their understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program's curriculum; and effective professional communication with student teachers and intern teachers.

Most supervising teachers who work with single subject student teachers are experienced, successful classroom teachers who have participated in professional development sponsored by the school district, attended professional conferences, and participated in mentor training. Many have completed or are pursuing advanced degrees in Educational Leadership. Depending on the contractual agreement, districts may support or reimburse teacher-leaders for professional development. When funding is available (for example, monetary support from the internship grant), site supervisors are offered registration, and/or compensation for participating in professional development activities that will enhance their ability to work with novice professionals.

University supervisors help provide ongoing review and update of policies and standards as they pertain to the expectations for student teachers. Currently, university supervisors are responsible for apprising site supervisors of the TPE as they relate to the field experience. In addition, site supervisors are introduced to the philosophy of the program and the dispositions expected to be demonstrated by candidates. It is the responsibility of the university supervisor to be sure that the site supervisory is able to work effectively with the student teacher.

Several subject matter projects are housed at SJSU. These programs provide supported opportunities for local teachers to enhance their knowledge of content standards. For example, the San Jose Area Writing Project (SJAWP) receives funding from the National Writing Project (NWP), the California Subject Matter Projects (CSMP), and NCLB. The SJAWP works directly with the schools to improve student writing and reading skills by teaching teachers to examine their language arts programs, students' work, and own teaching practices. The five-week Invitational Summer Institute prepares Teacher Consultants (TCs) through research and discussion on teaching English Language Arts, demonstrations of successful teaching practices, and writing in response groups. Many of these TCs serve as resident teachers and provide workshops on the teaching of writing for ENED 353: the English Methods course as well as for ENED 365: the Seminar in English Education that accompanies the Phase II and III student teaching.

The science education program has been supported by multiple NSF grants and currently is working with the San Jose Tech Museum to support science teachers and enhance school curriculum.

16(f) Individuals selected to provide professional development to supervising teachers (1) are experienced...
and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors’ expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.

Supervising teachers are selected by subject area teacher education coordinators, university supervisors who have personal knowledge of the competencies of the individual, an/or by site administrators. The characteristics/skills identified in this element have been adopted as the guidelines for making appropriate selections. The responsibilities of the site supervisor are outlined in the Student Teaching Packet and are reviewed at the beginning of each experience by the university supervisor. Informal evaluation of site supervisors is completed at the end of each student teaching assignment. Contractual agreements generally do not allow for formal evaluation of site personnel. Ineffective site personnel are not used in subsequent assignments.

16(g) In consultation with cooperating school and district administrators, program sponsors communicate to all fieldwork participants, orally and in writing, the clearly-defined roles and responsibilities of candidates, institutional supervisors, and supervising teachers in the supervised fieldwork sequence. Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (1) performance expectations for the candidate’s teaching and pertaining to his/her supervision of the candidate, and (2) procedures to follow when the candidate encounters problems in teaching.

A current Student Teaching Packet is provided for each resident teacher. Included in the Packet are the roles/responsibilities of each member of the student teaching triad (resident teacher or site supervisor, student teacher, and university supervisor), Teaching Performance Expectations, expected Professional Dispositions, and the Summative Evaluation. The university supervisor is responsible for discussing the expectations for the experience with both the student teacher and the resident teacher.

Phase I university supervisors complete several visits to the school site during the three-week teaching experience to determine that the candidate adequately demonstrates all elements of the Phase I Student Teacher Evaluation at least at the developing and capable levels. Phase II supervisors complete enough visits to a school site to ensure that a candidate adequately demonstrates all elements of the Phase II Student Teacher Evaluation at primarily the capable level. The number of visits made during the semester varies based on the needs and strengths of the candidate, but generally are made bi-weekly.

If a candidate is encountering problems with teaching, or is not demonstrating dispositions as appropriate in the school site, conversation about the problem can be initiated by any member of the triad (student teacher, resident teacher/site supervisor, university supervisor). Specific goal/s, strategies to address the goals, and a timeline for progressing toward/meeting the goal/s are identified and agreed upon by those involved. If reasonable progress is not made in the experience, as determined by the resident teacher/site supervisor and the university supervisor, the candidate may be asked to step out of student teaching. This step is taken only after the candidate has been given opportunities and support to improve. Careful documentation is kept. Contracted candidates (including interns) enrolled in the student teaching experience will be expected to step out at the request of the school site administrator. Candidates may be allowed to repeat each student teaching experience one time.
Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

Qualified members of the professional teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (1) being given instructional responsibilities with K-12 students and (2) being given daily whole-class instructional responsibilities in a K-12 school.

Program Elements for Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

Links to the courses and materials cited in this response:
Student Record
EDSC 184X
Student Teaching Packet
Student Teacher Evaluation Phase I
Student Teacher Final Evaluation

17(a) Prior to being given daily responsibility for whole class instruction in a K-12 school, each candidate fulfills the state basic skills requirement and verifies completion of at least four fifths of the state subject matter requirement.

Student Teaching is completed in two Phases. To be eligible for Phase I student teaching, candidates must:

- pass CBEST
- document that they have completed 30 hours of pre-professional experience in a public secondary school classroom (art, music, and physical education candidates may complete pre-professional experience in elementary and/or secondary schools)
- demonstrate subject matter competency
- pass a writing test and a technology test
- submit a Certificate of Clearance or Emergency permit
- meet U.S. Constitution requirement

This information is available to candidates on the Secondary Education website. Only candidates who have met the above criteria are admitted to the program. The Secondary Education office maintains complete computer (FileMaker Pro) and paper files on all candidates. (See example of Student Record)

Satisfactory completion of Phase I student teaching is required before advancing to Phase II.

17(b) Prior to assuming daily responsibility for whole class instruction in a K-12 school, each candidate must demonstrate a fundamental ability to teach in the major domains of the Teaching Performance Expectations.
Prior to assuming responsibility for daily teaching, traditional candidates (those without teaching contracts) and Interns in Phase I student teaching complete approximately 10 hours in the class to be taught doing the following:

- observing
- tutoring individuals/small groups
- mini teaching
- completing management tasks
- identifying the special learning needs of the students in the class

Candidates do not assume teaching responsibility for a class until later in the semester. Because of this, candidates are able to use the information, skills, and strategies developed in their on-campus courses, even if candidates are at the beginning of their program. (See Student Teaching Packet, and EDSC 184X Phase I Student Teaching syllabus) During Phase I student teaching, traditional candidates are closely monitored by the resident teacher during the 15 day teaching experience.

Candidates in Phase I must have completed the appropriate subject-specific methods class or be concurrently enrolled. All of the methods classes address elements of the TPE and include, as discussed earlier in this document, theory, materials, strategies, and instructional methods for engaging students to be successful learners in that subject area. Additional opportunities for enhancing teaching skills and strategies specific to the subject area are presented during Phase II student teaching and in the accompanying student teaching seminars, which are offered by subject-specific departments.

Prior to or concurrent with Phase I student teaching, traditional candidates are advised to enroll in at least one of the following courses: EDSC 138A Reading, Language, and Instruction in Diverse Content area Classrooms or EDSC 162 Language/Literacy Development of English Language Learners or EDTE 262 Classroom Issues in Second Language Development and Emergent Literacy. This is to ensure that Phase I candidates have begun to develop skills and strategies for accommodating the needs of their linguistically diverse students.

In addition, candidates in Phase I student teaching attend seminars designed to provide them with opportunities to learn more about being successful in the classroom. See EDSC 184X Syllabus for examples of topics addressed. In addition, all Phase I candidates participate in two large group seminars early in the semester that are designed to provide ‘immediate need information/strategies for candidates going into the classroom for their first formal experience. Topics for these seminars, presented by professionals with extensive public school experience, include, but are not limited to, fundamental information for working with ELL, basic survival strategies, basic management/organization strategies, ethics and professional conduct, legal liability.

The Phase I Summative Evaluation addresses the domains of the TPE. Traditional candidates must be recognized as developing or capable in each of the observed elements to complete this first, closely monitored experience. Candidates may not progress to Phase II Student Teaching until cleared by both the school site mentor and the university supervisor.

Candidates with at least one year of full time public school teaching may have the Phase I student teaching experience waived by submitting the following: at least two formal, positive site evaluations (most site evaluations in the SJSU service area are reflective of the domains of the
CSTP) and proof that the candidate has participated in new teacher support and/or professional development at the job site.

Phase II student teaching is the culminating experience for traditional candidates. Prior to or concurrent with enrollment in Phase II, candidates must have completed all required core coursework with a minimum GPA of 3.0. Candidates must also be approved for Phase II student teaching by the subject-specific advisor. As demonstrated earlier in this document, candidates have multiple opportunities while progressing through the program to enhance their abilities to demonstrate reasonable levels of performance relative to the TPE.

**Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program**

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, pedagogical assignments and tasks are increasingly complex and challenging. During the program, the candidate’s pedagogical assignments (1) address the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential, and (2) closely resemble the pedagogical tasks that comprise the Teaching performance assessment (TPA) in the program. Pedagogical assignments and tasks are clearly defined; the candidate is appropriately coached and assisted in the satisfactory completion of pedagogical tasks and assignments. Qualified supervisors formatively assess each candidate’s pedagogical performance in relation to the TPEs. The candidate receives complete, accurate and timely performance feedback and suggestions for improved practice, as needed.

Single subject candidates progress through a program of sequenced coursework and supervised fieldwork as described in Standard 1. The culminating experience is Phase II Student Teaching, a full semester field experience when candidates daily teach two or more classes. Throughout the program, many assignments and activities address the TPE and scaffold elements of PACT. Candidates are guided and assessed by and receive feedback from qualified faculty and supervising teachers who are increasingly more familiar with the TPE and who are experts in the subject areas and/or educational theory and practice. In addition, all candidates are expected to teach in two or more levels or sub discipline areas.

**Program Elements for Standard 18: Pedagogical Assignments and Formative Assessments During the Program**

Links to the courses and materials cited in this response:
- Student Record
- EDSC 184X
- Student Teaching Packet
- Student Teacher Evaluation Phase I
- Student Teacher Final Evaluation
- Intern Evaluation

18(a) During the supervised fieldwork sequence, the assigned tasks of student teachers become more complex and address increasingly important aspects of a teacher’s work in delivering the curriculum to students of varying backgrounds and abilities. Supervisors of intern teachers draw their attention to increasingly complex aspects of their teaching responsibilities and expect candidates to make adjustments and improvements in these aspects of teaching, as needed.

During the Phase I student teaching experience, candidates focus on learning about the school community, observing expert teaching, and practicing what they are learning in
credential courses as it can be applied to a single group of students. Because it is an abbreviated experience, candidates are not expected to be able to demonstrate, or even practice all elements of the TPE. Candidates may be able to focus on only one or two aspects of teaching at a time. Candidates should be able to make reasonable decisions about appropriate content, experiment with several teaching strategies, select and use at least one appropriate assessment strategy, and with the guidance of the resident teacher, address the learning needs of the students. Candidates are expected to reflect on their practice and how it affects the performance of their students.

However, by Phase II student teaching, it is assumed that candidates will have developed a level of skills and knowledge that will allow them to, with an appropriate level of support, fully address the tasks of teaching. Phase II candidates should be able to focus on multiple aspects of teaching simultaneously. Candidates are expected to take on full responsibility for meeting the needs of the students in their classes. Reflection and assessment are critical to their continuing development as a teacher. By completion of Phase II, candidates should have demonstrated all elements of the Student Teacher Final Evaluation, most at the capable level.

Interns are supervised in Phase II student teaching for two semesters. Because of the longer time to address the TPE, and because candidates are going through their coursework more slowly, candidates have the opportunity to focus first on short term goals for survival and establishing the learning environment and then move into more complex goals that require integration of multiple aspects of teaching. However, because interns do not complete their coursework until the second year, they are expected to continue to practice all elements of the TPE, with particular focus on those elements that are being addressed in the concurrent coursework. Interns will complete the PACT in their final semester, under the supervision of subject-specific advisors.

18(b) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Multiple Subject Teaching Credential candidates address: (1) the full range of Teaching Performance Expectations (TPEs) as they apply to and/or are used in the teaching of reading; (2) the major domains of the TPEs as they apply to and/or are used in the teaching of mathematics, science, history-social science, the arts, physical education and health, and (3) TPE 7: Teaching English learners (see Appendix) as it applies to and/or is used in the teaching of English language development.

NA

18(c) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Single Subject Teaching Credential candidates address: (1) the full range of TPEs as they apply to and/or are used in the teaching of major subdivisions of the subject to be authorized by the credential, and (2) the major domains of the TPEs as they apply to and/or are used in the teaching of reading, and (3) TPE 7 as it applies to specially-designed academic instruction delivered in English.

Review of the Student Teacher Final Evaluations shows that in order to progress from Phase I to Phase II student teaching and to earn credit in Phase II, candidates must demonstrate at least developing level skills in the six domains and selected elements of the TPE. Planning for instruction is specific to the school site curriculum and the state-adopted content standards/frameworks in the subject areas. Candidates are expected to assess the learning needs of their students and plan for instruction that is responsive to students’ assessed levels of English proficiency and that will promote content learning for
all students. Prior to or concurrent with each field experience, candidates will enroll in at least one class (EDSC 138A or EDSC 162) that will help them develop tools for working with English language learners and enhance content literacy.

Candidates show at each level of field experience that they can plan for instruction, deliver lessons, assess student performance, reflect on their own performance in light of student response, and modify subsequent teaching/learning experiences. Supervisors assist and evaluate candidates. Expectation level for the overall performance of these tasks is higher in the Phase II experience.

18(d) By design, pedagogical tasks and assignments in the supervised fieldwork sequence provide opportunities for each candidate to practice performing in relation to the TPEs, and to have her/his performances assessed formatively by one or more supervisors who know and understand the California Standards for the Teaching Profession and are trained assessors of beginning teachers. The formative assessment of each candidate addresses the TPEs as specified in Program Elements (b) and (c).

Pedagogical tasks and assignments in Phase I student teaching provide opportunities for candidates to learn about various aspects of the school community, observe effective teaching, and practice applying what is being learned about teaching and learning in program coursework to a specific group of students. They are familiar with the elements of the Phase I Student Teacher Final Evaluation that addresses those elements of the TPE that may be addressed and demonstrated in this first, abbreviated school site experience. Supervisors are encouraged to use the Student Teacher Final Evaluation with the student teacher as a formative tool to guide discussions and set goals throughout the semester.

During the semester-long Phase II daily teaching experience, candidates are expected to practice all elements of the TPE, specific to the curricular requirements of the classes being taught, and the assessed needs of the their students. Again, supervisors are encouraged to use the Student Teacher Final Evaluation throughout the semester as a formative tool to inform goal-setting, observations, and feedback.

Traditional candidates in each field placement are assisted, supported, and evaluated in the experience by a university supervisor and a resident teacher. Interns and contracted emergency permit teachers are assisted, supported, and evaluated by a university supervisor and a designated school-site supervisor.

Examples of candidate work during student teaching, with supervisor feedback, are available in the documents room.

18(e) Each candidate’s supervisors guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Each candidate clearly understands her/his assignments and tasks in the supervised fieldwork sequence. Supervisors and advisors are available to clarify and review the program’s expectations for candidates’ responsibilities. Each member of the program staff assists and supports candidates in learning a broad range of the TPEs in Appendix A.

The role and responsibilities of the university supervisor and the resident teacher, delineated in the Student Teaching Packet, focus on guiding and assisting the candidate to develop and hone their planning and delivery skills and to make appropriate decisions crucial to teaching and learning. The roles and responsibilities of the student teachers are also delineated in the Student Teaching Packet. Descriptions of the field experiences, criteria for being approved for field experiences, the TPE, and dispositions, are available to candidates on the program website. Expectations for participants in the field experiences are further clarified during interviews with
secondary education faculty, discussions with subject area advisors, and discussions with supervisors and resident teachers/site supervisors at the beginning of the field experiences. Throughout the field experience, resident teachers/site supervisors and university supervisor observe candidate performance, provide feedback and assistance, and help candidates set goals that will help them adequately demonstrate TPE.

18(f) In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs as specified in Elements (b) and (c); accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been completed.

University supervisors and resident teachers/site supervisors are expected to be familiar with the components of the TPE. Supervisors are encouraged to use the Student Teacher Final Evaluation (which was designed using domains and elements of the TPE) as a formative tool to inform observations, discussion and goal-setting throughout the experience. Scoring rubrics are defined for each level of field experience. University supervisors and resident teachers/site supervisors are encouraged to calibrate their interpretation of each performance level and clearly communicate their expectations to candidates. Conferences/communication within the student teaching triad and/or between members of the triad occur in conjunction with each visit. With the availability of technology, communication is ongoing and not just at the time of a site visit. Student teachers are expected to meet regularly with the resident teacher to discuss instructional planning.

18(g) Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates' pedagogical assignments and tasks in required coursework and supervised fieldwork.

Faculty involved in the SSCP, including full and part time faculty from secondary education and the credential subject area departments, meet monthly. Decisions about required courses and field experiences are made by consensus of the group.

An SSCP Advisory Committee, made up of field site administrators, site supervisors, program graduates and university faculty, is invited to meet to review and provide input about elements of the SSCP. At these meetings, committee members are apprised of changes or new information that must be considered and addressed in the curriculum, policies, and practices of the SSCP. For example, at the Fall 2007 and Spring 2008 meetings, participants were introduced to the PACT, the group discussed the roles each of the different constituencies will play. In addition, participants are asked about what they see as the strengths and weakness of the program. Suggestions for improvement are elicited. Pertinent information from the Advisory Committee is discussed in SSCP meetings. When appropriate, modifications are made based on suggestions from the Advisory Committee.

The Intern Advisory committee meets 4 times a year. This group serves as an advisory not only for the intern component of the program, but for the whole program. A great deal of information is shared between the single subject program and the Advisory. In addition, most of the subject areas have subject matter advisories.
VITA (abbreviated)

AHLQUIST, R.A., Ed. D.
Professor of Secondary Teacher Education
Graduate and Undergraduate Faculty
Appointed 1971 (lecturer), 1986 tenure track

Academic Degrees:
Ed.D. Brigham Young University 1982 Foundations, C & I, minor counseling
M.A. Stanford University 1969 Masters Degree in Art Education
B.A. Stanford University 1968 Art, Studio & History, Spanish Literature

Professional Experience:
1971 to present: SJSU, Secondary Teacher Education, hired tenure track, l986
l969–l971 Sequoia Union High School District, Redwood City, CA: Art, Spanish teacher

Collegiate Assignments: (partial list)

DIP Leave 2005-2006 Fulbright Scholarship to Finland, spring 2006
Taught multicultural, race relations courses at the University of Turku, Turku, Finland
Invited to present workshops at universities and schools in Finland on race relations education

Sabbatical leave: 1998-1999. Visiting scholar, Queensland University of Technology,
Brisbane, Australia, workshops on race-relations, white privilege, anti-racist curriculum
development-traveled around the world giving workshops

Secondary Teacher Education Department RTP & Search Committees, 2004-2008
Division Personnel Committee Chair & Department Search Committee, 2001–2004
Division Graduate Studies Committee, 1993–1996
Secondary Teacher Ed: Affirmative Action Outreach to Diverse Students, ongoing
Core Committee Member of newly developed program option for M.A. in Critical Research on
Language, Culture and Ethnicity I995–99.
Chair, T.E. Social Science Methods Search Committee I994, I995, I996, 1997
Secondary Teacher Education Program Director, spring and summer I991
College of Ed Advisor, Assigned by Dean Escobar, CSU Doctoral Candidate, 1991–1993
T.E. Division Chair Search Committee, I994–1995
College of Education Curriculum Committee, I994–l997
Ad Hoc Committee Single Subject CLAD Credential, I994–98.
Mentor for 4 Underrepresented Students, I990–1995
M.A. Advisor for Secondary Teacher Education Candidates-ongoing
Collaborative Summer Institute Participant, July I993, 1999
CSU Statewide Collective Bargaining Team Member, I988–I991

Grants and Awards: (partial list)
Fulbright Scholarship to Finland, spring 2006
College of Education Mini-Grants (except for 2006) 1990-2008
SJSU Foundation Grant 2002 -International Research, 2004, International Travel, teaching
CSU Lottery Grant for research project in Australia 2000-2001
Mathematics and Science Teacher Education Program (MASTEP), CLAD curriculum development, Summer 1996 grant

CSU Grant: World Wide Web for Educators Conference, CSU, Los Angeles, summer 1998
Certificate of Appreciation 1993-2003 CTA State Council Elected Delegate
Certificate of Appreciation AAUW Educational Equity Teacher Training Roundtable, 1996
AACTE Select Directory of Members Involved in Gender Equity Programs, recognition for gender equity work from COE Dean Delores Escobar, February 1995

Current Professional Assignments and Activities: (partial list)
Consultant, multicultural education, globalization, post colonial studies, anti-racist workshops, critical theory, race, class and gender international workshops, in-service for school districts, organizations-1990-present
Council for Affirmative Action, Co-facilitator, CFA, with Marilyn Easter. 2007–present
Faculty Rights Committee, (Grievance Committee) SJSU California Faculty Association, 1996–2000

Other Recent Professional Activities: (partial list)
Chair, Statewide CFA Teacher Education Committee, 2001-2006
Selected to teach English to Chinese high school students in Shanghai, China with the Stanford University RICE Project, summer 2003. Declined offer because of SARS epidemic
Chair /discussant, Comparative and International Education Society Conference in New Orleans, LA. March 2003
Program chair for CFA Equity Conference, March 7-9, Los Angeles, CA 2003, 2004, 2005
Facilitator Any town USA, National Council for Community and Justice, San Jose, CA 1998
Juror for the United Nations Association Film Festival (one of 11) Stanford University, Stanford, CA, October 2002
President of the Board of Our Developing World, a non-profit educational organization committed to developing multicultural curriculum for k–12 teachers, 1995–present
Membership Chair AERA SIG: Race, Ethnicity, Social Class, Gender, 1988-2005
Member, Board of Directors of Our Developing World, 1990–04
AERA Division G Affirmative Action Representative, 1998-2000
California Faculty Association Elected Delegate to the 1995 NEA National Representative Assembly, Minneapolis, MN, July 1995
Women & Education: invited presentation on Live Radio Talk Program for Vietnamese Community, I500 AM, Milpitas, CA, April 22, 1996
Manuscript reviewer for The Journal of Negro Education, 1996–present

Current Professional Association Memberships (partial list)
American Educational Research Association, Reviewer, 4 SIGS; Discussant, 2 SIGS
SIG AERA: Indigenous Education, Reviewer, Indigenous Education, Qualitative Research American Educational Studies Association
American Educational Sociology Association 1990-present
Evaluator, Western Association of Schools & Colleges Accrediting Commission, 20+ years
California Faculty Association teacher educator liaison to the California Teachers’ Association
State Council, 1994-present
Civil Rights in Education Committee, California Teachers Association, 1994–2003
American Assn of University Professors, American Assn of University Women
Co-Organizer, chair of CFA Teacher Educator’s Caucus, 2001-2006
National Association for Multicultural Education NAME, national and state member

Publications: (partial list—refereed)


Manifestations of inequality: Overcoming resistances in a multicultural foundations class, book chapter in *Research Directions For Multicultural Education: From the Margins to the Mainstream*. Ed. by Carl Grant, Falmer Press, 1993


*Film as culture in Lynch’s ‘Blue velvet and wild at heart’. Gulliver: German–English International Yearbook*, winter 1991


*Multicultural Literacy, Democratic Schools*, Volume XXI, St. Louis, MO. Spring 1990


*Developing our own voice: The culture of silence and constructed knowledge in the college classroom. Proceedings: The Far Western Philosophy of Education Society*, fall 1989
A critical approach to foreign policy education, with Jack Nelson, invited publication for the Social Science Record: The journal of the New York State Council for the social studies, Volume 25, Issue 2, 1988


Scholarly Presentations   (partial list)


Invited presentation at the CA Equity and Human Rights Conference March 28-30, 2008. In the era of NCLB and hyper-accountability, What’s a Teacher to do? Addressing ways to close the “opportunity gap”. With Virginia Lea, Sonoma State University. In Irving, CA.


Global perspectives on deficit theory. Paper. AERA Chicago, IL April 2007


Ethnic and Racial Diversity Programs on College campuses: Appeasement vs Commitment Invited panel presentation for the African American Faculty and Staff Association (AAFSA) at San Jose State University. Sponsored by the AAFSA and the Commitment to Using My Knowledge to Light Your Intellectual Candle Committee. February 21, 2007.
From Cultural Deficit Theory to Culturally Relevant Curriculum: Global and Local Perspectives


Finland: Racial equality in the land of the midnight sun. Invited presentation for the 3rd Annual Alumni College. October 14, 2006. San Jose State University, San Jose, CA.

An outsider /ally’s views on racism in Finland. Invited paper presentation at the 3rd International Curriculum Theorizing Conference, Tampere University, Tampere Finland. April 2006.


Examining Institutional Racism in the USA. Invited presentation fo faculty staff and students. Sponsored by the Department of History and Education, and the North American Studies Program to the faculty and students at Tampere University. April 25, 2006. Tampere, Finland.

Deculturation and Indigenous Education a comparative view. Invited presentation at the University of Turku, branch at Rauma, Finland. March 2006.

Approaches to teaching for global and critical multicultural education. Invited faculty seminar and workshop at the University of Turku, Rauma campus, Rauma, Finland. April 2006

Deculturation and Indigenous Education: A Global Comparative View Invited presentation for faculty and students at Turku University, Turku, Finland. April 2006.


Challenging poverty concerns; challenging deficit theory. Invited workshop at the Human Rights and Equity Conference, CTA March 6-7-Newport Beach, CA.

Teaching for Equity Using Film. Presentation at the National Association for Multicultural Education 15th Annual International Conference. Atlanta, GA November 8–12, 2005.
Savage Unrealities: Uncovering Classism in Ruby Payne’s Framework. Invited pre-conference workshop With Paul Gorski, Hamline University, MN, Virginia Lea, Sonoma State University, CA, Theresa Montano, CSUN, CA, and Jean Sims, Sonoma State University, CA 15th Annual International Conference of the National Association for Multicultural Education. Atlanta, GA November 8–12, 2005.

Affirming and redefining the dream: Harnessing Educulturalism to help pre-service teachers become engaged in Civil Rights and Social Justice in the Classroom, with Virginia Lea and Jean Sims, Sonoma State University. 15th Annual International Association for Multicultural Education. Atlanta, GA November 8–13, 2005.

Too many children left behind: Why Ruby Payne contributes to the reproduction of educational inequities and widens the achievement gap. Panel presentation: Rosalinda Quintanar, SJSU, CA, Virginia Lea, Sonoma State University, CA, Theresa Montano, CSUN, CA, Linda Bynoe, CSUMB, CA, Jacqueline Hughes, CSUB, CA, and Gilda Bloom, SFSU. At the 3rd International Conference on Teacher Education & Social Justice, Center for Anti-Oppressive Education, Honolulu, Hawaii October 14-16, 2005


Riding the waves or resisting the tide? Current efforts to create and maintain public schools and teacher education classrooms as critical multicultural, antiracist spaces promoting equity and social justice. Panel presentation at the 2nd Annual International Conference on Teacher Education and Social Justice. San Francisco, CA. July 2004.

Interrupting racism: Organizing to create a more culturally diverse teaching staff in our schools. Annual California Teachers Association Equity and Human Rights Conference. Los Angeles, California. March 2004.


Challenging the teacher education mandates of SB 2042 and ‘No Child Left Behind.” Panel presentation at the annual California Council on Teacher Education, (CCTE) San Diego, CA October 2002.


Unlearning White Privilege. Invited workshop for the Aboriginal and Torres Strait Islander Studies Unit at the University of Queensland, Brisbane, Australia. August 2001.


Strategies for addressing racism and white privilege across the curriculum. Invited workshop for faculty at the Queensland University of Technology, Brisbane, AU. October 22, 1998.


Teacher Training Roundtable, invited presentation on gender education training for prospective teachers, AAUW State Convention, Ontario, CA. April 1996.


Cultural diversity for a critical teacher education programs. Channel 60, KCSM TV “A Higher Education,” TV panel presentation with Dr. Riley Parker, National Hispanic University, and Janine Maltesta, Student Body President of the College of San Mateo, CA. November 1993.


East Palo Alto Women's Forum, participant, June 1992, East Palo Alto, CA,
Diverse voices for multicultural classrooms. College of Education Faculty In-service on Multicultural Education, San Jose State University, May 1992.

Healing the heart of America, invited participant in two-day forum at Ronal McNair School, East Palo Alto, CA. April 1992.


Critical Pedagogy: Hearing and using students’ voices to develop curriculum. Invited keynote speaker at the Second Annual California Title IV Conference: Equity and Achievement for the New Student Majority, Los Angeles, CA. September 1990.


Critical literacy. Invited presentation and workshop with Alma Flor Ada, for Stanford Teacher Education Program interns, Stanford University, CA. August 1990


Finding one’s voice through collaboration and construction. Invited keynote institute presentation with Michael O'Loughlin, annual meeting of the College Reading and Learning Association, San Diego, CA. April 1990.


Critical pedagogy for diverse voices. Presentation at the Cross Cultural Institute Seminar, CSU Hayward, CA. June 1990.


Other presentations to community and scholarly groups (incomplete)

Marina Aminy

Address: Department of Secondary Education, San Jose State University, San Jose, CA 95192-0077
Phone: (408-924-3341 Email: DrMarina@gmail.com

Education

University of California, Berkeley
Doctor of Philosophy in Education: Language, Literacy and Culture
May, 2004

University of California, Berkeley
Master of Arts in Education: Language, Literacy and Culture
May, 2001

California State University, East Bay
California Single Subject Teaching Credential in English, CLAD emphasis
August, 1998

University of California, Berkeley
Bachelor of Arts in English Literature: Emphasis in Multicultural Studies
May, 1996

Professional Experience

ASSISTANT PROFESSOR, San Jose State University, 8/2006- Present
- Designed and taught a range of core language and academic literacy courses in single subject credential program
- Participated in department, program, college and CSU-system wide initiatives, committees and programs
- Placed, supervised and evaluated student teachers

LECTURER, California State University, East Bay, 9/04-6/06
- Designed and taught Single Subject Methods course in English/Language Arts in teaching credential program
- Participated in departmental activities, including interviewing new candidates for single subject credential in English
**LECTURER**, Chapman University, Concord, California, 4/2001-2/2003
- Taught courses entitled *Teaching Strategies, Middle Level* to single subject credential candidates
- Taught courses entitled *Voice, Diversity, Equity and Social Justice* to single subject credential candidates
- Worked collaboratively with other instructors/professors to move toward "CLAD infused" curriculum for future terms
- Planned, designed and implemented syllabus, reader, and assessments for all classes

**TEACHER SUPERVISOR**, University of San Francisco, Oakland, CA, 2/2001-6/2001
- Supervised student teacher in University of San Francisco teacher credential program
- Provided regular comprehensive and summative evaluations of student teaching

**CO-DIRECTOR**, Reading Institute for Academic Preparation, SJSU, 11/07- Present
- Worked with university, school and community partners develop and lead an intensive institute for content area teachers to improve literacy in classes.
- Developed and managed project budget of approximately $48,000 for institute

- **Middle School Teacher**: Taught 7th and 8th grade students Language Arts, US History, Multicultural Issues (2 years)
- **High School Teacher**: Taught 9th and 11th grade students English, Sheltered English (ELL students) and Algebra I. (3 years)

**Other Roles at School Sites**
- *Elected SBDM Team member*
- *Elected Hayward Unified School District representative* for all sheltered/ESL secondary teachers in the district.
- *Elected FRA/Union Representative*
- *Chair of WASC Assessment and Evaluation*
- *Senior Exit Exam Action*

**GRADUATE STUDENT RESEARCHER**, University of California, Berkeley

- Compiled current and past research on literacy and language variations.
- Analyzed and planned implementation of Diagnostic Writing Service to respond to needs urban youth who scored disproportionately lower on the University of California Subject A writing exam.
- Collaborated with scholars from Stanford, the University of California Office of the President, and other universities to plan community and school intervention and implementation of planning grant.

**GRADUATE STUDENT INSTRUCTOR**, University of California, Berkeley, CA
8/2001-12/2001

- Taught discussion sections for Linguistics 75: *American Languages*
- Evaluated all assignments, advised students and kept records of student progress

**Honors**

- **Reading Institute for Academic Preparation (CSU Grant)**, $48,000, 2007-2008
- **SJSU College of Education Internal Grant**, $1,500, 2006-2007
- **SJSU College of Education Internal Grant**, $500, 2006-2007
- **SJSU College of Education Internal Grant** $500, 2007-2008
- **University Grant Development Program Course Release** (.2) for proposal entitled: *Professional Development Schools: An Innovative Student-Teacher Internship Program* (Fall, 2007)
- **University Planning Council Course Release** (.2) for proposal entitled: *Teacher-leaders and Faculty Collaborate to Apply for and Develop a PDS* (Spring, 2007)
- **Spencer Dissertation Fellowship**, $20,000, 2003-2004
- **Russell Fellowship**, $7,500, 2002-2003
- **Spencer Training Grant Research Fellowship**, $9,000, 2001-2002

**Presentations**

- *San Jose Writing Project*, “Theme Setter” Speaker, September, 2007
- *American Educational Research Association, Annual Meeting*

- Regional Conference on Excellence in Teaching and Learning, April, 2007
- National Association of Bilingual Educators, Annual Meeting, February, 2007
- Association of Teacher Educators, Annual Meeting, February, 2007
- Islam and Muslims in America Conference, Spring, 2003
- California Association of Bilingual Educators, Winter, 2002
- University of California, Berkeley Graduate School of Education, Research Day Event Fall, 2001

Service to the University

- Full-time Faculty Search Committee (Department-Level): Spring, 2008
- Part-time Faculty Search Committee (Department-Level): 1/07-8/07
- Single Subject Credential Program Committee 8/06-present
- Program Planning Committee (University-Level) 10/07-present
- Masters of Arts Advisory Committee (College-Level) 10/07-present
- Literacy Across Contexts for an Equitable Society (M.A. Emphasis) Committee (College-Level) 10/07-present
- SJSU Representative and Council Member for the Center for the Advancement of Reading (University Level) 9/07-present
- EAP Advisory Committee (9/07- present)
- High School Teaching Research Consultant (7/07- present)
- Expository Reading and Writing Course Session Leader on Academic Literacy (2006-2007)

Publications

- “‘Transformative Text’ in Teacher Preparation: An Example of Qur’anic Literacy” The Multilingual Educator, Vol 4:1 (co-authored by Aspasia Neophytos-Richardson) 4/5/02
- “Critical Reflection in Teacher Education” Academic Exchange Quarterly (co-authored with Katya Karathanos, Under Review, 8/29/07)
Professional Affiliations

- American Educational Research Association
- National Council of Teachers of English
- American Anthropological Association
- SJSU Early Assessment Program, Advisory Board
- CSU Center for the Advancement of Reading, Council Member

References

- Letters of Reference, copies of publications and paper presentations are available upon request.
Buell, Cathy M., Ph.D.
Associate Professor
Undergraduate and Graduate Faculty
San Jose State University

EDUCATIONAL BACKGROUND

Ph.D. - University of Iowa, 1985
  Physical Education Supervision and Instruction/Sport History
Graduate Study - University of Wisconsin - Madison, 1978
  Curriculum and Instruction
M.Ed. - Bowling Green State University, 1974
Graduate Study - Michigan State University, 1971 - 1972
  Teaching Strategies
B.A. - Western Michigan University, 1971
  Physical Education/History

PROFESSIONAL EXPERIENCE

Associate Professor - San Jose State University, 1993 - present
Instructor - Santa Clara University, Winter/Spring Quarter, 1993 - 1996
Assistant Professor - San Jose State University, 1988 - 1993
Assistant Professor - Kent State University, 1985 - 1988
Physical Education Instructor - University of Oregon, 1982 - 1985
Teaching Assistant - University of Iowa, 1979 - 1982
Physical Education Teacher - Janesville Parker High School, 1976 - 1979
Physical Education Instructor - University of North Carolina-Greensboro, 1974 - 1976
Physical Education Teacher - Glen Lake Community Schools, 1971 - 1973

SJSU POSITIONS HELD

- Chair of Secondary Education and Coordinator of the Single Subject Credential Program, 2001 – present
- Coordinator – Single Subject Intern Program – January 2005 - present
- MUSE Planning Committee and Advisory Committee 2001-present
- Director of Secondary Education and Coordinator of the Single Subject Credential Program, 1999-2001

PROFESSIONAL OFFICES/POSITIONS HELD

- President – Western Society of Physical Education for College Women, 2007-2008
- President Elect – Western Society of Physical Education for College Women, 2006-2007
- Commission on Teacher Credentialing (Board of Institutional Review) and NCATE – Program reviewer, 2002 – present
- Commission on Teacher Credentialing – Program Standards and CSET development for Physical Education, 2003-2004
- Vice President and Conference Director – NAPEHE, 2000-2002
- Executive Committee, Secretary - WSPECW, 1998-2000
- Executive Committee, Member-at large - WSPECW, 1996-1998
- Conference Director - 1995, 1996 CDE/CAHPERD Fall Physical Education Conference
- Conference Manager - 1995 Western Society of Physical Education for College Women
(WSPECW) Annual Conference
• Secretary - National Association for Physical Education in Higher Education (NAPEHE), 1998-1999(acting), 1992-1996(2 terms)
• Central Committee - Western College Physical Education Society, 1990-1993
• Chair, Membership Committee - NAPEHE, 1990-1992.
• Section Chair for College and University - California Association for Health, Physical Education, Recreation, Dance (CAHPERD), 1991-92
• Section Chair for Professional Preparation - CAHPERD, 1996-97, 1990-91

OTHER PROFESSIONAL ACTIVITIES
• Reader (CSET – Physical Education) – National Evaluation Services, 2004-present
• Single Subject Internship Grant Planning Committee and Advisory Board, 1997-present
• California Standard Setting Study/Praxis and MSAT - CTC; 1998, 1993
• Horace Mann/Lowell Healthy Start Collaborative Grant Development Team Member, 1998 (Grant submitted 2/98)
• Table Leader and Reader (Praxis and MSAT) - Educational Testing Services, 1992-2004
• Conference Planning Committee - WSPECW, 1995, 1996
• Planning Committee - CDE/CAHPERD Fall Physical Education Conference, 1992-1996
• Registration Coordinator - CAHPERD Bay District Conference, 1990, 1992
• School Consultant - WASC/CDE, 1988-1991
• School Consultant - San Jose area School Districts, 1989-1995
• Physical Education Steering Committee, SJSU Board - ITL, 1991-1992

SCHOLARLY ACTIVITY

Selected Publications

Selected Presentations


Buell, C. (1992, October). Nonverbal communication in physical education - is our message complimentary or contradictory? Paper presented at the annual meeting of the Western College Physical Education Society, Reno, NV.


**DOCUMENT PRODUCTION**

Single Subject Credential CTC Program Standards for Professional Development, 2003

Physical Education CTC Subject Matter Preparation, 1997
Joan Carter, M.A.
Teacher, Earth Science
Branham High School, Campbell Union High School District

Professional Preparation
- Brigham Young University, Provo, Utah. Major: Microbiology; Minor: Chemistry. Degree granted: Bachelor of Science, 1970.
- National University, San Jose, California. Teacher credential program. Credential awarded: Ryan Clear Credential: Single Subject and Multiple Subject, 1990.
- San Jose State University, San Jose, California. Major: Natural Sciences (Emphases: Geology/Education). Degree granted: Masters of Art, 2001.

Appointments
- Branham High School, Campbell Union High School District, San Jose, California, 2005 - Present, Earth Science Teacher, Teacher-trainer.
- San Jose State University, Geology Department, Fall 2005 to present, Geology 103, Part time Instructor.
- San Jose State University, Teacher in Residence, Science Education Program, 2003 through 2005.

Curriculum Activities
- Campbell Union High School District, Development of Curriculum guide for Biology, Team member, Summer 2007
- NASA Langley, My NASA Data program, summer 2005, Sea Surface temperature lesson online.
- San Jose State University, Science Education, Special project: Nanotechnology in Geoscience Curriculum, Summer 2004.
- Campbell Union High School District. Reading across the Curriculum, Developer and Presenter, 2001
- Campbell Union High School District Staff Development committee 1998-2003

Carter CV
• Campbell Union High School District Curriculum Advisory Committee 1997-2001

Professional Awards
• Teacher of the Year, Westmont High School, 1993
• Teacher of the Year, Campbell Union High School District, 1993
• Geoscience Teacher of the Year, Far West Section, National Association of Geoscience Teachers, 2003

Synergistic Activities
• WASC Chairperson, Westmont High School, responsible for the collection of data and physical evidence, writing and printing of report, and school-wide improvement program design and implementation. 1995-1997
• Network Coordinator California Networks Project Region 5 1994-1996, 1997-2000

Grants
• California State AB1470 Technology Grant 1992
• Hewlett Packard Grant for Space Shuttle simulator Westmont High School 1992
• California High School Networks Project proposal Westmont High School 1993
• GTE GIFT grant for Math and Science 1993
• Smart Valley Grant for computers 1997
• National Blue Ribbon School Recognition application 1997

Graduate Advisers
• Ellen Metzger (San Jose State University)
• Paula Messina (San Jose State University)
• Richard Sedlock (San Jose State University)
Helene W. Chan  
**Knight in the French Academic Palms**  
21326 Amulet Drive  
Cupertino, California 95014  
(408) 245-4522  
vipchan@aol.com

**OBJECTIVES**  
French Instructor  
Student Teacher Supervisor-French, Spanish & Mandarin Chinese  
Instructional Designer / Trainer  
Teacher Leader

**SUMMARY**  
Experienced classroom teacher and team builder  
Outstanding planning, organizational, communication, and problem-solving skills  
Strong background in curriculum development  
Efficient and dynamic workshop presenter  
Fluent in French and Chinese

**EXPERIENCE**

**Summer 2007**  
Presenter for STARTALK – Professional Development Program for Teachers of Mandarin Language and Culture, Stanford University School of Education

**Summer 2007**  
Presenter for Chinese Guest Teachers Summer Institute, College Board, STARTALK & Hanban, Stanford University

**2005 - Present**  
Board Member of French American School of Silicon Valley

**2004 - Present**  
San Jose State University, Supervisor for Teacher Credentialing

**1980 - 2004**  
Mountain View High School, Mountain View, CA

**1969 - 1980**  
Los Altos High School, Los Altos, CA

**1969 - 2004**  
French Instructor

**1992 - Present**  
BAFLP (Bay Area Foreign Language Program) Team Member

- Offered year-round programs for teachers of any language at any level. This 5-day seminar series is a forty-hour professional development program meeting the specifications of California HOUSSE Parts I and II for “NCLB Highly Qualified teachers.”
- Conducted Professional Development in “Differentiated Instruction” at
  - FASSV (French-American School of Silicon Valley)
  - Luso-American Education Foundation XXXI Annual Conference, San Jose State University
  - EBFLP (East Bay Foreign Language Project), Saint Mary’s College

**1980 - 1982**  
French and Special Education Instructor

**1965 - 1967**  
French and Chinese instructor

- Prepared lesson plans and objectives for levels I-V
• Reviewed curriculum resources and created new materials
• Effectively used cooperative learning strategies
• Implemented higher order thinking skills
• Used a variety of teaching and motivational strategies to encourage students to reach their potential
• Assisted students with computer software
• Provided tutorial services for students needing additional help
• Evaluated student progress and held regular student conferences
• Maintained frequent parental contact through conferences, telephone conversations, and regular emails
• Created a French Club and involved its members in numerous cultural activities
• Observed and participated in numerous workshops, seminars, and conferences throughout the year
• Attended in-service sessions, faculty meetings, and school functions
• Coordinated the annual French Camp
• Helped teachers learn effective instructional strategies

ACTIVITIES AND AWARDS

Chevalier dans l’Ordre des Palmes Académiques – January 27, 2005
President of Foreign Language Association of Santa Clara County - FLASCC (1992)
Member, American Council for the Teaching of Foreign Languages - ACTFL
Member, California Language Teachers Association - CLTA
Member, California Teacher Association - CTA
Cadre Team member, Bay Area Foreign Language Program – BAFLP
Outstanding Foreign Language Teacher Award – CLTA (1989)
Service Award, FLASCC (1990, 1994)
National Textbook Company, Teacher of the Year, CLTA-NTC 1998
SmartSchools PC Day2 winner, Smart Valley, Inc., San Jose
Summer NEH Grant, La Francophonie, University of Dakar, Dakar, Senegal
Summer NEH Grant, New Technology Institute, Iowa State University, Ames, Iowa

EDUCATION

Master of Arts – Instructional Technology, San Jose State University, San Jose
Master of Arts, Special Education, Teaching Credential, Learning Handicapped Specialist, University of Santa Clara, Santa Clara
Standard Secondary Teaching Credential, French and Spanish, San Jose State University, San Jose
Bachelor of Arts – French, University of California, Berkeley
Summer Spanish Immersion Program at Guadalajara, Mexico
Summer French Immersion Program at Nancy, France

**COMPUTER SKILLS**

Proficient in various PC application such as Windows, Microsoft Office, PowerPoint, Microsoft Word, Microsoft Excel, Adobe Acrobat, Adobe Premiere, Adobe Photoshop, Macromedia Dreamweaver, Fireworks, and Flash.
DEBORAH J. CRAIG
681 Congo Street
San Francisco, CA 94131
(415) 333-9618

PROFESSIONAL OBJECTIVE
San Jose State University, Department of Kinesiology:
Project Co-Director of the Bay Area Physical Education & Health Project, a Subject Matter Project

EDUCATIONAL BACKGROUND
San Mateo County Office of Crosscultural, Language and Academic Education: Spring 02 Development Certificate (CLAD) (Clear)
San Jose State University: California Physical Education-Health Project
6/99-7/02 & 6/04-present Bay Area Physical Education-Health Project
Dominican College: Movement Education Certificate
6/16/89
San Francisco State University:
8/21/83 Master of Arts
Major: Physical Education
9/22/81 California State Teaching Credential (Life)
Single Subject - Physical Education
5/31/77 California State Teaching Credential (Clear)
Single Subject - Physical Education
1/13/76 Bachelor of Arts
Major: Physical Education

TEACHING EXPERIENCE
San Jose State University
Fall 03, 04, 05, 06, 07 Lecturer HUPED/KNED 339, Instructional Materials & Procedures in Physical Education
Bay Area Physical Education Health Project, 1/06 to present Co-Site Director of Bay PE-HP
Bay Area Physical Education-Health Project, 6/99-to 1/06 Teacher Leader, BAY PE-HP
San Francisco State University:
1/95 - 6/02 & 8/04-6/05 Lecturer KIN 401, Movement, Games, and Dance for Children

Hillsborough City School District: 7/89 to present
Elementary Physical Education Specialist Grades Kindergarten through 5th, full-time

San Francisco State University: 9/89 to 12/89 Lecturer PE 501, Basic Movement, Games and Dance for Children

Dominican College: 9/88 to 6/89 Field Study for certification in diagnostic testing and remedial techniques for individuals experiencing movement and/or learning difficulty, i.e. Bruininks-Oseretsky Test of Motor Proficiency, Cratty's Test of Laterality, Movement Analysis, etc.

Saint Brigid Elementary School: 1/76 to 6/89 Physical Educator Grades Kindergarten through 8th. Other responsibilities included Vice Principal, Athletic Director, Spanish Teacher, Remedial PE program, Tutor, Elective Teacher, Yard Supervisor, etc.

PROFESSIONAL PRESENTATIONS

4/01 AAHPERD National Convention. Participated in a group presentation, “University PEPTE Programs and Experienced Teachers: A Collaborative Approach To Professional Development”.

3/00 AAHPERD National Convention. Participated in a group presentation, “Pedagogy: Education Reform, Student Achievement, and Professional Development: The Role of Action Research”.

1/99 A half-day inservice to classroom teachers at Hillcrest, a SF elementary public school.


1/92 Inservice to Hillsborough City School District K - 5 teachers on Health-Related Physical Fitness concepts and activities.

10/87 Elementary Physical Education Workshop K - 6. A full-day workshop for the classroom teacher or PE specialist which emphasized a sequential approach to activities and skills in order to build a sound curriculum. 30 students (grades 1 - 3) were demonstrators in the morning, video presentation during lunch, teacher participation in the afternoon. 45 registrants throughout San Francisco public and private sector. Saint Brigid School.

9/85 to 6/86 Elementary Physical Education Consultant - G.W. Hellyer Elementary School, San Jose, CA. Two full-day workshop presentations to classroom teachers stressing a sequential approach to curriculum development. Outlined and discussed curriculum with special projects coordinator throughout the year.


8/84 "The ABC's of Movement. . . PE", Grades K - 3. Two 75 minute presentations at the San Francisco Archdiocesan Back-To-School Conference.

9/76 Saint Brigid School Parent Teacher Group. A participation/demonstration of the K-3 PE program which I had implemented into the school curriculum.
STUDENT TEACHING

Spring 1977  Martin Luther King Jr. Elementary School, K - 3, Oakland, CA.

Fall 1976  Luther Burbank Junior High School, 7 - 9, San Francisco, CA.

PROFESSIONAL ORGANIZATIONS

American Alliance for Health, Physical Education, Recreation, and Dance since 1982.

California Association for Health, Physical Education, Recreation, and Dance since 1980.

United States Tennis Association, life-time Membership.

California Teachers’ Association, National Education Association, Hillsborough Teachers’ Association since 1992.

REFERENCES

Available upon request.
Kara E. Ireland D’Ambrosio, NBCT
1072 17th Ave., Redwood City, CA 94063
(650) 224-2389
kidmusic@sbcglobal.net
Boston University ID: U07129010

EDUCATION

Master of Music in Music Education (Kodaly), 2001
Holy Names College, Oakland, CA
Thesis: Compiled Folk Song Collection and Retrieval System

Bachelor of Music, Music Education, 1995
University of New Hampshire, Durham, NH
Honor Student

CREDENTIALS

National Board Certified Teacher in Early/Middle Childhood Music Education, National Board for Professional Teaching Standards, 2004


State of California CLAD Certificate, Grades PK-12, granted 2005


Orff Schulwerk, Level I Certificate, 1997

PROFESSIONAL DEVELOPMENT


“Quirky Kids” Workshop by Eileen Costello, M.D., Diann Grimm, M.A., Ed.S., and Leslie Davis, OTR, Portola Valley, CA, August 2005

National Board for Professional Teaching Standards Support Program, Stanford University, Stanford, CA, 2004-2005

CLAD Certification Program, University of San Diego, Division of Distance Learning, 2003-2004

Beginning Teacher Development, Chapman University College, 2002-2003

TRIBES Learning Community Training, Center Source Systems, Woodside, CA, August 2002
PROFESSIONAL DEVELOPMENT (Continued)

Attendance, OAKE National Conferences, Seattle, WA and San Francisco, CA, 2000, 2004

Attendance, ACDA National Conferences, Waikiki, Hawaii, 2002

Music for the Unborn and Newborn, Silver Lake College, Manitowoc, WI, 2001

Orff Schulwerk Graduate Level Certification Program, Level I, Mills College, Oakland, CA, 1997

Vocal master classes/coaches include Martin Isepp, Bruce Fithian, Sanford Sylvan, Edward Zimbara, and Karen Hutchinson, 1993 - 2006

PROFESSIONAL EXPERIENCE

TEACHER MENTORING

San Jose State University, San Jose, CA 2007 - present
General Music Education Lecturer, Mentor Teacher
- Conduct undergraduate and graduate classes in music education techniques.
- Supportive role as mentor teacher to music education majors during their student teaching.
Preparer of Single Subject (Music) Credential Accreditation
- Organize, compiled the application for San Jose State University accreditation from the State of California Commission on Teacher Credentialing.

National Board Resource Center at Stanford University, Stanford, CA 2007-present
Support Provider/Mentor for Music Education Candidates
- Critique portfolios.
- Collaborate with candidates in preparation for their exams.
- Partnered with educators on a national level to improve education in the United States.

TEACHER CREDENTIALING

Scorer for Single Subject CCTC Music Exams

California Commission on Teacher Credentialing (CCTC)
Sacramento, CA, October 2004
Panel Member/Expert for Music Education
- Teamed with highly trained music educators to develop a rating system for the music test and musicianship standards for beginning music teachers.
TEACHING

**Peninsula Girls Chorus**, Burlingame, CA, September 2001 - present
Director of Repertoire (grades 1-3)
Theory Book Editor/Author/Educator
- Focus on vocal breathing and posture.
- Develop musicianship in choir members with Kodaly-based sight-reading techniques, using high quality choral music.

**Woodside Elementary School**, Woodside, CA, November 2000 - present
Choir Director (grades 2-8)
- Develop excellent vocal production.
- Prepare choir members for school and community concerts (i.e., Filoli).
- Taught choral music reading to develop musicianship.
Music Teacher (grades K-4)
- Kodaly-based curriculum with Orff and Dalcroze integrated.
- Prepared 60 third-graders for May Pole dance celebration, focusing on stage presence.
- Prepared 120 first- and second-graders for spring concert, emphasizing in-tune singing, diction, and performance technique.
- Designed music education lessons, which incorporated activities for special learners.
- Taught after-school percussion classes (grades 1-4) (World Music).
- Awarded grant for the music department from the Philanthropic Ventures Foundation.

**Burlingame United Methodist Church**, Burlingame, CA, 2002 - present
Director of Traditional Music (high school & adult) includes directing of Chancel Choir and Bell Choir
Director of Jubilant Singers (ages 5-10 Children’s Choir)
Soloist for services
Singer, Spirit Music Concert Series 2002
Director of Voices of J.O.Y. (ages 10-17 youth choir)
Director of Music, Drama & Sports Summer Camp (grades 1st - 8th)

**Cantabile Children’s Chorus Summer Camp**, Los Altos, CA, August 1999, 2000, 2004
Co-Director and Kodaly Specialist (ages 5-10)
- Developed Kodaly approach music theory lessons to teach music for final concert. 95% of music was memorized in one week, and children began learning solfeggio and hand signs.
- Used innovative, engaging techniques to develop the children’s life-long love of music.

Guest Conductor for KidSing (ages 5-9)

**Cantabella Children’s Chorus**, Livermore, CA, 2000-2001
Music Director and Kodaly Specialist for Training Choirs (ages 5-8)
- Taught musical elements to the training choir, and prepared them for winter and spring concerts.
- Promoted musicianship in students through in-tune singing, memorization, posture/breath support, sight singing/reading, and rhythm.
- Communicated with parents weekly.
TEACHING (continued)

Beechwood School, Menlo Park, CA, September 1996 - July 2000 (year-round)
General Music Teacher and Drama Director (grades PK-8)
Conductor, All School Concert
- Conducted annual concerts that involved quality folk and classical literature, audience participation, and beautiful, in-tune singing.
- Used a spontaneous and adaptable approach to teach students of diverse levels of musicianship and those with special challenges such as disabilities and socio-economic challenges.
- Prepared middle school students for MENC vocal competitions.

Site Director
- Managed staff recruitment, staff evaluation, administration, and day-to-day operations.
- Built relationships with the District School System and area churches.
Director of “Singing Children” Choir (grades 1-6)
- Developed choral sound.
- Arranged for performances at local schools, churches, libraries, and senior citizen centers.
General Music Teacher, and Private Voice and Piano Teacher (ages 6-adult).

The Music School, Sunnyvale and Saratoga, CA, September 1996 - June 1997
General Music Teacher
Private Teacher of Voice, Piano, and Recorder
Director of “The Entertainers” (grades 6-8)
- Directed this show choir, which worked on musical scenes, show tunes, and choreography.

Meditech, Westwood, MA, January 1997 - August 1997
- Implemented medical records and admissions software at United States Hospitals.
- Prepared Presentations and Speeches for hospital staff and co-workers at Meditech.

HONORS AND AWARDS

AWARDS/PRIZES

“Excellent” Awarded to Woodside Chamber Singers (Middle School) directed by Kara Ireland D’Ambrosio at recent California Music Education Association Choral Festival, 2007

GRAMMY GOLD Signature School, recognition for excellence in music education, 2002


Superintendent’s Award, Woodside School for Outstanding Leadership in Elementary Music and with Appreciation for her Many Contributions to Woodside School and the Community, 2003
FELLOWSHIPS

NCAKE Scholarship to attend OAKE National Conference, April 2000


University of New Hampshire, Music Department Scholarship, 1993, 1994, 1995

Richard A. Morse Scholarship for Excellence in the Performing Arts, 1992

MEMBERSHIPS

OAKE, Organization of American Kodaly Educators, Life Member, 1998 - present

MENC, Music Educators National Conference, 1996 - present

NCAKE, Northern California Association of Kodaly Educators, 1998 - present

ACDA, American Choral Directors Association, 1998 - present

CMEA, California Music Educators Association, Current Board Member, 1996 - present

PUBLICATION

Northern California Bay Section California Music Educators Association, TEMPO, General Music Education Articles, 2006 - present

PERFORMANCES

RECITALS

Mozart Lecture Recital, Burlingame United Methodist Church - Spirit Music Series, 2004

Music Recital, Soprano, Holy Names College, Oakland, CA, 1998

Senior Recital, (Classical, Romantic, Baroque, and 20th Century), University of New Hampshire, 1994

Broadway Recital, Mosaic Temple, Dover, NH, 1995

Broadway Recital, Wells-Ogunquit Historical Society, Wells, ME, 1994

Solo Recital, (Arias and Art Songs), Les Arts, Ogunquit, ME, 1993

Music Recital, Soprano, Bradford College, Bradford, MA, 1988
PERFORMANCES (continued)

SOLOS

Soprano Soloist, Burlingame United Methodist Church, 2002 - present

Soprano Soloist and Worship Leader, Shoreline Community Church, 2000 - 2002

Wedding Soloist, United States, Jamaica, Belgium, 1993 - present

Memorial Service Soloist, United States, 1990 - present

Soprano Soloist, Ogunquit Baptist Church, Ogunquit, ME, 1991 - 1996

National Anthem Soloist, University of New Hampshire Sports Events, Durham, NH 1993 - 1995

Soprano Ringer, Durham Episcopal Church, Durham, NH, 1994

Soprano Soloist, West Congregational Church, Haverhill, MA, 1988 - 1991

CHORUS

Soprano, Burlingame United Methodist Church, 2002 - present

Soprano, Soloist, Holy Names College Chamber Singers, 1998 - 1999

Soprano, Soloist, University of New Hampshire Jazz Chorus, 1992 - 1993

Soprano, University of New Hampshire Concert Chorus, 1992 - 1993


Soprano, New Hampshire All-State Chorus, Manchester, NH, 1988 - 1991


THEATRE


Mazappa, “Gypsy,” Hack-Ma-Tack Playhouse, South Berwick, ME, 1995

Lana, “Step on a Crack,” University of New Hampshire, Durham, NH, 1992
THEATRE (continued)

Kate, “Kiss Me Kate,” Plaistow, NH, 1991

Fastrada, “Pippin,” Plaistow, NH, 1990

OPERA AND CANTATA

Flora, “Turn of the Screw,” University of New Hampshire, Durham, NH, 1995

Susanna, “Marriage of Figaro,” University of New Hampshire Opera Scenes, Durham, NH, 1994

Mabel, “Pirates of Penzance,” University of New Hampshire Opera Scenes, Durham, NH, 1993

First Witch, “Dido and Aeneas,” University of New Hampshire, Durham, NH, 1993


TELEVISION

Soprano, “Cheaters - ABC After-School Special,” aired 1988

COMMUNITY SERVICE

Board Member, General Music Classroom Representative, Bay Section CMEA, Northern California, 2006 - present

Food Preparer, Shelter Network Meals for the homeless, Burlingame United Methodist Church, 2006 - present

Volunteer Organizer and Director, Woodside Whistlers Choir to Little House (senior center) for December and March performances, Menlo Park, CA, 2003 - present

Volunteer Organizer and Director, Peninsula Girls Chorus and community choirs to perform for the residents, Millbrae Nursing Home, Millbrae, CA, 2002 - present (twice a year)

Volunteer Organizer and Director, Second Grade Choir to Crane Place (low-income housing for seniors) for Holiday Tea, Menlo Park, CA, 2005

Food Preparer, Annual Thanksgiving dinner for the homeless, Burlingame United Methodist Church, Burlingame, CA, 2004, 2005

Food Preparer, Annual December Holiday Dinner for AIDS patients and their families, Clinic at County Hospital in San Mateo, CA, 2004, 2005
REFERENCES

Catherine Doyle Wesolek, Founder and Artistic Director of Peninsula Girls Chorus, (650) 347-6351
Robert Sherman, III, Vice-Principal, Woodside School, (650) 851-1571 x280
Dr. John Harter, Former Principal at Woodside School, (650) 773-5278
Dr. Diana Hollinger, San Jose State University, (408) 807-7616
Karen Hutchinson, pianist/accompanist, (650) 576-3418
Curriculum Vitae

FELTON, Mark K.
Assistant Professor of Education
Department of Elementary Education
College of Education, San Jose State University
Appointment: 1999

Degrees
Ph.D. 1999. Columbia University, NY. Developmental Psychology
M.Phil. 1998. Columbia University, NY. Developmental Psychology
B.A. 1990. Stanford University, CA. Psychology

Current Appointment
Associate Professor of Education, Department of Elementary Education, College of Education, San Jose State University, 2005-present.

Previous Teaching Experience
Assistant Professor, Department of Elementary Education, College of Education, San Jose State University 1999-2005
Adjunct Instructor, Curriculum and Teaching, Teachers College, Columbia University, 1995-1997
Teaching Assistant, Department of Human Development, Teachers College, Columbia University, 1994-1997
High School Teacher (Grade 10 ESL Reading, Grade 11 ESL Psychology, Grade 12 ESL World Religions), Liceo Internacional, Quito, Ecuador, 1991-1993

Areas of Specialization, Research and Teaching
Educational Psychology, cognitive development, K-12 learning and cognition, argumentative reasoning development, written and verbal discourse.

Publications


Forthcoming


Presentations


Professional Activities

Reviewer, Cognitive Development, Cognitive Science, Learning and Instruction, British Journal of Educational Psychology, Discourse Processes, Written Communication, Thinking Classroom.
Steering committee member, TE School-University Collaborative Teacher Education Program, 2000-2002.

Program Co-Coordinator, Middle Level Emphasis Program, Department of Elementary Education, San Jose State University, 2004-2006

Program Leader, Independence High School Bloc Program, Department of Secondary Education, San Jose State University, 2002-presents.

Department Assessment Coordinator, Department of Elementary Education, San Jose State University, 2004-2004

Advisory Board Member, TutorWorks after-school literacy program, 2001-2006.

Professional Affiliations

American Educational Research Association
American Psychological Society
International Reading Association
Jean Piaget Society
Phi Delta Kappa
CAREER STATEMENT
Extensive teaching, writing and administrative skills acquired while working in California public schools—kindergarten through university levels. Responsible for development and supervision of exemplary districtwide arts education programs including management and training of staff, artists, and teachers.

A highly rated faculty member at San Jose State University since 1989, Dr. Hanson has taught a wide variety of art courses in the Art Teacher Preparation Program; she has supervised student teachers for the past five years.

CURRENT EMPLOYMENT HISTORY
University of California at Santa Cruz 2000 to present
Instructor, Art Fundamentals for Teachers
Art & Design (extension), summer sessions (five years)

San Jose State University 1989 to present
Instructor, Art Department
Taught Art Education courses including Art 100W (writing), Art 138 and 139 (multicultural art and art fundamentals for teachers); Art Ed 338 (methods); currently supervising student art teachers in classrooms and teaching Art Ed 184YZ (an advanced seminar for teacher candidates).

FORMER EMPLOYMENT
Art Coordinator
Kindergarten through Grade Twelve
Palo Alto Unified School District 1986 to 1999

The art program in the Palo Alto Unified School District is recognized as exemplary throughout the United States as well as abroad. Under Dr. Hanson’s direction, the district was selected to receive the Award of Program Excellence from the National Art Education Association (1990). Only one national award is given each year, and, the Palo Alto art program received the sole award ever given in California.

Ms. Hanson continues to teach high school art classes (summers) in the Palo Alto Unified School District where she was the art coordinator for over a decade.

CREDENTIALS
General Elementary Credential grades K-8 CA Lifetime Credential
Administration Credential grades K–12 CA Lifetime Credential
Single Subject/Art CA Credential for grades K-12 CA Active
EDUCATION

B.A.  Pomona College, Claremont, California (Art and Writing majors)

M.A.  University of Redlands (Education. Curriculum)

Ph.D.  Columbia Pacific University (Arts and Art Education)

PUBLICATIONS

Art 1: Working with the Elements and Principles of Art  2005
With Dede Bartels-Tisone, Co-Author  High School introductory art course
Published by TEACHINGpoint  http://www.teaching-point.net/art1.html

Strategies to Strengthen Arts Education in California Schools  2003
The state of arts education in California schools; developed through
the California Model Arts Network

Early Childhood Art with Barbara Herberholz  Co–Author  1998
Illustrated book on art development in the early years

CONSULTANT/ADVISOR to arts education organizations including

California Commission on Teacher Credentialing
California State Department of Education
Educational Testing Service
National Evaluation Systems
Getty Center for Education in the Arts
Cultural Initiatives/Silicon Valley
California Association of County Superintendents
Wolftrap/Head Start Performing Arts Child Development Project
San Diego Museum of Art

MEMBERSHIPS

National Art Education Association  Elected Director of Supervision and
Administration (1988-1990), for the Pacific Region (eleven western states, Guam, American
Samoa, British Columbia.

California Art Education Association  Served on State Board of Officers for six
years, including chair of the state curriculum committee.

California Alliance for Arts Education  Completed training for group facilitation
Methods (sponsored by CAAE), conducted by the Institute of Cultural Affairs.
**AWARDS**

**California Art Education Association**
Honors given for exemplary leadership and achievement in art education:
- Jansen Distinguished Educator Award 1997
- CAEA Award of Merit 1996
- California Art Educator of the Year 1990
- California Outstanding Administrator of the Year 1989
- Douc Langur Award 1986

**National Art Education Association**
- State Art Educator of the Year 1990

Elected Director of Supervision and Administration (1988-1990), for the Pacific Region (eleven western states, Guam, American Samoa, British Columbia).

**CURRENT ENDORSEMENTS**

*Lee Hanson has provided expertise to the California Department of Education numerous times for the development of educational guidelines, standards, and frameworks. . . I have consistently found her to be both an energetic team member and leader. While highly organized, she is also flexible and willing to adapt. . . . She is a great problem solver and is cooperative, supportive, and dependable.*

---Patty Taylor, Visual and Performing Arts Consultant
California Department of Education

*I regard Lee Hanson as a superb professional who is not only gifted with respect to her ability to work effectively with teachers, but as someone who has a deep conceptual understanding of the issues of the field. . . . She has an enormous amount of energy and great enthusiasm for what she undertakes and with whom she works.*

---Dr. Elliot Eisner, Education Department Chair
Stanford University

*Dr. Lee Hanson has become a significant contributor and facilitator for the CTC Art Subject Matter Panel. We are truly grateful for the considerable talent that she brings to the deliberations. She has a comprehensive understanding of the subject and is able to articulate her knowledge in a manner that is impressive. Her energy and insight are greatly appreciated by all.*

---Helen Hawley, Education Consultant
California Commission on Teacher Credentialing

*Letters of recommendation or additional references available upon request.*
Diana Marie Hollinger

CURRICULUM VITA

380 N. 4th St.
San Jose, CA 95112
(408) 279-8772
dhollinger2006@yahoo.com

EDUCATION

DMA: Doctorate of Musical Arts in Music Education, cognate conducting, Arizona State University, major professors, Gary Hill, conducting, and Dr. Sandra Stauffer, music education (2006).


BA: Bachelor of Arts in Music Education, California State University of Fullerton (1985).

BM: Bachelor of Music in Composition, California State University of Fullerton (1985).

Minor in English, California State University of Fullerton (1985).

Teaching Credential, California State University of Fullerton (1986).

TEACHING POSITIONS
AND RESPONSIBILITIES

San José State University (fall 2003-present)
Coordinator of Music Education
Responsibilities:

Coordinate the music education program
Hire and oversee part-time faculty
Teach music education, conducting, and technology courses
Conduct the Symphonic Band
Develop curriculum
Advise music education undergraduate and credential students
Oversee and place student teachers
Act as liaison to Secondary Education
Serve on various committees
Act as advisor to the collegiate MENC (National Association of Music Education)
Work with CMEA (California MENC) Bay Section on winter conference at SJSU
Oversee the music education laboratory
Chair music education graduate students’ thesis committees

Graduate Advisor for School of Music and Dance (fall 2004-present)
Responsibilities:
Oversee graduate program
Advise graduate students
Recruit and advise potential graduate students
Act as liaison with Graduate Studies
Create and update graduate materials as needed

Arizona State University (fall 2001-spring 2003)
Graduate Research Assistant/Doctoral Teaching Assistant
Responsibilities:
Acted as research Assistant for the Digital Conducting Laboratory, including work on a National Science Foundation Grant, research studies, and teaching students
Conducted wind groups (Wind Symphony, Chamber Winds, Wind Ensemble, and Concert Band)
Assisted in undergraduate conducting classes
Assisted with music education instrumental practicum class
Oversaw student teachers
Wrote program notes and various administrative tasks

Whittier Union High School District, Pioneer High (January 2002-June 2002)
Consultant
Responsibilities:
Restructured the instrumental music
Purchased instruments and other equipment
Hired short-term coaches
Recruited, interviewed, and helped to find a new director and staff
Outlined a schedule and program goals
Conducted weekly clinic for staff and students

University of North Texas (1999-2001)
Master’s Conducting Associate
Responsibilities:
Conducted wind groups (Wind Symphony, Symphonic Band, Chamber Winds, and both Concert Bands)
Managed the music library, including hiring and managing staff
Co-produced, slated and participated in recording sessions
Assisted with Wind Literature classes, proctored conducting class
Wrote program notes and assisted with administrative tasks for the Wind Studies Department
La Serna High School (1987-1999)
Director of Bands.
Responsibilities:
Taught concert band, marching band (including flag and drill teams), cadet and
beginning band, multiple smaller ensembles (jazz, Dixieland, percussion, brass,
flute, clarinet, saxophone, woodwind, chamber orchestra, etc.), arts survey, and
English. Additional administrative tasks included management of the booster
organization, fundraisers, yearly tours and field trips, district field show
competition and honor band, and launching an indoor dance, cheer, and flag
competition.

Hillview Middle School/Orchard Dale Elementary School (1985-87)
Director of Instrumental Music
Responsibilities:
Taught junior high and elementary instrumental music, junior high general music,
and English. Ensembles included concert band, beginning bands, orchestra, jazz
band, and marching band (including flag and drill teams).

California State University of Stanislaus (1995/1996)
Taught at summer music camp. Classes included theory, class piano, and sectional
rehearsals. Assisted in various administrative tasks.

Cerritos College (1995/1996)
Taught summer music; concert band, marching band, drill team and flags.

CONDUCTING STUDY

Professor Gary Hill, Director of Bands, Arizona State University—major professor during
doctoral study (fall 2001-spring 2003).

Eugene Migliaro Corporon, Director of Wind Studies, University of North Texas—major
professor during master’s study (1999-2001), and summer conducting workshops (1999, 2000,
2001).

Alan McMurray, Director of Bands, University of Colorado, Boulder—conducting workshop
at California State University, Sacramento (summer 1999).

Dr. Jack Stamp, Conductor of Bands, Indiana University, PA—conducting workshops at
University of North Texas (summer 1999, 2000).

Dr. Robert Halseth, Director of Bands, California State University, Sacramento—conducting
workshops at California State University, Sacramento (summer 1999), and University of North
Texas (summer 2000).
Dennis Fisher, Associate Director of Bands, University of North Texas – secondary professor during master’s study (1999-2001), and summer conducting workshops (1999, 2000, 2001).

Dr. Robert Dunham, Director of Bands, California State University, San Bernardino – private study in preparation for graduate work, 1998-1999.

PUBLICATIONS/RECORDINGS/WEBSITES


*Instrument of Social Reform: A Case Study of the Venezuelan System of Youth Orchestras, a Case Study.* Doctoral dissertation; a qualitative case study examining the Venezuelan Youth Orchestra system and founder José Abreu, investigating the possibility of social change through music education. Dissertation defense passed July, 2006

“The Effects of Technology-Based Conducting Practice on Skill Achievement in Novice Conductors,” in the *Australian Music Educators Association National Conference Proceedings*, summer 2005, juried. An experimental study co-authored with Dr. Jill Sullivan of Arizona State University comparing students who practice using technology to those practicing without it based on work with students in the Digital Conducting Laboratory at Arizona State University:


*Teaching Music through Performing Marches*, chapter on *Citadel* by Frank Erickson (2003), by invitation.


*Teaching Music through Performance in Band, Volume 4*, chapter on *Timepiece*, by Cindy McTee (2003), by invitation.
Studies in Meditation, a multi-movement chamber composition based on the music and compositional styles of folk and ethnic music from around the world, intended to evoke a meditative state. Premiered two movements at UNT composition forum, 2002.

Recordings with The University of North Texas (work done 1999-2001), co-produced, slated, and/or participated on the following Klavier label and GIA Publication recordings with Eugene Migliaro Corporon and the North Texas Wind Symphony:

- *The Music of Paul Hindemith* (release and title pending, Klavier)
- *Teaching Music through Performance in Band, Volume 1, Grade 4* (2001, GIA)
- *Convergence* (2000, Klavier)
- *Teaching Music through Performance in Band, Volume 3, Grades 2/3* (2000, GIA)
- *Rendezvous* (1999, Klavier)

Three non-commercial recordings with the Symphonic Band, one with Marching Band at The University of North Texas (1999-2002).

**PROJECTS IN PROCESS**

*Caracas to California: the Journey of a Young Orchestra.* Based on my doctoral dissertation, this is an expansion of my research into the Venezuelan Youth Orchestra System, including a history, stories, biographies of the founder, Dr. Abreu, and the rising star, the young conductor that is poised to take over direction of the Los Angeles Philharmonic, and finally, the impact of this move on Los Angeles.

*Inspired Teaching: an Introduction to Music Education* A foundational music education textbook, proposal currently under review by Oxford University Press.

*Antipodes Suite,* a series of musical compositions, grades 2-3, that reflect musical and/or cultural characteristics from “across the world.” These pieces will be designed to address state and national standards, and will include pedagogical strategies for teaching across disciplines, and plans for teaching major musical concepts within each work. The first is completed, based on a Māori Proverb that says “Turn Your Face to the Sun and the Shadows Fall behind You.” I have a commission for a second piece based on Australian folk elements. I plan to write the pieces so they can stand alone, be performed in entirety or in any order and/or combination.

*California Music Project: Bringing Back Music to California’s Public Schools.* Research to be derived from the SJSU Music Project pilot program being run in the 2006-2007 and 2007-2008 school years as a result of the California Music Project Grants and work on the board.
HONORS

Outstanding Collegiate Educator for California Music Educators Association, scheduled for presentation March 2008.

CSU Research Pair Grant (travel expenses and a month of writing), 2007-2008, for *Caracas to California: Journey of a Young Orchestra*.

California Music Project Grant, $65,000 to SJSU music education students, renewable, 2007-2008 school year.

California Music Project Grant, $55,000 to SJSU music education students, renewable, 2006-2007 school year.

CMEA Collegiate Chapter advisor, award for chapter growth, 2006

Lottery Grant, SJSU, 2005

Lottery Grant, SJSU, 2004

CMEA Collegiate Chapter advisor, award for chapter growth, 2004

Student Enrichment Grant, 2002

Graduate Research Grant, 2002

Member Phi Kappa Phi, Honor Society, 2001-2003

USA Education/USA Funds Scholarship through Phi Kappa Phi, 2001-2003

Doctoral Teaching Assistantship, Arizona State University, 2001-2003

Full Tuition Waiver, Arizona State University, 2001-2003

Teaching Assistantship, University of North Texas, 1999-2001

Wind Studies Scholarship, University of North Texas, 1999-2001
PROFESSIONAL SERVICE/RELATED ACTIVITIES

SJSU Committee work:

2006-2007 San Jose State University Committee Work
   School Committees: Graduate Committee, Curriculum Committee, Alumni Committee, Student Recruitment Committee
   Other: Liaison to Secondary Education, School of Education, Liaison to Graduate Studies

2006-2007 San Jose State University Committee Work
   CSU-LDTP (Lower Division Transfer Pattern) Ensemble sub-committee; articulation work between the CSU and CC campuses
   School Committees: Graduate Committee, Curriculum Committee, Alumni Committee, Student Recruitment Committee
   Other: Liaison to Secondary Education, School of Education, Liaison to Graduate Studies

2005-2006 San Jose State University Committee Work
   Elected Committees: College Curriculum Committee, School Recruitment Committee
   Standing Committees: Graduate Committee, Curriculum Committee, Alumni Committee
   Other: Liaison to Secondary Education, School of Education, Liaison to Graduate Studies

2004-2005 San Jose State University Committee Work
   Elected Committees: College Curriculum Committee, School Recruitment Committee
   Standing Committees: Graduate Committee, Curriculum Committee, Alumni Committee
   Other: Liaison to Secondary Education, School of Education

2003-2004 San Jose State University Committee Work:
   Elected Committees: College Curriculum Committee, School Recruitment Committee
   Standing Committees: Graduate Committee, Curriculum Committee, Alumni Committee
   Other: Liaison to Secondary Education, School of Education

Board Positions, Conference and Association Work:

Board Member, California Music Project (2006-present), California Arts Council

Chair of the Education Committee, California Music Project Board (2006-present)

Treasurer, California Council on Music Teacher Education (2006-present)

Collegiate/Tri-M Representative, California Association for Music Education (2006-present).

Member of the CMEA SMART-ER (School Music Action Resource Team-Emergency Response) advocacy project team (2006-present)

Member of the Education Committee for Tapestry Arts (2006-present)
Secretary, California Association for Music Education (2004-2006).

Higher Education Representative, California Association for Music Education Bay Section (2003-present). Duties include:
- Member of board
- Writing articles for *Tempo*
- Contributions to website
- Working as SJSU representative in organizing the winter conference
- Filling and presiding at clinic sessions


Presider at the National Association for Music Education, National Conference (April 2004).

Member of Inter-Disciplinary Grant Team, Arizona State University, seeking National Science Foundation Grant (2001-02).

Southern California School Band and Orchestra Association (SCSBOA)
- Festival Judge (1999-present)
- Solo/Ensemble Judge (1999-present)
- Field Show Judge (1997-present)

California Band Directors Association (CBDA)
- Past President (1998-1999)
- President (1996-1998)
- Vice President (1992-1996)


Chapter President, Whittier Secondary Educators Association (1994-95).

Clinician, All State Band Convention (1994).

**Presentations:**

*The Venezuelan Youth Orchestra System.* For California Music Educators Association State Conference (scheduled for March 2008).

*Why Study Music? Students Give Teachers the Answers!* Chaired panel discussion at the California Music Educators Association Bay Section Convention, highlighting current collegiate music education students as they present their ideas and philosophies regarding the importance of studying music (January 2008).
Where Do We Come From? Historical Connections in Music Education. Diana Hollinger and Professor Gordon Haramaki, SJSU at the California Music Educators Association Bay Section Convention (January 2008).

The Effects of Technology-Based Conducting Practice on Skill Achievement in Novice Conductors:
   Presented by co-author Dr. Jill Sullivan at the *Australian Music Educators Association National Conference*, 2005.
   Presented as a poster session at the Arizona Music Educators Association, 2006.
   Presented as a poster session at the California Music Educators Association, 2006.
   Presented as a poster session of the Texas Music Educators Association, 2005.

How to Choose Music for Any Ensemble. Diana Hollinger as conductor/clinician with SJSU Symphonic Band at the School of Music and Dance “Listening Hour” series (October, 2005).


Music Education: An Instrument for Social Change. Session at the California Music Educators Association Bay Section Convention, highlighting the Venezuelan Youth Orchestra System (January 2004).

Pedagogy from the Podium: Strategies to Improve Individual Playing Performance during Rehearsal. Diana Hollinger and Dr. Jill Sullivan. Session at the California Music Educators Association Bay Section Convention (January 2004).

Effective Interview Strategies for Teachers. Dr. Jill Sullivan and Diana Hollinger with Todd Summers, Beth Dameron, and Mary Alice Hillman. Session at the California Music Educators Association Bay Section Convention (January 2004).

Teaching Conducting: The Virtual Conducting Lab. Professor Gary W. Hill, Diana Hollinger, Barry Kraus. Session at the College Band Directors National Association Convention (March 2003).


Adjudication and Clinic Work:

2005-2006
   Clinic, Yucaipa High School (March, 2006)
   Adjudicator, Valley Christian High School, Festival (March 2006)
   Adjudicator, Salinas California Music Educators Association Music Festival (April 2006)
2004-2005
Clinic, Bloomington High School Band (March, 2005)
Adjudicator, SCSBOA, Diamond Bar High School (March, 2005)
Adjudicator, SCSBOA, Millikan High School (March, 2005)
Adjudicator, SCSBOA, La Canada High School (March, 2005)
Adjudicator, SCSBOA, John Burroughs High School (April, 2005)
Adjudicator, Music in the Parks, at Great America (April 2005)

2003-2004
Clinic, Las Lomas High School Band (February, 2004)
Clinic, La Serna High School Band (March, 2004)
Clinic, Pioneer High School Band (March, 2004)
Clinic, Livingston High School Band (April 2004)
Adjudicator, East Side Union San Jose Music Festival (March 2004)
Adjudicator, Salinas California Music Educators Association Music Festival (April 2004)

Guest Conducting:

Whittier Union High School Honor Band, guest conductor (2007).

Other:

Orchestra Director for Grace Community Church, Tempe, Arizona (fall 2002).
Miscellaneous non-degree graduate courses through California State Universities Sacramento, Fresno, Stanislaus, and from University of California in Los Angeles.

Member of Professional Organizations:
Education and Professional Certification

- 2003: National Board Certification in French (National Board for Professional Teaching Standards)
- 1987: M.A. French, University of Northern Iowa (program at l’Université Catholique de l’Ouest, Angers, France.)

Work Experience

- 2006-present: Instructional Supervisor for World Languages at Gunn High School, Palo Alto, CA. Supervisor and evaluate instructors for all languages in the department.
- 1999-2006: Adjunct Instructor at San Jose State University, San Jose, CA. Methods of Foreign Language
- 2005-2006: Mentor and Methods Instructor at Notre Dame de Namur, Belmont, CA. Mentor and work with credential candidates.
- 1973-1999: French Instructor at Westmont High School, Campbell, CA. Taught French levels I-VAP.
- 1995-1999: Adjunct Instructor at West Valley College, Saratoga, CA. Taught concurrent enrollment course to Westmont students for college credit.

Professional Development and Experience

- 2004-2006: President of Northern California chapter of American Association of Teachers of French
- 2004-2006: Site Council, Gunn High School
- 1999-2005: Master Teacher for student teachers placed at Gunn High School from Stanford University, San Jose State University, and University of Santa Clara.
• 1994-1999: Mentor Teacher, portfolio Assessment in Foreign Language levels I-VAP.
• 1988-1999: Master Teacher for student teachers placed at Westmont High School from Stanford University and San Jose State University.
• 1990-1994: Co-director of California Academic Partnership Program grant. (CAPP Program) Wrote and directed grant with San Jose State to develop and implement a model Spanish for Spanish Speakers program.
• 1987-1991: Member of Bay Area Foreign Language Project based at Stanford University.
• 1987-1988: Co-director of Stanford collaborative grant to research the effects of a district-wide oral proficiency testing program.

Conference presentations

Conference presentations done frequently at the local, state national and international levels on such varied topics as portfolio assessment, oral proficiency interview training, use of video in the foreign language classroom, music from the francophone world, and research findings. Most recent include:

• “Using journals to enhance communication.” American Association of Teachers of French national conference in Milwaukee, July 2006.
• “Using the National Board Professional Standards to Enhance your Teaching,” California Language Teachers Conference, April, 2005, Ontario.
• “Utilisation de la chanson pédagogique,” AATF Journée de Printemps, Stanford University, March 2003.

Professional Awards and Achievements

• Outstanding Teaching Award from UC San Diego. December 2006. Nominated by former student for teaching excellence.
• Certificate of Appreciation from Gunn PTSA for outstanding contribution to the school. May 2000
• Certificate of Appreciation and Commendation for outstanding contribution as a member of the Foreign Language Curriculum Framework and Criteria Committee, September 1998.
• Certificate of Appreciation and Commendation for outstanding contribution as a cooperating teacher and department chair for STEP interns and student teachers, 1998.
• National Textbook Foreign Language Teacher of the Year, 1987.
• Rockefeller Foundation Fellowship, 1987.
• Westmont High School Teacher of the Year, 1986.
• Certified Oral Proficiency Tester in French, ACTFL, 1986.
• California Foreign Language Teacher of the year, 1983.

Publications


Extracurricular activities

• Travel to France every other year with students to promote appreciation of French language and culture. Have taken 13 student tours to France from 1977 to 2006.
• French Club advisor at Westmont and Gunn High Schools. Organize club visits to local middle schools, coordinate French cancan dancers, direct French soirées and spectacles, work with club members to promote French language and culture on campus.
JINHONG JUNG, Ph.D.

Assistant Professor
Department of Kinesiology
San Jose State University
San Jose, CA 95192
Tel: (706) 614-9951 Cell
Tel: (408) 924-3039 Office
Fax: (408) 924-3053
Email: jung@kin.sjsu.edu
Web-page: www.PEjung.com

EDUCATION

2001-2005 Doctor of Philosophy, University of Georgia, Athens, GA

Dissertation Advisor: Dr. Paul G. Schempp
Concentration: Pedagogy (Teacher Education, Curriculum and Instruction)
Minor: Instructional Technology

Dissertation: A Multiple Case Study on the Nature of Reflection in Exceptional Physical Education Teachers

1997-1999 Master of Education, Seoul National University, Seoul, Korea

Thesis Advisor: Dr. Sinbok Kang
Concentration: Sport Pedagogy (Teacher Education, Curriculum and Instruction)

Thesis: An Analysis of the Adoptability and Effect of Responsibility Model for Delinquent Students in Middle School Physical Education Classes

1987-1991 Bachelor of Education, Seoul National University, Seoul, Korea

PROFESSIONAL EXPERIENCES

Teaching Experience

2006-Present Assistant Professor, San Jose State University, CA

Teach classes: KIN 171A Non-traditional Sports Activity, KIN 172 Elementary PE Methods, KIN 173 Introduction Teaching Physical Education, KIN 177 Movement Experiences For Children (PE for Classroom Teachers), KNED 184 Practicum Student Interns, KIN 67 Development of Human Potential, KIN 26A Table Tennis
Advise undergraduate students in the Teacher Education Program
Serve on Activity Committee

2005-2006 Assistant Professor, Bridgewater State College, MA
Teach classes: PHED 205 Teaching Physical Education in Public Schools, PHED 210 Developmental Kinesiology, PHED 217 Motor Learning, PHED 280 New Games, PHED 491, 492, 495, 496 Practicum Student Teaching.
Advise undergraduate students in the Teacher Preparation Program.
Serve on Teacher Preparation Committee.

2004 Teaching Assistant, Elementary PE (PEDS 4300/6300), UGA
Supervisor of field experiences and assistant to the instructor

2002 Teaching Assistant, Secondary PE (PEDS 4330/6330), UGA
Supervisor of field experiences and assistant to the instructor

1999-2001 Physical Education Teacher, MiSung Middle School, Seoul, Republic of Korea

1995-1998 Physical Education Teacher, JangSeung Middle School, Seoul, Republic of Korea

1991-1994 Physical Education Teacher, ShiLim girls' Middle School, Seoul, Republic of Korea

Research Experience

2004-2005 Sport Instruction Research Laboratory Assistant, UGA
Responsibilities: Conducting research projects, editing the yearly publications (research briefs and lab notes), consulting for Golf Magazine’s Top 100 Golf instructors, maintaining the lab equipment and writing manuscripts.

2001-2004 Research Assistant, Sport Instruction Research Laboratory, UGA
Responsibilities: Conducting Projects (Expertise in sports and physical education), Golf Magazine Projects (Article Study, Top 100 Teachers), Work in Progress conference, Memory Study (short-term, episodic, and working memory), and Teachers Workshop.

2000-2001 The President of Action Research Team and Teacher Researcher, MiSung Middle School, Seoul Korea, The Seoul Education Office- Action Research of Effect of Sport Education Model for 6th Grade Student in Middle School Physical Education Classes

1999 The President of Action Research Team and Grant Recipient, MiSung Middle School,
Seoul, Korea, The Ministry of Education - Action Research of the Adoptability and Effect of Responsibility Model in Middle School Physical Education Classes ($5,000)

1998  Co-Principal Investigator, Seoul National University, Seoul, Korea, Department of Physical Education - Internet School Project

1995  Grant Recipient, MiSung Middle School, Seoul, Korea, The Dongjak Office of Education- Innovative teaching methods: using video to analyze performances for the Middle School Long-Jump players ($4,000)

Related Experience

2005-2006  Advisor of undergraduate students in teacher preparation program, Bridgewater State College, Bridgewater, MA.

2001-2004  Soccer Volunteer Coach, Korean Student Association, Athens, GA

1999-2000  Soccer Head Coach, MiSung Middle School, Seoul, Korea

1995-1998  Track & Field Head Coach, JangSeung Middle School, Seoul, Korea

1993-1994  Table Tennis Head Coach, ShiLim Girls' Middle School, Seoul, Korea

1991-1992  Track & Field Head Coach, ShiLim Girls’ Middle School, Seoul, Korea

1995-1998  Gym & Fitness Center Manager, JangSeung Middle School, Seoul, Korea


PUBLICATIONS

Completed Studies


Jung, J. (Ed.) (2003-4). *Research Briefs*. A review of selected contemporary sport pedagogy literature and related research. Published three times each academic year by the *Curriculum & Instruction Research Laboratory* at the University of Georgia as a service to practicing physical education teachers.


Manuscripts in Preparation


Jung, J. & Schempp, P. (in review). Another look at systematic observation. *(Quest)*.

Jung, J. (in preparation). Factors promoting exceptional teachers’ reflective thinking in physical education. *(Target Journal: Teaching and Teacher Education)*


PRESENTATIONS


Jung, J. (2005, January). *How we motivate students who don’t want to participate in physical activities. “Share The Wealth” Elementary, Middle, and High School Physical Education Conference, Valdosta State University, Jekyll Island, GA.*


Jung, J. (2004, June). *Teaching personal and social responsibility with educational game.* University of Georgia Teachers Workshop, Athens, GA.
**Jung, J.** (2003, June). *Teaching personal and social responsibility in PE.* University of Georgia Teachers Workshop, Athens, GA.

**Jung, J.** (2002, June). *Teaching soccer in PE.* University of Georgia Teachers Workshop, Athens, GA.


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**SERVICES**

**Guest Lectures**

2006 (March) Planning, Implementing, and Assessing  
Instructor: Dr. Karen Pagnano, Bridgewater State College, MA

2004 (November) Curriculum and Motivation  
Course teacher: Dr. Rose Chepyator-Thomson  
Class: PEDS 3720, Foundation in PE, University of Georgia, GA

2004-05 (February) Student Motivation  
Course teacher: Dr. Bryan A. McCullick  
Class: PEDS 4300/6330, Elementary PE, University of Georgia, GA

2002 (September) Track and field  
Course teacher: Dr. Rose Chepyator-Thomson  
Class: PEDS 3210, Track and Field, University of Georgia, GA

2002 (November) Soccer and Basketball  
Course teacher: Dr. Kim Oliver  
Class: PEDS 4330/6330, Secondary PE, University of Georgia, GA

**Other Services**

2005-2006 *Teacher Preparation Committee,* Bridgewater State College, Bridgewater, MA

2005 (April) *Main Editor,* Lab Note (Annual news letter of Sport Instruction Laboratory as a service to sport pedagogy researchers and practitioners), University of Georgia, Athens, GA

2002-2004 *Workshop Assistant,* Annual University of Georgia Teacher Workshop, Athens, GA.
2002 (October)  *Conference Assistant*, Works in Progress Conference (for sport pedagogy researchers in the Southeastern United States to convene and discuss research currently in progress). Athens, GA.


1995-1998  *Volunteer Table Tennis Head Coach*, Teaching for general subject teachers and administrators to build relationship with them and demonstrate an active lifestyle, Seoul, Korea.

**TEACHING CERTIFICATES**

1991  Teaching License Secondary Level (Second Grade), The Ministry of Education, Korea (The first rank at the national teacher appointment examination).

1997  Teaching License Secondary Level (First Grade), The Ministry of Education, Korea.

**TECHNOLOGY ABILITY**

Computer Software (MS-Word, Excel, Power Point, Photoshop)

Web Programs (FrontPage & DreamWeaver)

Web-Based Instruction (WebQuest, Web-CT & Blackboard)

Qualitative Data Analysis Software (Atlas.ti & N6)

**PROFESSIONAL AFFILIATIONS**

American Educational Research Association (AERA)

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

National Association of Sport and Physical Education (NASPE)

Massachusetts Association for Health, Physical Education, Recreation and Dance (MAHPERD)

Georgia Association for Health, Physical Education, Recreation and Dance (GAHPERD)
Korean Sport Pedagogy Association (KSPA)

Korean Physical Education Teachers Association (KPETS)

**SCHOLARSHIP/HONORS/AWARDS**

2005-06  Travel/Research Grant, Bridgewater State College, Bridgewater, MA

2004-05  Graduate Student Travel/Research Grant, University of Georgia, Athens, GA

2002-05  Travel Grant, Department of Physical Education and Sports Studies, UGA, Athens, GA

2001-05  *Abroad Study Scholarship*, The Ministry of Education, Korea

2003-4   *Korean Honor Scholarship*, HanDeul Scholarship Fund, Busan, Korea

2000     *Outstanding Teaching Award*, The Ministry of Education, Korea

1998     *Outstanding Track & Field Coach Award*, The Ministry of Education, Korea

1995     *Excellent Performance Award*, The Dongjak Office of Education, Seoul, Korea

1994     *Outstanding Service Award*, Korean Youth Association, The Seoul Education Office, Seoul, Korea

1990     *Outstanding Student Scholarship*, The Department of Physical Education, Seoul National University

1987-90  *Sa-Dae Educational Scholarship*, The Department of Physical Education, Seoul National University (for 8 semesters)
Professional Vitae
Katya A. Karathanos, Ph.D
Assistant Professor
Department of Secondary Education
San Jose State University

Education
Ph.D, Curriculum and Instruction with multicultural/ESL emphasis, Kansas State University, Manhattan, KS 2005

M.S. Secondary Education with Multicultural/Urban emphasis, Kansas State University, 2000.

ESL/Dual Language Endorsement, Kansas State University, 2000.


University Experience
San Jose State University, San Jose, CA, Fall 2005-present

Assistant Professor, Secondary Education
Responsible for advising students and teaching the following courses in Single Subject Credential Program:

- Psychological Foundations of Secondary Education
- Social, Philosophical, and Multicultural Foundations of Secondary Education
- Language/Literacy Development of Second Language Learners
- Student Teaching I Seminar/Supervision

Committee Service:
- Institutional Review Board – Human Subjects, 2006-present
- Research, Scholarship, and Special Projects Committee, 2005-present, Committee Co-Chair, AY 2006/2007; Committee Chair, AY 2007/2008
- Secondary Education Departmental Committee, 2005-present
- Single Subject Credential Program Committee, 2005-present
- College of Education English Language Learner Initiative Committee, 2005-2006
- Secondary Education Search Committee (tenure-track line), 2006, 2008

Grants and Awards:
- Associate Editorship, Awarded 0.02 release time to serve as Associate Editor for SJSU College of Education English Learner Monograph, spring 2008.
- Grant Development Program Award, Awarded 0.20 release time for development of federal grant, AY 2007/2008, Office of Graduate Studies & Research, San Jose State University.
- University Planning Council—Supporting Student Success Grant, Awarded 0.20 release time for AY 2007/2008, Office of the Provost, San Jose State University
- Junior Faculty Career Development Grant, Awarded $1,000.00 for AY 2007-08, Office of Faculty Affairs, San Jose State University
- SJSU College of Education Dean’s Award for Excellence, San Jose State University, 2007.
- Professional Development Grant, Awarded $500.00 professional development funds through the College of Education, San Jose State University, 2006.
- Identifying Effective Strategies for Enhancing the Education of Adult Second Language Learners of English, Learning Productivity Program (LPP) implementation grant funded
for $17,392.00 for AY 2006-2007, Office of Undergraduate Studies, San Jose State University, Co-Principal Investigator with Dolores Mena, Counselor Education.

- **Junior Faculty Career Development Grant**, Awarded $5,571.00 for AY 2006-07, Office of Faculty Affairs, San Jose State University.
- **Identifying Effective Strategies for Enhancing the Education of Adult Second Language Learners of English**, Learning Productivity Program (LPP) planning grant funded for $9,342.00 for spring 2006, Office of Undergraduate Studies, San Jose State University, Co-Principal Investigator with Dolores Mena, Counselor Education.
- **Lottery Professional Development Grant**, Awarded $1,550.00, College of Education, San Jose State University, 2005.
- **Professional Development Grant**, Awarded $500.00 professional development funds through the College of Education, San Jose State University, 2005.

**Kansas State University**, College of Education, Manhattan, KS, 2002-2005

- **Project Manager**, Coordinated Title III National Professional Development program grants focused on increasing the number of qualified ESL/bilingual endorsed educators in the state of Kansas. Provided on-site professional development, coaching, and performance feedback for Kansas middle and high school educators serving ELL student populations.
- **Instructor**, Taught the following courses: ESL/Dual Language Methods, Curriculum Materials for Ethnic Diversity, Linguistics, Practicum

**Consulting**

*Language and Diversity Consultants*, Provided professional development for teachers in Indianapolis Public Schools (middle school level) in effective approaches/strategies for teaching English language learner students, 2005-2006.

**Professional Affiliations**

- TESOL: Teachers of English to Speakers of Other Languages, 2000-present
- NABE: National Association for Bilingual Education, 2003-present
- CATESOL: California Teachers of English to Speakers of Other Languages 2005-present
- Southern Poverty Law Center (Teaching Tolerance Project), 1995-present

**Presentations/Publications**


**Research Interests**

Research interests include teacher critical self-reflection as a means to teacher transformation, promoting best practices among teachers of K-12 English language learners (including native language incorporation in English-dominant school contexts), and promoting practices and strategies among university faculty to meet the needs of a ELL students in their content-area courses

**Teaching and Related Experience**

Donnelly College, Kansas City, Kansas.

**ESL Instructor**, Taught all levels of English as a Second Language to multi-ethnic students. Students served included low-income populations from the local community, political refugees, and international students representing more than 23 different countries, 2000-2002.

El Centro, Kansas City, Kansas.

**ESL Instructor**, Taught English as a Second language to adults for local Hispanic service organization, 2000-2002 (part-time).

Clay County Family Court, Liberty, Missouri.

**Deputy Juvenile Officer**, Assessed new juvenile admissions, carried out casework contacts, and taught multicultural and social skills to temporarily incarcerated youth.

**Volunteer Program Coordinator**, Interviewed prospective volunteers and supervised educational activities in which volunteers worked with juvenile offenders, 1996-1998, 1999-2001
Johnson County Juvenile Detention Center, Olathe, Kansas.  
**Juvenile Corrections Officer.** Assessed new juvenile admissions, completed individual progress reports, and taught life skills to temporarily incarcerated youth, 1998-2002 (part-time).

Guadalupe Centers, Kansas City, Missouri. Community-based organization serving Latinos and residents of Metropolitan KC:  
**Teacher,** Taught Social Studies and Skills for Action (service-learning) at Alta Vista Education Center (alternative high school). Taught life skills and substance abuse prevention at Our Lady of the Angels (middle school) and Primitivo Garcia (elementary school).  
**Calcemac Co-coordinator,** Co-designed and implemented middle-school enrichment and tutoring program. Supervised volunteers who tutored students.  
**Youth Advisor,** Served as youth advisor/mentor for teens during Younhtnet’s Schools as Community Centers summer program.  
**Outreach Worker,** Started soccer team and activities program for at-risk teen girls, 1998-2000.

International Educational Language Foundation, Kansas City, Missouri; Shawnee, Kansas.  
**Spanish Teacher,** Taught beginning Spanish part-time to children grades K-4 at Bluejacket, Rhein Benninghoven, Lakewood, and Chapel Hill (public elementary schools), 1994-1996.

**International Experience**  
**Petropolis, Brazil,** Participated in service-learning project working with young children and distributing school supplies in under-developed areas, January, 1993.  
**Cordoba, Spain,** Studied Spanish culture and literature, summer, 1993.  
**Lucea, Jamaica,** Volunteered teaching Spanish in rural-area middle school during service-learning project, January, 1992.

**Honors and Achievements**  
William Jewell College (1991-1995): Psi Chi (National Honor Society in Psychology), Tri Psi (Honor Organization in Psychology), Sigma Delta Pi (National Spanish Honor Society), Alpha Lambda Delta (National Honor Society for Freshmen), Dean’s List (3 semesters), Scholar-Athlete Award, Varsity Soccer, Varsity Tennis, Presidential Scholastic Scholarship, Tennis Scholarship  

**Community Service**  
**ESL Instructor,** Volunteered teaching English as a second language to adults at the Guadalupe Center, Kansas City, Missouri, 1999-2000.  
**Victims’ Rights Week Coordinator,** Collaborated with Victimnet and Penn Valley Community College on theater production addressing the effects of crime on the victim and perpetrator, Kansas City, MO, April 1997.  
**People Puzzle,** Served as facilitator and recruited volunteers for the People Puzzle -- an interactive exhibit helping children build self-awareness and appreciation of cultural diversity, Kansas City, Missouri, Spring 1997.

**Specialized Training**  
**ESCRIBE (Ecobehavioral System for the Contextual Recording of Interactional Bilingual Environments),** Trained in utilization of teacher evaluation tool designed to examine interactions between the classroom environment, teacher, student, languages, and behaviors; Kansas University (Juniper Gardens Children’s Project), 2003.  
**SIOP Institute,** Certified to train educators in the Sheltered Instruction Observation Protocol; 20 hours; Chicago, Illinois; October, 2003.
Life Skills Teaching Certification, Certified in Life Skills and Service-Learning Curricula through Lions Clubs/Quest International and the National Youth Leadership Council.
Skills for Action (Service-Learning), 16 contact hours, Minneapolis, MN, 1996
Skills for Growing / Skills for Adolescence, 20 contact hours, St. Louis, MO, 1997

References
Available upon request.
VITA
MICHAEL S. KATZ

College of Education       4080 Villa Vista
San Jose State University      Palo Alto, Ca. 94306
San Jose, Ca. 95192       (650) 494-1136
(408) 924-3743

EDUCATION

PhD   Stanford University, 1974
      Major Field: Philosophy of Education
      Minor Field: Philosophy

MA    Stanford University, 1967
      Major Field: Education

California State Lifetime Teaching Credential: 1967

BA (with honors) Amherst College
      Major Field: English
      Minor Field: Philosophy

ACADEMIC EXPERIENCE

Visiting Professor  School of Education       Winter 2001;
Stanford University          Fall 1999.

Visiting Scholar  School of Education        (2000-2001)
Stanford University

Professor  Division of Teacher Education    (1998-present)
San Jose State University

Associate Professor  Division of Teacher Education  (1991-98)
San Jose State University

Assistant Professor  Division of Teacher Education  (1988-1991)
San Jose State University

Lecturer  Division of Teacher Ed.; Philosophy Dept.  (1986-1988)
San Jose State University

Associate Professor( tenured) Department of Educational Foundations  (1979-1986)
University of Nebraska at Omaha

Visiting Scholar                        College of Education                  (1984-1985)
                                          Stanford University

Lecturer                                Secondary Education                     (Spring 1985)
                                          San Francisco State University

Assistant Professor                    Department of Educational Foundations    (1977-1979)
                                          University of Nebraska at Omaha

Assistant Professor and Chair, Department of Higher Education

English Teacher                        Claremont High School (Claremont, Ca.)    1967-1970

EDITORIAL BOARD


OCCASIONAL REVIEWER

American Journal of Education

CONSULTING

Teachers College Press
Harper Collins Publishing Company
Josse-Bass Publishers

PROFESSIONAL SERVICE

Philosophy of Education Society
  President- (elected for term beginning in April, 2007)
  Executive Board (elected to two year term 2002-2004)
  Chair, Membership Committee (2002-2004)
  Chair, Resolutions Committee (2004; 2001-2002)
  Chair, Nominating Committee (1998-1999)
  Chair, Task Force on Promoting Ethics in the Professions (2000-present)
  Chair, Ad Hoc Task Force on Ethics and Education (1996-2000)
  Chair, Special Interest Group in Ethics and Education (1993-present)
  Chair, 1994 Program Committee
  Editor, 1994 Yearbook Proceedings
  Nominating Committee (1995, 1992; elected position)
  Secretary-Treasurer (1988-1990)
  Chair, Commission on Professional Affairs (1979-1984)
  Chair, Resolutions Committee (1992)
  Member, Hospitality Committee (2004; 1995)
California Association for Philosophers of Education
President, 2007-2009
President, 1993-1995
Secretary-Treasurer, 1989-1993

San Jose State University: University Rank and Tenure Committee—2001-2003 (elected representative from the College of Education).

BOGS (Board of General Studies Committee)—San Jose State –Fall 2001


College of Education Rank and Tenure Committee; member 2003-2004

Ad Hoc Committee on Assessment Standard II for Dept. of Secondary Education, Chair—2001-2002

Institute for Social Responsibility at San Jose State University
Advisory Board (1996-present)
Director (1991-1993)
Steering Committee Member (1994-96)

Division of Applied Ethics and Education at San Jose State
Director (1995-present)

Francis T. Villemain Scholarship Fund and Memorial Villemain Lecture at SJSU
Chair (1992-present); yearly, endowed university-wide lecture series.

American Educational Studies Association
Member of CASA (committee on Academic Standards); 2002-present

John Dewey Society
Executive Council (1975-1978)

Chair, Committee on Professional Standards (2002-2004)
Member, Executive Council of University Senate (2002-2004)
Member, Budget Advisory Board of Senate (2002-present)
Chair of Organization and Governance Committee; member of Executive Council (1999-2000); member of O & G committee (2001-2002)

Chair of Division of Teacher Education RTP Committee (1998-1999)
Chair of College of Education Governance Committee (1998-1999)

Chair, Search Committee for Psychological Foundations of Education position
In Division of Teacher Education 1998-1999
Chair, Search Committee for Social Foundations of Education position in Division of

COMMUNITY SERVICE

Gideon Hausner Jewish Day School in Palo Alto
Board of Directors (2007-2009)
Member, Evaluation of Head Committee (2008-2009)
Member, Finance Committee (2008-2009)
Member, Advisory Board to Search Committee for Head of School
(2007-2008)
Temple Beth Jacob Synagogue
Vice-President (1995-1996)
Board of Directors (1994-1996)
Chair, Personnel Committee (1996-2001)

Solomon Shechter Jewish Day School of Omaha, Nebraska
Founding Member—1981
Vice-President and Chair of Curriculum Committee (1981-1984)

PUBLICATIONS AND PAPERS


Katz, M.S. (1995). “Why has the field of education lagged behind other fields in promoting systematic study in ethics?” In C. McCarthy (Ed.), Philosophy of Education Newsletter (pp. 6-7). Des Moines, Ia.: University of Iowa.


SOME RECENT PROFESSIONAL PRESENTATIONS


EDUCATION

Doctor of Philosophy
English Literature, 1980
Yale University, New Haven CT
Major area: Victorian Literature

Master of Arts
English Language and Literature, 1969
Oxford University
Oxford, England

Bachelor of Arts
English Major, 1967
Williams College
Williamstown, MA

TEACHING

Professor
San Jose State University, 1999-present
Director, San Jose Area Writing Project;
Associate Director, English Education
Program; Methods of Teaching English,
Writing & the Young Writer, Young Adult
Literature; advise majors and credential
candidates; supervise student teachers

Associate Professor
San Jose State University, 1987-1999
Coordinated English Ed. Program;
Co-Dir. San Jose Area Writing Project;
co-taught Service Learning & Intern
summer programs; taught English methods;
supervised student teachers

Associate Professor
Dept. of Curriculum & Instruction
Univ. of Nevada at Reno, 1983-87
Taught grad. Sem. in rhetoric taught
upper division writing course; taught
methods of teaching English; taught
grad. sem. in the secondary curriculum

Visiting Lecturer
UC Davis and UC Berkeley, 1981-83
Taught upper div. writing course (UC
Berkeley), upper and lower div. writing
courses (Davis), and upper div. adjunct
writing courses (Davis Writing Center)

Assistant Professor
Teachers College, Columbia Univ, 1977-81
Taught doctoral seminars in pedagogy of
reading and writing; supervised EdD
dissertations; taught English methods;
taught comp. for teachers of English;
supervised student teachers in English

Teacher
Tower Hill School (Wilmington, DE), 1969-1972
Taught 10th & 12th gr. English; created &
taught animation wrkshp for 7-12 graders
PUBLICATIONS

**Books**

**Book Chapters**

**Articles in Refereed Journals**


**Book Reviews**


**Essays**


**PRESENTATIONS (1998-2007)**


- Martin Luther and Walt Disney as Teachers of Reading. San Jose Area Writing Project Invitational Summer Institute. June, 2007.


GRANTS (1998-2007)

1999-2007: $1,405,000 from California and National Writing Projects

2007: 117,000 from the California and National Writing Projects to support the San Jose Area Writing Project's 2007 Summer and 2007-2008 School Year Programs

2006: 115,000 from the California and National Writing Projects to support the San Jose Area Writing Project's 2006 Summer and 2006-2007 School Year Programs

2005: 105,000 from the California and National Writing Projects to support the San Jose Area Writing Project's 2005 Summer and 2005-2006 School Year Programs

2004: $165,000 from the California and National Writing Projects to support the San Jose Area Writing Project's 2004 Summer and 2004-2005 School Year Programs

2003: $178,000 from the California and National Writing Projects to support the San Jose Area Writing Project's 2003 Summer and 2003-2004 School Year Programs

2002: $195,000 from the California and National Writing Projects to support the San Jose Area Writing Project's 2002 Summer and 2002-2003 School Year Programs

2001: $215,000 from the California and National Writing Projects to support the San Jose Area Writing Project's 2001 Summer and 2001-2002 School Year Programs

2000: $208,000 from the California and National Writing Projects to support the San Jose Area Writing Project's 2000 Summer and 2000-2001 School Year Programs

1999: $107,000 from the California and National Writing Projects to support the San Jose Area Writing Project's 1999 Summer and 1999-2000 School Year Programs
PROFESSIONAL ACTIVITIES (1998-2007)

Chair. Retention Tenure and Promotion Committee. English and Comparative Literature Department. Fall 2003 to Spring 2005, Fall 2007 to the present.

Member, RTP Committee, College of Humanities and the Arts, Fall 2005 to Spring 2007


Committee Member. Single Subject Credential Programs. January 1998 to the present


Consortium Member. SJSU Subject Matter Projects Consortium. September 1997 to the present.
**Ellen Pletcher Metzger**

**Education**


**Professional Experience**

8/94-present: Professor, Geology, San José State University.

5/90-present: Co-Director, Bay Area Earth Science Institute (BAESI).

9/01-6/02: Visiting Scholar, Stanford University.

8/89-8/94: Associate Professor, Geology, and San José State University

8/84-8/89: Assistant Professor, Earth Sciences, University of North Carolina at Wilmington.

**Selected Publications: Earth Science Education**

Sedlock, R. and Metzger, E., in press, A multi-level, multi-component program at San José State University to enhance diversity in the geosciences: Journal of Geoscience Education.

Metzger, E. P., Sedlock, R. L., and Cruz, W., 2005, Incorporating Earth science concepts into introductory physics and chemistry classes: Geological Society of America Abstracts with Programs, v. 37, no. 4, p. 82.


Selected Publications: Geology


MILLER, Kathleen M., Ed.D.
Lecturer
College of Education
Appointment: 1997

Academic Degrees
Ed.D. University of San Francisco, 1994, Leadership and Organization
M.S. California State University, Hayward, 1978, Reading Specialization
B.A. University of California, Berkeley, 1970, Psychology

Academic Assignment
Summer, 1997 – Present
  Current Assignment
  EDSC 152 Intern Seminar
  EDSC 153 Intern Seminar
  Previous Assignment
  SSCP Intern Director
  EDSC 138A Reading, Language and Instruction for Diverse Content Area Classrooms
  EDSC 173 Psychological Foundations of Secondary Teacher Education
  EDSC 184X Phase I Student Teaching; Summer Intern Seminar

Professional Experience
2000-2004: Intern Director, Secondary Education SJSU
2002-2003: Liaison, Tech to Teaching, Secondary Education SJSU
1997-Pres: Faculty, Secondary Education, SJSU
1996-1997 Faculty, De Anza Community College, Reading Readiness Program
1995-1996 Faculty, University of San Francisco, Teacher Education
1990-1995 Assistant Principal, Fremont Unified School District
1972-1990 Teacher of English, Reading; Grades 7-12 Fremont Unified SD & Hollister, CA

Professional Associations
Association for Supervision and Curriculum Development
California Emeritus Faculty Association
California Faculty Association

Selected Publications and Papers
Miller, Kathleen. (1996) Teaching Tomorrow's Teachers. Grant awarded to University of San Francisco Teacher Education Division.
Miller, Kathleen. (1996) The CALLA Approach for Second Language Learners. USF Division of Teacher Education.
Miller, Kathleen. (1979) Reading Efficiency. Scholastic Book Services, N.Y.
Grants
SJSU College of Education Mini-Grant; Awarded $500 (1998, 2002)

Languages Spanish
Jane B. Narveson

JaneB.Narveson

E-mail:
ejenary@earthlink.net
narvesonj@esushd.org

EDUCATION:

May 1986 San Jose State University, San Jose, CA
Master of Arts in History

May 1983 San Jose State University, San Jose, CA
Bachelor of Arts in History

CREDENTIALS AND CERTIFICATIONS:

November 2002 National Board for Professional Teaching Standards
Certification, Adolescence and Young Adult in Social Studies/History

June 1992 Certification, Language Development Specialist

August 1988 California Community College Instructor Credential
Subject: History

May 1985 California Ryan Single Subject Secondary Credential
Subject: Social Science

EXPERIENCE:

Secondary

Independence High School, 1776 Educational Park Dr, San Jose, CA
Advanced Placement U.S. History
August 1997 to present

World History (Independence High School Teaching Academy)
Aug 1992 to present

U.S. History Honors
August 1988-June 1997

Sheltered World History (to limited English students)
Aug 1985-June 2000

Community College

San Jose City College
History 17A U.S. History to 1877
June-July 1988
PROFESSIONAL SERVICE AND LEADERSHIP

Coordinator/Director, Independence High School Teaching Academy, August 2000-present
District PAR (Peer Assistance Review) Panel for New Teachers, 2000-present
Lead Teacher, Sophomore Team Program, 2000-01
Western Association of Schools and Colleges (WASC), School Coordinator Team, 1999-2000
District Textbook Selection Committee for World History, 2000
Selected District Approved Textbook for Advanced Placement U.S. History, 1997
District Textbook Selection Committee for World History, 1992

PROFESSIONAL RECOGNITION

California Associated for the Gifted Teacher of the Year, 1998
Independence High School Inspirational Award, 1996-2003
Outstanding Service to School, 1988
Service to School Recognition, 1994

SPEAKING ENGAGEMENTS

San Jose State University, Social Studies Methods Class
Guest Lecturer each semester, 1999-present
Presentation on Recruitment for an Academy, California Partnership Academies Annual Convention, 2002
History Honors Luncheon Guest Speaker, San Jose State University, 2001
San Jose State University, Graduation Speaker for History Department 2000
Colloquium on Using Local Resources, San Jose State University, 1996

PROFESSIONAL MEMBERSHIP

Organization of History Teachers
National Council of History Teachers
American Historical Association
World History Council
California Association for the Gifted
Organization of American Historians
VITA

Barbara Johnson Pence
Pence@math.sjsu.edu
2000-2008

Education

1974     Doctor of Philosophy, Mathematics Education, Stanford University
1972     Master of Science, Statistics, Stanford University
1966     Master of Science, Mathematics, California State University at Hayward
1962     Bachelor of Arts, Math for Teachers, University of California at Berkeley

Teaching Experience

1989-present  Professor, Department of Math, San Jose State Univ.
1984-1989    Associate Professor, Department of Mathematics and Computer Sc, SJSU
1982-1984    Assistant Professor, Department of Mathematics and Computer Sc, SJSU
1980-1982    Lecturer, Department of Mathematics and Computer Science, SJSU
1970-1980    Stanford Teacher Education Program, Stanford University
1967-1970    Mathematics Teachers, Ohlone Community College
1962-1967    Mathematics Teacher, Fremont Unified School District

Grants and Awards

2006-2011    Research lead on CPEC funded project through the Cal Math Project, UCLA, entitled Supporting Teachers to Increase Retention
2005        Co-director of a small TI research grant (volunteer)
2003-2005    Evaluator for Cabri Jr software
1997-2004    Co-director for Mathematics Professional Development Initiative, UC office of the President
2002-2003    Director of AB 466 for Math for the Alum Rock Union Elm School Dist
2002-2003    Director of the Mathematics Professional Training Institute for San Jose, Texas Instruments
2001-2003    Faculty Member of Chancellor’s grant “Collaborative Academic Preparation Initiative”
2000-2001    Cohort director of Chancellor’s Educational Technology Professional Development Program Grants
1999-2001    Consultant for California Mathematics Initiative Project
1999-2000    Faculty Member of Chancellor’s grant “Mathematics Preparation Initiative”
Professional Activities

2008 – 2009  Teacher Education Research Task Force Member, American Mathematics Teacher Educators
2004–2008  American Mathematics Teacher Educators, Board Member
2005-2006  American Mathematics Teacher Educators, Executive Editor, Monograph Series
2005 -  Texas Instrument Regional Trainer
2001-2004  SCVMA Executive Board, University Representative
1999-preseint Invited member of the International Cabri World Advisory Board
1997-present National Representative, Psychology of Mathematics Education, International
1997-2005  Judge for the Discovery Quest phase of the SJSU Math Field Day
1997-present Math support for the Mathcounts contest, Santa Clara Valley Chapter, sponsored by the California Society of Professional Engineers
2002-2003  Director of AB466 Professional Development for Alum Rock
2001-2003  Director of Assessment for Middle School Math, CAPI grant
2001-2003  Director of Geometry Study Group for Middle School Math, CAPI grant
2002-2003  Director of Geometry Course for advancing middle school teachers towards a single subject degree, CAPI grant
2000-2003  Invited member of the Algebra Thinking Committee for California Mathematics Council
1999-2003  Expanding Your Horizons subcommittee
1999-2002  Ph.D. Advisor for an Australian Mathematics Student on leave from the Department of Science and Mathematics Education, The University of Melbourne
2001  Invited Participant, Conference on Research on Technology and the Teaching and Learning of Mathematics, Penn State, NSF funding
2000  Co-chair of MAA and 8 hour contributed paper session on College Mathematics in Depth with Dynamic Mathematics Software
1999-2001  Member of Advisory Board, Computer-Algebra Systems-Intensive Mathematics Project, funded by NSF
1997-2001  Member of Executive Advisory Board, MASTEP, funded by NSF
1997-2001  Program committee member, Psychology of Mathematics Education, North America
1999  Invited participant in the first Cabri World Conference, Sao Paulo, Brazil
PROFESSIONAL AFFILIATIONS

American Mathematics Teacher Educators (Teacher Education Research Task Force)
California Association of Mathematics Teacher Educators
National Council of Teachers of Mathematics
National Council of Supervisors of Mathematics
Mathematics Association of America
International Group for the Psychology of Mathematics Education
California Mathematics Council
California Mathematics Council, Northern Section
Santa Clara Valley Mathematic Association

SELECTED PUBLICATIONS

Pence, B. J. (2005) Visualization and investigations in intuitive geometry for prospective elementary school teachers. MAA special session on Drawing on Our Students' Thinking To Improve the Mathematical Education of Teachers. AMS/MAA Abstracts for the National Conference


RECENT SELECTED PRESENTATIONS


Pence, B, J. (April, 2008), Teacher Retention through Building Professional Learning Communities, National Council of Supervisors of Mathematics, Salt Lake City, UT

Pence, B.J. (February, 2008), Problem Solving Linking Algebra and Geometry, T^3 International Conference, Dallas TX.

Pence, B.J. (January, 2008), Teacher Retention Through Building Professional Learning Communities, AMS/MAA National Conference, San Diego, CA

Pence, B. J. & Smith, J (December, 2007) , Deepening Algebraic Understandings through Geometric Modeling using Cabri, +. CMC – North, Asilomar Mathematics Conference, Asilomar, CA.

Smith, J & Pence, B.J. (October, 2007), Geometry and Cabri, CMC –So., Palm Springs, CA.

Laborde, C. & Pence, B.J. (April, 2007), Teaching calculus and precalculus using the 3D dynamic geometry of Cabri 3D, National Council of Teachers of Mathematics, Atlanta, GA


Pence, B.J. (February, 2007), Algebraic Functions through Geometric Modeling using Cabri, Teachers Teaching with Technology, Chicago, IL


Pence, B.J.& Smith, J. (March, 2006). Improving Visualization through Transformations and Animation using Cabri Jr., Los Angles City Teachers’ Mathematics Association, Los Angles, Ca


Pence, B.J. (January 2005). Reasoning, Visualization and Investigations in Intuitive Geometry for Prospective Elementary School Teachers. AMS/MAA National Conference, Atlanta, Georgia

Pence, B.J. (December 2004). Build Geometric Visualization using Cabri Jr. CMC – North, Asilomar Mathematics Conference, Asilomar, California


Pence, B.J. (February 2003). Geometrical Investigations, SCVMA Breakfast meeting


Pence, B.J. (October, 2002). Key Understandings in Geometry: Investigations on the Voyage 200, MPDI directors meeting


Pence, B.J. (March, 2002). Connecting Algebra and Geometry. International conference of Teachers Teaching with Technology, Texas Instruments, Calgary, Canada

Pence, B.J. (January, 2002). Explorations in Algebra: Deepening Understandings of Functions. AMS/MAA national conference, San Diego, CA


Pence, B.J. (January, 2002). Dynamic Visualization and Proof. MAA special session on Learning to prove in cooperative learning and technology supported environments. AMS/MAA national conference, San Diego, CA


Pence, B.J., Laborde, C., Santos-Trigo, M, & Usiskin, Z (April 2001). Student Patterns of Geometrical Reasoning within a Technological environment. Research presession for the National Council of Teachers of Mathematics, Orlando, FL

Pence, B.J. (March 2001). Problem Solving with Cabri Geometry. International Conference of Teachers Teaching with Technology. Columbus, Ohio

Roddick C., Becker, J.R., Pence, B.J. (January 2001). Capstone courses in Problems Solving for Prospective Secondary Teachers AMTE Los Angeles, CA

Pence B.J. (January 2001), Capstone courses For Secondary Mathematics Teachers, Preliminary report, MAA New Orleans


Jean Resler
Teacher-In-Residence
College of Science
Science Education Program
San Jose State University
San Jose, CA

EDUCATION
M.A., State University of New York at Binghamton, Biological Sciences
B.A., Regis College, Weston, MA. Biology major, Chemistry minor
Continuing Education: SUNY, SJSU, Santa Clara University

CURRENT POSITION (2007-2008)
Teacher-In-Residence: Work with faculty in the College of Science to plan and teach secondary science education courses to candidates in the Secondary Science Credentialing and Pre-Service Programs. Courses include SCED 173 Science Methods, SCED 375 Colloquium in Science Teaching, SCED 184YZ Phase II Student Teaching, and SCED 175 Pre-Service Teaching. Also place Phase II Student Teachers and coordinate university student teacher Supervisors.

K-12 District Science Resource Teacher: Coordinated the K-12 Science program in San Jose Unified District. Facilitated the development of SJUSD K-12 Science Standards and their alignment with state standards and with district curriculum and assessments. Provided teacher trainings in standards-based curriculum planning and assessment, instructional strategies for meeting the needs of diverse groups of students, classroom and laboratory management, and science safety. Facilitated the adoption of K-8 instructional materials, the development of course descriptions, and the implementation of district science programs. Worked with local partnerships that provide science programs for students and/or professional development for science teachers. Worked with facilities division to monitor science laboratories, equipment, and hazardous waste disposal requirements. Provided science-related services to K-12 teachers and administrators at the District Office and 45 schools.

TEACHING EXPERIENCE (1970-2006)
Community College (2 years)
• Anatomy and Physiology, Mission College, Santa Clara, CA

High School (9 years)
• Chemistry, Leland High School, San Jose Unified School District
• Chemistry, Pioneer High School, San Jose Unified School District
• Biology and Chemistry, Axim Secondary School, Ghana, West Africa
• Biology, Rippowam High School, Stamford Public Schools, CT

Middle School (8 years)
• 6-8 Science, Bret Harte Middle School, San Jose Unified School District
• 6-8 Science, Whitney Point Middle School, Whitney Point, NY

Elementary (3 years)
• K-5 Science Specialist, Los Alamitos School, San Jose Unified School District

RELATED EXPERIENCE

Research: (Graduate) A light and electron microscopic study of sperm motility in the African soft tick, Ornithodatus moubata. (Undergraduate) A study of enzyme banding patterns in the larva of Drosophila melanogaster using disc gel electrophoresis.

Awards: Glenn Hoffman Exemplary Program Award, Tech Museum Distinguished Educator Award, Superintendent's Cabinet Award, Bret Harte Teacher of the Year
RELATED ACCOMPLISHMENTS

Curriculum Development

- SJUSD K-12 Science Content Standards
- Standards-Based Curriculum Planning Guides
- SJUSD Integrated Science Teacher’s Guide
- River Alliance Protocol for Project-Based Learning
- SJUSD Science Safety Program
- SJUSD Science Procedures Handbook
- SJUSD K-5 Report Card (Science) and Rubrics
- SJUSD K-5 Expectations for Science
- SJUSD Summer School Curriculum, Grades 6-9
- Bret Harte LEGO-Logo Program

Professional Developer/Trainer

- Standards-Based Curriculum Planning and Assessment
- Tools for Using a Standards-Based Report Card
- New Science Teacher Training
- Using K-8 Adopted Science Curriculum
- SJUSD Standards-based Teacher Evaluation Document
- Project-Based Learning
- The Tech Challenge, Tech Museum of Innovation
- Science Safety and Laboratory Management
- Fred Jones Classroom Management
- Bret Harte LEGO-Logo Program
- Research-based Science Programs (e.g. FOSS, SEPUP, AIMS, GEMS)

Leadership

- SJSU Master Teacher for student and pre-service teachers
- Leadership Team Member at Leland, Pioneer and Bret Harte
- SJUSD Professional Growth Advisor (K-12) Science
- Teacher Advisory Committee Member, Tech Museum of Innovation
- WASC Visiting Committee Member, Carmel High School
- Board Member, Santa Clara County Science Teacher’s Association
- Chairperson, Science Department, Pioneer High School

Professional Growth

- Dimensions of Learning
- Understanding by Design
- Curriculum Mapping
- Chemistry in the Community
- Various K-12 Science Alliance Workshops
- 1992 Tech Fellow Institute, Tech Museum of Innovation
- SCCBEP Biotechnology: DNA Fingerprinting and Transformation
- SUPER! Summer Institute, Sandia National Laboratory
- American Nuclear Society Summer Institute
- Science Safety Training
- WASC Review Process
- Ongoing attendance at NSTA and CSTA Conferences

CREDENTIALS

- California Clear Ryan Single Subject (K-12) Life Sciences, Supplemental Chemistry
- Life Credentials New York, Massachusetts, Ghana: (7-12 Biology, Chemistry, General Science)
- California Community College, Biological Sciences
- California CLAD

REFERENCES - Available upon request.
Professor MAUREEN A. SCHARBERG
Department of Chemistry and Science Education Program
College of Science
San José State University, San Jose, CA 95192-0099
(408) 924-6954
e-mail: mscharberg@gmail.com

APPOINTMENT: Associate Dean, Special Programs, College of Science, Director of Science Education and Professor of Chemistry specializing in Chemical Education and Chemical Sciences. Began appointment in 1991 as Assistant Professor. Promoted early to Associate Professor in May 1995. Tenured in May 1997. Promoted to Professor in 2003.
   Appointed to Associate Dean, Special Programs, College of Science, January 2005.
   Appointed to Director of Science Education Program, College of Science, Summer 2003.

EDUCATION:
1991 Ph.D. Chemistry, University of California, Davis. Advisor: Dr. Gerd N. LaMar.
1986 B.S. Chemistry, University of California, Irvine.
1986 B.S. Biological Sciences, University of California, Irvine.

RESEARCH ACTIVITIES:
1. STEM Undergraduate Student Success: Initial stages of a new research project that explores the facets of undergraduate STEM student success, particularly those who are underrepresented in the sciences and those who transfer from two-year colleges to SJSU.
2. Chemical Education: Research involving undergraduate chemistry curricular design/implementation based on developmental constructivism; science course and program assessment/evaluation; chemistry faculty professional development; K-12 science teacher preparation, curriculum and professional development.

TEACHING ASSIGNMENTS:
1. Primary Teaching Assignment: General Chemistry for non-science majors chemistry lecture, laboratory, service learning and course administration for 200-400 students.
2. Other Teaching Assignments: Teaching Secondary Science Methods (Hybrid, WebCT course), Experimental four semester course blending general and organic chemistry for Science Majors; General Chemistry Laboratory for Science Majors; Molecular Modeling in Organic Chemistry: Biochemistry Laboratory for Nutrition Majors; Survey of Biological Applications in NMR Spectroscopy, Magnetic Resonance Spectroscopy, and Magnetic Resonance Imaging; Methods of Instruction in Chemistry; Graduate Course in Bioinorganic Chemistry; Experimentation and Investigation Techniques in Science for Pre-service Science Teachers.

ADMINSTRATIVE ASSIGNMENTS:
1. Associate Dean, College of Science: Responsible for working with the Dean on our $14M budget allocation and college administration issues; initializing and sustaining corporate and community partnerships in collaboration with University Advancement, especially those involving fundraising efforts and endowed gifts (have secured $1.75M for SJSU's proposed Math and Science Education Resource Center); serve as college representative for frosh and transfer retention and matriculation issues; coordinate outreach to our two-year colleges that feed into SJSU.
2. Director of Science Education: Responsible for SJSU’s State Certification of B.A. Science Teacher Preparation Major Programs (Biology, Chemistry, Geology, Physics, and Meteorology); Oversee Secondary Science Credential Program in collaboration with College of Education which includes...
teacher recruitment, advising, curriculum and student teaching); Oversee operations of the Science Education Resource Center; Coordinate and support tenure-track faculty with joint appointments between Science Departments and the Science Education Program; Oversee the M.A. Natural Science Program; Responsible for the vision, fundraising, design, and coordination of SJSU's proposed Math and Science Education Resource Center (MSERC).

3. Co-Executive Director for The Collaborative for Higher Education: Responsible for overseeing research and education collaborations between the University of California, Santa Cruz, San Jose State University, Foothill College and De Anza College. The focus of this collaboration is STEM projects and leverages the talents, resources and intellectual leadership of these institutions to address Silicon Valley’s demand for highly qualified scientists and engineers. As of June 2007, the Collaborative has received funding of over $5.3 million to support nine different STEM projects.

MASTER DEGREES AWARDED:

PUBLICATIONS:

**GRANTS RECEIVED:**

**2007:**
1. “STEP at SJSU: Improving Retention Through Learning Communities”, Science, Technology, Engineering and Math Talent Expansion Program, National Science Foundation, Co-PI with D. Walker as PI.  
   Amount: $2,000,000
2. The Collaborative for Higher Education, Packard Foundation  
   Amount: $150,000

**2006:**
1. CSU Math and Science Partnership Grant, CSU Chancellor’s Office.  
   Amount: $75,000
2. Bio-Nano-Info Technology Research and Design Institute, UC Santa Cruz Nanotechnology Education Outreach Program.  
   Amount: $92,000

**2005:**
1. California Math and Science Partnership; Co-PI with Franklin-McKinley School District, San Jose, CA.  
   Amount: $197,191

**2004:**
1. National Science Foundation, “NanoSense: The Basic Sense Behind Nanoscience”; Co-PI with SRI’s Center for Learning with Technology.  
   Amount: $112,748

**2003:**
1. American Chemical Society, Education and International Activities Division. ACS GenChem Project  
   Amount: $14,000

**2002:**
1. American Chemical Society, Education and International Activities Division. ACS GenChem Project  
   Amount: $61,000

**2001:**
1. American Chemical Society, Education and International Activities Division. ACS GenChem Project  
   Amount: $12,000
2. National Science Foundation, Grant Opportunities for Academic and Industrial Liaison (GOALI) for SJSU and IBM-Almaden Research Center. Co-PI with Dr. J. Pesek as PI.  
   Amount: $750,000
3. Genentech Foundation for Biomedical Sciences, written and submitted on behalf of the Santa Clara County Biotechnology Education Partnership.  
   Amount: $94,500

**2000:**
1. Genentech Foundation for Biomedical Sciences, written and submitted on behalf of the Santa Clara County Biotechnology Education Partnership.  
   Amount: $55,000
2. Steven and Michele Kirsch Foundation  
   Amount: $35,000

**1999:**
1. National Science Foundation, Two year extension for Special Creativity to “San Jose State/IBM Almaden Research Center Integrated Research and Education Program”. Co-PI with Dr. J. Pesek as PI.  
   Amount: $500,290
2. Genentech Foundation for Biomedical Sciences, written and submitted on behalf of the Santa Clara County Biotechnology Education Partnership.  
   Amount: $50,000

**1998:**
1. Genentech Foundation for Biomedical Sciences, written and submitted on behalf of the Santa Clara County Biotechnology Education Partnership.  
   Amount: $50,000
1997:
1. Genentech Foundation for Biomedical Sciences, written and submitted on behalf of the Santa Clara County Biotechnology Education Partnership.  
   Amount: $50,000
2. Teaching and Learning grant under the SJSU MASTEP (NSF Mathematics and Science Teacher Education Program) project, “New Traditions in Chemistry: A Four Semester Sequence Integrating General and Organic Chemistry (with S. Branz)  
   Amount: $28,305
   Amount: $41,800

1996:
1. "Funding for the Workshop Operation PROGRESS IV", Grant written on behalf of the Division of Chemical Education, American Chemical Society.  
   Amount: $30,080
2. 1996 Genentech Foundation for Biomedical Science, written and submitted on behalf on the Santa Clara County Biotechnology Education Partnership.  
   Amount: $50,000
3. National Science Foundation, "San Jose State/IBM Almaden Research Center Integrated Research and Education Program. Co-PI with Dr. Joseph Pesek as PI.  
   Amount: $694,323

1995:
1. “Multimedia Laboratory for the Introduction of Computer Assisted Learning into an Undergraduate Multidiscipline Scientific Curriculum”, NSF ILI Program, Co-PI.           Amount: $60,000
   Amount: $61,896
3. ACS Operation PROGRESS (Professional Regional Outreach Groups for Revitalizing and Enhancing Secondary Science), ACS Board of Directors.  
   Amount: $50,000
4. ACS Operation PROGRESS (Professional Regional Outreach Groups for Revitalizing and Enhancing Secondary Science), ACS Corporation Associates.  
   Amount: $30,000
5. Genentech Foundation for Biomedical Sciences, written and submitted on behalf on the Santa Clara County Biotechnology Education Partnership.  
   Amount: $35,000
6. San Francisco State University for the Santa Clara County Biotechnology Education Partnership.  
   Amount: $24,000
7. Lottery Funds - Professional Development.  
   Amount: $1,200

1994:
   Total Amount of Grant: $3.8 million
   SJSU Allocation: $216,675
2. Genentech Foundation for Biomedical Sciences, written and submitted on behalf on the Santa Clara County Biotechnology Education Partnership.  
   Amount: $25,000
   Amount: $26,275
4. Community Foundation of Santa Clara County, written and submitted on behalf on the Santa Clara County Biotechnology Education Partnership.  
   Amount: $5,000
5. Project SEED, American Chemical Society.  
   Amount: $1,700
6. Lottery Funds - Travel Category.  
   Amount: $1,000

1993:
1. National Science Foundation, "SJSU-IBM Almaden Materials Science Research Program. (Spring 1993), Co-PI with Dr. Joseph Pesek as PI.  
   Amount: $461,000
   Amount: $4,700
3. Autodesk Education Grants, Autodesk Inc. (3/1/93)  
   Amount: $3,500
4. Lottery Funds - Supplies and Student Assistant. Amount: $1,000

GRAND TOTAL OF GRANTS RECEIVED: $6,142,183

RESEARCH FELLOWSHIPS:
2. Faculty Fellow: Awarded a NASA-ASEE Summer Faculty Fellowship for the 1993 & 1995 Stanford-Ames Aeronautics and Space Research Program. Worked with Dr. Scott Sandford in the Astrophysical Experiments Branch on nuclear magnetic resonance spectroscopy of inter-stellar ice residue analogs.
3. Visiting Faculty Scientist: Division of Computational Chemistry (Organizer: Dr. Jake Pacansky), IBM Almaden Research Center, San Jose, August-November 1992.
   Collaborator: Dr. Robert D. Johnson
   Title of Project: "Molecular Dynamics of Poly-Perfluoroethers", A Fluorine Nuclear Magnetic Resonance (NMR) and Computational Chemistry Study.

INVITED PRESENTATIONS:

PRESENTATIONS:

CONFERENCE/PROGRAM DIRECTOR:
1. National: Program co-Chair, Division of Chemical Education, Spring 2004, National American Chemical Society Meeting, Anaheim, CA.
5. Community: Conference Organizer, California Association of Chemistry Teachers (CACT)-Northern California Section, Spring 1995 Meeting, San José State University, San José, CA.

WORKSHOPS/SHORT COURSES GIVEN:
1. Outreach Workshops for "Nanotechnology in the Schools" kits at UC Santa Cruz, UC Riverside (Feb. 2008); Evergreen Valley College (Dec. 2007); Foothill College (Nov. 2007).
15. Chautauqua Workshop Director, "Small Scale General Chemistry Experiments", CSU Fullerton, June 1996.
18. “Using the Internet Workshop”, California Association of Chemistry Teachers (CACT)-Northern California Section, Spring 1995 Meeting, San Jose State University, San Jose, CA.
19. Operation PROGRESS-III (Professional Regional Outreach Groups for Revitalizing and Enhancing Secondary Science), Macintosh computer session leader for this high school chemistry workshop. Dr. Glenn Crosby, Director, Washington State University. Organized in conjunction with the 13th Biennial Conference in Chemical Education, Bucknell University, Lewisburg, PA.
22. Operation PROGRESS-II (Professional Regional Outreach Groups for Revitalizing and Enhancing Secondary Science), Macintosh computer session leader for this high school chemistry workshop. Dr. Glenn Crosby, Director, Washington State University. Organized in conjunction with the 12th Biennial Conference in Chemical Education, UC Davis, August 1992.

REVIEWER/CONSULTING:
1. External Advisory Board Member, NSF Center for Probing the Nanoscale, Nanoscale Science and Engineering Center, Stanford University, 2005-.
3. Manuscript Reviewer, Journal of Chemical Education. 1995-.
5. Curriculum Reviewer, Chemistry for the Information Age, National Science Foundation.
6. Reverse Site Visit Panel Member, National Science Foundation Panel, Advanced Technological Education Program.
7. Grant Proposal Reviewer, National Science Foundation Panel, Advanced Technological Education Program.
8. Grant Proposal Reviewer, National Science Foundation Panel, Instrumentation and Laboratory Improvement Program.

SJSU UNIVERSITY COMMITTEES:
1. Chair, Dean of College of Education Six-Year Review, Fall 2006 (Provost Appointment).
4. WASC Committee Chair for Student Development and Success, 2004-2005 academic year.
2. Coordinator, "First Class" MUSE Faculty Peer Review Group - Area D1, 2001-2002.
3. Chair, Academic Vice President for Undergraduate Studies Selection Committee, 2001-2002.
5. Chair, Improvement of Instruction Committee, SJSU Academic Senate.

Reports Coordinated, Written and Submitted to the Academic Senate:
Fall 1996: Quality of Instruction at SJSU: A Longitudinal Comparison Report.

SJSU COLLEGE COMMITTEES:
1. Member, Council of Chairs, 2002-.
2. Member, College Curriculum Committee, 2003-.
3. Member, Science Education Committee, College of Science, 1992-.

SJSU DEPARTMENT ADVISING AND COMMITTEES:
1. B.A. Chemistry Advisor: Responsible for academic advising and curriculum planning for B.A. Chemistry majors.
2. Chair, Chemistry Department Chair Review Committee, Fall 2007-Spring 2008.
3. Member, Curriculum Committee, Department of Chemistry, 1996-.
4. Member, Executive Committee, 2004-.
5. Member, Retention, Promotion, and Tenure Committee, 1999-2000; 2001-.

SJSU COMMUNITY SERVICE:
1. President, Parent-Teacher Group, St. Lawrence Elementary and Middle School, 2007-.
2. Co-Chair, Education Committee, Silicon Valley Leadership Group, 2008-.
3. Member, Education Committee, Silicon Valley Leadership Group, 2005-.
4. Chair 2003, American Chemical Society-Santa Clara Valley Section.
6. Councilor, American Chemical Society-Santa Clara Valley Section, 1993-.

NATIONAL APPOINTMENTS:
1. Development Committee, AP Chemistry, College Board, 2004-2006; 2007-.
3. Task Force Member (Presidential Appointment), President Eli Pearce's Academic Challenge, American Chemical Society, Summer 2002.
5. Member of writing team, General Chemistry, Educational and International Activities Division, American Chemical Society, 1997-2004.
6. Alternate Councilor, Division of Chemical Education, American Chemical Society, 1996.
7. Crew Member, ComBOAT (Computer-Based Operational Assessment Tasks), ACS Exams Institute,
Clemson University, SC, 1994-6.
8. Member, Program Committee, Division of Chemical Education, American Chemical Society, 1994-2004.
9. Test Question Writer, Division of Chemical Education, American Chemical Society Exam Institute Committee for 1997 General Chemistry Exam.

CONFERENCE/PROGRAM DIRECTOR:
1. National: Program Chair, Division of Chemical Education, Spring 2004 National American Chemical Society Meeting, Anaheim, CA.
5. Community: Conference Organizer, California Association of Chemistry Teachers (CACT)-Northern California Section, Spring 1995 Meeting, San José State University, San José, CA.

AWARDS/HONORS:
2005, Western Athletic Conference Summer Leadership Institute.
2004, Ottenberg Award, Santa Clara Valley Section, American Chemical Society.
2004, Ellen Weaver Award for Mentoring Women in Science, Association of Women in Science.
2002 Fellow, Summer Institute on First-Year Assessment, Asheville, NC.
2002 Certificate of Merit, SJSU Award for Research on College Teaching and Learning.
2000-2001 Sabbatical Leave Award for working on the ACS GenChem Project. Proposal ranked 1st of 12 in the College of Science at SJSU.
1999-2000 Teacher-Scholar, College of Science, Institute for Teaching and Learning, San Jose State University.
1999 Outstanding Faculty Award, Golden Key Honor Society, SJSU Chapter.
1998 Project Kaleidoscope Faculty for the 21st Century.
1996 Disability Resource Center, Outstanding Faculty Award.
1995 Junior Scholar Recognition by Office of Academic Vice President.
1994 Honorary Football Coach, Athletics Department.
1994 Disable Student Services, Special Recognition for Outstanding Faculty.
1993 Dean's Award, Outstanding Faculty Member for Teaching Contributions in Chemistry, College of Science.

PROFESSIONAL ORGANIZATIONS:
ACS, American Chemical Society.
AAAS, American Association for the Advancement of Science.
CACT, Northern California Association of Chemistry Teachers.
NSTA, National Science Teachers Association.

REFERENCES AVAILABLE ON REQUEST
Julie Sliva Spitzer  
250 West El Camino Real Apt # 6213  
Sunnyvale, California 94087  
(650) 390-0982  
sliva@math.sjsu.edu

**Education**

1998  
Ph.D. University of North Carolina, Chapel Hill, NC  
Curriculum and Instruction  
Concentration: Mathematics and Technology

1991  
M.Ed. Boston College, Chestnut Hill, MA  
Special Education

1989  
B.A. Providence College, Providence, RI  
Mathematics  
Secondary Education

**University Teaching Experience**

2000-Present  
San Jose State University, San Jose CA.  
Associate Professor Mathematics Education, Responsible for advising students and teaching the following courses:  
- Number Systems  
- Explorations in Algebra  
- Intuitive Geometry  
- Supervision of Mathematics Teachers  
- Methods of Teaching Middle School and Secondary Mathematics

1998-2000  
Lesley College, Cambridge, MA.  
Assistant Professor, School of Education.  
Responsible for advising graduate students and teaching graduate courses in Mathematics Education, Educational Technology, and On-line technology courses.  
- Methods and Materials for Teaching Middle Grades Mathematics  
- Technology in the Mathematics Curriculum  
- Methods and Materials for Teaching Elementary Mathematics  
- Integration of Technology into the School Curriculum  
- Introduction to Computer Technology

1995-1998  
University of North Carolina at Chapel Hill, Chapel Hill, NC.  
Positions included:  
- Mathematics Instructor - Taught two sections of Advanced Algebra  
- Student Teacher Supervisor  
- Graduate Assistant - Maintained WWW site for the Center for Mathematics and Science Education and taught Math/Science/Technology Workshops to K-12 teachers. In addition, I served as an Advisor for freshman scholarship recipients in the UNC Teaching Fellows Program.

1997-1998  
North Carolina Central University, Durham, NC.  
Adjunct Professor  
- Classroom Utilization of Instructional Technologies
Public School Teaching Experience

Middle School Mathematics Teacher  
Concord -Carlisle Public Schools, Concord, MA  
Milton Public Schools, Milton, MA

Middle School Special Education Teacher  
Wayland Public Schools, Wayland, MA

High School Mathematics Teacher  
Greenwich Public Schools, Greenwich, CT

Publications


**Presentations**

2007 Annual Meeting of California Math Council -Northern Section Conference


2006 Santa Clara Valley Mathematics Association Teaching for Understanding Conference San Jose, CA, October, 2006. “Strategies for Teaching Elementary Special Needs Students” (Sliva)


2006 Annual Conference of the California League of Middle Schools San Jose, CA, March 2006. “Snowflake Fractals” (Roddick & Sliva)

2005 Annual Conference on the Coalition of Urban and Metropolitan Universities (CUMU) National Meeting Torrence, CA, October 2005 “Collaborating across
educational level, campus and discipline to delineate optimal and early field experiences for future teachers” (Strage, Sliva, Gomez, Garcia, Miller, Baumgarner & Meyer)

2005

2005
Council of Math/Science Educators of San Mateo County (CMSESMC) Annual Meeting San Mateo, CA March 2005 “Strategies that Work: Accommodations for Special Needs Students in the Mathematics Classroom.” (Sliva)

2005
National Council of Teachers of Mathematics (NCTM) Annual Meeting Anaheim, CA. April, 2005 “Using Technology to Teach Special Needs Students” (Sliva, Roddick & Bergthold)

2004
International Conference on Service Learning Research Greenville, SC. “Providing undergraduate future teachers with service-learning experiences as part of their math education course-work: Feeding many birds with one piece of bread” Clemson, SC October, 2004 Paper presented (Strage, Sliva)

2004

2003

2003
National Council of Supervisors of Mathematics (NCSM) Annual Meeting San Antonio, TX, April 2003, “Models of Subtraction for Future Teaching” (Charles, Sliva and Roddick)

2003
National Council of Teachers of Mathematics (NCTM) Annual Meeting San Antonio, TX. April, 2003 “Meeting the Needs of Special Education Students”

2002

2002

2002
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Association of Supervisors and Curriculum Developers (ASCD) Annual Meeting</td>
<td>Boston, MA</td>
<td>March 2001. “Strategies for Whole School Change in Mathematics”</td>
</tr>
<tr>
<td>2000</td>
<td>National Council of Teachers of Mathematics; National Meeting</td>
<td>Chicago, IL</td>
<td>“Captivating Mathematics Activities for Special Needs Students”</td>
</tr>
<tr>
<td>1999</td>
<td>Massachusetts Computer Users Annual Conference</td>
<td>Sturbridge, MA</td>
<td>“Connectany: Using Technology and The Web To Support A Standards-Based Mathematical Investigation” (Carter, Sliva)</td>
</tr>
<tr>
<td>1999</td>
<td>Association of Mathematics Teacher Educators Conference; Third Annual Meeting</td>
<td>Chicago, IL</td>
<td>”Exploring the Use of On-Line Discussion Forums to Support Middle Grades Mathematics Teaching” Paper presentation. (Sliva, Friel)</td>
</tr>
</tbody>
</table>

1999 10th Annual International Conference for the Association for the Advancement of Computing in Education. San Antonio, TX. “Technology in Secondary Preservice Mathematics Teacher Education Programs: A Discussion on essential technology competencies. (Sliva, Chamblee)

1998 Duke University; Durham, NC. "Integrating the Use of Databases and Spreadsheets into the Elementary Classroom."

1998 Duke University; Durham, NC. "Adaptations for Special Needs Students in the Elementary Classroom".


1998 Lowercountry Instructional Technology Conference; Annual Meeting Charleston, SC. “Stock Market Project”


**Grants Funded**

2005-2007 Preparing Highly Qualified Teachers to Achieve in HighlyQualified Schools Grant. U.S. Department of Education Teacher Quality Enhancement Grant. Responsible for providing academic enrichment and pedagogy, enhancing field-based experiences to cohorts of undergraduate students gaining subject matter competence. Additionally, providing professional development for preservice, intern and new inservice teachers focusing on mathematics, science and special education. $1,443,716

2004-2006 Enhancing Education Through Technology (EETT) Competitive Grant Professional Development Grant. PI for this two year initiative funded to increase the knowledge base of the lowest performing students in the area of mathematics via technology. Responsible for execution of the grant, which includes providing professional development bi-monthly for twenty-two middle school mathematics teachers in the Gilroy Unified Schools as well as two weeks during the summer. $541,000

2004-2006 California Mathematics and Science Partnership Grant (CAMSP) Professional Development Grant (Co-PI) responsible for providing professional development in mathematics for all of the teachers involved in this grant. Our charge is to increase the knowledge base and certification status of middle school mathematics teachers in the Redwood City and East Palo Alto school districts as well as positively impacting their students’ understanding of mathematics. $992,383
2005-2006  **Learning Productivity Program Implementation Grant**
This Implementation grant entitled, “Enhancing the Effectiveness of Undergraduate Future Teacher Mathematics Courses through Service- Learning”, was awarded by the Department of Undergraduate Studies to research the effectiveness of a field experience in the Mathematics Education course sequence. (Sliva and Strage) $18,534

2004-2005  **Learning Productivity Planning Grant** This grant was funded to develop and implement a field service component for Mathematics 12, 105, and 106 in order to research the effectiveness of this program for preservice teachers (Sliva and Strage) $6,571

2001-2002  **San Jose State University Learning Productivity Implementation Grant**
Implementation of a Standards-based Instruction in K-8 Mathematics Education: A Revision of the San Jose State University Elementary Mathematics Course Sequence. $21,064 (Sliva and Roddick)

2001  **San Jose State University Junior Faculty Development Grant**
Research project funded to research preservice elementary teachers attitudes towards teaching and learning mathematics. $5,661

1999  **Beginning Mathematics Teacher Support Group**
Funded to research and support the needs of beginning mathematics teachers. $10,560

2001  **San Jose State University Learning Productivity Planning Grant** Standards-based Instruction in K-8 Mathematics Education: A Revision of the San Jose State University Elementary Mathematics Course Sequence. $11,973 (Sliva and Roddick)

2000  **The Commonwealth of Massachusetts Department of Education Grant. Case Study Seminars for Beginning Teachers.** Grant funded to support 40 beginning teachers in the areas of: technology, special education, classroom management, curriculum frameworks and assessment. $6,000

1999-2000  **Russell Fellowship**
Grant funded to support research and mentoring of beginning middle school teachers. $10,540.

1998-1999  **Lesley College Faculty Technology Development Grant**
Implementation of an on-line discussion forum to promote discourse in an elementary mathematics methods course. $1,880.

1997-1998  **Jesse Ball du Pont Fellowship Grant** *Dissertation Research "Factors that Relate to Mathematics Teachers' Attitudes toward Mainstreaming"* $6,250.

**Consulting**

2006-2007  **University of California at Los Angeles**, Los Angeles, CA. **Special Education Consultant** Ongoing consultations services on the teaching and learning of mathematics for special education students.
2005-2006  **Redwood City Unified School District**, Redwood City, CA.  **Consultant**
Two-year grant designed to increase middle school mathematics teachers’ content and pedagogy knowledge.

2004-2006  **Gilroy Unified School District**, Gilroy, CA.  **Consultant**
Responsible for the development and implementation of a two-year mathematics and technology professional development initiative focused on increasing low performing students scores in mathematics.

2005  **Region One Education Service Center**, South Padre Island, TX.  **Keynote Speaker**
Presentation speech on issues related to teaching special education students mathematics.

2004-2005  **Naperville Public Schools**, Naperville, IL.  **Consultant**
A series of one day workshops designed for mathematics teachers about current research and techniques for teaching students with learning disabilities.

2003  **Gilroy Public Schools**, Gilroy, CA.  **Consultant**
This three-day professional development Institute focused on helping teachers to conceptually teach Algebra and Geometry to diverse students.

2003  **Heartland Education Agency**, Iowa.  **Consultant**
Five single day workshops designed to provide information about current research and techniques for teaching students with learning difficulties mathematics.

2001-2003  **Alum Rock School District**, San Jose, CA.  **Consultant**
Responsible for development and implementation of a professional development plan to increase first year middle school teacher’s knowledge of mathematics content and pedagogy.

1999-2000  **Boston Public Schools**, Boston, MA.  **Mathematics Curriculum Designer**
Designed algebra and geometry curricula.

1999  **Boston Public Schools**, Boston, MA.  **Workshop Instructor**
“Using Rubrics to Assess Student Learning in Mathematics”

1998-2000  **Boston Public Schools**, Boston, MA.  **Elementary Mathematics Consultant**
Consultant hired to facilitate whole school change through the Boston Annenberg Challenge. Responsible for the development and implementation of a whole school change professional development plan in mathematics.


1998  **Orange County Public Schools**, Hillsboro, NC.  **Workshop Instructor**
Developed and taught workshops on implementing the graphing calculator into the mathematics classroom.

1998  **Caswell Country Public Schools**, Caswell, NC.  **Workshop Instructor**
“Instructional Strategies for Teaching Mathematics”
1996-1997  Nortel Corporation, Raleigh, NC.  Instructional Designer
Designed and managed of a major curriculum update.

Professional Service

2005-2008  National Council of Teachers of Mathematics  Responding to Diversity
Editorial Panel. Reston, VA.  Editorial Board Member.  Additionally, I will be
editing an upcoming NCTM book focusing on diversity in teaching.

2001-2003  National Council of Teachers of Mathematics  Electronic Documents Oversight
Task Force. Reston, VA.  National Committee Member

1998-Present  National Council of Teachers of Mathematics  Educational Materials
Committee. Reston, VA.  Reviewer.

2001-2002  International Group for the Psychology of Mathematics Education North
American Chapter (PME-NA)  Reviewer for Conference Papers

Pomona, CA.  Committee Member.

1996-1997  National Council of Teachers of Mathematics, Reston, VA.  Technology Task
Force.  Committee Member

Professional Memberships

Association of Mathematics Teacher Educators
Association of Supervisors and Curriculum Developers
National Council of Teachers of Mathematics
Council for Exceptional Children
National Middle School Association
National Council of Supervisors of Mathematics
California Council of Teachers of Mathematics

References

Available upon Request
CURRICULUM VITAE

Dr. Mary Warner
Assistant Professor of English and Director English Credential Program

1344 Fruitdale Ave., #E2     (408) 924-4417 (office)
San Jose, CA 95126      (408) 920-6239 (home)
e-mail: mwarner@email.sjsu.edu
Web page: http://www.sjsu.edu/faculty/mary.warner/

EDUCATION

1996 North Carolina 7-12 English Teaching License
1992 D.A., University of Michigan; Major emphasis: Literature as Sacred Texts
Committee: Ralph G. Williams, Director; Richard W. Bailey, John R. Knott,
Richard A. Campbell

1985 M.A., Creighton University; Major: English/Minor: Theology

1979 North Dakota 7-12 English Teaching License
1975 B.A., Mount Mary College--cum laude--English Secondary Education
Minnesota 7-12 English Teaching License
Iowa 7-12 English Teaching License

TEACHING EXPERIENCE

San Jose State University (2004-present)
ENGL 100W: Writing Workshop
ENGL 112B: Literature for Young Adults
ENGL 112A: Children’s Literature
ENGL 115: The Bible as Literature
ENED 365: Seminar in English Education
ENED184YZ: Teacher Supervision

Western Carolina University (1996-2004)
Assistant Professor: 1996-2000; Associate Professor (tenured and promoted) 2001

ENGL 101--First Year Composition
ENGL 102—First Year Composition (2nd semester course)
ENGL 201--Literary Landmarks of Western Culture
ENGL 312--Grammar for Teachers
ENGL 390--The Bible as Literature
ENGL 414--Fundamentals of Teaching Composition
ENGL 417--Methods of Teaching English
ENGL 480--Directed Readings in Adolescent Literature
Graduate Courses: ENGL 517-Methods of Teaching Literature
ENGL 514: Fundamentals of Teaching Composition
Supervision of Student Teachers and Intern I students
Black Hills State University (1994-1996)
Assistant Professor: 1994-1996
Written Communications 101 and 102; Composition for the English Teacher;
Grammar for the English Teacher; Methods of Teaching Language Arts;
Foundations of American Education; Supervision of Student Teachers

University of Michigan (1989-1994)
Lecturer: 1992-93
Writing Consultant in the School of Business Administration and Mentor/Tutor in the
Student Athlete Support Program (1993-94),
Lectureship--Composition Program--Teaching Composition 125, 225, 325

Teaching Fellowship: 1989-1992
Literature of the Religious Imagination/Pilot Composition; Argumentative
Writing/English 225; English 125-Composition;
Course Assistant for The Bible in English (1991);

Mount Mary College (1985-1989):
Instructor Full Time: 1985-1989
Literature of the Religious Imagination; American Literature: Beginnings to 1900;
American Literature: 1900-1950; English Literature: Beginnings to 1800;
Introduction to Literature; College Composition; Educational Methods for English
Education Majors/Supervision of Student Teachers

Creighton University (1984-1985):
Teaching Fellowship: 1984-85
Strategies of Composition; Expository Writing; Introduction to Drama

English courses in Grades 9-12; Directed Speech and Drama, the School newspaper and
the Yearbook

Notre Dame High School, Cresco, Iowa (1975-1979)
English courses in Grades 7-12; Directed Speech and Drama; the School newspaper

**TEACHING INTERESTS**
Sacred Texts-- i.e. the Bible, THE AENEID, THE DIVINE COMEDY; Young Adult
Literature; Children’s Literature; American Literature--Beginnings to 1960; English
Literature--Survey Courses, Chaucer, Shakespeare; Introduction to Literature or other
introductory literature courses; Adolescent Literature; English Educational
Methods/Supervision of Student Teachers and Mentoring; Composition for the English
Teacher
**RESEARCH/PUBLICATIONS**

**Books**


*Winning Ways of Coaching Writing: A Practical Guide to Teaching Writing Grades 6-12.* I am author of two chapters and editor of the book overall; it is published with Allyn and Bacon, August 2001.

**Chapters in Books**


An invited chapter for a book edited by William Thomas Hill, Graham Greene Scholar, *Graham Greene and Perspective of Religious Faith.* The chapter, entitled "Faith Born of Anguish: Sarah Miles as Profligate and Apostle" (17 pages), was invited; the book was published by Peter Lang, September 2001.

**Book Reviews**


**Essays**


"Stories Moving Readers from Fear and Bias to Tolerance and Acceptance: An Unfinished Curriculum," in the *Ohio Journal of English Language Arts,* Spring 2002. (Refereed journal)

"Appalachian Literature for Young Adults: The Contributions of Rebecca Caudill," in *The ALAN Review,* Volume 26: Number 3, Spring, 1999, pp. 55-60. (Refereed journal)


**ERIC Publications**


ERIC publication of "Teaching the Madeleine L'Engle Tetralogy: Using Allegory and Fantasy as Antidote to Violence." Accession No. ED 436 785, 23 pages on microfiche.

ERIC publication of "Western Carolina University's Model of Integrating Information Literacy: Partnering the First Year Composition Instructor, Students and a Personal Librarian." Accession No.: ED 424 581, 10 pages on microfiche.

ERIC publication of "The Pedagogy of Partnerships: Empowering Pre-Service Teachers for Teaching and Writing" ED 407 676, 13 pages on microfiche, available as of January 15, 1998

ERIC publication of "Writing Partners: Facilitating Learning and Fostering Mentorships Across Course Levels," Accession Number: ED 397441, available as of May, 1997

**Works in Progress/Under Review**


Chapter 2 of *From the Heart: Teaching Writing in an Era of Assessment*: “Passing on the Passion,” submitted February 2006

A book proposal, *From the Heart: Teaching Writing in an Era of Assessment*, submitted September 2005 for review and potential publication with Allyn and Bacon.

**CONFERENCES/PRESENTATIONS**

**National/International**


Roundtable Leader as part of the Session: “Teaching Adolescent Literature: Opportunities, Challenges, Promising New Directions”—my individual section—
“Teaching *Speak* by Laurie Halse Anderson” at the 2007 NCTE (National Council of Teachers of English) Convention, November 18, 2007, New York City, NY


Panel Presentation on Research in YA Literature as part of the 2005 ALAN (Assembly on the Literature of Adolescents of NCTE) Workshop, November 21, 2005, Pittsburgh, PA

Paper Presentation: “YA Literature and Adolescent Values” as part of “The Significance of Young Adult Literature: A Research Panel” at the NCTE (National Council of Teachers of English) Convention, November 20, 2004, Indianapolis, IN

Paper Presentation: “Research on Adolescent Values” as part of “The Art and Science of Young Adult Literature” at the ALAN (Assembly on Literature for Adolescents of NCTE) Workshop, November 23, 2004, Indianapolis, IN

Paper Presentation: “Parents, Teens, Authors, and Teachers Partnering: Identifying Books that Can Save Lives” at the NCTE (National Council of Teachers of English) Fall Convention, November 22, 2003, San Francisco, CA

Paper Presentation: “What Literature Can Save Lives: Guiding Adolescents in the Search for Meaning” at the NCTE (National Council of Teachers of English) Fall Convention, November 23, 2002, Atlanta, GA

Panel Presentation: “University/Public School Collaboration: Recreating Classrooms for Support and Success of New Teachers” at the NCTE Fall Conference, November 18, 2001, Baltimore, MD


Panel Presentation: "Writing Matters: Creative Strategies for Addressing Issues in Writing Instruction in Middle and High School" at the NCTE Fall Convention, November 17, 2000, Milwaukee, WI


Paper Presentation: "Western Carolina University's Model of Information Literacy Integration: Partnering the First Year Composition Instructor, Students, and a Personal Librarian" at the 1998 Conference on College Composition and Communication Convention, Chicago, IL, April 4, 1998.

Paper Presentation: "Appalachian Literature for Young Adults: The Contributions of Rebecca Caudill and Dorothy Hoobler" at the NCTE Convention, Detroit, MI, November 23, 1997.


**Regional**

Paper Presentation: "The Paradox of Profligacy: The Epiphanies Experienced and Initiated by Sarah Miles" at the SAMLA Annual Convention, November 10-12, 2000, Birmingham, AL


Paper Presentation: “The Contributions of Rebecca Caudill to Authentic Portrayal of Appalachian Young Adult Literature” at Youngstown State University, Youngstown, OH, May 2, 1998.

Paper Presentation: “Appalachian Communities in the Young Adult Literature of Rebecca Caudill” at the Appalachian Studies Conference at Appalachian State University March 21, 1998.


**State/Local**

Workshop Presentation: “Many Voices, One Text: Using Karen Hesse’s *Witness* to Model the Power of Voice” for the San Jose Area Writing Project’s (SJAWP) Super Saturday, San Jose, CA, May 5, 2007

Paper Presentation: “Sustained Silent Writing in Literature Courses: Creating Opportunities for Voice and Depth” at the CSU (California State University) English Council, October 26, 2006, San Diego, CA

Workshop Presentation: “The Power of Story to Create Meaning for Teens” for the “Links to Literacy: Libraries: Building Bridges to the Community” Conference, Martin Luther King Jr. Library, San José State University, San Jose, CA, August 14, 2006
Presentation of the research related to *Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story* for the University Scholars Series, March 9, 2006, San José State University, San Jose, CA

Presentation: “Young Adult Literature and the Search for Meaning: The Power of Story” at the CATE (California Association of Teachers of English) Conference, February 18, 2005, Santa Clara, CA

Presentation: “Religious Diversity in Children’s and YA Literature” for a week long seminar: Celebrating Diversity through Children’s Literature at the North Carolina Center for the Advancement of Teaching, Nov. 12, 2003


“Many Voices, One Text: Examining Genesis”: Two Classes for the Cullowhee Methodist Church, Contemporary Issues class; Sept. 8 and 15, 2002.

“Making the Right Connections: Dialogue Between University and High School Faculties and Students” at the NC English Teachers Association Fall Conference, October 5, 2001, Winston-Salem, NC

Paper Presentation: "An Unbroken Chain of Teaching and Learning" at the 18th Annual Teacher Education Forum, October 5-6, 2000, Raleigh, NC

Workshop Presentation: "Learning the Technology Portfolio Requirements for English Language Arts" at the Fall Conference of the NC English Teachers Association, Winston-Salem, NC, October 29-30, 1999.

Paper Presentation: “Teaching the Madeleine L’Engle Tetralogy: Using Allegory and Fantasy at Antidote to Violence” at the Fall Conference of the North Carolina English Teachers Association, Wilmington, NC, October 9, 1998.

**ACADEMIC HONORS AND AWARDS**


Nomination for the Board of Directors of ALAN—the Assembly on Literature for Adolescents of National Council of English (Elections are being held in September 2005)

Selection for inclusion in the AcademicKeys Who’s Who in Humanities Higher Education (WWHHE). This organization is the most comprehensive and authoritative online source of information available on leading and influential experts in the field of Humanities in the institutes of higher education.

Selection for inclusion in the 2005-2006 Empire’s *Who’s Who of Women in Education*

Finalist for the College of Arts and Sciences Teaching Award at Western Carolina University, 2002, 2003
Selection (by invitation only) for inclusion in the Eighth Edition of the *International Who's Who of Professional and Business Women* (publication mid 2001)

Selected for inclusion in the sixth edition of *Who's Who Among America's Teachers*, 2000 (Only 2% of the nation's teachers are included in more than one edition)


**GRANTS**

NCLB S (No Child Left Behind Supplement) Grant (funding from the State of CA for the SJAWP—San Jose Area Writing Project) for $20,000—Co-Authored, June 2007

Junior Faculty Career Development Grant for $4000, from SJSU for Academic Year 2007-2008

CSMP (California Subject Matter Projects) Grant (funding from the State of CA for the SJAWP) for $35,000 – Co-Authored, March 2007

NCLB 4 Grant (funding from the State of CA the SJAWP) for $28,500 – Co-Authored, March 2007

National Writing Project (NWP) 2007 Grant for Continued Funding for $45,000 – Co-Authored, January 2007

Lottery Grant for Professional Development for $2,140 – November 2006, San José State University

NWP In-Service Mini-Grant for $5000 – Co-Authored, September 2006

CSMP Grant (funding from the State of CA for the SJAWP) for $29,500 – Co-Authored, March 2006

NCLB 4 Grant (funding from the State of CA the SJAWP) for $28,500 – Co-Authored, March 2006

NWP 2006 Grant for Continued Funding for $45,000 – Co-Authored, January 2006

Lottery Grant for $2,135 for Research and Presentations from San Jose State University, 2005-6

Lottery Grant for $1960 for Research and Presentations from San Jose State University, 2004-5

Scholarly Development Assignment Program—for a research semester, Fall 2003. I worked on the book manuscript entitled, *Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story*

A $1000.00 ALAN (Assembly on Literature of Adolescents of NCTE) Research Grant, awarded November 2001.

Visiting Scholar Grants totaling $4,200.00 to bring Guest Lecturers to Western Carolina University, 1998-2002
Micro-grants totaling $642.00 for Faculty Development: in support of participation in the NCTE/NCATE English Education Program Review Training Sessions at the Spring NCTE in Birmingham, AL, March 2000; and in support of participation in the Youngstown State University Young Adult Literature Conference, May 1-3, 1998.

$11,495.00 Grant proposal funded by the South Dakota Humanities Council, October, 1995, for a three-week Summer Institute for Teachers held June 10-28, 1996

ACADEMIC SERVICE

San Jose State University—
University Committees—AUTEC—2005; Student Success Committee of the Senate: 2006-2009; SSCP (Single Subject Credential Program) Committee—2005; CSMP (California Subject Matter Projects)-2005;
English Department Committees—Director of the English Credential Program, June 1, 2006-present; Curriculum Committee—2005-present; Policy Committee-2007; Credential Program Interviews—2004, 2005, 2006; Advising for the Credential Program; Research and Writing of the English Program Approval document for the CCTC (California Commission on Teacher Credentialing).

Beginning June 1, 2006, I became the Director of the English Credential Program. The major responsibilities include placement of student teachers; planning and coordinating ENED 365: Seminar in English Education; coordinating the university supervisors of student teachers in English; arranging for English Credential Interviews held each semester; advisement and review of transcripts, attending Single Subject Credential Program meetings; reading and scoring On-Site Writing Samples; and handling all other aspects of administering the English Credential Program. I also attend the CSU (California State University) English Council meetings twice a year, representing English Education at SJSU.

Beginning August 2005, I became an Associate Director of the San Jose Area Writing Project and have served as University Liaison in organizing the Super Saturday programs, teacher in-services, Young Adult author series, and other activities of the SJAWP. I also co-write all the grants for the CWP (California Writing Project) and NWP (National Writing Project).

Western Carolina University—
University Committees—Ad Hoc Committee on Teacher Education -- 2000-2004; Teacher Education Council -- 1996-2004; School University Teacher Education Partnership Advisory Committee -- 1998-2004; School University Teacher Education

**College of Arts and Sciences Committees**-- Freshman Emphasis Hall-- 1997-8; Arts and Sciences Student Recruitment Committee -- 1998-2001; Arts and Sciences Teacher Education Council -- 1997-2004; Secretary to the College of Arts and Sciences -- 1999-2002; Arts and Sciences Committee on Committees -- 1999-2004; Dean's Advisory Board: College of Arts and Sciences -- 1999-2002; Arts and Sciences Tenure and Promotion Committee – 2001-2004;

**English Department Committees**-- Open Classroom—2000-2004 Undergraduate Curriculum Committee; Disciplinary Focus Area (DFA) Committee; Scholarships and Awards Committee; Open House and Undergraduate Recruitment Committee; TPR (Tenure, Promotion, Reappointment) Committee—2001-2; Task Force on English Education Program Review (Chair); Program Directors Committee; Graduate Faculty, 1997-2004;
Advising of BSEd in English majors; Licensure-Only English Education students; MAT in English, NC Teach and Lateral Entry candidates;

**Black Hills State University**—
South Dakota Humanities Council book discussion leader--Sturgis, SD for 1995-1996; Prepared and was awarded a Grant for the South Dakota Humanities Council Summer Institute for Teachers for Summer 1996 on “Exploring Literature as a Site for the Sacred”; Prepared the Pre-application for a FIPSE (Funds for the Improvement of Post-secondary Education) for a multi-faceted writing center, including major renovation of the English 101 and 102 courses; Member of the Scholarships and Awards Committee, Member of the Field Experience Committee -- College of Education; Member of the General Education Committee--a University-wide Committee (1995-1996); Proctor and Reader of the English Proficiency Exam; Member of the Graduate Committee College of Education; Academic Advisor (1994-1996); Faculty advisor for the Newman Club (1995-1996);

**The University of Michigan**—
Graduate Student Teaching Assistant -- 1989-1994; Resident Advisor/ Couzens Hall -- 1991-1992;
Mount Mary College, Milwaukee, WI—
Supervision of student teachers in English Secondary Education; Chairperson and member of the Faculty Development Committee; Chairperson and member of the Sabbatical and Mini-Grant Committee; Member of the Campus Ministry Advisory Board; Freshman Advisor; Participant in English Department activities—for development of writing across the curriculum, for preparation of an all-college handbook entitled Effective Writing, for offering workshops to help faculty members deal with writing assignments within their disciplines, for evaluating and selecting papers for Paper Clips (a college magazine publishing best student papers from writing courses) (1985-1989);

Notre Dame High School, Cresco, IA; St. Mary’s High School, New England, ND
Experienced teacher of English in junior high and high school; Creator and Editor of an alumni newsletter; Director of speech and drama activities; Moderator of high school newspapers and yearbooks;

OTHER PERTINENT INFORMATION

Professional Organizations
NCTE—National Council of Teachers of English
ALAN—Assembly on Literature for Adolescents of the National Council of Teachers of English
CATE—California Association of Teachers of English
MLA—Modern Language Association
CCCC—Conference on College Composition and Communication
CWP—California Writing Project
SJAWP—San Jose Area Writing Project
ASCD—Association for Supervision and Curriculum Development

Professional Consultations and Reviews
I wrote and compiled an 802-page document for San Jose State University’s English Program Approval for the California Commission on Teacher Credentialing (CCTC) – CCTC approved the English Program Approval document, December 2006

Chairing a session, “English Teacher Education 2005: Politics, Policy, and Prospects” at the NCTE National Conference, Pittsburgh, PA; November 20, 2005

Book review of *Children's Literature Briefly*, 3rd edition for Merrill Education/Prentice Hall Publishers—I completed an analysis of the 22 chapters of the book, identifying strengths, weaknesses, accuracy, relevancy, readability and presented revision suggestions; the review was completed in July, 2005.
Manuscript review of five chapters of *Discovering Children’s Literature in the 21st Century* for Houghton Mifflin Publishers, College Division—again I provided analysis and revision suggestions for this manuscript; the review was completed in August 2005.

I was a co-consultant reviewing “Washington State Grade Level Expectations in Writing: A New Level of Specificity” for Washington State’s Office of the Superintendent of Public Instruction. The review was completed in July 2005.

I compiled and wrote the 140-page document for the NCTE/NCATE English Education Program Review for Western Carolina University’s English Education program. We received Program Approval by NCTE in September 2002.

I am a trained reviewer for NCTE/NCATE English Education Program Review. I have reviewed 16 English Education Programs for institutions in Arkansas, Illinois, Louisiana, Maryland, New York, Oklahoma, Pennsylvania, Texas and West Virginia.

I have served on 3 MA Thesis committees and on two Ed.D. Dissertation Committees (Western Carolina University).

I was selected by the Faculty Center for Teaching Excellence of Western Carolina University as a Featured Faculty Member. The web page developed is accessible at [http://facctr.wcu.edu/featured_f\_\_\_faculty/mwarner/mwarner_teaching.html](http://facctr.wcu.edu/featured_faculty/mwarner/mwarner_teaching.html)
Susan Wilkinson, Ph.D.

Educational Background

Doctor of Philosophy
The Ohio State University   June, 1986

Master of Education
Miami University       August, 1977

Bachelor of Science
Findlay College       June, 1973

Professional Employment

August 2005- present
Executive Director
California Physical Education-Health Project

August 2001-Present
Professor
Department of Kinesiology
San Jose State University

August 1995 - 2001
Associate Professor
Department of Human Performance
San Jose State University

August 1991 - July 1995
Assistant Professor
Department of Human Performance
San Jose State University

September 1988 - June 1991
Assistant Professor
College of Kinesiology
University of Illinois at Chicago

August 1986 - July 1988
Assistant Professor
Department of Human Performance
San Jose State University
September 1983 - August 1986
Graduate Teaching Associate
Ohio State University

August 1977 - June 1983
Instructor of Physical Education
Head Tennis and Volleyball Coach
Department Chair (1981-1982)
Muskingum College

September 1976 - June 1977
Graduate Teaching Assistant
Assistant Head Volleyball Coach
Miami University

August 1973 - June 1976
K-4 and 9-12 Health and Physical Education Teacher
McComb Local School District

Recent Professional and Scholarly Publications

Physical Education Framework for California Public Schools (Under review by the California Department of Education). (One author of 22)


Recent Abstracts and Proceedings


Recent Professional Presentations


Wilkinson, S., Jones, W., & Koren, P. (October, 1999). A California Subject Matter Project Fishbowl: A look into to what we do as teacher leaders. Bay District CAHPERD, Hayward, CA.


Recent Funded Research and Projects

April, 2008
$303,000
California Physical Education-Health Project
Funded by the University of California Office of the President

March, 2008
$8,333
California Physical Education-Health Project
Stuart Foundation

June, 2007
$240,000
California Physical Education-Health Project
Funded by the University of California Office of the President

April, 2007
$279,000
California Physical Education-Health Project
Funded by the University of California Office of the President

April, 2006
$274,000
California Physical Education-Health Project
Funded by the University of California Office of the President

April, 2005
$ 159,721
California Physical Education-Health Project
Funded by the University of California Office of the President

February, 2004
$ 350,000
California Physical Education-Health Project
Funded by the University of California Office of the President

January, 2002
$ 18,000
Bay Area Physical Education-Health Project
Funded by the University of California Office of the President

July, 2001
$105,000
Bay Area Physical Education-Health Project
Funded by the University of California Office of the President

September, 2000
$30,000
Bay Area Physical Education-Health Project Special Projects Funds

July, 2000
$ 80,000
Bay Area Physical Education-Health Project
Funded by the University of California Office of the President

July, 1999
$ 80,000
Bay Area Physical Education-Health Project
Funded by the University of California Office of the President

July, 1999
$ 80,000
Bay Area Physical Education-Health Project
Funded by the University of California Office of the President

October, 1998
$ 45,000
Bay Area Physical Education-Health Project
Funded by the University of California Office of the President
November, 1998
$ 600
Professional Development Lottery Travel Grant

January, 1998
$85,000
Bay Area Physical Education-Health Project
Funded by the University of California Office of the President

January, 1997
$85,000
Bay Area Physical Education-Health Project
Funded by the University of California Office of the President

January, 1996
$82,500
Bay Area Physical Education-Health Project
Funded by the University of California Office of the President

January, 1996
$ 9,800
San Jose State University Discretionary Lottery Equipment

Recent Service to the Professional Community:

Spring, 2008
San Jose Unified School District
District Implementation of Standards-based Physical Education Curriculum
Implementation of Standards-based Physical Education Professional Development

Fall, 2007
Santa Cruz City School District
Implementation of Standards-based Physical Education Professional Development

Summer, 2007
Los Angeles Unified School District
Implementation of Standards-based Physical Education Professional Development

Summer, 2007
Research Consortium Reviewer- Pedagogy
American Alliance for Health Physical Education, Recreation and Dance

June, 2007 - April, 2008
California After School Physical Activity Expert Panel (Connection to the school day)

June, 2007 - April, 2008
California After School Physical Activity Steering Committee and Advisory Board

June, 2007
Elementary School Classroom Teachers (ESCRT) Development
Modules 1-6

September, October, November 2006
Maximizing New Resources: Physical Education and the Visual and Performing Arts
Administrators Workshops (Diamond Bar, Sacramento, and San Jose)

Summer, 2006
Research Consortium Reviewer- Pedagogy
American Alliance for Health Physical Education, Recreation and Dance

August 2005- present
Physical Education Content Series Presenter
Levels I, II, and III

August 2005-present
Physical Education Content Series Trainer of Facilitators
Levels I, II, and III

August 2005-present
Physical Education Content Series Development

September, 2006-April, 2007
California K-12 Physical Education Framework Development Committee

Summer, 2005
Research Consortium Reviewer- Pedagogy
American Alliance for Health Physical Education, Recreation and Dance

February, 2005
Research Advisor to the California Healthy Kids Resource Center

May-September, 2004
California K-12 Physical Education Content Standards Development Committee

Winter, 2004
Appointed Statewide Project Coordinator
California Physical Education-Health Project

July, 2004
Research Consortium Reviewer- Pedagogy
American Alliance for Health Physical Education, Recreation and Dance

Fall, 2003
Textbook Review
Metzler, Michael. Instructional Strategies for Teaching Physical Education

Fall, 2003
Research Consortium Reviewer- Pedagogy
American Alliance for Health Physical Education, Recreation and Dance

Fall, 2002
Research Consortium Reviewer- Pedagogy
American Alliance for Health Physical Education, Recreation and Dance

Fall, 2001
Research Consortium Reviewer-Pedagogy
American Alliance for Health Physical Education, Recreation and Dance

Summer, 2001
NASPE Reviewer
American Alliance for Health Physical Education, Recreation and Dance

Summer, 2001
COPEC Reviewer
American Alliance for Health Physical Education, Recreation and Dance

Fall, 2000
Research Consortium Reviewer-Pedagogy
American Alliance for Health Physical Education, Recreation and Dance

June, 1999-2001
Vice President of Physical Education
American Alliance for Health, Physical Education, Recreation and Dance Southwest District

1999-2004
Manuscript Reviewer for The Journal of Teaching in Physical Education

November, 1999-2002
Manuscript Reviewer for The Physical Educator

November, 2000-2001
Secretary Western Society for Physical Education College Women

Fall, 1999
Research Consortium Review Panel Chair
American Alliance for Health Physical Education, Recreation and Dance

March, 1999
Registration Coordinator, California Association for Health, Physical Education, Recreation, and Dance Monterey, CA

1997-1999
California Instructional Technology Initiative Committee, California Subject Matter Projects, Far West Lab, Pomona, CA

1997-98
Project Evaluation, BAY Area Physical Education-Health Project

1996-present
Project Director, BAY Area Physical Education-Health Project

1996-present
Statewide evaluation team California Subject Matter Projects in Health and Physical Education

1995-1998
Professional Development Chair, Western Society for Physical Education College Women

1995-1998
Emerging Professional Chair, Western Society for Physical Education College Women

1995-1998
Member of the Executive Board for Western Society for Physical Education College Women

1995-1997
Awards Committee (outstanding teaching and exemplar school program), California Association of Health, Physical Education, Recreation, and Dance

1994-1997
Scholarship Committee Chair, California Association of Health, Physical Education, Recreation, and Dance

April, 1994 - March, 1995
Conference Manager
California Association for Health, Physical Education, Recreation, and Dance
Santa Clara, CA

May, 1994
Reviewer for 3 proposals submitted for publication as an ACTIVITY series. Brown & Benchmark Publishing. Madison, WI.

October, 1994
Reviewer NASPE Task Force on K-12 Assessment Project

Recent Service to University, College, and/or Department

University

2000-present
Judicial Hearing Officer
San Jose State University

1994-1997
Academic Fairness Committee
San Jose State University

1993-1995
Student Grievance Committee
Chair (1994)
San Jose State University

1986-1988
Teacher Education Committee (Chair Elect 1987-1988)
San Jose State University

College

1999-2004
Curriculum Committee
College of Applied Sciences and Arts
San Jose State University

1998-1999
Instructional Technology Committee
College of Applied Sciences and Arts Instructional
San Jose State University

Department

2005-present
Undergraduate Curriculum Committee
Director of Physical Education Teacher Education Program

2003-2007
Retention, Tenure and Promotion Committee
Director of Physical Education Teacher Education Program

2003-2005
Undergraduate Curriculum Coordinator
Director of Physical Education Teacher Education Program

2002-2003
Interim Undergraduate Curriculum Coordinator
Teacher Education Advisory Committee

2001-2002
Graduate Committee
Activity Committee

2000-2001
Activity Committee-Coordinator

1999-2000
Activity Committee-Coordinator
Computer Technology Committee
San Jose State University

1998-1999
Activity Committee-Coordinator
Computer Technology Committee
San Jose State University

1997-1998
Activity Committee-Coordinator

1996-1997
Activity Committee-Coordinator
Graduate Curriculum Committee-Plan B Chair
San Jose State University

1995-1996
Activity Committee-Coordinator
Graduate Curriculum Committee-Plan B Chair
San Jose State University

1994-1995
Activity Committee-Coordinator
Graduate Curriculum Committee-Plan B Chair
San Jose State University

1993-1994
Activity Committee-Coordinator
Graduate Curriculum Committee-Plan B Chair
Facilities Renovation-Department Ad hoc committee
San Jose State University
Professional Affiliations

American Alliance for Health, Physical Education, Recreation, and Dance
California Association of Health, Physical Education, Recreation, and Dance
Western Society for Physical Education of College Women
Phi Kappa Epsilon

Offices held

Vice-President for Physical Education, Southwest district, American Alliance for Health, Physical Education, Recreation, and Dance
Secretary, Western Society for Physical Education for College Women
Scholarship Committee Chair California Association of Health, Physical Education, Recreation, and Dance (1993-1996)
College and University Section Chair for the California Association of Health, Physical Education, Recreation, and Dance (1993-1994)
Vice President Elect Santa Clara Unit of the California Association of Health, Physical Education, Recreation, and Dance (1987-1988)
Secretary-Treasurer Ohio Volleyball Coaches Association (1979-1983)

Recent Honors, Recognitions, and Awards

San Jose State University TEACHER SCHOLAR
2006-2007

James Echols Honor Award
Bay District CAHPERD
October, 2006

CAHPERD Past President's Award of Merit
March 2006

University of Findlay
Athletic Hall of Fame
(Third Woman Inductee)
January, 2000

Featured Member in the CAHPERD Journal Times, 61 (6), 9. California Association of Health, Physical Education, Recreation, and Dance

Research Consortium Fellow
American Alliance for Health, Physical Education, Recreation and Dance
March, 1994

Distinguished Faculty Award
Disabled Student Association
May, 1994
Course description:
The focus of this course is on the practice of the teaching of art to young people using two major source documents: *The California Framework for Visual and Performing Arts and The Visual and Performing Arts Content Standards for California Public Schools.*

- Students will assume the role of a teacher of art in a middle or high school, teaching two classes and observing two classes over a period of a public school semester, planning and implementing curricula and assessing student growth under the supervision of an on-site supervisor and a university supervisor.
- Students will also review the basic concepts of art, student growth and development, and the field of art education through reflection on the hands-on experiences of teaching in a public school. In planning and implementing an art curricula, students will attend to cross-cultural connections of the arts though ideas, needs and values found across boundaries of time and place.

Course Objectives: *The course will involve students in activities that require them to:*
1. learn how to engage and support all students in art learning, including ELL.
2. learn how to create and maintain effective learning environments for student’s learning in art.
3. understand and be able to organize elementary art content for teaching.
4. engage in instructional planning and design learning experiences for all students in art.
5. assess student’s learning in art.
6. continue to develop as professional educators.

Objectives in Art Education: *Placement with master teachers will provide opportunities for teacher candidates to help young people*
1. process, analyze and respond to sensory information through the language and skills unique to the visual arts (Visual Perception)
2. apply artistic processes and skills to communicate personally held meaning and intent. (Creative Expression)
3. understand the visual arts in relation to history and culture. (Historical and Cultural Context)
4. analyze, assess and derive meaning from works of art. (Aesthetic Valuing)
5. connect and apply what is learned visual art to other art forms and subject areas. (Connections and Applications)


If you prefer *not* to download the two documents – you can order hard copies through the California Department of Education, CDE Press, Sales Office
1430 N Street, Suite 3207
Sacramento CA 95817-5901 or 1-800-995-4099

The VAPA Framework has been ordered for another class (CA 177) so it *will* be in the Book Store. The Content Standards are in the ASU Print Shop (also for CA 177).

Prerequisite: Graduate standing
**Evaluation:** Portfolio/Notebook with scope and sequence, collection of units and lesson plans, all handouts, copies of student artwork, grading rubrics, and samples of student completed assessments. Scope and Sequence assignment due by October 4; other assignments due no later than November 15 (or November 29 with approval of teacher). A schedule with assignment dates will be distributed at the September 13 meeting.

During finals week, students will meet and will present their completed professional portfolios to the class. The professional portfolio is to be of a suitable quality for presentation to prospective employers as a part of the search for a teaching assignment.

**Assessment Criteria**

*Work will be judged on the following:*

- Scope and Sequence reflects appropriate grade-level learning activities that permit students to progress across a developmental continuum;
- Lessons and Units address overarching objectives and are aligned with the CA Visual Arts Content Standards;
- Art activities are appropriate for the students’ abilities and grade level;
- Materials include a wide range of performance tasks and assessment tools designed support student learning and to modify instruction.

**Grading:** CR/NC

**University Policies**

Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at [http://www2.sjsu.edu/senate/S04-12.pdf](http://www2.sjsu.edu/senate/S04-12.pdf)

**Disabilities**

*Individuals with disabilities may contact the Disability Resource Center on campus, 924-6000, administration Building 110, for a variety of formats such as Braille, large print, sign interpreters, assistive listening devices, auto tape, and accommodations for physical accessibility.*

*If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.*
Principles of Art Education

The focus of this course is on the teaching of art to young people using the California Framework for Visual and Performing Arts and student Content Standards. Coursework will include the analysis of the function of art, instructional methodology in art education, and strategies for planning standards-based units of instruction. The course will also review the philosophy and history of art education and investigate the unique opportunity for enriched learning provided by the diversity of students in public schools throughout the state of California.

Course Objectives:
The objectives of this course are to provide prospective teachers with a structured set of learning activities in art education that will enable them to develop, teach, and assess learning through sequential K-12 programs with an emphasis on middle and high school art.

Objectives for Course Participants:
In Art Education: Participants will learn how to develop programs to help students
- process, analyze and respond to sensory information through the language and skills unique to the visual arts (Artistic Perception)
- apply artistic processes and skills to communicate meaning and intent. (Creative Expression)
- understand the visual arts in relation to history and culture (Historical and Cultural Context)
- analyze, assess and derive meaning from works of art. (Aesthetic Valuing)
- connect and apply what is learned in visual art to other art forms and subject areas. (Connections/Applications)

In Teacher Education: Participants will
- learn how to engage and support all students in art learning.
- learn how to create and maintain effective environments for student learning in art.
- understand and be able to organize art content for teaching students from diverse backgrounds.
- engage in instructional planning and design learning experiences in art.
- assess student learning in art.
- develop as professional educators.

Prerequisite: Graduate or upper division standing
Required Texts: available at SJSU Book Store

Battin: *Puzzles about Art: An Aesthetics Casebook*
Elliot Eisner: *The Arts and the Creation of Mind*
Available through the SJSU Book Store

Other materials you will need: Three-ring binder to contain Course Reader, journal pages, class notes and handouts

You may want to purchase a portfolio (with clear plastic pages/pockets) so you can assemble your professional portfolio as you complete assignments in the class. There will be a final presentation of your professional portfolio.

A few recommendations for your professional library:

Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*
NAEA publication: *Educationally Interpretive Exhibition: Rethinking the Display of Student Art*
Jane K. Bates, *Becoming an Art Teacher*
Ronald Moore, *Aesthetics for Young People*
Ken Vieth, *From Ordinary to Extraordinary*

From CA Dept of Education (P.O. Box 271, Sacramento, CA 95812):
*Visual and Performing Arts Content Standards for California Public Schools* (also available online and from the AS Print Shop – listed as part of CA 177)
*Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process*

Online resource you may want to bookmark and use in this course:

SJSU Digital World Art Database “WorldImages”
   The digital collection contains 50,000 images organized into electronic portfolios;
   images may be freely used for non-profit educational purposes.
   http://gallery.sjsu.edu/

Academic Integrity
If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy F06-1 requires approval by instructors. A definition of plagiarism can be found on the website of the Office of Student Conduct and Ethical Development at http://sa.sjsu.edu/student_conduct.

Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>
Assignments and Grading:

1. Scope and Sequence for a specific high school course  
   10%
2. Lesson Plan (following form distributed in class).  
   5%
3. Unit Plan (following form distributed in class).  
   15%
4. Presentations  
   15%
5. Midterms (quiz, exam)  
   10%
6. Journals  
   10%
7. Classwork assignments and participation  
   15%
8. Professional Portfolio  
   20%

Late work will be penalized 10%.

90 - 100 points: A/A-
80 - 89 points: B+/B/B
70 - 79 points: C+/C/C-
60 - 69 points: D+/D/D-
below 60 points: F

Art 338 Course Plan, Fall 2007

Week 1: Aug 29  
Logistics, getting started, the Journal  
About Art Education
Eisner: Chapter One - the Role of the Arts in Transforming Consciousness

Week 2: Sep 5  
Standards, Framework: The five strands  
Course Reader pages 1 – 3  
Eisner: Chapter Two – Visions and Versions of Arts Education  
Puzzles About Art: Chapter 1 (What is Art?)

Week 3: Sep 12  
The Scope and Sequence Scope and Sequence Outline DUE Sept 19  
Introduction to Rubrics  
Course Reader pages 50 – 55  
Eisner: Chapter Three – Teaching the Visual Arts

Week 4: Sep 19  
Writing Lesson Plans rough draft DUE Sept 26  
Assignment due: Scope and Sequence Outline  
Course Reader pages 5, 7, 56 – 62  
Puzzles About Art: Chapter 2 (What is beauty?)

Week 5: Sep 26  
Developing Unit Plans rough draft DUE Oct 10  
Assignment due: rough draft of lesson  
Course Reader pages 63 – 84  
Eisner: Chapter Four – What the Arts Teach and How It Shows

Week 6: Oct 3  
Use of Web in Lesson and Unit Planning  
Eisner: Chapter Five – Describing Learning in the Visual Arts  
Puzzles about Art: Chapter 3 (Who learns from Art?)

Week 7: Oct 10  
Creativity and Art  
Assignment due: rough draft of unit  
Midterm on Components of the Standards and Framework, Aesthetics,
Week 8: Oct 17
Criticism and Critiques
Puzzles About Art: Chapter 4 (What does “create” mean?)

Week 9: Oct 24
Encouraging Reflection & Looking at Assessment
DUE Revised Scope and Sequence (final form – include unit)
Course Reader pages 8 – 20
Eisner: Chapter Seven – The Educational Uses of Assessment and Evaluation in the Arts
Puzzles About Art: Chapter 5 (What values do we find in Art?)

Week 10: Oct 31
Completion of assignments (no class meeting)
Reminder: PowerPoint due November 14.

Week 11: Nov 7
The Philosophy Statement (Course Reader page 21)
Midterm on Readings and on Assessments and Rubrics.
Eisner: Chapter Eight – What Education Can Learn from the Arts

Week 12: Nov 14
The ‘f’ Requirement (Course Reader page 25 – 41)
www.ucop.edu/a-gGuide/ag/a-g/vpa.html
Creating Power Point Presentations
Powerpoint printout/hard copy DUE
Eisner: Chapter Nine – An Agenda for Research in Arts Education
Puzzles About Art: Chapter 6 (What is “critical judgment”?)

Week 13: Nov 21
Thanksgiving Break – complete assignments (no class)

Week 14: Nov 28
Demonstration Lessons (whole group) & Journals
Eisner: Chapter Ten – Summary and Significance

Week 15: Dec 5
Demonstration Lessons (whole group) & Journals

Week 16: Dec 10
Portfolio due with all assignments

Disabilities
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If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.
ENED 365: Seminar in English Education

Dr. Mary Warner, Director
Email: mwarner@email.sjsu.edu
Office Phone: 924-4417
English Credential Program, FO 127
Web page: http://www.sjsu.edu/faculty/mary.warner/

Dr. Jonathan Lovell, Associate Director
Email: jhlovell@pacbell.net
Office Phone: 924-4437

Course Description: These five seminars present topics in English Education for middle and high school English teachers. In addition as described below, the seminars provide the framework for the intensive experience in supervised student teaching, student teaching under contract, or intern teaching.

A. Traditional student teachers will work with one or two resident/master teachers at the middle or high school level and with a university supervisor, assuming full responsibility for two classes involving two preparations for 184YZ, or for one class for anyone taking only 184Y or 184Z.

The student teacher should try to assume her or his duties quickly. The exact schedule for the student teacher’s taking over the classes will be worked out with the resident/master teacher(s). Generally, the student teacher will observe for one week before assuming full responsibility for the first class, and by the end of the second week the student will assume full responsibility for the second class. As soon as possible, student teachers must have complete responsibility for creating unit and daily lesson plans, for handling classroom procedures, for managing classroom behavior issues, for assessing student work, and for completing grade documents, and so forth. Student teachers rely on the guidance of resident teachers. They need to debrief with resident teachers regularly to discuss observations and concerns. The student teacher should be recognized by “his/her” students as the teacher in charge at the earliest possible convenience.

Student teachers must be on campus one prep period for each class taught (normally a total of four periods per day). They will generally be teaching one ELD or ESL class or a sheltered English class as part of this assignment. According to state requirements, the traditional student teacher must teach full-time for two weeks of the Phase II/III semester. Thus, to accommodate this requirement, student teachers should start discussing and planning when and how they will assume three additional sections for a two-week period during the semester.

B. Student teachers teaching under contract will take responsibility at once for their classes (one to five classes, depending on their contract). They will be evaluated by a university supervisor and by a designated on-site evaluator at the school site. Each candidate who is completing Phase II/III student teaching under contract will need to have an administrator at the school site complete the agreement form developed by the English Education Program for an employed Phase II/III candidate.

C. Intern teachers will assume responsibility for their assigned classes for the entire school year. Interns will be supervised in both the fall and spring semesters by both a university supervisor and an on-site evaluator. Each semester interns will have mid-semester formative evaluations and summative evaluations.
Course Objectives: The seminar sessions reinforce the objectives required of Credential candidates during their Phase II student teaching experience. Candidates will be able to

- establish and sustain a level of student rapport and a classroom environment that promotes learning;
- prepare at least one unit plan and continuing daily lesson plans that include standards, objectives, procedures (i.e. strategies, activities, materials, and assessment plans) that are defined and coordinated with each other;
- use strategies, activities and materials appropriate for diverse students;
- motivate student interest and appropriate conduct during a variety of activities;
- communicate effectively by presenting ideas and instructions clearly and meaningfully to students;
- evaluate students’ needs and achievements;
- promote development of cognitive abilities;
- demonstrate capacity to teach diverse students.

Credential candidates must meet the following Computer Based Technology Objectives and Field Based Performance Indicators during Phase II student teaching experience. Candidates will be able to

- use record keeping software to efficiently record and manage student work;
- use record keeping software appropriately to determine student grades;
- use software to communicate with students and/or parents about how grades are determined (email, profile sheets, etc);
- use appropriate software and technology to collect and analyze data to improve instructional practice and student learning;
- use computer-based technology to create interesting, informative, motivating and developmentally appropriate course materials;
- when possible, provide class materials to students and parents on-line;
- create at least two lessons that use technology to support diverse needs of the learners; that require students to use electronic research to solve at least one complex problem; that effectively incorporate subject software and/or subject specific websites;
- deliver at least one of the above computer lessons to demonstrate effective management of student learning activities in a technology-enhanced environment;
- include discussions or other class activities that focus on the inequity of access to technology and on the ethical use of technology and of information acquired on the internet;
- include discussions or other class activities that focus on how to determine reliability and authenticity of and bias in the information acquired on the internet.

Program Mission: The purpose of the Single Subject Credential Program is to prepare scholar practitioners as critical thinkers and reflective decision-makers committed to educating youth for life-long learning in a technologically advanced, culturally-diverse democracy.

Course Requirements:

1. Attend and participate in each of the five seminar meetings.
2. Context of Learning Paper— as described below—This is due at the beginning of the third seminar, Tuesday, March 11, and is to focus on one class that you are teaching. Explain how the factors addressed in your paper reflect effective classroom management issues.
   A. Write a 1-2 page commentary that addresses the following:
1. Type of school/program in which you teach, (e.g., middle/high school, themed school or program)
2. Kind of class you are teaching (e.g., ninth grade English – untracked, American Literature – College Prep) and the organization of the subject in the school (e.g., departmentalized, interdisciplinary teams)
3. Degree of ability grouping or tracking, if any

B. Describe your specific class with respect to the features listed below. Focus on key factors that influence your planning and teaching:
1. Academic development. Consider prior student knowledge, key skills, developmental levels, and other special educational needs.
2. Language development. Consider aspects of English language proficiency in conversational and academic language as well as in the students’ primary languages.
3. Social development. Consider factors such as the students’ ability and experience in working independently and with others
4. Socio-economic and cultural contexts. Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources

C. Describe any district, school, or resident teacher requirements or expectation that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

3. **English Language Learners Paper**—A 3-5 page paper on Understanding English Language Learners. There are two ways to approach this paper, depending on your work schedule. This paper is due at the beginning of the fourth seminar, Tuesday, April 8. You might find it helpful to review the ELD Standards for CA Public Schools—a free download version is available at www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf

**CHOICE ONE:** If you are on a full-time contract, you may choose this route:
Interview at least one--preferably two--of the English Language Learners who are presently taking one or another of your classes. Ask these students (or this student) which of your practices make learning easier in your classroom, and which of your practices make learning more difficult.

Ask a number of ELL students at your school which teacher or teachers they regard as especially successful in teaching English Language Learners. Interview one of these teachers, asking them how they learned the teaching practices they presently use, and how they might explain their special success with English Language Learning students.

Write a three to five-page paper summarizing your findings about successful instruction for ELL students, based on your interviews with the student (or students) and the teacher.

**CHOICE TWO:** If you are on a traditional student teaching schedule, you might prefer this plan.
Observe the teaching techniques of instructors in either English as a Second Language (ESL) or Sheltered English classes. What techniques do they use to make the content of their curriculum accessible to their Limited English Proficient (LEP) students?
Choose one LEP student to “shadow” for at least part of a day. Attend classes, observe the student in class and out of class, at lunch, or with friends. If possible, visit the student’s family.

Write a three to five-page paper to share what you have learned. Be prepared to discuss your findings.
4. **Two detailed Lesson Plans incorporating Technology/Computers.** They will be due at the fifth and last seminar, Tuesday, May 6. You will be “Incorporating Computers in Instruction” during your Phase II program. In order to meet this part of the computer requirements, you will need to do the following:

Create **two** lessons in which you incorporate the use of computers/technology into the teaching of English composition, literature, or English as a second language to a whole class. Teach **one** of these lesson plans in which you use computers.

Have your resident teacher(s), department head, or school administrator complete the Computer Requirement form (this form is in the folder given to your resident teacher or on-site evaluator) verifying successful integration of computers into classroom instruction. If you volunteer to present during the last seminar, bring copies of your lesson plans to hand out as you describe and demonstrate one of your lessons in the seminar on Dec. 4th.

The following requirements are to be fulfilled in your student teaching:

5. **Maintain a weekly Journal** in which you
   a) reflect on goals set for that week or on a specific class from the week—it may be especially helpful to reflect on a class which is observed by your university supervisor, resident teacher, or on-site evaluator.
   b) set goals for the following week or discuss changes you’d like to make.

Please give your up-to-date journal to your university supervisor each time he or she visits your classroom.

6. **Maintain a 3-ring binder of all materials you have used/created during the semester for two classes.** Your binder will include
   a) unit plans
   b) full daily lesson plans with standards, objectives, activities, and handouts
   c) student work (used for modeling and illustrating assessment strategies)
   d) quizzes
   e) tests
   f) overheads
   g) up-to-date grade documents
   h) seating charts
   i) sample graded student work
   j) observation reports and evaluations from university supervisor

Please give your up-to-date binder to your university supervisor each time he or she visits your classroom.

7. **Videotape one class/portion of one class** and complete the review form of the videotape. Provide a copy of the plan for the lesson taped. Dr. Lovell will be doing the videotaping this semester. He will make a DVD for you and for your university supervisor. **You will need to provide a copy of your schedule and the school’s bell schedule to Dr. Lovell to assist him in coordinating the videotape session.** Just a note, the videotape can be a particularly effective tool for helping evaluate your teaching. Consider doing the taping before the end of October.

Please carry out the following in your school setting

1. **Meet with your resident teacher(s) or on-site evaluator(s) in your assigned school as soon as your placement has been confirmed.** Discuss the school program and calendar. Ask if it is possible to be included in any departmental or school faculty orientations or meetings.
2. Observe your resident teachers’/coaches’ classes (if possible). Take notes during this time and familiarize yourself with classroom procedures and course content. Special attention should be given to classroom management skills, such as roll-taking, names of students, absences and tardies, referrals, and test make-ups.

3. With your resident teacher’s and school-site evaluator’s help, complete three types of lesson planning: semester overview, unit plan, and daily lessons. Include written standards and objectives for each of your assigned classes, and include this work in your 3-ring binder or portfolio. In the binder include seating charts, lesson plans for each of your two classes everyday, handouts, quizzes, models, and any other materials. [Give your university supervisor your up-to-date binder and journal at the beginning of the period each time he or she visits the classroom to observe.]

4. At the beginning of the semester, give your university supervisor your vacation/holiday and bell schedule, including any alternate or special school day dates. Include a map of the campus marked with the location(s) of your classes.

5. Dress appropriately for your work environment. You are a professional educator on your campus while you are student teaching, and you want to project that persona.

6. Observe time schedules for classes, meetings, and other conferences that are part of your workload.

Grading: The following statement has been adopted by the English Department for inclusion in all green sheets (including those courses in the English Credential Program):

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; F=failure. Your best efforts are expected and appreciated, but effort alone may not assure the highest grade if the writing or presentation does not meet the criteria for the assignment.

In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Student teachers, interns, and contract teachers are graded in ENED 365 and 184Y/Z with CR (Credit) or NC (No Credit). The candidate must fulfill all course requirements. The candidate must also provide evidence of good teaching and potential for continued growth to meet the criteria for the grade of “CR.”

Your university supervisor and your on-site evaluator(s) will fill out Formative Evaluations by March 17. You will be advised about areas of your teaching that you will need to improve in order to receive credit for the course. You should have ample opportunity to improve in those areas before the end of the semester. Formative Evaluations from both the university supervisor and on-site evaluators must be on file in the English Credential Office.

By May 19, your university supervisor and on-site evaluator(s) will again submit written evaluations of your performance, using the Summative Evaluation Form. You are required to teach your classes until the end of the semester of the school in which you are student teaching. Credit will not be assigned if the candidate does not complete the term at the school to which he or she has been assigned.
Evaluations

University supervisors and resident teachers will submit
a. formative evaluations no later than March 17.
b. summative evaluations no later than May 19.

Incompletes for ENED 365 and 184YZ will be given only in extenuating circumstances.

Academic Integrity Policy: The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. This policy sets standards for such integrity. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university’s degrees are compromised.

Plagiarism: At SJSU plagiarism is the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to full academic requirements. Plagiarism includes, but is not limited to
- the act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another’s work, without giving appropriate credit, and/or representing the product as one’s own work;
- representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one’s own.

(Adapted from the SJSU Academic Senate Policy, S04-12; please check this web site for the full policy: http://www.sa.sjsu.edu/judicial_affairs/index.html)

According to the SJSU policy, the minimum penalty for plagiarism is failure of the assignment/paper/exam. It is your responsibility to become informed about the Academic Integrity Policy

Disability Resources: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible. “Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.”

Course Calendar

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Locations</th>
<th>Presentations</th>
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<tbody>
<tr>
<td>Tues., Jan. 29</td>
<td>4:30-6:15</td>
<td>BBC 120</td>
<td>Effective Planning</td>
</tr>
<tr>
<td>Tues., Feb. 12</td>
<td>4:30-6:15</td>
<td>BBC 120</td>
<td>ERWC (Expository Reading and Writing course; ISAW (Improving Student Academic Writing); Helps for teaching writing</td>
</tr>
<tr>
<td>Tues., Mar. 11</td>
<td>4:30-6:15</td>
<td>BBC 120</td>
<td>Classroom Management</td>
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<td>Paper #1 Context for Learning DUE</td>
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<td>Tues., Nov. 6</td>
<td>4:30-6:15</td>
<td>BBC 120</td>
<td>English Language Learners</td>
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<td></td>
<td>Paper #2 English Language Learners DUE</td>
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<tr>
<td>Tues., Dec. 4</td>
<td>4:30-6:15</td>
<td>TBA</td>
<td>Technology in the English Classroom—Two Computer/Technology Lessons DUE</td>
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University Supervisors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lois Hamor</td>
<td><a href="mailto:loishamor@earthlink.net">loishamor@earthlink.net</a></td>
<td></td>
<td>408 265-7998</td>
</tr>
<tr>
<td>Jonathan Lovell</td>
<td><a href="mailto:jhlovell@pacbell.net">jhlovell@pacbell.net</a></td>
<td>FO 127</td>
<td>408 924-4437</td>
</tr>
<tr>
<td>Kris Morrela</td>
<td><a href="mailto:KrisMorrela@aol.com">KrisMorrela@aol.com</a></td>
<td></td>
<td>408 264-6952</td>
</tr>
</tbody>
</table>
Advisers for the English Credential Program are Jonathan Lovell and Mary Warner. Call the English Department (924-4425) to make an appointment.
Course Goals and Objectives:

The purpose of our English Methods sections this fall will be to introduce you to classroom practices suited to the teaching of English at the middle and high school levels in California, with particular attention to working with English Language Learners (students with limited proficiency in English). We will pursue this goal through a combination of readings designed to introduce you to the “framework” and “standards” this state uses to establish its goals and practices in the teaching of English, workshop presentations by middle and high school level Teacher Consultants of the San Jose Area Writing Project, a workshop I will give on teaching ninth grade students focusing on the teaching of Harper Lee’s *To Kill a Mockingbird*, and demonstration lessons that you will give to your peers, based on teaching *Romeo and Juliet* to a mixed-ability 9th grade English class, approximately 1/3rd of whom will be designated as English Language Learners.

Grading:

We will use three activities to determine your grade for this course:

1) a 20 or 25 min. demonstration lesson on *Romeo and Juliet* (25%) geared to the target class described above, presented to your peers in this classroom on April 10, April 17, April 24, May 1, and May 8; see attached rubric for the grading criteria I will be using to evaluate these demonstration lessons (TPE 1B, 2, 3, 4, 5, 7, 10, 11)

2) a final 12-15 page unit plan (50%), due Monday May 19 (by 6 pm if hand-delivered and by midnight if emailed to me). I prefer these final projects be sent to me electronically at jhlovell@pacbell.net. See attached rubric for my grading criteria for these final unit plans (TPE 1B, 2, 3, 4, 5, 6, 7, 9, 10, 11)

   --Your unit plan will begin with an introduction describing your rationale for teaching *Romeo and Juliet* (or a work of literature you are presently teaching/about to teach) over 20-25 lessons (approximately 3-4 pgs)
   --Your unit plan will next provide an overall “calendar” for all 20 to 25 days of your unit (1 pg)
   --Your unit plan will then include detailed OSPE lesson plans for 5 sequential days in this unit, at least 3 of which must be lesson plans which take students “through” the text of your selected work of lit (5 pgs)
   --Your unit plan will conclude with a discussion of what you learned from our classroom texts, from giving your demonstration lesson, and from your teaching (in 184X or other ms/hs classes), and how you have applied these "lessons learned" to both your overall unit plan and your five sequential lessons (2-5 pgs)

NB: The 'target class' for this four to five week unit will be the same as that for your demonstration lesson -- a class of mixed-ability students, one-third of whom are English Language Learners. (TPE 7)

3) a ‘process grade’ (25%) based on your completion of week by week class assignments and the following two short papers:
   a) one 3-5 page paper on how you plan to use technology in relation to the middle or high school level classes you are teaching/will be teaching in the future, based on 1) workshops by TC Todd Seal and me, and 2) a collection of articles TBA; due by email at midnight Sat March 22 (TPE 1B,5)
   b) one 3-5 page paper on the writing and writing assessment practices you would use for your 4-5 week literature unit, targeted for the mixed ability class of 9th graders specified above and based on your reading of Vicki Spandel’s *Creating Writers*; due by email at midnight Sat May 3 (TPE 1B, 2, 3, 4, 5, 9, 11, 12)
Required Books to be purchased online or through campus bookstores:


*Creating Writers Through 6-Trait Writing Assessment and Instruction.* Vicki Spandel. Pearson Education, 2004. [it's OK to purchase the 2000 edition of this book, although the newer one is better]


*Romeo and Juliet (Shakespeare Made Easy),* Barrons Educational Series (April 1985)


**Required Photocopied Materials (handed out in class on January 31)**

**Bring a $35 check made out to “SJSU Foundation/WP” to class next week for these materials:**

"Climate in the Classroom" (chapter 4 of *A Community of Writers: Writing in the Junior & Senior High School* Steven Zemelman and Harvey Daniels, Heinemann, 1988)

"Sheltered Instruction Across the Disciplines" (chapter 2 of *With Different Eyes: Insights Into Language Minority Students Across the Disciplines.* Faye Peitzman (ed). Addison-Wesley, 1994)

"Helping Language Minority Students to Read and Write Analytically: The Journey Into, Through and Beyond" (chapter 4 of *With Different Eyes: Insights Into Language Minority Students Across the Disciplines.* Faye Peitzman (ed). Addison-Wesley, 1994)

Chaps 12 & 13 (digital literacy and media literacy) from *The English Teacher's Companion* (see above)

Chap 7 (web-quests) from *10 Easy Ways to Use Technology in the English Classroom* (Hilve Firek, Heinemann, 2003)

Chap 3 (hi-tech schools/low-tech learning) from Oversold and Underused (Larry Cuban, Harvard Univ Pr, 2001)

(Note: In addition to these photocopied materials, each Writing Project Teacher-Consultant will provide you with a "presentation booklet" that gives classroom-tested lesson plans and a rationale for why these practices make sense in relation to the students that he or she is teaching).

**Tonight:**

After an initial orientation to the course as a whole--its structure, assignments, required texts--I will introduce you to the “OSPE” method of lesson planning--standing for Objective, Set, Procedures, and Evaluation in order to prepare you for an 8 min. mini-lesson that you will be giving 4-5 of your peers next week (see below).

We'll conclude by focusing on using the overhead projector as an effective teaching tool, using a teaching approach I jokingly refer to as "The TOP TEN ways to be a Sure Fire Failure at Using an Overhead Projector."

**Assignment for next week (Jan 31):**

Using at least one overhead transparency and an overhead transparency pen (you’ll need to purchase or locate these on your own), prepare an 8 minute lesson for your peers on a topic of your choice having nothing to do with anything you might learn in an academic class at school. Using your transparency or transparencies, and following the OSPE lesson plan format, teach something you believe will engage and sustain the attention of your fellow classmates for 8 minutes.
ENED 353 Spring 2008 Schedule of sessions & assignments

1/24 Introduction and orientation to the course (TPE 1B, 2, 3, 5, 6, 9, 10, 11, 12, 13)
1/31 Overhead projector mini-lessons to peers (8 minutes each) (TPE 2, 3, 5, 10)
2/7 Chapter talks/Book talks by peers on:
- "Climate in the Classroom" (chapter 4 of A Community of Writers: Writing in the Junior & Senior High School
  by Steven Zemelman and Harvey Daniels, Heinemann, 1988) (TPE 1B, 2, 3, 4, 5, 7, 11)
- "Helping Language Minority Students to Read and Write Analytically: The Journey Into, Through and Beyond"
  (chapter 4 of With Different Eyes) (TPE 1B, 2, 3, 4, 5, 7, 11)
- Shakespeare Set Free, introductory chapters and section on teaching Romeo and Juliet (TPE 1B, 4, 5, 9, 11)
2/14 Chapter talks/Book talks by peers on:
- Literature Circles: Voice and Choice in Book Clubs and Reading Groups (TPE 1B, 3, 4, 5, 6, 11)
- California Language Arts Framework and Standards (for grades 6-8 & 9-12) (TPE 1B)
- California ELD Standards (for grades 9-12 only) (TPE 1B)
- Creating Writers Through 6-Trait Writing Assessment and Instruction, selected chapters (TPE 1B, 2, 3, 5, 7, 11)
2/21 Chapter talks/Book talks by peers on:
- English Teacher's Companion, chapters #5 & #6 (vocab and grammar) (TPE 1B, 5, 6)
- Romeo and Juliet texts (Cambridge Schools & Shs Made Easy eds) (TPE 1B, 4, 5, 9, 11)
- Technology in the classroom articles (ETC chaps 12 & 13, web-quest chapter 7 from 10 Easy Ways to Use
  Technology in the English Classroom, chapter 3 from Oversold and Underused, by Larry Cuban) (TPE 1B, 2, 3, 4, 5, 6, 9, 10, 11)
  (4 booktalk responses -- on Climate, WDE 2, WDE 4, SSF-- due by Sat Feb 23)
2/28 Workshop by Jonathan Lovell on "Martin Luther and Walt Disney as teachers of reading," focusing on the teaching of
  To Kill a Mockingbird to 9th grade mixed-ability students (TPE 1B, 2, 3, 4, 5, 7, 10, 11)
  (3 booktalk responses -- on LC, 6-8 Standards, & CW-- due by email at midnight Sat March 1)
3/6 Workshop by Todd Seal, Silver Creek HS, East Side Union HSD, on blogging in the classroom (TPE 1B, 2, 3, 4, 5, 6, 9, 10, 11)
  (4 booktalk resp's on ELD Standards, ETC, R&J texts tech articles -- due by Sat March 8)
3/13 Workshop by Suzanne Murphy, St Martin of Tours, San Jose Diocese, using multi-genre writing in the classroom
  (TPE 1B, 2, 3, 4, 5, 6, 10, 12)
3/20 Workshop by Dara Smith, American HS, Fremont USD, a step by step approach to the multi-paragraph essay (TPE
  1B, 2, 3, 4, 5, 6, 7, 9, 10, 11)
  [3-5 page “tech in the classroom” paper due by email at midnight Sat March 22]
3/27 SPRING BREAK. HAVE A GREAT TIME!!
4/3 Workshop by Jennifer Touchton, Leland HS, SJUSD, teaching R&J to 9th graders (TPE 1B, 2, 4, 5, 6, 9, 11)
  (Professors Mary Warner and Jonathan Lovell give informational workshop on Phase II placement preferences at 6:15
  pm to 6:45 pm in BBC 120)
4/10 Demonstration lessons that bring 9th grade mixed-ability students "into" Romeo & Juliet (TPE 1B, 2, 3, 4, 5, 6, 7)
  (5 lessons, 20 minutes each--PLEASE REMEMBER TO BRING YOUR R&J SHS MADE EASY texts)
4/17 Demo lessons that bring 9th grade mixed-ability students "through" Act I of Romeo & Juliet (TPE 2, 3, 4, 5, 6, 7)
  (5 lessons, 20 minutes each--PLEASE REMEMBER TO BRING YOUR R&J SHS MADE EASY texts)
4/24 Demo lessons that bring 9th grade mixed ability students "through" Act II & III of R&J (TPE 2, 3, 4, 5, 6, 7)
  (5 lessons, 20 minutes each--PLEASE REMEMBER TO BRING YOUR R&J SHS MADE EASY texts)
5/1 Demo lessons that bring 9th grade mixed ability students "through" Acts IV & V of R&J (TPE 2, 3, 4, 5, 6, 7)
  (5 lessons, 20 minutes each--PLEASE REMEMBER TO BRING YOUR R&J SHS MADE EASY texts)
  [3-5 page paper on writing component of your 4-5 week unit on R&J, or your own choice of literary work,
  due by email at midnight Sat May 3]
5/8 Demo lessons that bring 9th grade mixed ability students "beyond" their reading of R&J (TPE 2, 3, 4, 5, 6, 7)
  (4 lessons, 25 minutes each-- PLEASE REMEMBER TO BRING YOUR R&J SHS MADE EASY texts)
5/15 Recent graduates from the SJSU English Credential Program will give a panel presentation focusing on “advice from
  the trenches” and sequences of lessons that have proven effective for mixed-ability learners. (TPE 9, 10, 11)
5/19 Final Projects due on a 4-5 week unit on the teaching of Romeo and Juliet or a chosen alternative work of literature
  (see syllabus and rubric for details of this assignment and grading criteria) (TPE 1B, 2, 3, 4, 5, 6, 7, 9, 10, 11)
Rubric for EnEd 353 Demonstration Lessons

For their Objective:

A Lessons:
-- Have a clearly stated, attainable objective, directed towards an assessable goal and easily understandable by ninth grade students
-- Express a clear relation between this objective and relevant CA Language Arts Standards
-- Express the objective in terms of what students will know or be able to do as a result of the lesson

B Lessons
-- Have an objective that is clear, but that is too ambitious or too simple for the target population of mixed-ability ninth grade students
-- Do not express the lesson's objective in terms of what students will know or be able to do as a result of the lesson, or in terms of relevant CA Language Arts Standards
-- Do not express the lesson's objective in 'student friendly' language.

C Lessons
-- Have an unclear or missing objective

For their Set

A Lessons have sets which:
• Attract students' attention
• Connect to students' prior experiences
• Actively involve students
• Motivate and focus students' attention on the lesson to come
• Provide enough time for the instructor to teach his or her lesson

B Lessons have sets which:
• Are not relevant to all students
• Tend to dominate the lesson plan as a whole
• Are sufficient but not compelling
• Connect to students' prior knowledge but are unclear to students

C Lessons:
• Have no opening activity to focus students' attention on the lesson to come

For their Procedures

A Lessons have:
• A variety of activities using multiple learning styles
• Special attention to making the content of the lesson accessible to English Language Learners
• Clear instructions to students, given in several different learning modalities
• Modeling by the teacher of what she or he wants students to do.
• A cumulative build towards the final learning objective(s)
• A break-down of complex tasks into a series of do-able steps
• Frequent checks for understanding as the lesson unfolds, including wait-time
• Reinforcement and debriefing as lesson occurs and as the lesson concludes
B Lessons have:
- A focus is on one dominant learning style
- Limited attention to making the content of the lesson accessible to English Language Learners
- Directions which are clear, but given in only one learning modality
- A insufficient amount of time modeling the lesson's objective for students
- A lesson broken down into steps that are not sufficiently explained and tend to be too "large"
- Infrequent checks for understanding
- Infrequent reinforcement as lesson occurs and minimal de-briefing as the lesson concludes

C Lessons have:
- Complex activities not broken down into a sequence of steps
- No attention to making the content of the lesson accessible to English Language Learners
- Large blocks of time assigned to single activities featuring one learning modality
- Directions for instructional sequences that are either too complex to follow or are not provided at all
- No checks for understanding
- No reinforcement of what's been learned or debriefing of the lesson at its conclusion

For their Evaluation (Note: due to time constraints, end-of-lesson evaluation practices should be written out in your lesson plan but not taught in your actual 20 minute demonstration lessons)

A Lessons have:
- Assessments which measure student's knowledge of the lesson's objective(s)
- Assessments which use criteria that are clear to students (i.e. rubrics)
- Assessments, when applicable, that students are involved in creating

B lessons have
- Limited assessment measures, not clearly related to the goals of the lesson
- Vague, student-unfriendly criteria for determining what students' know as a result of the lesson
- No discussion of assessment with students nor are students involved in creating the assessment

C Lessons have:
- No way for teacher or student to determine what was learned by the lesson.
In their Rationales  Note: When writing your rationale, ask yourself "Why am I teaching Romeo and Juliet et al. to these students? What is my purpose? What content and what aspects of my climate for learning do I want my students to remember one year or two years later?" Also remember that, since you are limited to four to five weeks of instruction, you must prioritize what you will and will not cover.

A Projects will
- explain the value and relevance of teaching R&J et al. to 9th graders (1/3 LEP students)
- relate this teaching of R&J et al. to the CA State Standards
- demonstrate through allocations of "teaching time" what the teacher believes to be the most valuable aspects of teaching R&J et al. to a class of 9th grade mixed-ability students

B Projects will
- have uneven attention to the relevance or value of the unit
- have unclear reasons for focusing on those components of R&J et al. that the author believes are both "teachable" and "most worth teaching" in four to five weeks' time
- will include perfunctory references to state standards.

C Projects will
- did someone say rationale?

In their 20-25 day Calendar

A projects will
- include 20-25 days of lessons (or 10-13 days of block periods/double periods) preferably outlined on a single page, that clearly demonstrates the 'translation' of the rationale into specific allocations of time
- have a variety of activities, including into, through and beyond, appealing to different learning styles.
- focus on student-centered lessons.
- evaluate consistently during the unit.

B projects will
- demonstrate a uneven connection between the rationale and how the teacher actually allocates time over her or his 20-25 classroom periods of instruction
- demonstrate inconsistent attention to ongoing assessment of what students have learned
- include little attention to checking for understanding or incremental repetition in building towards student comprehension

C projects will
- be obviously put together hastily and thoughtlessly
- have little cohesiveness
- be largely teacher centered
- lack a variety and range of instructional techniques
In their Five Days of Detailed OSPE Lesson Plans

A Projects will
• beg, borrow and steal great ideas from other teachers and peers in this class
• cover five sequential days, following the OSPE format, with special attention to "sets" and "procedures"
• include at least three "through" lessons
• pace the lesson by using actual "clock-time" (i.e. from 9:00 to 9:10 am) for each activity, and noting this information on the left side of each lesson plan page.
• provide sufficient guidance for a sub to teach all five lessons successfully in sequence

B Projects will
• be "largely original!"
• be somewhat sequential
• try to accomplish more than can reasonably be accomplished with 9th graders of mixed ability in five 50 min. or three 90 min block schedule periods
• bear a tenuous or difficult-to-discern relation to the rationale
• provide barely sufficient guidance for a sub to teach all five lessons in sequence

C Projects will
• be substantially downloaded off the web
• have little to no carry-over from day to day
• lack a minimum of three "through" lessons.
• lack sufficient detail for an informed sub to teach the sequence of lessons with success

In their Evaluations or Lessons Learned

A Projects will
• reflect on what has been learned from class textbooks, responses to one's own demonstration lesson, ideas from peers and workshop demonstrations, and the writer’s own teaching experiences
• explain how the 20-25 day unit plan reflects the above sources of ideas and inspiration
• present a strong argument for how this final project reflects the writer's knowledge and skill as a teacher

B Projects will
• draw inconsistently on the ideas provided by the methods class, responses to the demo lesson, the textbooks, the workshop presentations, and the writer's own experiences as a teacher
• make a tentative or uncertain argument for the writer’s strengths and capacities as a teacher

C Projects will
• leave the reader questioning what other fields besides teaching might be available for and appropriate to the writer/creator of this final project
Program Mission: The purpose of the Single Subject Credential Program at San José State University is to prepare professional educators as scholar-practitioners, critical thinkers and reflective decision-makers committed to education youth for life-long learning in a technologically advanced, culturally diverse democracy. Furthermore, the Foreign Language Department upholds and complements the vision and mission of the College of Education and the philosophy of the Secondary Education Department:

College of Education Vision: The College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth, and families by pursuing scholarly and reflective inquiry, promoting, enhancing, and increasing access to a quality, life long education. Faculty, staff, and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

College of Education Mission: The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Basic Values:
- Respect and appreciation for diversity
- Promotion of equity and access to quality education
- Excellence through scholarly activity and reflective professional practice
- Continual professional and personal growth
- Ethical, collegial, and humane interpersonal relationships as a basis for community

Secondary Education Philosophy: The philosophy of the Secondary Education Department at San José State University is based on a vision of professional educators who can function effectively and sensitively in multicultural, multilingual, and
technologically complex environment of today’s secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice, 2) serve in diverse educational contexts, 3) promote equity, respect for person, and social justice, and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations. These teachers must also be aware of uses of technology for learning, and they must be well prepared in current education theory, research, methods, and practice.

**Course Description:** 184Y: Minimum 80-120 class periods of classroom teaching or field teaching in appropriate single subjects, grade K-12, and related teaching activities and seminar. 184Z: Same as 184Y, but may be in different subject or school, and will be at a different grade level.

**Course Prerequisites:** Admission to the Single Subject Credential Program. Joint approval of major and education departments. Pass the CSET in French, Spanish or Mandarin Chinese.

**Course Philosophy and Objectives:** Having to reinvent the wheel in the classroom can be avoided by brainstorming with fellow student teachers and with the supervisor, not only about the challenges encountered (e.g., time management), but also about the successes (e.g., selection of effective techniques and materials). The pragmatic nature of FLED 184 Y, Z allows student teachers to bring to class discussions virtually any concern that becomes relevant to them along the course of their practicum. For this reason, the objectives outlined in (2) below will be addressed within a flexible sequence and will be allotted varying amounts of time, depending on the actual needs expressed by the student teachers during our periodical meetings.

1.0 Facilitate communication and exchanges of information between student teachers and supervisor and among student teachers
   1.1 Selection, use, and sharing of effective materials (with emphasis on realia)
   1.2 Selection, use and sharing of effective techniques and technological tools for teaching specific skills
   1.3 Exchange of information regarding professional organizations, conferences, publications, and other resources in the teaching profession

2.0 Seek practical solutions to challenges encountered along the practicum. These may include:
   2.1 Lesson planning
   2.2 Time management
   2.3 Classroom logistics (record keeping, etc)
   2.4 Discipline, class management and rapport with students
   2.5 Testing, evaluation, error correction
   2.6 Adhere to and clear / meaningful use of language of the target language
2.7 Achieving balance in teaching all language skills (including culture) and between teaching grammar and communicative use of language
2.8 Planning instruction, materials and motivational strategies for diverse learners and their affective needs and learning styles
2.9 Differentiated instruction and its effectiveness in Foreign Language classroom

3.0 Promote computer based technology skills including:
3.1 Record keeping of students’ work using software
3.2 Record keeping of students’ grades using appropriate software
3.3 Creation of interesting, informative, motivating, or developmentally appropriate materials to complement course materials
3.4 On-line informational support to students and parents, when possible
3.5 Management of learning activities in a technology-enhanced environment with emphasis on the incorporation of textbook materials and media presentations in conjunction with the text

Course Requirements:
- There will be an organizational meeting between the student teachers and their advisor during the first few weeks of the semester. From then on, regular meetings will be schedule (approximately every 2 weeks). Student teachers must be available at the designated time to attend these meetings: They are a very important component of the student teaching experience.
- Active participation in class discussions, which include preparation of topics previously selected as well as voicing of relevant concerns and questions that may have surfaced since the previous meeting.
- Trainees are to keep their lesson plans in a binder, and to write an introspective, critical reflection (a paragraph should suffice) after each day of teaching. These will be read by the advisor during supervisory visits, and used by the student teachers to build a pool of concerns to bring to our meetings. If more frequent feedback is desired, a dialog journal with the advisor is also another option.
- Completion of various seminar assignments including but not limited to a visitation to and evaluation of another language class, a self-evaluation, and shared strategies’ assignments. (These assignments will be issued and discussed at the third seminar meeting).
- Completion of World Languages Teaching Event.
  (The full text of World Languages Teaching Event, Candidate Handbook 2006-07 can be downloaded from www.pacttpa.org
  Click on TE Materials then World Languages.)
Procedures:
By the first organizational meeting, provide the supervisor with the following:

1. complete address and map or written directions to the school;
2. teaching schedule (class title(s); meeting days, times, and room(s);
3. complete name, schedule, e-mail, and address of master Teacher;
4. a district or school calendar with days in which class won't meet
   (due to holidays or school meetings; also include days in which the
   class period will be used for testing). This particularly important
   because, after the first visit (which will be scheduled by mutual
   agreement), subsequent visits will be unannounced.
   (A separate sheet is included to facilitate this request. Please
   include all materials in a three-hole binder).

Method of Grading: Credit / No credit
Also see Determination of Grade.

Final Exam: There is no final Exam for the course. Your participation in
the seminars, your performance and preparation for your high school
classes (field work), and the completion of the semester projects
constitute your receiving CREDIT / NO CREDIT for the course. In
addition, all other relevant factors such as proficiency, etc. may influence
the final grade.

Determination of Grade:
- Participation, preparedness, and attendance at all meetings
  scheduled.
- Evaluation by the on-site supervisor and the 184Y&Z director,
  Helene Chan.
- Effective management of student learning activities and the
  competent use of technology to enhance the learning process.
- Completion of the minimum 80-120 class periods of classroom
  teaching or field teaching and full day supervised teaching duties
  for a minimum of two weeks. (See Phase II: Student Teaching
  EDSC 184Y, Z). At least two different levels are required.
- Complete and up to date journal and lesson plans at each visitation
  by the supervisor.
- Ability to manifest the standards, philosophy, and mission of the
  College of Education, the Secondary Education Department, the
  Foreign Language Department, and the site school.
- Completion of seminar assignments.
- Completion of a videotape lesson (see World Languages Teaching
**ADA (American with Disabilities Act):**
Campus policy in compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.”

**Academic Dishonesty:**
Academic integrity statement (from Office of Judicial Affairs): “Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at: http://www2.sjsu.edu/senate/S05-14.htm

**Recommended Biography:**
- Single Subject Credential Program, *Student Teaching Handbook*, San José State University. (Most recent edition – available in the bookstore)

Additional informative books, pamphlets and French, Spanish or Mandarin Chinese Textbooks located in my office CL408K are available for students’ use.

The Foreign Language Department has information about courses, scholarships, and study abroad. Visit the office in CL 421 or go to the web site. http://www.sjsu.edu/foreignlanguages/
Program Mission: The purpose of the Single Subject Credential program at San Jose State University is to prepare professional educators as scholar-practitioners, critical thinkers and reflective decision-makers committed to educating youth for life-long learning in a technologically advanced, culturally diverse democracy.

Course Description: This course provides foreign language credential candidates with a background in second language acquisition theory, knowledge of current methodologies, and strategies for lesson planning and instruction in the target language.

Course Prerequisites: Admission to the Single Subject Credential Program. Teacher-education approval and competence in at least one foreign language.

Course Objectives:

1.0 Familiarize future teachers with the literature in the field. (NCATE Goal 1 & 3)
   1.1 First and foreign language acquisition theory.
   1.2 Methods (or “approaches”) to language teaching
   1.3 Research findings on adolescent development and their implications for foreign language instruction.

2.0 Develop and strengthen the notion of “proficiency” as an organizing or guiding principle in developing both a plan of instruction and specific teaching techniques based on the State Foreign Language Framework. (NCATE Goal 4)
   2.1 Listening Comprehension
   2.2 Reading
   2.3 Writing
   2.4 Speaking

3.0 Develop techniques to use the target language in the classroom and to scaffold language activities to meet the needs of English language learners and students with special needs. (NCATE Goal 3)

4.0 Understand diverse learners, diverse learning styles and how to establish a learner-friendly environment that promotes development of self-esteem and realization of potential. (NCATE Goal 3)

5.0 Develop curriculum which fosters appreciation for cultures in which the target language is spoken as well as an appreciation for the culturally diverse classroom of California. (NCATE Goal 2 & 3)

6.0 Develop assessment methods which measure student progress toward achieving goals as specified on the Foreign Language Framework Continuum. (NCATE Goal 5)
   6.1 Achievement-oriented testing
   6.2 Proficiency-oriented testing

7.0 Understand how the use of technology (computers, videos, CD’s, etc.) can enhance instruction in the foreign language classroom. (NCATE Goal 4)
8.0 Understand the value of professional development opportunities and the importance of becoming advocates for the study of foreign language. (NCATE Goal 6)

Course Requirements:

- Preparation of assigned material (readings, homework), class participation.
- Presentations based on assigned reading. Original mini-lessons on diverse areas (e.g. culture, speaking, etc.)
- Model class (25 minutes: will be videotaped and used as a tool for self-assessment).
- Mid-term exam & Final Exam.
- Portfolio reflecting personal qualifications and professional expertise

Method of Grading:  Letter, A through F

A+ = 98-100%, A = 93-97%, A- = 90-92%, B+ = 88-89%, B = 83-87%, B- = 80-82%, C+ = 78-79%, C = 73-77%, C- = 70-72%,
D+ = 68-69%, D = 63-67%, D- = 60-62%, F = below 60%

Evaluation/Assessment Criteria:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Class participation &amp; presentations</td>
</tr>
<tr>
<td>20%</td>
<td>Homework (essays, lesson plans, journal articles)</td>
</tr>
<tr>
<td>20%</td>
<td>Demonstration lesson</td>
</tr>
<tr>
<td>20%</td>
<td>Exams – mid-term and final</td>
</tr>
<tr>
<td>20%</td>
<td>Portfolio</td>
</tr>
</tbody>
</table>

Textbooks:


Bibliography:

- National Standards for Foreign Language Learning, American Council on the Teaching of Foreign Languages, 1996.

Academic Integrity Statement:

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The Policy on academic integrity can be found at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Americans with Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish as record of their disability.
Class Meetings and Activities

August 28
Overview of coursed requirements.

Discussion: What is proficiency? What are the National standards? What is the Foreign Language
   Continuum? What are the important professional organizations and documents?

Assignment: Read Chapter 1. Prepare to discuss.

September 4
   Comparison with COCI. Taped interviews and evaluations.

Assignment: Read Chapter 2. Prepare to discuss language acquisition theories.

September 11

Assignment: Read Chapter 3. Presentation on assigned method from chapter 3.

September 18

Assignment: Read chapter 4. Prepare to discuss.
Written Assignment #1: Essay on methodology.

September 25
Written assignment #1 due.

Discussion: Chapter 4. “The Role of Context in Comprehension and Learning.” Demonstration of the 5-
   step lesson plan for foreign language classrooms.

Assignment: Read chapter 5. Prepare to present a specific strategy for teaching listening or reading.

Written Assignment #2: Journal article.
**October 2**

**Written assignment #2 due.**
Discussion: Chapter 5. “A Proficiency-oriented Approach to Listening and Reading.”

Assignment. Read chapter 6. Prepare to present a specific strategy for teaching oral communication.

Written Assignment #3: 5-step lesson plan for teaching listening or reading

**October 9**

**Written Assignment #3 due.**


Assignment: Read chapter 7. Prepare to present a specific strategy for teaching writing.

Written Assignment #4: 5-step lesson plan focusing on oral proficiency

**October 16**

**Written Assignment #4 due.**

Discussion: Chapter 7. “Becoming Proficient in Writing”

Assignment: Prepare for mid-term exam based on chapter 1-7.

Written Assignment #5: 5-step lesson plan for teaching writing.

**October 23**

**Mid-term exam.**
Assignment: Read chapter 8. Prepare to present a specific strategy for teaching culture.

**October 30**

**Written assignment #5 due.**

Discussion: Chapter 8. “Teaching for Cultural Understanding.”

Assignment: Present a game or fun activity for the classroom.

Written Assignment #6: 5-step lesson plan emphasizing culture,
November 6

Written Assignment #6 due.

Discussion: Using portfolios in the classroom. Games and fun activities. Presentations.

Assignment: Read Chapter 9.

Written assignment #7: Journal article.

November 13

Written assignment #8 due.


Written assignment #9: Create a prochievement test.

November 20

Written assignment #9 due.

Technology in the FL classroom. Meet at Gunn High School. Videos, computers, etc.

November 27

Analysis of textbooks. Grading and organization.

Assignment: Complete portfolio.

December 4

Portfolio due.

Demonstration lesson presentations.

December 11

Demonstration lessons. Final exam.
KNED184Y Student Teaching II: Classroom Teaching. Minimum 80-120 class periods of classroom, teaching, laboratory or field teaching in appropriate single subjects, grade K-12, and related teaching activities and seminar. Prerequisite: Joint approval of major and education departments. C/NC grading. 4-6 units.

KNED184Z Student Teaching III: Classroom Teaching. Same as 184Y but may be in different subject, or in a different school, and will be at a different grade level. C/NC grading. 4-6 units.

Course Objectives
The student will demonstrate:

- Working knowledge of the Standards for the Teaching Profession, State Adopted Content Standards, and State Adopted Frameworks as they relate to student learning
- The ability to integrate English/Language Arts into the physical education curriculum and to support the needs of the English Language Learner
- The ability to plan, write, and teach from a lesson plan which reflects standard based objectives addressing the psychomotor, cognitive, affective, and social domains. Specifically students will 1) plan, write, and teach a lesson using instructional strategies that will lead to the development of motor skill acquisition, 2) plan, write, and teach a lesson using instructional strategies and heart rate monitors that will lead to the development of fitness, 3) plan, write, and teach a lesson using instructional strategies that will lead to the enhancement of students’ knowledge (cognitive development) about cultural sport and games, and 4) plan, write, and teach a lesson using instructional strategies that will lead to the development of students’ social skills and personal and social development using Hellison’s model of Social development.
- The ability to plan, write, and teach from a unit plan which reflects scope, sequence and content specific assessment that provides direct evidence for student learning (TWSM: Teacher Work Sample Methodology)
- Positive classroom management skills including strategies to address students’ special needs, behavior, diversity, and class size
• The ability to objectively reflect on teaching practices which impact student behavior and student outcomes, and the ability to modify instruction in order to guide students toward healthy, life-long learners.

**Course Format**

Seminar

**Textbooks and other resources**

Teacher Work Sample Methodology

Any and all textbooks from undergraduate courses (178, 179, 172, 155, 158, 165, 175, etc)

**Evaluation**

1. The assigning of a final grade is dependent upon completion of **all** requirements, including lesson plans, unit plans, mid term mentor teacher evaluation, TWSM, data analysis of teaching, and final supervisor and mentor teacher evaluations.

2. **Seminar Participation**: You must be prepared with reading assignments, written assignments, and be ready to discuss your experiences at school as well as the development of your TWSM. Any seminar missed will result in a 20-page paper on an educational topic approved by Dr. Wilkinson.

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**College of Education Mission**

The mission of the **College of Education** is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

**Basic Values**

- Respect and appreciation for diversity
- Promotion of equity and access to quality education
- Excellence through scholarly activity and reflective professional practice
- Continual professional and personal growth

**Secondary Education Philosophy**

The philosophy of the **Secondary Education Department** at San José State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment to today’s secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice, 2) serve in diverse educational contexts, 3) promote equity, respect for person, and social justice, and 4) provide fair-minded and responsive instruction to ethnically and linguistically diverse populations. These teachers must also be aware of uses of technology for learning, and they must be well-prepared in current education theory, research, methods, and practice.
Course Information
Deborah Craig  
Department of Kinesiology  
San Jose State University  
Office Hours by arrangement 1950-2030  
Messages only (650)-548-4301  
Email dcraig@kin.sjsu.edu  
Fall 2007  
Thursday 1600-1950  
Location SPX 077 & 089

KNED 339  
Instructional Materials and Procedures in Physical Education

Course Description
Application of theories of learning and principles of teaching to the selection of instructional procedures to be used in physical education. Practical experience provided.

Prerequisites
Departmental teacher education approval, HuP 170B, 172, and 179. Physical Education majors and minors only. Lecture/activity 4 hours. 3 units.

Textbooks and other Resources
1. Class Reader, available at Maple Press, KNED 339, D. Craig  
2. 2005 California Physical Education Content Standards  
3. www.hup.sjsu.edu/faculty/teaching (Choose “Teacher Ed. Course Materials”)  
4. www.kin.sjsu.edu/faculty/susanwilkinson (Access Course Materials)

Student Learning Objectives
The student will demonstrate:

- Working knowledge of the Standards for the Teaching Profession, State Adopted Content Standards, and State Adopted Frameworks as they relate to behavior management, use of technology in teaching, and the legal aspects of teaching
- The ability to integrate English/Language Arts into the physical education curriculum and to support the needs of the English Language Learner
- The ability to conceptualize, write, and teach from a unit plan which reflects scope, sequence and content specific performance-based assessments such as portfolios, videos, and case studies, as well as integrated formative assessments and authentic assessments reflecting life-like scenarios
- The ability to conceptualize, write, and teach from a lesson plan which reflects content standards based objectives addressing the psychomotor, cognitive, affective, and social domains as presented in the CA State Content Standards Document
- Positive classroom management skills including strategies to address students’ special needs, behavior, diversity, and class size
- Strategies for the use of technology including content-specific materials, software, and websites along with the ability to determine quality and appropriateness
• The ability to use technology in gathering and analyzing student performance data
• Knowledge of current education codes and laws regulating education in California, specifically related to physical education, fitness and health
• An understanding of the importance of remaining current in the field through professional organizations, professional materials, and professional opportunities
• The ability to objectively reflect on teaching practices which impact student learning and student behavior, and the ability to modify instruction in order to guide students toward healthy, life-long learners who are able to meet the physical education content standards at each grade level.

Course Requirements
This course will be interactive lecture, discussion, and activity based. Students must be prepared for movement, to teach and to actively participate. Professional behavior is expected including attitude, assignments, punctuality, and participation.
The final grade is dependent upon completion of all requirements. Any assignments not completed will result in a final grade of F. Consult the instructor regarding issues.

Percentage
1. In class participation 10%
2. Standards Based Plan MTR 20%
3. Standards Based Plan Fit. 20%
4. Written Assignments 20%
5. Teaching 20% (At least 4)
6. Final Exam 10%

1) Class Participation: You must have class materials, be prepared with assignments, be ready to discuss, teach, and participate, and be dressed for movement, including shoes, at each class meeting.
2) You are required to write two Standards Based Unit Plans, one motor skill based, one fitness based, in-depth description included in reader.
3) Written Assignments: There will be several written assignments including lesson plans, personal reflections, and assessments. All writing is expected to be of a professional caliber, hard copy, in duplicate (may be more), 3-hole punched and 12pt font.
4) Teaching: You will be teaching many times throughout the semester. Each lesson must be based on the CA State Physical Education Content Standards. Lesson plans must be copied for each class member and be 3-hole punched before arriving to class.
5) Final Exam: Thursday, December 13, 4:00 PM. No exceptions!

Tentative Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Class activity</th>
<th>Prepare for next Thursday</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 23</td>
<td>Introductions, expectations, class list emails, pre-assessment,</td>
<td>Read Appropriate Practices- E,M,H, NCLB</td>
<td></td>
</tr>
<tr>
<td>Sept 6</td>
<td>Review Content Standards, Show horizontals and verticals, Unpack, 1Teach MVT Concepts, discuss Assessments w/ lessons</td>
<td>Read Teaching Styles, teach same MVT concept using another style,</td>
<td>Lesson Plan (on template),</td>
</tr>
<tr>
<td>Date</td>
<td>Task Description</td>
<td>Details</td>
<td></td>
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<tr>
<td>Sept 13</td>
<td>See Assessment VCR <strong>Re-teach</strong> lesson from a different teaching style, Read TWSM, SBU in reader, Instructional Planning Cycle, Assessment, Choosing Appropriate Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 20</td>
<td>Assign &amp; explain MTR skill SBU, TWSM, Assign Content Standard teaching</td>
<td>Prepare CS lesson plan to teach, What is Continuous Performance-Based Assessment?, Peer Assessment in Physical Education.</td>
<td></td>
</tr>
<tr>
<td>Sept 27</td>
<td>Discuss P-B Assess., Peer Assess, <strong>Teach</strong> Content Standard</td>
<td>Revisit Instructional Planning Cycle, Outcome Learning, See Rubrics for SBU, Bring Evidence of SBU</td>
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<td></td>
<td></td>
<td>Unpacked Content Standard, Lesson Plan, Assessment</td>
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<tr>
<td>Oct 4</td>
<td>Check in on SBU, Unpack, Discuss Outcome Learning &amp; Rubrics</td>
<td>Prepare CS lesson, unpacked form, assessment, Evidence of SBU, How far along are you?</td>
<td></td>
</tr>
<tr>
<td>Oct 11</td>
<td>Check in on SBU, <strong>Teach</strong> Content Standard, catch-up on readings</td>
<td>Unpacked Content Standard, Lesson Plan, Assessment</td>
<td></td>
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<tr>
<td>Oct 18</td>
<td>Debrief SBU, plan for SBU Fitness,</td>
<td>Fitnessgram assignments</td>
<td></td>
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<tr>
<td>Oct 25</td>
<td><strong>Teach</strong> Fitnessgram</td>
<td>Rubrics, Engaging Students:..., What Did We Learn Today?</td>
<td></td>
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<tr>
<td>Nov 1</td>
<td>Designing a Rubric, Discuss readings</td>
<td>CSTP Document</td>
<td></td>
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<tr>
<td>Nov 8</td>
<td>Discuss and Review CSTPs</td>
<td><strong>Complete Standards Based Unit-Fitness</strong></td>
<td></td>
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<tr>
<td>Nov 15</td>
<td><strong>Surprise teaching #5</strong></td>
<td>The Need for Change, Creating a School Culture, Middle School Philosophy</td>
<td></td>
</tr>
<tr>
<td>Nov 22</td>
<td><strong>Happy Thanksgiving</strong></td>
<td><strong>No Class</strong></td>
<td></td>
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<tr>
<td>Nov 29</td>
<td>Discuss Readings</td>
<td>Motivation &amp; Discipline</td>
<td></td>
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<tr>
<td>Dec 6</td>
<td>Review, discuss, catch up</td>
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<tr>
<td>Dec 13</td>
<td><strong>Final 1600</strong></td>
<td>No exceptions.</td>
<td></td>
</tr>
</tbody>
</table>

**Grading**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95% and above</td>
<td>A</td>
</tr>
<tr>
<td>94% - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% - 87%</td>
<td>B+</td>
</tr>
<tr>
<td>86% - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83% - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79% - 77%</td>
<td>C+</td>
</tr>
<tr>
<td>76% - 74%</td>
<td>C</td>
</tr>
<tr>
<td>73% - 70%</td>
<td>C-</td>
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<td>69% - 67%</td>
<td>D+</td>
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<tr>
<td>66% - 64%</td>
<td>D</td>
</tr>
<tr>
<td>63% - 60%</td>
<td>D-</td>
</tr>
<tr>
<td>below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>
The assigning of a final grade is dependent upon completion of all requirements. Any assignments not completed will result in receiving an F final grade. There are no extra credit assignments. A 10% reduction in grade occurs for every day an assignment is turned in late.

**University Policy Information**

Academic integrity statement (from Office of Judicial Affairs):
“Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at http://www2.sjsu.edu/senate/S04-12.pdf

Campus policy in compliance with the Americans with Disabilities Act:
“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”
Mathematics Education 184 Y and Z Seminar

Spring 2008

Instructor: Dr. Julie Sliva Spitzer
Office: MacQuarrie Hall 315
Phone: 408-924-5120
Email: Sliva@math.sjsu.edu
Office Hours: T, 3:00-4, 5:15-545
Also by appointment.

Description of the Course
This seminar is designed as an opportunity for exploration and sharing of ideas, concerns, and questions that arise during your student teaching experience. You will be encouraged to reflect on your teaching experiences and to extend your perspective on teaching beyond your specific assignment. This course can also be viewed as an extension of your methods course in that we will address current beliefs about teaching and learning.

Technology will be revisited during this seminar. Emphasis will be placed on designing lessons with appropriate uses of software and graphing calculators. Use of the internet for resources and student projects will also be addressed.

Seminar Requirements
1. You are required to attend each seminar. Regular participation is expected.
2. You will keep a journal about your student teaching experiences, with an average of one entry per week.
3. During the semester you will give a presentation on one of the following topics:
   a. an innovative approach to a difficult topic or concept
   b. an application of a high school topic
   c. a use of technology
   Presentations may be done individually or in pairs.
4. You will develop an electronic portfolio a TPA (Teacher Performance Assessment) according to PACT (Performance Assessment for California Teachers) guidelines using Taskstream. (See other documentation for requirements.)

Phase Two Requirements
1. You will teach two different preparations for the school’s entire semester. This includes being responsible for lesson plans, grading, and classroom management. See your handbook for a list of responsibilities.
2. For the purpose of demonstrating competency in the use of technology, you will teach at least one lesson using technology. In this lesson, you must integrate the technology into the math unit you are teaching. This lesson must be observed by your university supervisor.
3. You will be on the school campus for at least four hours each day (longer if you are on contract). You will need this time to meet with cooperating teachers and students. Also, use it to visit other teachers, math and non-math.
Mathematics Education 184 Y and Z
Portfolio Requirements

The following are minimum requirements for inclusion in your portfolio. You should collect these items as the semester progresses. Your university supervisor may ask to see it at any time during the semester, and will expect it within one week of the request. I will collect it twice during the semester. Feel free to share it with me along the way if you would like some feedback on the organization of it or on what to include.

1. One lesson plan for each two-week period, with your written reflections on that lesson. Include what went well, what needed improvement, and what you would change.

2. One unit plan with your written reflections on the whole unit as described above.

3. At least one lesson plan that uses technology, and your written reflections on it.

4. A description of your major goals for each course you are teaching, including your complete grading scheme and a full description of your assessment program (sort of a green sheet, even if you do not hand one out to students). This should be inserted into your portfolio by the end of the third week of your student teaching experience.

5. Sample quizzes and all unit tests, including a description of who developed them. At least one unit test should be developed by you. Also include a description of other assessment techniques you may use (such as projects).

6. Your 184 journal.

7. Any other material you would like to add that would help to provide a full picture of your student teaching experience.

Technology objectives

As part of the requirements for successful completion of the course, the student teacher will:
1. Use computer-based technology to create interesting, informative, motivating and developmentally appropriate course materials.
2. Create and deliver at least one lesson that uses technology to support diverse needs of the learners.
3. Create and deliver at least one lesson that effectively incorporates subject specific software and/or subject specific websites.
4. Effectively manage student learning activities in a technology-enhanced environment.

Please share a copy of this information about the portfolio with your cooperating teacher(s).
Instructor: Dr. F. D. Rivera  
Office: DH 339  
Contact Number: (408) 924-5170, rivera@math.sjsu.edu (preferred)  
Website: www.math.sjsu.edu/rivera  
Office Hours and Days: TR 5:15–6:15 pm & by appointment

Description of the Course: The place and function of mathematics in secondary education, improvement and evaluation of instruction. Teaching the subject matter of secondary mathematics.

Prerequisite: Math 201A or Math 201B and, either passing score on the CSET exams or be within 3 courses of completing the subject matter preparation program, or instructor consent.

Text: Daniel Brahier, Teaching Secondary and Middle School Mathematics, 2nd Ed.

Learning Objectives: At the end of the course, you are expected to have acquired an understanding of the following issues:
1. TPE 1: specific pedagogical skills relevant to teaching secondary school mathematics in all areas;
2. TPE 2: monitoring student learning during mathematics instruction;
3. TPE 3: interpretation and use of assessment in mathematics;
4. TPE 4: making mathematics content accessible;
5. TPE 5: student engagement in mathematics;
6. TPE 6: developmentally appropriate practices in Grades 9-12 that pertain to mathematics
7. TPE 7: teaching English learners;
8. TPE 8: learning about students of mathematics;
9. TPE 9: instructional planning in mathematics;
10. TPE 10: instructional time in mathematics;
11. TPE 11: social environment appropriate in teaching and learning math;
12. TPE 12: professional, legal, and ethical obligations as a mathematics teacher, and;

Course Requirements:
1. Absolutely no late work will be accepted. All requirements are due in class on the day of the expected submission. If you miss turning in a requirement, then you lose points.

2. Unless there are truly extenuating circumstances with written documentation acceptable to me, incomplete grades need to be completed within two weeks from the last day of instruction. Any missed course component or requirement not completed within the allotted two weeks is given 0 pts.

3. If you need course adaptations or accommodations because of a disability, or if you
need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.

4. Your own commitment to learning, as evidenced by your enrollment at SJSU, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at http://www2.sjsu.edu/senate/S04-12.pdf. Also, you are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at http://info.sjsu.edu/static/catalog/policies.html.

**Grading Information:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Projects (2 @ 150 pts)</td>
<td>300 pts</td>
</tr>
<tr>
<td>Final Project</td>
<td>200 pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500 PTS</strong></td>
</tr>
</tbody>
</table>

A 90 above (at least 450 pts)
B 80 – 89 (400 – 449 pts)
C 70 – 79 (350 – 399 pts)
D 60 – 69 (300 – 349 pts)
F 59 and below (299 pts and below)

Note that there is no further assignment of +/- for each grade category.

**Expectations About Classroom Behavior, Rights, and Responsibilities:**

1. All cellphones should be on silence mode or turned off.

2. You are expected to be in class at all times. If you find yourself in an emergency situation and unable to attend, email me as soon as possible with details of the situation. You may also call, but I prefer you email.

3. Please deal with your issues. I want you in class without those issues. In particular, if your current situation makes you unable to come to come on a regular basis, then this is not the right time to be taking this course. Coming to class late on a regular basis is unacceptable behavior.

4. All homework assignments involve reading pages from the book. Please see to it that you have read them prior to coming to class and be prepared to discuss the content, including your take on the issues involved. Any sign indicating lack of preparedness is annoying and results in a quiz to be factored in the final grade.

5. If you were absent on a session when important documents have been handed out, it is your responsibility to seek those documents yourself.

6. I reserve the right to make changes in the greensheet, including the schedule and sequencing of course content. If and when this happens, the whole class will be consulted. If you were absent on a day when a decision is made about the course and its components, it is your responsibility to get informed.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Reference</th>
<th>Focus Questions</th>
<th>Homework Reading</th>
<th>Target TPE</th>
</tr>
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<tbody>
<tr>
<td>Jan 24</td>
<td>Introduction</td>
<td>1 on p. 26</td>
<td>pp. 6-23</td>
<td>1, 4</td>
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<tr>
<td>Jan 29</td>
<td>Chap 1 Math as a Process</td>
<td>7 on p. 26</td>
<td></td>
<td>1, 4</td>
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<td>Jan 31</td>
<td>Chap 1</td>
<td>8 on p. 26</td>
<td>pp. 30-33</td>
<td>1, 4</td>
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<tr>
<td>Feb 5</td>
<td>Chap 2 Learning and Psychology</td>
<td>1, 2 on p. 58</td>
<td>pp. 31-53</td>
<td>2, 4, 6</td>
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<tr>
<td>Feb 7</td>
<td>Chap 2</td>
<td>3-6 on p. 58</td>
<td>pp. 64-74</td>
<td>2, 4, 6</td>
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<tr>
<td>Feb 12</td>
<td>Chap 3 Curricular Models</td>
<td>2 on p. 85</td>
<td>pp. 75-82</td>
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<tr>
<td>Feb 14</td>
<td>Chap 3</td>
<td>5, 6 on p. 85</td>
<td>pp. 89-94</td>
<td>4</td>
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<tr>
<td>Feb 19</td>
<td>Chap 4 Implementing a Course Study</td>
<td>1,2 on p. 115</td>
<td>pp. 95-103</td>
<td>4, 5, 8, 9</td>
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<tr>
<td>Feb 21</td>
<td>Chap 4</td>
<td>3, 4, 5 on p. 115</td>
<td>pp. 104-112, 117-123</td>
<td>4, 5, 8, 9</td>
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<tr>
<td>Feb 26</td>
<td>Chap 4</td>
<td>9, 12 on p. 116</td>
<td>pp. 124-129</td>
<td>4, 5, 8, 9</td>
</tr>
<tr>
<td><strong>Feb 28</strong></td>
<td><strong>Project 1 NO CLASS</strong></td>
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<td></td>
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<tr>
<td>Mar 4</td>
<td>Chap 5 Planning for Instruction</td>
<td>1, 2 on p. 153</td>
<td>pp. 130-147</td>
<td>4, 5, 6, 8, 9, 10</td>
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<tr>
<td>Mar 6</td>
<td>Chap 5</td>
<td>3 on p. 153</td>
<td>pp. 148-149</td>
<td>4, 5, 6, 8, 9, 10</td>
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<tr>
<td>Mar 11</td>
<td>Chap 5</td>
<td>6 on p. 153</td>
<td>pp. 150-151</td>
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<td>Mar 13</td>
<td>Chap 5</td>
<td>7 on p. 153</td>
<td>pp. 158-163</td>
<td>4, 5, 6, 8, 9, 10</td>
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<td>Mar 18</td>
<td>Chap 6 Teaching Tools and Strategies</td>
<td>1, 2 on p. 191</td>
<td>pp. 164-181</td>
<td>4, 5, 6, 8, 9</td>
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<tr>
<td>Mar 20</td>
<td>Chap 6</td>
<td>3, 4 on p. 191</td>
<td>pp. 182-188</td>
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<td><strong>Mar 24-28</strong></td>
<td><strong>Spring Break NO CLASSES</strong></td>
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<tr>
<td>Apr 1</td>
<td>Chap 8</td>
<td>5, 7, 8 on p. 191</td>
<td>pp. 196-204</td>
<td>4, 5, 6, 8, 9</td>
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<tr>
<td>Apr 3</td>
<td>Chap 7 Teaching Algebra</td>
<td>2 on p. 237</td>
<td>pp. 205-213</td>
<td>4, 5, 6, 8, 9</td>
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<tr>
<td>Apr 8</td>
<td>Chap 7 Teaching Geometry</td>
<td>7 on p. 238</td>
<td>pp. 214-235</td>
<td>4, 5, 6, 8, 9</td>
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<tr>
<td>Apr 10</td>
<td>Chap 7 Teaching Data Analysis and Probability; Teaching Discrete Math</td>
<td>3 on p. 237</td>
<td>pp. 244-254</td>
<td>4, 5, 6, 8, 9</td>
</tr>
<tr>
<td>Apr 15</td>
<td>Chap 8 The Role of Assessment</td>
<td>1, 2 on p. 275</td>
<td>pp. 255-272</td>
<td>3, 6, 8</td>
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<tr>
<td><strong>Apr 17</strong></td>
<td><strong>Project 2 NO CLASS</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Apr 22</td>
<td>Chap 8</td>
<td>4, 8, 10 on p. 275</td>
<td>pp. 279-285</td>
<td>3, 6, 8</td>
</tr>
<tr>
<td>Apr 24</td>
<td>Chap 9 Principles of Assessment Practices</td>
<td>1, 3 on p. 302</td>
<td>pp. 286-301</td>
<td>3, 6, 8</td>
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<tr>
<td>Apr 29</td>
<td>Chap 9</td>
<td>4, 5, 6, 7, 9 on p. 302</td>
<td>pp. 309-324</td>
<td>3, 6, 8</td>
</tr>
<tr>
<td>May 1</td>
<td>Chap 10 Meeting the Needs of All Students</td>
<td>1, 2, 4 on p. 329</td>
<td>pp. 325-328</td>
<td>7, 8, 11</td>
</tr>
<tr>
<td>May 6</td>
<td>Chap 10</td>
<td>7, 8, 9, 10 on p. 329</td>
<td>pp. 334-346</td>
<td>7, 8, 11</td>
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<tr>
<td>May 8</td>
<td>Chap 11 The Teacher of Mathematics in the School Community</td>
<td>1 on p. 355</td>
<td>pp. 347-355</td>
<td>8, 11, 12, 13</td>
</tr>
<tr>
<td>May 13</td>
<td>Chap 11</td>
<td>5, 6, 9, 11 on p. 356</td>
<td></td>
<td>8, 11, 12, 13</td>
</tr>
<tr>
<td><strong>May 21</strong></td>
<td><strong>Final Submission</strong></td>
<td></td>
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</tr>
</tbody>
</table>
Course Description

Student teaching provides an opportunity for a prospective teacher to work in a public school under the direction of a master teacher or a campus supervisor. During the term the student teacher observes the master teacher, and works with sectionals, small groups, and ensembles at the discretion of and often collaboratively with the master teacher. When possible, student teachers prepare works for public performances and gain experiences in teaching theory, music history and literature, and classes in guitar, recorder, piano, technology, and other topics that may be useful to the prospective teachers.

The student teacher prepares lesson plans for evaluation by the campus supervisor and meets with the master teacher and campus supervisor at regular intervals for advising. Attendance at SJSU MENC events are a required part of the course.

Please note:
Student teachers are expected to devote the major portion of their time to student teaching during Phase II.

Prerequisite

Students must have the joint approval of the School of Music and the College of Education, including meeting the subject matter competency, all departmental skills (including piano and fundamentals), a passing score on the CBEST, and acceptable grade point average, and all other School or College requirements.

Required Memberships, and Additional Materials

Memberships:
National Association for Music Education (MENC) publication: Music Educators Journal.
California Association for Music Education (CMEA).

Materials:
Videotape (VHS) to record and evaluate teaching episodes.


Evaluation/Grading
Grades for student teaching are CR-NC. The criteria for earning a CR in this course and a fully supportive recommendation letter for your placement file are:

Evidence of reliability: punctuality and thorough preparation for teaching, consultation with the master teacher at regular intervals for advice on ways to improve effectiveness, and a professional attitude.

Attendance is required at CMEA events and completion of suggested plans and material by your supervisor.

At the completion of the semester, make an appointment with your instructor to complete the final papers for your file.

**Music Use Fee**

All Music Majors and Minors must pay a music equipment fee of $35 each semester they are enrolled at San José State University. Other non-music majors enrolled in performing ensembles or any electro-acoustic music, recording or Music 10B courses must also pay a fee of $20.00. The receipt must be brought to the Music Office before completing University registration. Applied music instruction will not be authorized until this fee is paid.

**Academic Integrity**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University.

**Accommodations**

Inclusiveness is essential to the mission of San José State University. If you need course adaptations because of a disability or you need special arrangements in case the building must be evacuated, please see the course instructor to make the necessary arrangements.
1. Course Information
Instructor: Kara Ireland D’Ambrosio
Department: Music & Dance
College of Humanities and the Arts, San Jose State University
Fall Semester, 2007

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>MUEd 370 A: Methodology for Music Educators: Elementary K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>42907</td>
</tr>
<tr>
<td>Section:</td>
<td>01</td>
</tr>
<tr>
<td>Class Hours &amp; Location:</td>
<td>M 3:30-5:20 PM Room M250</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By Appointment</td>
</tr>
<tr>
<td>Office Location:</td>
<td>M 201</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>(408) 924-4333</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:sjsumued370a@sbcglobal.net">sjsumued370a@sbcglobal.net</a></td>
</tr>
<tr>
<td>Department Fax:</td>
<td>(408) 924-4773</td>
</tr>
</tbody>
</table>

2. Course Description
a. Course Overview and Description:
This course prepares music majors for employment as music instructors in K-8 classrooms. The focus is on state and national standards, methodology (including Kodaly, Orff, Dalcroze, and other approaches to music learning), philosophy, curriculum development, lesson planning, field observation, and issues in music education. Students will learn to apply teaching strategies from various sources, will become familiar with a variety of methodologies, will explore K-8 music software (Room 124, School of Music Computer Lab is available to students in this course for review of elementary level music software), and will examine and discuss case studies in order to prepare for actual practice as music teachers. Classroom management, learning theories, cross-curricular strategies, multi-cultural music, and assessment will be explored. Peer teaching will be developed through theoretical knowledge, observation and modeling to provide practical applications in the teaching and learning process.

b. Prerequisites:
Students must be upper division music majors, graduate students or have instructor consent. This course is required for teacher certification, and a grade of B or better is mandatory.

c. Required and recommended texts, readers, or other reading materials:

Froseth, James, Do It! Play Recorder Book 1 w/ CD Chicago, IL, GIA Publications, Inc., 1996
www.giamusic.com

GIA Baroque Soprano Recorder – it is important that we all have the same recorder for good, in-tune sound while playing as a group. (G-M447) www.giamusic.com
Required Memberships:
National Association for Music Education (MENC) publication: *Music Educator’s Journal*
www.menc.org

*When you sign up for your MENC membership, you mark off California as your state affiliation and will automatically be a CMEA member.*

California Association for Music Education (CMEA) publication: *Tempo*
www.calmusiced.com www.cmeabaysection.org

Encouraged memberships: (Optional)
Organization of American Kodály Educators (OAKE) publication: *The Envoy*
www.oake.org www.ncake.oake.org

American Choral Directors Association (ACDA) publication: *The American Choral Journal*
www.acdaonline.org

American Orff-Schulwerk Association (AOSA) publication: *The Orff Echo*
www.aosa.org www.ncaosa.org

Dalcroze Society of America (DSA) publication: *American Dalcroze Journal*
www.dalcrozeusa.org

d. Other Required Reading materials:
Instructor will provide you with a reading packet about:

1) MENC. National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts, 1994. (ORDER INFO – ISBN 1-56545-036-1, #1605, MENC – or download just the standards free from the website.)


Instructor will assign various articles that you will need to download from the www.menc.org website – you must have your membership number to access these articles.

Free Software – please download and install the following (Free and available for Windows and Mac OS) – to help write out songs for your lesson plans.

🎵 Final Notepad 2006 (www.finalemusic.com)

3. Student learning objectives for the course (Learning Outcomes)

🎵 The student will be able to speak to the benefits of music education for children.
🎵 The student will be able to discuss learning theory/psychology as it applies to a child’s musical development.
🎵 The student will be able to explore various methodologies and apply techniques in the music classroom.
🎵 The students will be able to plan elementary music programs for presentations.
🎵 The students will be able to design curriculum and lesson plans based on the National Standards in Music and the California Framework for Music Instruction.
🎵 The students will be able to design objective and subjective assessment strategies to evaluate student progress in a musical setting.
🎵 The students will be able to evaluate current software for K-8 computer-assisted music instruction and use current technology in the music classroom.
🎵 The students will be able to teach elementary music using appropriate methods and materials.
The students will be proficient in singing and playing the recorder.

The students will be able to use the CMEA and MENC websites (as well as other relevant websites) to understand the resources they offer including job vacancy information.

The students will be able to use the University library to access current research in music education through ERIC and the Journal of Research in Music Education.

4. Course requirements
a. Projects:
   - Final project – Notebook
b. Exams:
   - Midterm and final examinations.
c. Quizzes:
   - None
d. Homework:
   - Weekly reading, written assignments/essays, teaching episodes, and presentations. May include written reviews of reading, class presentations of material, program two concerts (1-2 Grade level and an All-School concerts) or class discussions in which everyone participates.
     - All Assignments need to be typed, 12-font, New Times Roman, 1 inch margins (Top, bottom, right and left); Header = Your Name, Name of SJSU Class, Due Date of assignment, Title of Assignment, your email address; Footer = Page Number, Your Last Name.
     - All Lesson Plans, Demonstration, and Oral Presentation Assignments - you must bring copies for instructor and ALL students in the class. All students must keep these papers in their notebooks – in order of dated due dates. (Notebooks are the final project).
   - Written Review of one assigned Grade Level of the California Edition of Silver Burdett/Scott Foreman Music Curriculum.
   - Teaching plans and peer teaching.

e. Class Participation:
   - Class participation, preparation, and field observations, including a school observation - a one-page review of the field observation. (No cell phones in class.)
   - Notebook of all class notes, lesson plans, handouts, bibliographies, song collections, games, and other resources pertaining to classroom music.

5. Tentative course calendar including assignment due dates, exam dates, date of Final exam
(Please note that the course calendar is “subject to change with fair notice”)

Aug. 27 – Discussion/Worksheet (“Introduce Yourself/What you want/need to learn?”); (Chapter 1); Importance of Music Educ. in the Elementary Levels

Sept. 3 – No Class (Labor Day) SJSU off

Sept. 10 – Begin Recorder. Read: Chapters 2. Assignment 1 Due: “Why is Music Education Important at the Elementary Level”/Present to school board

Sept. 17 – Recorder. Chapter 3 – overview of each approach, writing lesson plans

Sept. 24 – Recorder. Chapter 12 – Curriculum Design; Music Standards Packet given out
Oct 1 – Recorder. Chapter 13 – Discussion on Assessment; Music Schedules (Weekly/Yearly/Concerts/Programs); Bring National/State Music Standards packet; Midterm Overview

Oct. 8 - Recorder. Assignment 3 Due: Chapter 4 & 5 groups. Curriculum Books.

Oct. 15 – Recorder. Assignment 3 Due: Chapter 6 & 7 groups.

Oct. 22 – Recorder. Assignment 3 Due: Chapters 8 & 9 groups; Chapter 10.

Oct. 29 – Please sign up for individual assessments with your instructor – you will need to sing a song and turn in your MIDTERM. (Midterm Due).

Nov. 5 – Recorder. – Your requested Topics; Job Interviews, Ch 17-Technology (Possibly meet in computer lab from 3:30-4:30 PM) Assignment 4 Due: Examine Music Series Book

Nov. 8 (Thursday) Evening - MUSIC NIGHT at SJSU– special presentation by one of the AOSA National Conference Presenter – David DeStefano – 5-6 PM – your attendance is REQUIRED.

Nov. 12 – No Class (Veterans Day) SJSU off

Nov. 19 – Recorder. Assignment 7 Due: Presenting 3-4 minute Orff- Eng. Literacy/Music Education – based on what you learned from Nov. 8 presentation. Assignment 5 Due: job interview/group discussion; review; your topics

Nov. 26 – Recorder. Exceptional Children - Ch. 16; Assignment 8 Due: MENC Article: READ: (Go to Music Educators Journal Bonus Content Archive to find:) March 2006, Music Educators Journal Vol. 92, No 4 Bonus Content to “I Send My Best Matthew to School Every Day” & “Teaching Special Learners” from Teaching Music, ed. 2004, Vol. 12, No. 3 Prepare 5 questions/comments for discussion –put in your notebook; Assignment 9 Due: School Observation/Assessment Techniques (Verification sheet must be attached).

Dec. 3 – Recorder. Final Exam assignment. Ch. 15- Multi-Cultural Music; Assignment 6 Due: 1 page review of a current music education technology program. Assignment 10 Due: Write up a modification and present it in class 3-4 minute presentation.

Dec. 10 (Last day of instruction) 3:30-4:30 PM Sign Up for Recorder – Exam; Turn in Notebooks (Final Project) Due . 5 PM-5:20 PM – Review for Final.

Dec. 14 (Friday) 2:45 – 5 PM – SJSU Scheduled Final Exam Time – 2:45 PM Final Begins – Each Student teaches for 4-6 minutes the concept you were assigned on Dec 3, (*It is possible this Final Exam maybe adjusted/changed).
6. Grades

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<tr>
<th>Assignments (Weekly &amp; Notebook)</th>
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<tbody>
<tr>
<td>Midterm</td>
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<tr>
<td>Final Project</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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a. Grading information:

<table>
<thead>
<tr>
<th>Grading Percentage Breakdown</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94% and above</td>
<td>A</td>
</tr>
<tr>
<td>93% - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% - 87%</td>
<td>B+</td>
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<tr>
<td>86% - 84%</td>
<td>B</td>
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<tr>
<td>83% - 80%</td>
<td>B-</td>
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<tr>
<td>79% - 77%</td>
<td>C+</td>
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<td>D+</td>
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<tr>
<td>66% - 64%</td>
<td>D</td>
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<tr>
<td>63% - 60%</td>
<td>D-</td>
</tr>
<tr>
<td><strong>below 60%</strong></td>
<td><strong>F</strong></td>
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</tbody>
</table>

b. Extra credit options, if available:

1) Attendance to the American Orff-Schulwerk Association National Conference. (Nov. 14-17, San Jose Convention Center). Write up (min. of 2-page) review of each workshop you attend listing activities you learned – positive and negative, observations/techniques you learned from the presenter, and attach copies of the handout from the workshop with a signature of the presenter on these worksheets. Each paper that is properly written (meeting these objectives) will be added as “A” assignments to your assignment grade/percentage.

2) Attend other music workshops, upon approval of instructor. More to follow.

c. Penalty (if any) for late or missed work: Class Policies

- Regular preparation and participation are required. Students are expected to treat this class as a professional commitment. There will be regular discussions, peer teaching, and presentations. Active and positive participation is a must.

- Assignments are due on the dates assigned.

- Tests and assignments missed due to unexcused absences cannot be made up. Tests and assignments missed due to an excused absence (verified illness/family emergency) may be made up at a time designated by the instructor.

- Students are expected to arrive at class on time and remain for the entire class period.

- Attendance: Excused absences are conflicts outside the control of the student (i.e. illness, death in family). It is important to notify the instructor of any absences. Unexcused absences are conflicts within the control of the student (i.e. had another performance/rehearsal, had to study, had another appointment). Each unexcused absence will be considered in your semester evaluation.
7. University, College, or Department Policy Information

a. Academic integrity statement (from Office of Judicial Affairs):
   “Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at http://www2.sjsu.edu/senate/S04-12.pdf

b. Campus policy in compliance with the Americans with Disabilities Act:
   “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

c. School of Music & Dance Policies and Procedures:

Drop Policy:
The deadline to drop a class without a W is on the fourteenth day (Sept. 5, 2007) of instruction. After the fourteenth day drops and withdrawals will be allowed only for serious and compelling reasons and documentation will be required to support those reasons. All petitions to drop or withdraw will be reviewed by the Director of Academic Services.

Music Use Fee:
Music majors and minors must pay a music equipment use fee of $30* each semester. The fee must be paid directly to the Cashier’s Office, and you must bring the receipt to the Music Office before completing registration. Applied music instruction will not be authorized until this fee is paid. Music 10B students, or students enrolled in any sound recording course, must pay a fee of $22* each semester that they are enrolled in one or more of these classes. The fees are included in the student’s bill, with other registration fees. *Note: Fees may have changed, please check with the music office to confirm fees.

Academic Honesty:
Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

8. APPENDIX:
• “You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at http://www2.sjsu.edu/senate/S04-12.pdf
• Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities.
• As appropriate to your particular class, a definition of plagiarism, such as that found on Judicial Affairs website at http://www2.sjsu.edu/senate/plagarismpolicies.htm
• “If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy S04-12 requires approval by instructors.”
1. Course Information

Instructor:  Dr. Diana Hollinger  
Department:  School of Music & Dance  
College of Humanities and the Arts, San Jose State University.  
Spring Semester, 2008

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Music Education 370B</th>
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<tbody>
<tr>
<td>Course Code:</td>
<td>21219</td>
</tr>
<tr>
<td>Section:</td>
<td>1</td>
</tr>
<tr>
<td>Class Hours &amp; Location:</td>
<td>M 3:40-5:30 in room 250</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>M 10:30-12:00, 1:00-2:00; TH 10:30-12:00</td>
</tr>
<tr>
<td>Office Location:</td>
<td>M 103</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>408 924-4631</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:Diana.Hollinger@sjsu.edu">Diana.Hollinger@sjsu.edu</a></td>
</tr>
<tr>
<td>Preferred Contact: (Either through email or Phone)</td>
<td>Email</td>
</tr>
<tr>
<td>Department Fax:</td>
<td>408 924-4773</td>
</tr>
</tbody>
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2. Course Description, Objectives, and Prerequisites

**Course Overview and Description:** This course prepares music majors for student teaching and employment as music instructors in secondary music classrooms. The focus is on state and national standards, methodology, philosophy, curriculum development, lesson planning, peer teaching, field observation, and issues in music education. Students will learn to apply teaching strategies from various sources, become familiar with a variety of methods, and will examine and discuss real-life situations in order to prepare for actual practice in the classroom.

**Prerequisites:** Students are required to be credential students and music majors, or to have instructor consent.

3. Course Objectives: Students will:

- Speak to the benefits of music education.  
- Discuss learning theory/psychology as it applies to secondary music education.  
- Explore various methodologies, CAI software, professional websites and other resources.  
- Design and teach from curriculum and lesson plans based on the National Standards in Music and the California Framework for Music Instruction.  
- Design assessment strategies to evaluate student progress in a musical setting.

Requirements
- Class participation.
- Notebook of all class notes, lesson plans, handouts, bibliographies, and other resources.
- Weekly reading, written, and oral assignments. May include written reviews of reading, class presentations of material, or class discussions in which everyone participates.
- Lesson plans and peer teaching episodes.
- Midterm and final examinations.

Class Policies
- Regular participation is required. There will be regular discussions, peer teaching, and presentations, and active and positive participation is a must.
- Assignments must be turned in on the due date.
- Tests and assignments missed due to unexcused absences cannot be made up. Tests and assignments missed due to an excused absence may be made up at a time designated by the instructor.

5. Text, Memberships, Materials

Required Text:

Suggested Texts:

*Teacher to Teacher: A Music Educator's Survival Guide* by MENC: The National Association for Music Education.


Required Memberships:
National Association for Music Education (MENC) publication: *Music Educators Journal*.

Required Materials:
6. Evaluation/Grading

50% Weekly Assignments and Positive Participation
50% Midterm, Final, Notebook

7. University, College, or Department Policy Information:

   a. Academic integrity statement (from Office of Judicial Affairs):
   “Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at http://www2.sjsu.edu/senate/S04-12.pdf

   b. Campus policy in compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

   c. School of Music & Dance Policies and Procedures:

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Science Education Program
Single Subject Credential Program

Science Education 184 Y & Z
Student Teaching – Phase II & III
College of Education Vision
The College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access to a quality, lifelong education. Faculty staff and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

College of Education Mission
The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Basic Values
- Respect and appreciation for diversity
- Promotion of equity and access to quality education
- Excellence through scholarly activity and reflective professional practice
- Continual professional and personal growth
- Ethical, collegial, and humane interpersonal relationships as a basis for community

Secondary Education Philosophy
The philosophy of the Secondary Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today’s secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice, 2) serve in diverse educational contexts, 3) promote equity, respect for person, and social justice, and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations. These teachers must also be aware of uses of technology for learning, and they must be well prepared in current education theory, research, methods, and practice.
The professional teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in public school selected by the Science Education Program. Phase II student teaching is designed to support and assist you with your teaching experiences in

a. planning and practicing multiple strategies for managing and delivering instruction that were introduced and examined in your coursework and extend your understanding of major ideas and emphases developed in your methods classes, especially Science Method 173,

b. meeting the Teaching Performance Expectations (TPEs), Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, specifically:
   a. Making Subject Matter Comprehensive to Students
   b. Assessing Student Learning
   c. Engaging and Supporting Students in Learning
   d. Planning Instruction and Designing Learning Experiences for Students
   e. Creating and Maintaining Effective Environments for Student Learning
   f. Developing as a Professional Educator

c. preparing for and completing the Teaching Performance Assessment.

Expectations of Phase II Student Teachers:

To complete your credential program, most students must teach in two different courses, usually with two different Master Teachers, for a complete school term. At least one of these two courses must be a general mix one, i.e., not strictly college bound. We expect the student to take over the class from day one in the school term or as early as possible and teach through the last day of the host school’s semester. Obviously, this requires the Master Teachers to relinquish the class(es) to the new teacher. The student is expected to cover during this term the established curriculum, but, and importantly, the student must be allowed to cover this curriculum according to their own design. They must prepare their own lessons and their own assessment instruments. The classes are to be strongly student-centered and include a diversity of teaching approaches, as covered in SCED 173. Additionally, the State of California requires that you show evidence of a minimum two (2) weeks of full time teaching. You arrange this, with your resident teacher(s) and the science department at your school. The classes you teach to meet this requirement may be with teachers other than your resident teacher and may be any courses offered by your science department. During the student teaching term, the student also must attend a weekly support seminar (SCED 375) that includes all active science student teachers. Attached to this syllabus is an expanded description of specific expectations for students taking Phase II Student Teaching.
Evaluation of Teaching Performance:

The University Supervisor will visit often (usually once every 7-10 days) to observe the student teacher and consult with the Master Teachers, or mentoring teacher (in the case of students teaching on contract). Following each visit, the student teacher will be provided with written feedback (including a “Minimum Standards Checklist”). This checklist which contains the minimal standards that each student teacher should meet while student teaching, will be completed by the University supervisor during all Phase II observations. This will allow University supervisors to quantify the student teacher’s progress for each visit.

Midway through the term, the student will be provided with a Formative Assessment of progress, and at the end of the term the student teacher will be provided with a Summative Assessment of the term’s teaching performance and the level of competence achieved. The criteria to be used in evaluating student teachers have been derived from California Standards for the Teaching Profession and the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. A copy of the Standards for Pre-Service Teachers is provided in the Student Teacher Handbook.

Procedure for Student Teacher Performance Below Minimum Standards

It is the policy of the Science Education program that the following steps should be taken if a student teacher fails to meet the minimum standards:

1. If the student teacher does not meet the minimal standards, the University supervisor will meet with the student teacher and master teacher(s) and will discuss and note, in writing, the areas that need improvement. The master teacher(s) are encouraged to provide feedback to the student teacher at any time. The master teacher(s) have the right to remove the student teacher from teaching at any time. The master teacher(s) have the right to remove the student teacher from teaching at any time.

2. Two weeks after the meeting referenced above (#2), if there is no improvement, the University supervisor will request that another University supervisor observe the student. After this observation, the supervisors, the master teacher(s) and the student will meet to discuss what improvements need to occur. These recommendations will also be placed in a written contract. The deadline to meet the conditions stated in the written contract will be two weeks following the written contract. This time line may be foreshortened as conditions may warrant.

3. If the conditions in the contract are not met, the student will be removed from student teaching and given a “NC” grade for Sc Ed 184 Y & Z and Sc Ed 375. The master teacher(s) will inform, in writing, the Teacher in Residence and the Director of Science Education of the date on which the student teacher will discontinue teaching.

4. The student teacher will then meet with the University supervisor, a science education faculty member and the Director of Science Education to determine the activities that need to be completed before the student teacher can retake Sc Ed 184 Y & Z and Sc Ed 375. These activities will be placed in writing and a copy will be placed in the student’s file in the Science Education office.

5. Copies of the “NC” grades and the packet of correspondence will be sent to the Secondary Education office for its record.
Expectations of Master Teachers:

We expect the Master Teacher to be a coach, a facilitator, a support system, and an evaluator. New teachers are not to be cloned in the image of the Master Teacher. They must be encouraged to develop their own styles of teaching. The Master Teacher should confer daily with the new teacher about how the teaching is progressing and the plans for upcoming lessons. Our experience strongly indicates that the Master Teacher should stay out of the new teacher’s classroom as often as possible so that both the new teacher and the students in the class accept that the new teacher, not the Master Teacher, is in charge of the class. Listening in on the class from an outside room and discussing what happened later with the student teacher is the preferred mode of supervision. Attached to this syllabus is an expanded description of specific expectations for Master Teachers supervising a Phase II Student Teacher.

Process to Deal with Possible Misunderstandings:

On rare occasions, a student teacher may perceive that the Resident or University Supervisors are not dealing with the student teacher fairly. If you have concerns with the Resident Supervisor/Master Teacher, consult with your University Supervisor. If you have concerns with the University Supervisor, consult the Director of the Science Education Program or the Director of the Single Subject Credential Program.
Secondary Education
Expectations for Candidates – Dispositions

In accordance with the goals of the Single Subject Credential Program, candidates are expected to demonstrate the following professional dispositions as they progress through course work and field work experiences:

REFLECTIVENESS

Indicators:
- Practices critical questioning
- Is responsive to criticism
- Is responsive to opposing views
- Articulates opposing views
- Examines personal strengths and weaknesses
- Questions own beliefs and practices
- Exhibits flexibility

RESPONSIBILITY

Indicators:
- Responds to and complies with obligations
  - Oral and written agreements with others
  - Coursework/Assignments
  - Timeliness
- Engages actively in program experiences

COMMITMENT TO PROFESSIONALISM

Indicators:
- Demonstrates an understanding of the legal obligations of teaching
- Demonstrates ongoing commitment to professional development
- Practices collaboration and collegiality to reach identified goals

COMMITMENT TO FAIRMINDEDNESS AND EQUITY

Indicators:
- Treats others with equal respect, courtesy, and dignity
- Is intolerant of all forms of harassment, discrimination, and exploitation
- Recognizes the need for differences to ensure equal treatment of all
Required Book:

A copy of the **Student Teacher Handbook, Single Subject Credential Program** is required of all student teachers and of the Resident Supervisors/Master Teachers. Students will purchase their copy. The University will provide copies for each Master Teacher.

Mid-semester Formative Evaluation of the Student Teacher:

We request that the Resident Supervisors/Master Teachers, in consultation with the University Supervisor, fill out discuss and submit to the student teacher a Formative Evaluation no later than the 10th week of the semester. For this purpose the standard evaluation checklist with comments may be used. In any areas where a student is rated as below standard, i.e. the candidate should be performing at least minimally at the Developing level, but should show Capable performance overall, the University Supervisors are expected to decide if the student teacher will be allowed to continue in the Student Teaching, Phase II assignment. If yes, a written plan is to be presented to all parties that outlines the degree and rate of progress that is expected of the student teacher. Such students should be supervised closely to determine if reasonable progress is being made to achieve the standard. Failure by the student to make timely progress should result in termination of the Phase II assignment. Before re-enrolling in Phase II Student Teaching, a student must first meet the conditions of remediation stipulated by the Science Education Program Faculty.

End of Semester Summative Evaluation of the Student Teacher:

The Resident Supervisors/Master Teacher in consultation with the University Supervisor are to fill out and submit to the student teacher and to the Science Education Program the Summative Evaluation Form provided in the Student Teacher Handbook or Folder. In any areas where a student is rated as below standard, i.e. the candidate should be performing at least minimally at the developing level, but should show capable performance overall, the Supervisors are expected to determine the student teacher’s course grade (credit/no credit) and whether the student has satisfied certain requirements for the credential. A copy of the Standards for Pre-Service Teachers and Phase II Summative Evaluation Form is provided in the Student Teacher Handbook.
Phase II Student Teacher Expectations
184 Y & Z Course Requirements

The following guidelines and expectations for Phase II student teachers were developed by a committee consisting of experienced Resident Supervisors and of SJSU Science Education faculty. These benchmarks of acceptable progress have been developed to help guide student teachers, Resident Supervisors/Master Teachers, and University Supervisors as they assess a student’s progress towards becoming an outstanding science teacher. In addition and in compliance with the Teaching Performance Expectations, students will address, examine and/or employ strategies that will help you develop the ability to

* Making Subject Matter Comprehensive to Students
* Assessing Student Learning
* Engaging and Supporting Students in Learning
* Planning Instruction and Designing Learning Experiences for Students
* Creating and Maintaining Effective Environments for Student Learning
* Developing as a Professional Educator

Failure of a student teacher to meet any of these levels of expectation constitutes grounds to remove the student from Phase II Student Teaching and/or receive credit/no credit for SCED 184 Y & Z.

I. Teaching Portfolio: At the end of the SJUSD semester, each student will submit a Portfolio to the SCED 375 Instructor that demonstrates growth in his/her teaching practices. The Standards of Quality and Effectiveness for Professional Teacher (TPE) set expectations for teachers to reflect and evaluate their own teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. To this end, the Teaching Portfolio will include samples of the following:

a. **Course syllabus** that outlines major topics and subtopics covered during the semester for one course.

b. **Weekly planning calendars** for the entire semester in one course that indicate the sequence of topics, lessons, objectives, strategies and assessments

c. **One complete lesson plan** based on state-adopted standards used during the Phase II Student Teaching experience for each of the following:
   1. laboratory activity
   2. guided inquiry lesson
   3. lesson with a technology component
   4. group/cooperative learning lesson
   5. lesson with an emphasized literacy component
   6. other

d. **Materials** developed to support instruction in each of these lessons

e. Lesson plans must identify **instructional strategies** for accommodating the needs of ELL, low achievers, students with disabilities (as appropriate for your classroom)

f. **Performance Task/Assessment** and **Rubric** developed to support instruction and measure student achievement

g. Samples of **student work** that show various levels of student performance on a standards-based rubric

h. **Observations** of two experienced teachers at your site, any subject

i. Course **Greehsheet**

j. Classroom policies/plans for (1) **Discipline/Management**, (2) **Homework and Grading**, and (3) **Safety**
2. Two Full-weeks of Student Teaching that includes written reflection on lesson design, materials used, lesson delivery, student response, and on teaching effectiveness and professional development

3. Completed Teaching Performance Assessment (TPA), including Lesson Design, Implementation, Assess and Reflection after Instruction. Demonstrate your ability to design standard-based lessons for a particular group of students, implement that lesson making appropriate use of class time and instructional resources, meet the differing needs of individuals within the class, manage instruction and student interaction, assess student learning, and analyze the strengths and weaknesses of the lessons. Thus, during teaching school semester, student teachers will be asked to schedule and teach a specific instructional activities and strategies, to collect, assess and evaluate student’s academic learning performances and to reflect on your teaching practice, and effectiveness (see TPEs in the Student Teaching Handbook). Teaching lessons may be video taped. This requirement is met by completing the following tasks outlined in the Teaching Performance Assessment Packet, distributed separately:

   Part A: Planning Curriculum, Assessment, and Instruction
      Task A1: Learning about Students in the Whole Class
      Task A2: Learning the Whole Class: Student Characteristics
      Task A3: Information about the Learning Environment
      Task A4: Information about Academic Instruction Planning
      Task A5: Assessment Planning

   Part B: Implementing Instruction
      Task B1: Teaching the Lesson
      Task B2: Analyzing the Lesson
      Task B3: Support Materials for Lesson /Unit

   Part C: Analyzing Teaching and Learning
      Task C1: Giving the Assessment for the Whole Class

   Part D: Analyzing Evidence of Student Academic Learning and the Assessment
      Task D1: Reflection after Instruction

4. Weekly teaching calendars for each class taught. The calendar is to include titles of lessons, student objectives, activities, labs, instructional strategies, handouts, reading assignments, quizzes, etc. The weekly calendar should be sent or given to the University Supervisor and the Colloquium (SCED 375) instructor no later than Sunday evening for the following week’s classes. An electronic form, for this purpose, will be provided.

5. Video recording (analog or digital) while teaching in the classroom. In July, 2008, the California Department of Education (CDE) and Commission on Teacher Credentialing (CTC) will begin implementing a new assessment process that will require that credential candidates be video recorded while teaching in the classroom. The Science Education Program at San Jose State will pilot this process during Spring, 2008. Candidates will be expected to provide a 20-minute video recording of themselves as they facilitate their students’ engagement in scientific thinking, collecting, and analyzing scientific data during a scientific inquiry. This will require consent and support from school administrators, master teachers and parents and/or students.
6. **Benchmarks.** All of these benchmarks should be discussed in detail prior to the first day of teaching, or as soon as possible, by the Resident Supervisors together with the student teacher. A calendar of meeting dates to accomplish and discuss these assessments should be developed before the beginning of the semester so that all parties have reserved the time necessary.

   a. **By the First Day of Phase II Student Teaching:** Every student teacher is expected to demonstrate the following to the Resident Supervisors in order to be eligible to take responsibility for the teaching assignment:

      1. A simple, clear course syllabus that communicates course content, rules of behavior, grading policy, and the “+” and “−” consequences for the students.
      2. A set of lesson plans (in pencil) for at least the first five teaching days.
      3. A calendar of concepts/topics to be covered for the first grading period.
      4. A form to be sent home to parents identifying the person, as a student teacher, and describing what will be expected of the students in the science class.
      5. A working knowledge of how the school “works:”
         a. Bell schedule(s)
         b. School procedures (discipline, health, etc.)
         c. Available resources (computer labs, library, video, etc.)
      6. Positive attitude and demonstrable enthusiasm.
      7. A “hook,” i.e., an interesting demo, story, puzzle, etc, that will engage the interest of the students.
      8. An agenda that will be written on the board.
      9. A few (1, 2, 3) specific management goals that the student teacher will focus on during the first week or so. (Examples: All students are seated when the bell rings. Hands are raised before speaking out in class. Teacher dismisses students, not the bell.)
     10. A collaboration schedule worked out with the Resident Supervisors so that the student teacher can get constructive feedback as soon as possible and at benchmark periods.
     11. Attire that is appropriate to the school site and to the teaching profession. Note: Jeans, t-shirts, bare midriffs, low-cut tops and shorts are not professional dress for a typical teaching day.

   b. **By the End of the First Week of Phase II Student Teaching:** Every student teacher is expected to demonstrate:

      2. Appropriate behavior with students.
      3. The ability to adapt.
      4. A high level of organization and preparation.
      5. A consistent pattern of classroom management and disciplinary policies.
      6. Regular and effective collaboration with the Resident Supervisors.
      7. Appropriate communication with all students, including ELL.
      8. A solid curriculum in science that emphasizes conceptual understanding and acquisition of process skills.

   c. **By the End of the _ of Phase II Student Teaching:** Every student teacher is expected to demonstrate:

      1. Continued improvement in the above expectations for “End of Week One.”
      2. Effective long range planning.
      3. Complete and creative lesson plans.
      4. Grades/returns exams and papers in a timely manner.
      5. Effective interactions with colleagues.
      6. Effective and efficient equipment management.
      7. Effective contact with parents.
8. Humor and enthusiasm.
9. Maturity and stability.
10. Use of a variety of teaching & learning strategies, including computer-assisted.
11. Effective motivation of a variety of students.
12. Creation of an environment conducive to learning.
13. Development in students of higher order thinking skills.

7. **Science Methods Course SCED 173.** Students are expected review, apply, practice, implement and demonstrate competency and teaching effectiveness in the various topics covered and discussed in Science Methods SCED 173, at the completion of the Phase II, Student Teaching experience.

8. The “regular” student teacher is expected to interview with the prospective Master Teacher (s) at least several weeks prior to the beginning of Phase II Student Teaching. Typically, this meeting will be during December/January for a Phase II placement for Spring Semester or during May or June for a Fall Semester placement. Once the student and the Master Teacher (s) agree on the assignment, the following expectations should be read, discussed and modified, if needed and agreed to by all parties.

**The Student Teacher Expectations:**

1. Become familiar with department personnel, school personnel, and community leaders, and the campus layout.
2. Become familiar with school resources to assist students with learning difficulties or language development problems.
3. Become familiar with the students in your classes prior to the first day of instruction, including names and special needs.
4. Assume control of the classroom day-to-day operations from the onset of the semester to the end of the school site’s semester.
5. Provide the Master Teacher with reasonable written lesson plans, both daily and weekly, of classroom activities. Some collaboration with the Master Teacher is expected initially but as time progresses; the student teacher is expected to assume complete control over the lesson plans and their assessment.
6. Provide the university supervisor with reasonable evidence of planning both long term and short term.
7. Create and experiment with a variety of teaching strategies promoting self-learning among the students. Inquiry based lessons are considered the norm for effective teaching, and not a one time experience during the semester.
8. Discuss readily and openly the issues that are of concern in providing the most effective lessons with both the Master Teacher and University Supervisor on a regular basis. Accept constructive criticism when required and make appropriate adjustments in the lesson plan design.
9. Be professional in dress, attitude, inter-actions with peers and students, and timely completion of all school-required assignments, such as grade reporting, etc.
10. Assist in the overall programs of the school including attending school functions i.e. back to school night, student activities i.e. plays, sports or dances, and mandated state testing programs.
11. Expand your perspective by visiting three other classrooms, which are activity based, and discussing the issues of managing students and materials in these classes. Do not limit these experiences to only science classes. Submit your notes from these visits to the ScEd 375 Instructor, with your portfolio.
12. Partake of opportunities throughout the semester to mingle with other professionals through participation in professional meetings or conferences.
13. Substitute for your Master Teacher sparingly, but willingly if the option presents itself.
14. Arrange with your Master Teacher (s), or other department teachers, to complete two consecutive weeks of full time teaching, before the SJSU semester ends.
The Master Teacher Expectations:

1. You are a coach and mentor. Please encourage autonomy as soon as possible. Allow the Phase II student teacher to be the teacher of the class, from the first day of the semester (or within two weeks), to the last.
2. Be aware of the student teacher’s work through regular review of their lesson plans and long term plans (2 weeks or so), talks with their students, review their assessment tools and make direct observations of their lessons.
3. Give positive feedback and constructive criticism.
4. Allow the student teacher to develop his/her own student-centered lessons, long term plans (approx 2 weeks) and assessments as early as possible. As the Master Teacher you should share your overall semester plan with the student teacher to give them direction in creating their weekly or monthly plans.
5. Help coach the student teacher with lesson plans and labs, as well as sharing information on locations of department / school resources and policies.
6. Leave the room initially to allow the student teacher to feel the responsibilities of being in charge. Staying in the room gives the students mixed messages about the student teacher’s authority. Listening to the lesson from outside is helpful.
7. Do not make corrections when the class is in session, do it after, privately.
8. Meet with the University supervisor, occasionally.
9. Invite the student teacher to observe your teaching, but recognize he/she must develop individual styles and techniques.
10. Assist the Student teacher in arrangements to complete the state mandated two consecutive weeks of full time teaching.
11. Will make two formal evaluations of the student teacher (forms will be provided), one at nine to ten weeks into the semester (formative) and one at the end of the semester (summative). These should be discussed with the student teacher and can be mailed or faxed to the Science Education Program (fax 408-924-5180) or given to the University supervisor.
San Jose State University
College of Science

Science Education Program
Single Subject Credential Program

Science Education 375
Colloquium and Seminar
In Science Education

College of Education Vision
The College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access to a quality, lifelong education. Faculty staff and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

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- Ethical, collegial, and humane interpersonal relationships as a basis for community

Secondary Education Philosophy
The philosophy of the Secondary Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today’s secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice, 2) serve in diverse educational contexts, 3) promote equity, respect for person, and social justice, and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations. These teachers must also be aware of uses of technology for learning, and they must be well prepared in current education theory, research, methods, and practice.
Secondary Education
Expectations for Candidates – Dispositions

In accordance with the goals of the Single Subject Credential Program, candidates are expected to demonstrate the following professional dispositions as they progress through course work and field work experiences:

REFLECTIVENESS

Indicators:
- Practices critical questioning
- Is responsive to criticism
- Is responsive to opposing views
- Articulates opposing views
- Examines personal strengths and weaknesses
- Questions own beliefs and practices
- Exhibits flexibility

RESPONSIBILITY

Indicators:
- Responds to and complies with obligations
  - Oral and written agreements with others
  - Coursework/Assignments
  - Timeliness
- Engages actively in program experiences

COMMITMENT TO PROFESSIONALISM

Indicators:
- Demonstrates an understanding of the legal obligations of teaching
- Demonstrates ongoing commitment to professional development
- Practices collaboration and collegiality to reach identified goals

COMMITMENT TO FAIRMINDEDNESS AND EQUITY

Indicators:
- Treats others with equal respect, courtesy, and dignity
- Is intolerant of all forms of harassment, discrimination, and exploitation
- Recognizes the need for differences to ensure equal treatment of all
Purpose of the seminar

This seminar is designed for you as a Phase II student teacher or intern, to support and assist you with your teaching experiences. This seminar will support you by (1) extending your understanding of major ideas and emphases developed in your methods classes, especially Science Methods 173, (2) contribute to meeting the Teaching Performance Expectations (TPE), Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, (3) contribute to your completion of the Teaching Performance Assessment, and (4) provide a forum for discussion of issues related to your classroom experiences. The salient features of California Teaching Performance Expectations (TPE) are:

A. Making Subject Matter Comprehensive to Students  
B. Assessing Student Learning  
C. Engaging and Supporting Students in Learning  
D. Planning Instruction and Designing Learning Experiences for Students  
E. Creating and Maintaining Effective Environments for Student Learning  
F. Developing as a Professional Educator

Hopefully, this seminar will help guide you through many challenges you will face as you grow into a strong and effective teacher because teaching is a vocation that requires constant renewal of mind and heart, spirit and skills.

Requirements of this Seminar

ATTENDANCE AND PARTICIPATION:
According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for materials discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.”

This is a credit/no credit seminar without formal evaluation or examinations. Therefore, student attendance and participation are essential. Students are expected to attend each session, be on time and remain for the entire class period to receive full credit. Each student is expected to actively participate, to complete all assignments, and to make significant and appropriate contributions to class discussions and activities. Please call in advance when you cannot attend any session. Due to time constraints, missed sessions cannot be made up. Students are required to turn off cell phones during class hours. Failure to comply with this regulation will result in dismissal for the remainder of the class period.
ASSIGNMENTS

1. **Readings, Written Assignments, Class/WEBCT Discussions:** To provide guidance, support, and a context for reflecting upon their teaching experiences, students will be expected to complete reading and written assignments and to participate in class discussions. Assignments received after the due date/time will be subject to penalty.

2. **Teaching Portfolio:** At the end of the SJUSD semester, each student will submit a Portfolio to the SCED 375 Instructor that demonstrates growth in his/her teaching practices. The Standards of Quality and Effectiveness for Professional Teacher (TPE) set expectations for teachers to reflect and evaluate their own teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. To this end, the Teaching Portfolio will include samples of the following:
   - **Course syllabus** that outlines major topics and subtopics covered during the semester for one course.
   - **Weekly planning calendars** for the entire semester in one course that indicate the sequence of topics, lessons, objectives, strategies and assessments.
   - **One complete lesson plan** based on state-adopted standards used during the Phase II Student Teaching experience for each of the following:
     1. laboratory activity
     2. guided inquiry lesson
     3. lesson with a technology component
     4. group/cooperative learning lesson
     5. lesson with an emphasized literacy component
     6. other
   - **Materials** used to support instruction in each of these lessons.
   - Lesson plans must identify **instructional strategies for accommodating the needs of ELL, low achievers, students with disabilities** (as appropriate for your classroom).
   - **Performance Task/Assessment** and **Rubric** developed to support instruction and measure student achievement.
   - **Samples of student work** that show various levels of student performance on a standards-based rubric.
   - **Observations** of two experienced teachers at your site, any subject.
   - **Course Greensheet**.
   - **Classroom policies/plans** for (1) **Discipline/Management**, (2) **Homework and Grading**, and (3) **Safety**.

**NOTE:** Carefully review the course requirements as provided on the syllabus for 184 Y&Z.

3. **Two Full-weeks of Student Teaching** that includes written reflection on lesson design, materials used, lesson delivery, student response, and on teaching effectiveness and professional development.

4. **Teacher Performance Assessments** (TPA): Students in SCED 375 are concurrently registered in SCED 184 Y &/or Z. All the written requirements for SCED 184Y &/or Z, including the Teacher Performance Assessments (TPA), are submitted in this Colloquium/Seminar according to the attached tentative schedule for SCED 375 as well as other documents that evaluate your teaching practices and effectiveness. Carefully review the course requirements as provided on the syllabus for 184 Y&Z.

5. **Weekly teaching calendars for each class taught.** The calendar is to include titles of lessons, student objectives, activities, labs, instructional strategies, handouts, reading assignments, quizzes, etc. The weekly calendar should be sent or given to the University Supervisor and the Colloquium (SCED 375) instructor no later than Sunday evening for the following week’s classes. An electronic form, for this purpose, will be provided.

6. **Video recording (analog or digital) while teaching in the classroom.** In July, 2008, the California Department of Education (CDE) and Commission on Teacher Credentialing (CTC) will begin implementing a new assessment process that will require that credential candidates be video recorded while teaching in the classroom. The Science Education Program at San Jose State will pilot this process during Spring, 2008. Candidates will be expected to...
provide a 20-minute video recording of themselves as they facilitate their students’ engagement in scientific thinking, collecting, and analyzing scientific data during a scientific inquiry. This will require consent and support from school administrators, master teachers and parents and/or students.

**Grading Policy for Assignments:** This course is a credit/no credit course. It is expected that a minimum of 80% will be achieved to earn credit. Credit distribution (approximate):

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation in class activities and discussions</td>
<td>50%</td>
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<tr>
<td>Written Assignments</td>
<td>50%</td>
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</table>

All work submitted is expected to meet high standards of professional quality in content, style, and use of Standard English. Written assignments and presentations will be graded based on criteria according to rubrics distributed in advance of the due date. All assignments are to be submitted on or before their due dates/times to be eligible for full credit.

**WebCT:** A high-speed connection is recommended to minimize frustration with long wait-times. High-speed connections are available to students on campus, if needed. You will be given a password and login during our WebCT orientation. **It is the student's responsibility to check WebCT** for announcements or additions/changes to assignments. WebCT assignments and electronic copies of written assignments must be submitted by Wednesday, 11:55 pm. One hard copy of written assignments (when required) is due by 4:30 pm on Thursdays.

**INTEGRITY**

University policy and personal integrity forbid one from plagiarizing any work for this class. Students who do so will be subject to academic sanctions, including a no credit for the course. Academic integrity statement from the Office of Student Conduct and Ethical Development states: “*Your own commitment to learning, as evidenced by your enrollment at SJSU and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at [http://sa.sjsu.edu/student_conduct](http://sa.sjsu.edu/student_conduct)*

**Note:** “*If you would like to include in your paper any material you have submitted, or plan to submit to another class, please note that SJSU’s Academic Integrity policy S04-12 requires approval by instructors.*”

**ADAPTATIONS/ACCOMMODATIONS DUE TO A DISABILITY:** If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with the instructor as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC ([www.drc.sjsu.edu/](http://www.drc.sjsu.edu/)) to establish a record of their disability.

**SEMINAR TOPICS**

1. Planning Instruction
2. Effective practices that support student learning and assessment
3. Student active learning
4. Instructional practices for comprehensive instruction of English language
5. Literacy strategies for English language learners
6. State Teaching Standards and Performance Assessment
7. Instructional time and social environment – discipline, classroom and behavior management, safety
8. Technology in the classroom
9. Controversial and Legal issues in Education
10. Community science resources
11. Professional and personal growth- the reflective teacher
SCED 375 - Colloquium and Seminar in Science Education
Spring 2008
Thursday 4:30 pm – 6:30 pm, DH 218

REQUIRED TEXTS:

RECOMMENDED TEXT:

READING ASSIGNMENTS: (See attached tentative schedule. Changes may be made with prior notice.)

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<thead>
<tr>
<th>Tentative Agenda *</th>
<th>Assignments *</th>
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<td>Week 1 1/24</td>
<td>Assignment:</td>
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<td>• Introductions/Overview</td>
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<td>• Paper work and Dispositions</td>
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<td>• Meet Your Supervisors</td>
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<td>• Classroom Management: First Day/First Week</td>
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<td>Discussion: Tools for Teaching</td>
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<td>Ch 1-Learning from “Natural” Teachers</td>
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<td>Ch 11-Succeeding from Day One</td>
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<td>Ch 12-Teaching Routines</td>
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<td>Due Today:</td>
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<td>Assignment:</td>
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<tr>
<td>• Review Greensheet for SCED 184Y/Z</td>
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<td>• Identify your Class Rules, Routines, and Procedures (due 1/31)</td>
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<td>Readings: (due 1/31)</td>
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<td>CITW: Ch 1–Applying Research on Instruction</td>
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<td>TFT: Ch 3-Working the Crowd</td>
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<td>DSK: Section 1-The Discipline Dilemma</td>
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TENTATIVE CLASS SCHEDULE
(*Subject to change with advance notice. Additional readings and/or assignments may be added to clarify, further understanding, or promote discussion.)

TFT = Tools for Teaching
DSK = Discipline Survival Kit for the Secondary Teacher
CITW = Classroom Instruction that Works
TPA = Teacher Performance Assessment

Workshop Schedule:

**Week 1 1/24**

• Introductions/Overview
• Paper work and Dispositions
• Meet Your Supervisors

**Classroom Management:**
First Day/First Week

**Discussion:** Tools for Teaching
Ch 1-Learning from “Natural” Teachers
Ch 11-Succeeding from Day One
Ch 12-Teaching Routines

**Assignment:**
• Review Greensheet for SCED 184Y/Z
• Identify your Class Rules, Routines, and Procedures (due 1/31)

**Readings:** (due 1/31)
CITW: Ch 1–Applying Research on Instruction
TFT: Ch 3-Working the Crowd
TFT: Ch 4-Arranging the Room (optional)
DSK: Section 1-The Discipline Dilemma

**Due Today:**
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<td>• SCED 375 Green Sheet</td>
<td>Tools for Teaching</td>
<td>Class Rules, Routines, and Procedures</td>
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<td>• Semester Project: Portfolio</td>
<td>Ch 3-Working the Crowd Ch 4-Arranging the Room</td>
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<td>• Classroom Management That Works: What the Research Shows</td>
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<td>• Write an Introductory Letter to Students/Parents (due 2/7)</td>
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<td>CITW: Ch 8 – Setting Objectives and Providing Feedback</td>
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<td>• Declarative (Content) and Procedural (Skills) Knowledge</td>
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<td>• TPA A1: Learning about Students (due 2/21)</td>
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<td>TFT: Ch 2- Focusing on Prevention</td>
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<td>• Develop a Safety Plan for your Classroom/Lab (due 2/28)</td>
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<td>CITW: Ch 9–Generating and Testing Hypotheses p. 103-06</td>
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<td>TFT: Ch 5-Weaning the Helpless Handraiser</td>
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<td>TFT: Ch 6-Simplifying the Verbal Modality (optional)</td>
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<td>DSK: Section 5-Preventing Discipline Problems</td>
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<td><strong>Teaching Concepts and Skills</strong>&lt;br&gt;<strong>Instructional Strategies</strong>&lt;br&gt;• Similarities and Differences&lt;br&gt;• Homework and Practice&lt;br&gt;• Recognition/Praise/Feedback</td>
<td><strong>Assignment:</strong>&lt;br&gt;• TPA A3: The Learning Environment (due 3/6)&lt;br&gt;• Identify your <em>Homework Policy</em> (due 3/6)&lt;br&gt;<strong>Planning Ahead:</strong>&lt;br&gt;• TPA A4: Academic Instructional Planning (due 3/20)&lt;br&gt;• TPA B1: Teaching the Lesson (due 4/10)&lt;br&gt;• Two-weeks full-time teaching (Completed by 5/8)&lt;br&gt;• Video recording and Commentary (Due 5/8)&lt;br&gt;<strong>Readings:</strong> (due 3/6)&lt;br&gt;CITW: Ch 2 – Identifying Similarities and Differences&lt;br&gt;CITW: Ch 5 – Homework and Practice&lt;br&gt;CITW: Ch 4 – Reinforcing Effort &amp; Providing Recognition&lt;br&gt;(optional) DSK: Section 4-A Partnership Approach to Discipline&lt;br&gt;<strong>Due Today:</strong>&lt;br&gt;• <em>Safety Plan</em></td>
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<tr>
<td><strong>Discussion:</strong> <em>Tools for Teaching</em>&lt;br&gt;Ch 5-Weaning the Helpless Handraiser&lt;br&gt;Ch 6-Simplifying the Verbal Modality</td>
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<th>Week 6</th>
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<tr>
<td><strong>Misconceptions</strong>&lt;br&gt;<strong>Questioning</strong>&lt;br&gt;<strong>Conceptual Change</strong></td>
<td><strong>Assignment:</strong>&lt;br&gt;• TPA A4: Academic Instructional Planning (due 4/3)&lt;br&gt;• TPA B1: Teaching the Lesson (Due 4/10)&lt;br&gt;<strong>Readings:</strong> (due 3/13)&lt;br&gt;TFT: Ch 7- Teaching to the Visual Modality&lt;br&gt;<strong>Due Today:</strong>&lt;br&gt;• TPA A3: The Learning Environment&lt;br&gt;• <em>Homework Policy</em></td>
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<tr>
<th>Week 7</th>
<th>3/13</th>
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<tr>
<td><strong>Literacy</strong>&lt;br&gt;<strong>Supporting English Language Learners</strong>&lt;br&gt;<strong>Instructional Strategies</strong>&lt;br&gt;• Cues/Advanced Organizers&lt;br&gt;• Summarizing and Notetaking&lt;br&gt;• Literacy and Literature&lt;br&gt;• Nonlinguistic Representations&lt;br&gt;<strong>Differentiation</strong></td>
<td><strong>Assignment:</strong>&lt;br&gt;<strong>Readings:</strong> (due 3/20)&lt;br&gt;CITW: Ch 3 – Summarizing and Notetaking&lt;br&gt;CITW: Ch 6 – Nonlinguistic Representations&lt;br&gt;CITW: Ch 10 – Cues, Questions, and Advanced Organizers&lt;br&gt;CITW: Ch 11 – Teaching Specific Types of Knowledge&lt;br&gt;<strong>Due Today:</strong></td>
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</tbody>
</table>
| Week 8 3/20 | **Assignment:**  
|• Assessment and Feedback  
|• Formative Assessment  
|• Summative Assessment  
|• Performance Based Assessment (PBA)  
|• Rubrics  
|• Scoring/Grading  
|• TPA A5: Assessment Planning (due 4/3)  
|• Develop a *Performance Task/Assessment and Rubric* (due 4/3).  
|• Describe your *Grading Policy* (4/3)  
|**Planning Ahead:**  
|• Administer your *Performance Task/Assessment* to at least one class of students. Bring class set of student work for group scoring (Due 5/1)  
|• Arrange 2-week full-time teaching assignment (to be completed by 5/8)  
|• Videorecording and commentary (due 5/8)  
|**Readings:** (due 4/3)  
|CITW: Ch 8 – Setting Objectives and Providing Feedback  
|TFT: Ch 13-Understanding Brat Behavior  
|TFT: Ch 14-Keeping it Positive, Keeping it Cheap  
|**Due Today:**  

| Week 9 4/3 | **Assignment:**  
|• Generating and Testing Hypotheses: Experimental Inquiry  
|• Open and Guided Inquiry  
|**Discussion:** *Tools for Teaching*  
|Ch 13-Understanding Brat Behavior  
|Ch 14-Keeping it Positive, Keeping it Cheap  
|**Readings:** (due 4/10)  
|TFT: Ch 15-Staying Calm, Staying Strong  
|TFT: Ch 16-Meaning Business  
|TFT: Ch 17-Following Through  
|CITW: Ch 9 – Generating and Testing Hypothesis p. 106-110  
|**Due Today:**  
|• TPA A4: Academic Instructional Planning  
|• TPA A5: Assessment Planning  
|• *Performance Task/Assessment and Rubric*  
|• *Grading Policy*  

| Week 10 4/10 | **Assignment:**  
|• Generating and Testing Hypotheses: Scientific Investigation  
|• Cooperative Learning  
|**Discussion:** *Tools for Teaching*  
|Ch 15-Staying Calm, Staying Strong  
|Ch 16-Meaning Business  
|Ch 17-Following Through  
|**Readings:** (due 4/17)  
|TFT: Ch 18-Eliminating Backtalk  
|TFT: Ch 19-Adjusting As You Go  
|CITW: Ch 7 – Cooperative Learning *(optional)*  
|DSK: Section 6-Dealing Problems *(optional)*  
|DSK: Section 8-Promoting Self-Management  
|**Due Today:**  
|• TPA B1: Teaching the Lesson  
|• TPA B2: Analyzing the Lesson (due 4/17)  
|• TPA B3: Materials for Lesson/Unit (due 4/17)  
|• Bring a lesson with handouts to share (due 4/17)  

| 3/27 | Spring Break—No Class  

| 4/3  |  

| 4/10 |  

|  |  

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<thead>
<tr>
<th>Week 11</th>
<th>4/17</th>
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<tbody>
<tr>
<td><strong>Assignment:</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>• TPA C1: Giving the Assessment (due 4/24)</td>
<td>(Due 4/24)</td>
</tr>
<tr>
<td>• Bring Internet/Technology Resources to share (due 4/24)</td>
<td>TFT: Ch 9-Creating Motivation</td>
</tr>
<tr>
<td><strong>Due Today:</strong></td>
<td>TFT: Ch 10-Providing Accountability</td>
</tr>
<tr>
<td>• TPA Task B2: Analyzing the Lesson</td>
<td><strong>Readings:</strong> (Due 4/24)</td>
</tr>
<tr>
<td>• TPA Task B3: Materials for Lesson/Unit</td>
<td>TFT: Ch 9-Creating Motivation</td>
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<td>• Bring a lesson with handouts to share</td>
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<td><strong>Due Today:</strong></td>
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<tr>
<td>Tools for Teaching</td>
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<tr>
<td>Ch 18-Eliminating Backtalk</td>
<td>• TPA C1: Giving the Assessment</td>
</tr>
<tr>
<td>Ch 19-Adjusting As You Go</td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td><strong>Assignment:</strong></td>
<td>TFT: Ch 20-Building Cooperation</td>
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<tr>
<td><strong>Due Today:</strong></td>
<td>TFT: Ch 21-Teaching Responsibility</td>
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<tr>
<td>• TPA D1: Reflection after Instruction (due 5/1)</td>
<td>TFT: Ch 23-Initiating Preferred Activity Time</td>
</tr>
<tr>
<td>• Bring class set of student work from Performance Task/Assessment and Rubric for group scoring (due 5/1)</td>
<td>Appendix</td>
</tr>
<tr>
<td><strong>Readings:</strong> (Due 5/1)</td>
<td><strong>Due Today:</strong></td>
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<tr>
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<td><strong>Readings:</strong> (Due 5/1)</td>
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<tr>
<td>Appendix</td>
<td>TFT: Ch 22-Turning Problem Students Around</td>
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<tr>
<td><strong>Discussion:</strong></td>
<td>TFT: Ch 25-Exploiting the Management System</td>
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<tr>
<td>Tools for Teaching</td>
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<tr>
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<tr>
<td><strong>Assignment:</strong></td>
<td>• Course Greensheet</td>
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<tr>
<td><strong>Due Today:</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>• Performance Based Assessment: Scoring Student Work</td>
<td>(Due 5/8)</td>
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<tr>
<td><strong>Assignment:</strong></td>
<td>TFT: Ch 22-Turning Problem Students Around</td>
</tr>
<tr>
<td>• Completed 2-week full-time teaching assignment (5/8)</td>
<td>TFT: Ch 25-Exploiting the Management System</td>
</tr>
<tr>
<td>• REFLECTION PAPER on Teaching Two Full Weeks (due 5/8)</td>
<td>• TPA D1: Reflection after Instruction</td>
</tr>
<tr>
<td>• Videorecording and Commentary (Due 5/8)</td>
<td>• Bring class set of student work from Performance Task/Assessment and Rubric for group scoring</td>
</tr>
<tr>
<td>• TEACHER PERFORMANCE ASSESSMENT (TPA) Final Copy (due 5/8)</td>
<td>• Course Greensheet</td>
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<tr>
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<tr>
<td>Appendix</td>
<td><strong>Assignment:</strong></td>
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**Week Reviewing Teacher Performance**
| 14 5/8 | Assessment (TPA)  
- Educational Issues  
- Legal Issues  
- Interviewing  
- Community Resources  
- Curriculum Resources  
- Professional Organizations  
- Professional Development  
- End of Semester Survey  

**Discussion:** *Tools for Teaching*
Ch 22-Turning Problem Students Around
Ch 25-Exploiting the Management System | • SEMESTER PROJECT: Teaching Portfolio (due 5/15)

**Readings:**

**Due Today:**
- Completed 2-week full-time teaching assignment
- REFLECTION PAPER on Teaching Two Full Weeks
- Videorecording and Commentary
- TEACHER PERFORMANCE ASSESSMENT (TPA) Final Copy

| Week 15 5/15 | • Semester Project: Portfolio Review  
• Final Teacher Tips  
• SOTES | **Due Today:**
- • SEMESTER PROJECT: Teaching Portfolio

**Note:** Most class sessions will include a peer share-out/trouble shooting of your teaching week
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/31</td>
<td><em>Class Rules, Routines, and Procedures</em></td>
</tr>
<tr>
<td>2/7</td>
<td><em>Introductory Letter to Students/Parents</em></td>
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<tr>
<td>2/21</td>
<td><em>Semester Plan/Calendar of Units/Concepts</em></td>
</tr>
<tr>
<td></td>
<td><strong>TPA A1: Learning about Students</strong></td>
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<tr>
<td></td>
<td><strong>TPA A2: Learning about the Whole Class</strong></td>
</tr>
<tr>
<td>2/28</td>
<td><em>Safety Plan for your Classroom/Lab</em></td>
</tr>
<tr>
<td>3/6</td>
<td><em>Homework Policy</em></td>
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<td></td>
<td><strong>TPA A3: The Learning Environment</strong></td>
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<td><strong>Plan Ahead:</strong>                                  **Arrange to teach your <strong>TPA B1: Teaching the Lesson by 5/8</strong></td>
</tr>
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<td><strong>Plan Ahead:</strong> <strong>Arrange 2-week full-time teaching assignment to be completed by 5/8</strong> (If enrolled in SCED 375)</td>
</tr>
<tr>
<td>4/3</td>
<td><strong>TPA A4: Academic Instruction Planning</strong></td>
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<td><strong>TPA A5: Assessment Planning</strong> <em>Performance Task/Assessment and Rubric</em></td>
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<td></td>
<td><em>Grading Policy</em></td>
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<tr>
<td></td>
<td><strong>Plan Ahead:</strong>                                  Administrate Performance Task/Assessment and Rubric for group scoring (5/1)</td>
</tr>
<tr>
<td>4/10</td>
<td><strong>TPA B1: Teaching the Lesson</strong></td>
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<td><strong>TPA D1: Reflection after Instruction</strong></td>
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<td><em>Greensheet</em></td>
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<tr>
<td>5/8</td>
<td><strong>Completed 2-week full-time teaching assignment</strong></td>
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<td></td>
<td><strong>REFLECTION PAPER on Teaching Two Full Weeks</strong></td>
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<tr>
<td></td>
<td>Videorecording and Commentary                     **TEACHER PERFORMANCE ASSESSMENT (<strong>TPA) Final Copy</strong></td>
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<tr>
<td>5/15</td>
<td><strong>SEMESTER PROJECT: Teaching Portfolio</strong></td>
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<tr>
<td>Due</td>
<td>Required Readings</td>
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<tr>
<td>1/31</td>
<td>TFT: Ch 3-Working the Crowd&lt;br&gt;TFT: Ch 4-Arranging the Room&lt;br&gt;CITW: Ch 1-Applying Research on Instruction</td>
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<tr>
<td>2/7</td>
<td>TFT: Ch 8-Integrating with the Physical Mode</td>
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<tr>
<td>2/21</td>
<td>TFT: Ch 2- Focusing on Prevention&lt;br&gt;CITW: Ch 12 –Nine Categories in Instructional Planning&lt;br&gt;CITW: Ch 8 – Setting Objectives and Providing Feedback</td>
</tr>
<tr>
<td>2/28</td>
<td>TFT: Ch 5-Weaning the Helpless Handraiser&lt;br&gt;TFT: Ch 6-Simplifying the Verbal Modality&lt;br&gt;CITW: Ch 9–Generating/Testing Hypotheses p.103-06</td>
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<tr>
<td>3/6</td>
<td>CITW: Ch 2 – Identifying Similarities and Differences&lt;br&gt;CITW: Ch 5 – Homework and Practice&lt;br&gt;CITW: Ch 4 – Reinforcing Effort &amp; Providing Recognition</td>
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San Jose State University
College of Science

Science Education Program
Single Subject Credential Program

Science Education 173
Science Teaching Methods in Secondary Education

College of Education Vision
The College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access to a quality, lifelong education. Faculty staff and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

College of Education Mission
The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Basic Values
• Respect and appreciation for diversity
• Promotion of equity and access to quality education
• Excellence through scholarly activity and reflective professional practice
• Continual professional and personal growth
• Ethical, collegial, and humane interpersonal relationships as a basis for community

Secondary Education Philosophy
The philosophy of the Secondary Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today’s secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice, 2) serve in diverse educational contexts, 3) promote equity, respect for person, and social justice, and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations. These teachers must also be aware of uses of technology for learning, and they must be well prepared in current education theory, research, methods, and practice.
Secondary Education
Expectations for Candidates – Dispositions

In accordance with the goals of the Single Subject Credential Program, candidates are expected to demonstrate the following professional dispositions as they progress through course work and field work experiences:

**REFLECTIVENESS**

Indicators:
• Practices critical questioning
• Is responsive to criticism
• Is responsive to opposing views
• Articulates opposing views
• Examines personal strengths and weaknesses
• Questions own beliefs and practices
• Exhibits flexibility

**RESPONSIBILITY**

Indicators:
• Responds to and complies with obligations
  o Oral and written agreements with others
  o Coursework/Assignments
  o Timeliness
• Engages actively in program experiences

**COMMITMENT TO PROFESSIONALISM**

Indicator:
• Demonstrates an understanding of the legal obligations of teaching
• Demonstrates ongoing commitment to professional development
• Practices collaboration and collegiality to reach identified goals

**COMMITMENT TO FAIRMINDEDNESS AND EQUITY**

Indicators:
• Treats others with equal respect, courtesy, and dignity
• Is intolerant of all forms of harassment, discrimination, and exploitation
• Recognizes the need for differences to ensure equal treatment of all
Instructors:
Office:
Phone*:
E-Mail*:
Office Hours: Ellen Metzger, Ph.D.
Duncan Hall 319
408-924-5048
metzger@geosun.sjsu.edu
Tues 2:00-4:00 pm,
Mon 10:30-12:30 and 1:30-3:00
and by appointment
Jean Resler, M.A.
Duncan Hall 224
408-924-5269
jresler@science.sjsu.edu
Wednesday 3-4 pm, and by appointment.
WebCT Course Page: To Be Determined

Course Objectives: This course will focus on theory, practice, instructional techniques, and materials for teaching science in the secondary schools. As an integral part of the single-subject credential program, participants will develop strategies, master techniques, and gain hands-on experience in the promotion of learner-centered inquiry-based classrooms.

This course is designed to meet all California Teaching Performance Expectations (TPEs):
1. Specific Pedagogical Skills for Subject Matter Instruction
2. Monitoring Students Learning During Instruction
3. Interpretation and Use of Assessments
4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Teaching Practices
7. Teaching English Learners
8. Learning about Students
9. Instructional Planning
10. Instructional Time
11. Social Environment
12. Professional, Legal, and Ethical Obligations
13. Professional Growth

Overview Of The Course Content (as related to TPEs)
1. The nature and purposes of science and science teaching (TPE 1, 4, and 6)
   a. Philosophy and vision statements in science teaching.
   b. Example lessons on the nature of science.
      c. Teaching science process skills through inquiry-based lessons.
   d. How the brain learns and brain compatible teaching.
2. Science curricula, present and future (TPE 1, 4, and 6)
   a. Common science course patterns and content.
   b. Global conceptual organizations and themes.
   c. Integrated science.
   d. Holistic models
   e. State-adapted academic science content standards

3. Teaching skills and strategies (TPE 1, 4, 5, 6, 7, 9 and 10)
   a. Teaching science process lessons and thinking skills that serve to illustrate science concepts, and
      principles, scientific investigation, and experimentation.
   b. Student-centered lessons, e.g. laboratory activities, co-operative learning groups and peer
      teaching, field trips, science clubs and fairs, debates and the study of controversial issues, science
      projects and model building, computer-assisted science learning,
   c. Teacher-centered lessons - how and when to give directed instruction. (Lecture, story telling, etc.), how and when to use instructional technologies, including the use of Power Point presentations or similar presentation programs, in conjunction with CDs, DVDs, or Laser Discs as well as Internet sources, and when to lead effective discussions.
   d. Provides instruction in content-based reading and writing skills for all students, including
      students with varied reading levels and language backgrounds.

How to promote, evaluate, and assess student active learning (TPE 2 and 3).
   a. Discuss, understand, and use a variety of informal and formal assessment strategies to monitor,
      determine, evaluate and support student’s learning in achieving state-adopted content standards
      as well as to plan instruction.
   b. Discuss different learning styles.
   c. Discuss, develop and practice effective questioning.
   d. Discuss and develop various formal and informal literacy strategies for reading and writing as well as study skills for increasing content knowledge.

5. Classroom management, discipline, seating, safety, etc. (TPE 2, 3, 10 and 11)
   a. Discuss, develop, and maintain clear expectations for academic and social behavior and create a
      positive climate for learning.
   b. Prepare and write a student discipline plan.
   c. Discuss, develop and promote laboratory safety, risk assessment and personal safety
      considerations and policies.

6. Teaching English learners, multi-cultural classroom instruction, sensitivity issues, motivational
   techniques, etc. (TPE 5, 6, 7, and 11)
   a. Discuss, know and apply pedagogical theories, principles and practices for the development of
      academic language, comprehension, and knowledge in the core curriculum. Use instructional
      strategies and practices for comprehensive instruction of English learners, including reading,
      writing, listening and speaking skills.
   b. Discuss, develop and promote multi-cultural, student equity, sensitivity issues, controversial
      scientific issues and other related issues.

7. Your role as a professional science teacher. (TPE 12 and 13)
a. Discuss the professional and legal obligations of a teacher, including the professional relationship with students, parents, staff, administration, local and state laws. Act in accordance with ethical considerations and model ethical behaviors.
b. Continuously reflects on your own teaching practices, subject matter knowledge, and teaching effectiveness.
c. Improve teaching practices and effectiveness in planning, teaching, reflecting, discern problems and applying new strategies.
REQUIRED TEXT AND INTERNET RESOURCES:

Your First Year as a High School Teacher, Lynne Rominger, Suzanne Packard Laughrea & Natalie Elkin, Prima Publishing, 2001. (See Course Calendar for Reading Assignments)
National Science Education Standards, National Academy Press, 1996.
  http://www.nap.edu/readingroom/books/nses/
  http://www.cde.ca.gov/be/st/ss/scmain.asp
Blueprints (Adopted October 9, 2002 by the SBE)
Science Safety Handbook for CA Public Schools
Additional materials will be distributed in class.

Required Materials:
Blank, new VHS videocassette; name brands only, please.
Internet access to participate in online forums. High-speed connections allow more efficient use of time spent on-line.

Recommended Resources:
Classroom Instruction that Works, Robert Marzano, et al, Association for Supervision and Curriculum Development, 2001. (Note: Required for SCED 375)
Discipline Survival Kit for the Secondary Teacher, Julia Thompson, Jossey-Bass Publishing, 1998. (Note: Recommended for SCED 375)
A Sourcebook for the Biological Sciences, Morholt, Brandwein, and Joseph, Harcourt, Brace, and World, Inc.


ASSESSMENT: Student achievement will be measured against performance standards that are aligned with the California Teaching Profession Expectations (TPE) and calculated using a weighted point system. The following will (approximately) determine the semester grade:

<table>
<thead>
<tr>
<th>Formative Assessment</th>
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<tr>
<td>Participation (Class activities/discussion, Web discussions, evaluations)</td>
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<td>Papers and assignments</td>
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<table>
<thead>
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<th>Summative Assessment</th>
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<tbody>
<tr>
<td>Semester Project</td>
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A letter grade will be determined according to the percentage of available points that each student has earned. There are no extra credit options for this course.

<table>
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<tr>
<th>% of Points Earned</th>
<th>Reported Grade</th>
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<td>97-100%</td>
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<td>94-96%</td>
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<tr>
<td>90-93%</td>
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<tr>
<td>84-86%</td>
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<td>80-83%</td>
<td>B-</td>
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<td>77-79%</td>
<td>C+</td>
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<tr>
<td>70-73%</td>
<td>C-</td>
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<tr>
<td>67-69%</td>
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<tr>
<td>64- 66%</td>
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<td>Provides little evidence for meeting Teaching Performance Expectations</td>
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<td>60-63%</td>
<td>D-</td>
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<tr>
<td>Below 60%</td>
<td>F</td>
<td>Does not meet Teaching Performance Expectations</td>
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COURSE GRADE REQUIREMENT: In order to qualify for Supervised Student Teaching (SCED184Y and SCED184Z), a grade of B or higher (B- not accepted) must be earned in ScEd 173.

Grading Policy for Written Assignments: All work submitted is expected to meet high standards of professional quality in content, style, and use of Standard English. Written assignments and presentations will be graded based on criteria according to rubrics distributed in advance of the due date. All assignments are to be submitted on or before their due dates/times to be eligible for full credit. Assignments or projects received after the due date/time will NOT be accepted. Student demonstrations and lessons are to be performed as scheduled and, due to time constraints, cannot be made up. In cases
of serious illness, verifiable medical notes must be obtained and presented to the instructors within one week of the missed event(s).

Note: Work previously submitted in another class requires prior approval by instructors as per SJSU’s Academic Integrity policy S04-12.

ATTENDANCE AND PARTICIPATION: Since this course is designed as a practicum, active participation by all students is required. Students are expected to attend every class, to arrive on time and to stay for the entire period to receive full credit. Students will be graded on the quantity, frequency, and quality of participation, both in class and on-line. Since, attendance is essential, this course may not be added after February 11, 2008. Please call or email one of the instructors as soon as possible if an unforeseen emergency prevents you from attending class, or causes you to be late.

Students are required to turn off cell phones during class hours. Failure to comply with this regulation will result in dismissal for the remainder of the class period.

WebCT: This class is a hybrid course, with a required online component. Participation is expected in all online events. (e.g., multimedia presentations, audio files, class discussions, reflection papers, peer evaluations, etc.). A high-speed connection is recommended to minimize frustration with long wait-times. High-speed connections are available to students on campus, if needed. You will be given a password and login during our WebCT orientation. It is the student’s responsibility to check WebCT for announcements, email messages, or additions/changes to assignments. WebCT assignments and electronic copies of written assignments must be submitted by Monday, 11:55 pm. Two hard copies of written assignments (when required) are due by 4:00 pm on Tuesdays.

ACADEMIC INTEGRITY: University policy and personal integrity forbid one from plagiarizing any work for this class. Students who do so will be subject to academic sanctions, including an F grade in the course. Academic dishonesty, in the form of plagiarism, will not be tolerated. Plagiarism (as defined by SJSU Policy on Academic Dishonesty, SJSU catalog):

“is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving the appropriate credit, and presenting the product as one’s own work...”

Inappropriate paraphrasing (changing few words in a sentence) is also considered plagiarism. A sentence is plagiarized as long as the voice of the original sentence is kept in the modified version written by students (McMillan, 1999). Proper paraphrasing involves summarizing, synthesizing and citing information that you read, heard, saw, etc.

There are academic and administrative sanctions that the University can pursue in the case of plagiarism. Faculty members are required to report all infractions to the Office of Judicial Affairs. A web site (http://www.turnitin.com) may be used to screen assignments and lesson plans in this class. You may be required to input your work into turnitin.com for their report prior to submitting it to your instructors; as an alternative, your instructors may randomly select student submissions for screening. An electronic report will be generated, showing similarities between student submissions and online sources. Please
come to see us during our office hours if you have any questions.

Student responsibilities regarding academic integrity may be found at: http://sa.sjsu.edu/judicial_affairs/students/index.html. In addition, the university’s policy on academic integrity can be accessed at http://www2.sjsu.edu/senate/S04-12.pdf.
ADAPTATIONS/ACCOMMODATIONS DUE TO DISABILITY: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with one of the instructors as soon as possible, during the first two weeks of the semester. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

NOTE: It is the policy of the University and this Program that a course may not be dropped after February 4, 2008. After that date, dropping a course is permissible only for serious and compelling reasons. In addition, no one may add this class after February 11, 2008 (with instructor approval); non-attendance on February 5, 2008 will be treated as a drop from this course.
SCED 173 Spring 2008
Tuesdays, 4:00 – 9:00 and online, DH 246

Tentative Schedule - Subject to change with advance notice.

1/29/08

Week 1
• Introductions
  • Review of Green Sheet/Paperwork
  • Overview of Science Education Program
  • Noyce Scholarships

• Classroom Management: Setting Class Rules & Procedures

• Modeling a “Hobby-Talk” Presentation

Registration concerns will be discussed during dinner break or after class, only.

Assignments:
• Select topic and standards for a 9th grade or middle school unit that you will develop during the semester. (Due 2/5)
• Develop a set of Rules, Procedures, and Routines for your future classroom. (Due 2/5)
• Prepare a “Hobby-Talk” Presentation. (2/5, 2/12, 2/19)

Readings: (Due 2/5)
  Teaching HS Science Through Inquiry (Llewellyn)
    1. Constructing Understanding of Scientific Inquiry

  Your First Year as a High School Teacher (Rominger)
    1. Opening Pandora’s Box
    3. Organizing Your Classroom
    5. Lockdown--Your Rules
    11. Breaking the Rules
    12. Seating Arrangement
    13. Reducing Downtime: Quick Transitions

Online Assignment:
• Download and review California State Science Standards and Blueprints for (1) your subject area, (2) grades 6-8, and (3) Integrated Science I (See Greensheet for URL's) (Due 2/5)

2/5/08

Week 2
• An Introduction to Science Teaching
• Traditional vs Student-centered Lessons

• Science Standards
• Big Ideas and Concepts
• Curriculum Mapping

• Unit Planning/Backwards Planning
• Sequencing and Calendaring
• “Hobby-Talk” Presentations

Assignments:
• Write a “Big Idea” statement and 4-5 concept statements for your unit topic, then create a Curriculum Map for your unit (Due 2/12)

Readings: (Due 2/12)
  Teaching HS Science Through Inquiry (Llewellyn)
  4. Comparing Traditional and Inquiry-based Classrooms

  Your First Year as a High School Teacher (Rominger)
  6. School Year and Schedule
  7. Knowing & Organizing Curriculum

WebCT Assignment: Readings and Reflections

Due Today:
• State Science Standards and Blueprints
• Unit Topic and Standards
• Rules, Procedures, and Routines
• Readings: Rominger #1, 3, 5, 11, 12, 13
  Llewellyn: Ch 1
• “Hobby-Talk” Presentation 2/12/08

Week 3
• Writing Objectives
• Declarative (Content) and Procedural (Skills) Knowledge

• Scientific Inquiry: Investigation

• Introduction to WebCT

• “Hobby-Talk” Presentations Assignments:
• Write 3-4 objectives related to each concept in your unit. Identify the declarative (content) and procedural (skills) knowledge students need to meet these objectives (Due 2/19)

Readings: (Due 2/19)
  Teaching HS Science Through Inquiry (Llewellyn)
  2. Learning About Inquiry Through Case Studies

WebCT Assignment: Readings and Reflections

Due Today:
• Big Idea/concept statements
• Unit Curriculum Map
• Readings: Rominger #6, 7
  Llewellyn - Ch 4
• “Hobby-Talk” Presentation

2/19/08
Week 4

- Teaching with the Brain in Mind
- Constructivism
- Conceptual Development
- Bloom’s Taxonomy/Questioning
- Misconceptions/Conceptual Change

- Modeling Science Demonstrations
- Scientific Inquiry: Model-Building

...“Hobby-Talk” Presentations Assignments:
- Write ten (10) higher level multiple-choice and (3) open-ended questions related to your unit objectives. Identify the Bloom’s taxonomy level for each (Due 2/26)

- Prepare an 8-minute Science Demonstration (Due 2/26, 3/4, 3/11, 3/18)

Readings: (Due 2/26)
  Teaching HS Science Through Inquiry (Llewellyn)
  3. Developing a Philosophy for Inquiry (pp. 27-46)

WebCT Assignment: Readings and Reflections

Due Today:
- Unit objectives, knowledge and skills
- “Hobby-Talk” Presentation
- Readings: Llewellyn – Ch 2

2/26/08

Week 5
- Lesson Planning

- Scientific Inquiry: Experimentation

- Science Education Resource Center (SERC)

- Expectations for SEMESTER PROJECT: Final Unit Plan

- Science Demonstrations
  Assignments:
• Identify 8-10 lessons for teaching concepts in your unit and add them to Unit Curriculum Map. Determine a sequence for the lessons (Due 3/4).
• Identify Resources for Unit Plan (Due 3/4)
• SEMESTER PROJECT: Final Unit Plan (Due 4/29)

Readings: (Due 3/4)
- Teaching HS Science Through Inquiry (Llewellyn)
  6. Modifying a Lab Activity Into an Inquiry Investigation
- Your First Year as a High School Teacher (Rominger)
  8. Lesson Plans
  10. Preparing for Absences

WebCT Assignment: Readings/Reflections

Due Today:
• Higher level multiple-choice/open-ended questions
• 8-Minute Science Demonstrations
• Readings: Llewellyn – Ch 3 (pp. 27-46)
3/4/08

Week 6 • The Nature of Science

• Teaching Science Through Inquiry
• Planning an Inquiry Lesson
• 5E Learning Cycle
• Modeling an Inquiry Lesson

• Science Demonstrations
Assignments:
• Develop a one-period Inquiry Lesson Plan #1 that will be included in your Unit Plan (Due 3/11)

• Prepare a 30-minute presentation of an Inquiry Lesson (Due 4/1, 4/15, 4/22, 4/29, (5/6, 5/13, if needed)

Readings: (Due 3/11)
- Teaching HS Science Through Inquiry (Llewellyn)
  3. Developing a Philosophy for Inquiry (pp. 46-50)
  5. Integrating Inquiry-Based Activities
  9. Teaching Biology Through Inquiry

WebCT Assignment: Readings/Reflections

Due Today:
• 8-10 sequenced lessons to teach unit concepts
• Resources for Unit Plan
• Readings: Rominger #8, 10
  Llewellyn – Ch 6
• 8-Minute Science Demonstrations

3/11/08
Week 7 • Formative Assessment
• Performance Tasks

• Summative Assessment
• Performance-based Assessment (PBA)

• Rubrics
• Grading

• Science Demonstrations

Assignments:
• Create 2 Formative Assessments related to unit objectives (Due 3/18)

• Develop the Summative Assessment for your Unit including higher-level multiple-choice (20) and open-ended (3) questions. Identify the Bloom’s taxonomy level for each (Due 3/18)

• Develop a Performance-based Assessment (PBA) and Rubric for your unit (Due 4/8)

Readings: (Due 3/18)
Teaching HS Science Through Inquiry (Llewellyn)
8. Assessing Inquiry
Your First Year as a High School Teacher (Rominger)
17. Creating Your Grading System
18. Assessing Students

WebCT Assignment: Readings/Reflections

Due Today:
• Inquiry Lesson Plan #1
• 8-Minute Science Demonstrations
• Readings: Llewellyn – Ch 3 (pp. 46-50), Ch 5 and 9

3/18/08

Week 8
• Learning Styles—4MAT
• Multiple Intelligences

• Planning Instructional Strategies
• Differentiation—An Introduction
• Scientific Inquiry: Problem-Solving

• Science Demonstrations

Assignments:
• Develop Inquiry Lesson Plan #2 and #3 that will be included in your Unit Plan (Due 4/1)

WebCT Assignment: Readings/Reflections

Due Today:
• 8-Minute Science Demonstrations
• 2 Formative assessments
• Summative Assessment
• Readings: Rominger #17, 18
Llewellyn – Ch 8
3/25/08 SPRING BREAK
4/1/08

Week 9
• Instructional Strategies
• Literacy
• Supporting Learning for All Students
• English Language Learners
• Special Needs
• Managing Inquiry Lessons

• Inquiry Lessons Presentations

Assignments:
• Identify and describe how 3 different instructional strategies will be used in your Unit Plan (Due 4/8)
• Identify how needs of ELL and Special Needs students will be meet in Unit Plan (Due 4/8)
• Develop Preliminary Unit Plan (Due 4/8) including
  1. Title of Unit
  2. Unifying Concept/Big Idea
  3. Unit Standards
  4. Unit Objectives
  5. Four-week Calendar
  6. Title and Summaries of all Lessons
  7. One Inquiry Lesson Plan
  8. Summative Assessment
  9. Performance-based Assessment (PBA) and Rubric

Readings: (Due 4/15)
  Teaching HS Science Through Inquiry (Llewellyn)
  7. Managing the Inquiry-Based Classroom
  11. Teaching Chemistry Through Inquiry

WebCT Assignment: Readings/Reflections

Due Today:
• Inquiry Lesson Plan #2 and #3
• 30-minute presentation of Inquiry Lesson

4/8/08

Week 10 • Practicum

Assignments:
• Develop Inquiry Lesson Plan #4 and #5 that will be included in you unit (Due 4/15)

WebCT Assignment: Readings/Reflections

Due Today:
• Preliminary Unit Plan
  • Performance-based Assessment (PBA) and Rubric
  • 3 different instructional strategies to be used in your Unit Plan
  • Strategies for ELL and Special Needs students

4/15/08

Week 11
  • Science Safety (Part I)

  • Using Technology in the Classroom

• Inquiry Lesson Presentations Assignments:
  • Identify Safety Concerns and Precautions for each of the 5 Lesson Plans in your Unit (Due 4/22)
  • Identify where/how technology will be used in your Unit Plan (Due 4/22)

Readings: (Due 4/22)
  Your First Year as a High School Teacher (Rominger)
    9. Incorporating Multimedia

WebCT Assignment: Readings/Reflections

Due Today:
  • 30-minute presentation of Inquiry Lesson
  • Inquiry Lesson Plan #4 and #5
  • Readings: Llewellyn – Ch 7 and 11

4/22/08

Week 12
  • Controversial Issues

  • Scientific Inquiry: Decision Making

• Inquiry Lesson Presentations Assignments:
  • SEMESTER PROJECT: Final Unit Plan (Due 4/29)

Readings: (Due 4/29)
  Teaching HS Science Through Inquiry (Llewellyn)
    10. Teaching Earth Science Through Inquiry

WebCT Assignment: Readings/Reflections

Due Today:
  • Safety Concerns and Precautions
  • Use of technology in Unit Plan
  • Reading: Rominger #9
4/29/08

Week 13
• Science Safety—(Part II)
• Cookbook vs Inquiry Labs

• Inquiry Lesson Presentation

Assignments:
• Self-Evaluation of Unit Plan (Due 5/6)

Readings: (Due 5/6)
  Teaching HS Science Through Inquiry (Llewellyn)
  12. Teaching Physics Through Inquiry

  Your First Year as a High School Teacher (Rominger)
  15. Communicating with Faculty
  19. On Display-Evaluations
  20. Seeking Support
  23. Teachers Associations/Unions

WebCT Assignment:  Readings/Reflections

Due Today:
• 30-minute presentation of Inquiry Lesson
• SEMESTER PROJECT: Final Unit Plan
• Reading:  Llewellyn – Ch 10

5/6/08

Week 14• Motivating Students
• Attitudes and Mental Habits
• Classroom Environment
• Dealing with Parents

• Inquiry Lesson Presentation

Assignments:

Readings: (Due 5/13)
5/13/08

Week 15• Educational Issues
• Teachers and the Law
• Professional Growth/Organizations

• Classroom/Lab Management Revisited

• Scientific Inquiry: Invention
• Inquiry Lesson Presentation

• Evaluations Assignments:

WebCT Assignment: Readings/Reflections

Due Today:
• 30-minute Inquiry Lesson Presentation
• Readings: Rominger #14, 16, 22
  Llewellyn – Ch 13

Week 16• Final Session

Summary of Written and Presentation Assignments

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<tr>
<th>Due Date</th>
<th>Components of Semester Project</th>
<th>Demonstration/Presentation</th>
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<tbody>
<tr>
<td>2/5:</td>
<td>Unit Topic and Standards</td>
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<td>Rules, Procedures, and Routines</td>
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<td>Big Idea/concept statements</td>
<td>“Hobby-Talk” Presentation</td>
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<td>Unit Curriculum Map</td>
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<td>Higher level multiple-choice/open-ended questions</td>
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<td>Resources for Unit Plan</td>
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<td>3/11:</td>
<td>Inquiry Lesson Plan #1</td>
<td>Science Demonstrations</td>
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<td>3/18:</td>
<td>2 Formative Assessments</td>
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4/1: Inquiry Lesson Plan #2 and #3  
3 Instructional Strategies for Unit Plan  

4/8: **Practicum--Preliminary Unit Plan**  
Performance-Based Assessment (PBA) and Rubric  
Instructional Strategies  
Needs of ELL and Special Needs Students  

4/15: Inquiry Lesson Plan #4 and #5  

4/22: Safety Concerns and Precautions  
Use of technology in Unit Plan  

4/29: SEMESTER PROJECT: Final Unit Plan  

5/6: Self-Evaluation of Unit Plan  

5/13: Inquiry Lesson Presentation  

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**Reading Due Dates**

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<td>Readings #6, 7</td>
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<td>Chapter 2</td>
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<td>Chapter 3 (pp. 27-40)</td>
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<td>Chapter 3 (pp. 46-50)</td>
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<td>Chapters 7 and 11</td>
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*WebCT Discussions, assignments, and evaluations will be ongoing*
SSED 378  
Spring 2008  
R 4:00-6:45 p.m.  
DMH 357

Jane Narveson  
DMH 137  
Hour: R 7:00-8:00  
narvesonj@esuhsd.org

History/Social Science Methods

Course Description:

This is a course designed for prospective secondary teachers who plan to teach in the history and social studies fields. It is a prerequisite for student teaching in social science education. This class will train you in the current best practices of history/social science curriculum design and practice and how to implement them in the middle and high school classroom. At the successful completion of this class, you should be able to perform the following essential teaching tasks, also outlined in Teacher Performance Expectations:

- Design lessons that implement the state-adopted academic content standards in history/social science, grades 6-12
- Analyze and prioritize historical insights and facts from historical periods and cultures necessary to a student’s understanding of history while also connecting these to the content standards
- Understand, to the level of being able to demonstrate with proficiency, a wide variety of classical methodologies and strategies of history/social science pedagogy in the development of lessons
- Understand the use of presentation technology in the employment of materials and teaching strategies in the classroom and be able to identify cases where technology can and should be utilized
- Seek, analyze, select and edit appropriate and dynamic documents, materials, maps, chronologies and objects for use in history/social science instruction
- Develop instruction that not only clarifies the factual basis of history and the social sciences but also functional knowledge, the interpretative analysis in the disciplines, and identifying how cultural perspectives influence the functional knowledge base
- Develop a wide variety of formal and informal assessment strategies that provide summative assessment of student understanding and monitor student progress
- Create a classroom environment and structuring of activities according to theories of higher level critical thinking, multiple intelligences and social intelligence that ensure students' daily engagement in learning and assessment of activities, enhancing opportunities for English Language Learners and Special Needs students to participate equitably and readily
- Design challenging academic coursework and the study, reading, and writing skills associated with such work, as well as structure challenging higher academic goals into semester, unit and lesson components, including the creation of a comprehensive unit
- Understand and analyze the ethical and legal questions associated with instruction built around controversial questions in the past and present
- Recognize one’s own knowledge base in the fields of history and the social sciences and develop long-range goals for improving and expanding that knowledge base

This course is divided into approximate thirds. The first third of the class time is spent learning the theoretical and practical bases for high quality history/social science instruction and classroom design, as well as the structuring, ordering and planning of curriculum and instruction. In addition you will learn how to transform your knowledge of the fields into instructional concepts based on state content standards. The middle third details the wide variety of methods, evaluating and problem-solving their use in instruction of history and social science concepts. You will be an active participant in teaching and learning these strategies. The last third of the class will be devoted to your presentations of individual lessons, so that you can experience teaching and receive the feedback of your colleagues.

The requirements of the course follow this three-part strategy. Near the end of the first third of the class, you must complete a classroom observation of at least one classroom teacher and analyze the professional’s teaching strategies and behavior using theoretical materials available on reserve and in class
(See explanation and assessment sheets for this assignment, given on the first day of class). At the end of the middle third, you will turn in an reflective methods notebook that contains all of your comments and research completed during the theory and methods portions of the course (See explanation, given on the second day of class). In the remaining third, you will on one occasion present a model lesson and during these weeks analyze the lesson presentations of your colleagues. (See explanation). The culminating assignment for this course is the multi-lesson unit (See explanation). The unit is due on the last day of class. Please note that the unit represents 40% of the grade and should not be left to the last minute. It takes time and careful thought to create a comprehensive unit that meets standards and literacy requirements; in fact, the notebook and model lesson presentations will help you get started (around the fifth week of the semester) putting the unit together.

**Course Requirements and Grading:**

One typed essay of seven pages on theory and practice
One reflective methods notebook
One model lesson taught in class
One multi-lesson unit on a section in the **Content Standards**
Total

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</table>

**Required Course Texts:**


Teachers' Curriculum Institute *Bring Learning Alive! The TCI Approach for Middle and High School Social Studies*. Palo Alto, CA: Teachers' Curriculum Institute, 2004

History/Social Science Framework (Download off internet at [http://www.cde.ca.gov](http://www.cde.ca.gov) or you can buy a copy)

History/Social Science Content Standards (Download off internet, or you can buy a copy)

Course Reader: Available at Maple Press, 481 E. San Carlos Street. Maple Press will also bring copies to class next week for students who wish to purchase it here (cost last semester was $13.50, I think!)
Course Schedule (tentative):

(Italicized items under For Next Week must appear in your reflective notebook along with class notes.)

WEEK 1
24 Jan

Theory: **Higher Order and Differentiated Intelligence**
- Introduction: Course Objectives, Materials, Activities and Assignments
- Lecture/Activity: Bloom’s Taxonomy
- Lecture/Activity: Multiple Intelligences
- Assign Theory and Practice Essay

*For Next Week:*
- Read: *Bring Learning Alive* pp. 2-17
- Read: *Bring Learning Alive* pp. 102-133
- Read: *Bring Learning Alive* pp. 161-247
- Read: From Course Reader: Backwards Mapping
- Read: From Course Reader: Behavioral Objectives
- Download and Print: *History/Social Science Content Standards*
  - One page reflection: Why do you want to be a social studies teacher?
  - One page reflection on Higher Order Thinking and Multiple Intelligences in classroom

WEEK 2
31 Jan

Theory: **Standards-Based Instruction and Macro Design of Curriculum**
- Lecture: The Content Standards in the Classroom
- Lecture/Activity: Developing a Standards-Based Curriculum
  - Long term and culminating projects
  - Overarching and Essential Questions
  - Composing Behavioral Objectives
  - Developing a semester plan
  - Backward Mapping a Unit
- Assign: Reflective Notebook

*In class you will need:*
- *Bring Learning Alive*
- Course Reader

*For Next Week:*
- Read: From Course Reader: Wineburg and Wilson
- Read: From Course Reader: Instructions for Imperialism Book and Rubric
- Read: From Course Reader: Instructions for Flip Book
- Read: *Bring Learning Alive* pp. 22-27
- Read: *Bring Learning Alive* pp. 60-85
- Read: From Course Reader: Socratic Seminar
- Read: From Course Reader: Openers
- Review: From Course Reader: Model Daily Lesson Plans
- Review: From Course Reader: Lesson Plan from Rise of Democratic Ideas Unit
- OPTIONAL: Reflective Notebook Hints
- OPTIONAL: From Reader: Essays on Teaching in the Social Sciences
  - Write a one-page reflection on the state standards and testing
  - For one standard (e.g. 11.8), write one overarching question, 4-6 essential
questions, ten behavioral objectives, and a final assessment (in other words, backward map your standard)

- Write a one-page reflection on long term culminating projects
- Select a semester of course work you intend to work on for this class. (four units minimum). For each unit, develop an overarching question. Choose one that you think you will want to work on for your unit plan.

**WEEK 3**

7 Feb

**Theory:** Micro Design of Curriculum: Work Management and Rubrics

Lecture: Work Management
Lecture: Assessment: Using Rubrics
Activity: Using Rubrics to assess student work
Lecture: Daily Lesson Planning

In class you will need:
Course Reader
Bring Learning Alive

*For Next Week:*

Theory and Practice Essay Observation
- Read: Bring History Alive pp. 135-159
- Read: From Course Reader: Review and Reinforcement—Games and Activities
- Read: From Course Reader: Methodologies
- Review: Map to Independence High School
- Write a one-page reflection on using rubrics
- Write five possible openers for lessons in your unit
- Create one possible daily lesson plan for your unit

**WEEK 4**

14 Feb

**Theory:** Classroom Environment

Meet at Independence High School, Room A303

Finding Your Own Style of Teaching and Classroom Management
Lecture: Review and Reinforcement Games and Activities
Lecture: Textbook Curriculum Resources and Unit Design

In class you will need:
Course Reader

*For Next Week:*

- Write one page reflection on using reinforcement games/activities
- Write a one-page (drawing can be included) of what you envision your classroom to be like
WEEK 5
21 Feb

**Theory: Curriculum Resources and Micro Design of Lessons**
Meet in MLK Library for presentation on Internet sources for Social Studies teachers
Content-specific websites and materials MLK 217

In class you will need:
Nothing!

*For Next Week:
Read Elizabeth Cohen *Designing Groupwork*
- Write one page reflection on using Internet Sources (include a critique on the library presentation. Include a discussion on a site you viewed

WEEK 6
28 Feb

**Theory: Group Work**
Socratic Seminar: Assessing Cohen’s *Designing Groupwork*
Assign: Unit Project

In class you will need:
Cohen, *Designing Groupwork*
Course Reader

*For Next Week*
Read: *Bring History Alive* pp. 38-45
Read: *Bring History Alive* pp. 56-61
Read: *Bring History Alive* pp. 86-101
Read: From Course Reader: Reciprocal Teaching
Review: From Course Reader: Five Step Lesson Plan
Review: From Course Reader: Maps and Graphic Organizers
Read: From Course Reader: Types of Economic Systems
Read: From Course Reader: The Strange Case of Martin Guere
  - Write a three-page reflection on the Socratic Seminar and using group work

OPTIONAL: Writing Rubric for Ms. Firenzi’s History 8
The Writing Process for Formal Writing in History

WEEK 7
6 March

**Methods: Reading and Writing Strategies**
Five Step Lesson Plan on Reciprocal Teaching and Graphic Organizers
Lecture: Reading and Writing in Social Studies classes
Activity: Looking at sample student writing
Assign: Model Lesson Oral Presentation

In class you will need:
Course Reader
*Bring History Alive*

*For Next Week:
Read: *Bring Learning Alive* pp. 46-55
Read: From Course Reader: Campaign Unit Project (continued on next page)
Read: From Course Reader: The Holocaust—Prejudice
Read: From Course Reader: Snickers MAD
Read: From Course Reader: Colonial Encounters
  • Write 1 page reflection on Reciprocal Teaching and Graphic Organizers
  • Write 1 page reflection on Teaching Writing in Social Studies
  • FINISH THEORY AND PRACTICE ESSAY

WEEK 8
13 March  Methods: Simulations and Games
Lecture: The Elements of a Good Simulation or Game
Activity: Reviewing games/Commercial games

In class you will need:
Course Reader
THEORY AND PRACTICE ESSAY DUE

For Next Week:
Read: From Course Reader: Psychology Role Play Lesson
Read: From Course Reader: Religious Jigsaw
Read: From Course Reader: Dinner Conversation
Read: From Course Reader: Jackson Role Play
  • Write 1 page reflection on using simulations and games

WEEK 9
20 March  Methods: Cooperative Learning and Role Play
Lecture/Discussion: Role Play
Activity: Class group work assessing Role Play
Lecture: Cooperative Learning
Activity: Create a lesson
Sign up for Oral Presentation

In class you will need:
Course Reader

For Next Week:
Read: Bring Learning Alive pp. 28-37
Read: From Course Reader: Civil War Lesson with Video Clip
Read: From Course Reader: Progressive Era Photos Lesson
Read: From Course Reader: Songs of Slavery Lesson
Read: From Course Reader: General Instructions for Power Point
Read: From Course Reader: India and Indian Ocean Lecture
  • Write 1 page of comments on using different types of group work

27 MARCH—SPRING BREAK!!

WEEK 10
3 April  Method: Using Visuals, Film and Aural
Lecture/Demonstration: Using Art and Photos in a Lesson
Lecture/Demonstration: Using Music in a Lesson
Lecture/Demonstration: Using Film in a Lesson
Lecture: The Lecture: Making in Work
In class you will need:
Nothing

For Next Week:
Review a lesson from Bringing History Alive (assigned in class)
Review: From Course Reader: Who Fired the First Shot?
  • Write 1 page of observations/comments on your assigned lesson
  • Write 1 page of comments on using film, music and visuals in lessons
  • Write 1 page of reflection on you as a lecturer and how to use lecture well

WEEK 11
10 April
Method: Using Primary Sources
Presentation of Assigned Lesson from Bringing History Alive!
Lecture/Activities: Using Primary Source Documents
Professional Organizations and the History Teacher

For Next Week:
  • Write 1 page of comments about using primary sources
Finish Reflective Notebook

WEEK 12
17 April
Begin Model Lesson Presentations; or Unit Plan Workshop

DUE: Reflective Notebook

Turn in T-Chart Evaluations of each lesson by end of class

WEEK 13
24 April
Model Lesson Presentations continued

Turn in T-Chart Evaluations of each lesson by end of class

WEEK 14
1 May
Model Lesson Presentations continued

Turn in T-Chart Evaluations of each lesson by end of class

WEEK 15
8 May
Finish Model Lesson Presentations

Turn in T-Chart Evaluations of each lesson by end of class

DUE: MULTI-LESSON UNIT

FINAL
15 May
If necessary due to size of class, we will finish up model lessons on final day.
Pick up Multi-Lesson Unit
**Ground Rules for this Course:**

Please be advised that this course in all probability is unlike others that you may have had at the undergraduate level or even at the graduate level. This is a course in professional preparation and it has professional standards. Unlike other courses, failure to perform in this course may have serious negative consequences for your completion of professional goals. The demands and challenges facing a social studies teacher today require time-consuming training and thoughtful preparation. Evaluate now, not later in the semester, whether you have sufficient time and energy to complete the requirements of this course along with everything else you are doing. If you have a learning disability certified by the Disabilities Resource Center, please let me know immediately so that I can make the state-mandated modifications to accommodate your learning needs.

Please note the following:

1. **Absences.** There are few acceptable excuses for being absent from this course. This is a professional development course; habitual absences or late arrival to class will jeopardize your ability to obtain the required grade to remain eligible in the credential program. If you have a family emergency or are seriously ill, please contact me before the class session that you will not be attending and state the reason for your absence. You will still be fully responsible for the material that you missed and you will not be excused from any assignments for the Reflective Notebook. Please complete them to the best of your ability. You should also make every effort to be prepared for your model lesson and to not miss the model lessons of other students. Completing the evaluations for the model lessons is part of the score for the model lesson. If you miss more than one class meeting of this course, please schedule a formal conference with me during my office hour when you return.

2. **Late Materials.** Please make every effort to be in class on time—as a teacher, punctuality is, without fail, required. All late materials (that have not received my formal and documented approval) are subject to a 50% reduction. There is very little tolerance for late reports and documents in the profession that you are about to enter, so you need to get use to the idea that deadlines are non-negotiable and that attendance is absolutely mandatory. Please be advised that a grade of below 80% (or a B) in any course of the credentials program is cause for serious concern, as you must maintain a B average throughout your education coursework in order to earn your credential. Obviously, shoddy or late work in this course will quickly cost you more than 20 points; it just may jeopardize your standing in the credentials program.

3. **Drops.** If for whatever reason you feel you need to drop this course during the semester, you must collect all the paperwork and complete the process yourself. I do not initiate drops for any student. However, I will sign even very late drops, because I have no desire to see you fail this course. But be aware that the later you wait to drop the course, the more signatures you have to get (up the administrative ladder) and the more documentation you have to present.

4. **Incomplete.** Incomplete is almost unheard of in this course. University policy specifies that you must have a very serious emergency for requesting an incomplete. In addition, only one-third of the coursework must be remaining in order for the professor to grant an “Inc.” Since the last assignment of this course is worth 40%, (more than a third) I will not be able to grant an incomplete to students who do not turn in the last assignment. In addition, your grounds for an incomplete would be very weak. The multi-lesson unit is a cumulative assignment that you work on over the course of the semester (unlike a final examination which is taken in one day). A late emergency would not prevent your turning in that assignment in some fashion. Therefore, be aware that I must issue an “F” not an “Inc.” for those students who do not turn in the last project.
5. **Failures.** Failure to complete the responsibilities and requirements of this course will prevent you from moving to Student Teaching Phase II. In addition, if you receive an “F” in this course, the computer will block you from adding the course the following semester. You will not be able to take the course again until you receive permission from the Social Science Education Division Director. Please request a late drop rather than put yourself in this position.

ONE FINAL NOTE: Please do not hesitate to contact me or to come and talk to me about anything pertaining to lesson planning, lesson development, or the profession of a social science teacher in the secondary level. Sometimes just brainstorming with another person is the best way to develop an idea for a lesson or unit. To tell the truth, that is one of my favorite aspects of teaching!
SAN JOSE STATE UNIVERSITY
The Connie L. Lurie College of Education

Secondary Education Course 138A-01:
Reading, Language and Instruction in Diverse Content Area Classrooms

Instructor: Marina Aminy, Ph.D.
Phone: office/voicemail (408) 924-3341; for urgent matters: cell (510) 825-5711
Email address: maminy@gmail.com

Class Meetings for Spring, 2008: Mondays 7-9:45pm (1/28/08-5/17/08)

Office Hours: I will be available for office hours according to the schedule given to you a (a copy of the office hours schedule is also posted outside of my office door at SH 323) and also by appointment. I would be happy to discuss any of your concerns, questions or clarify classroom materials during office hours, by appointment during another time, by phone or by email. I usually respond to voicemail and email messages within 1-2 school days.

Course Description
The goal of this course is for teachers to become well-versed, reflective professionals who can successfully negotiate academic language and literacy within diverse content areas and among multicultural and multilingual student populations. Students are able to thrive in their content-area courses when they have suitable background, knowledge and strategies for reading a variety of texts. Therefore, it is the responsibility of all teachers, and not just Language Arts teachers, to teach reading and language skills in their classes.

This course is designed to provide methods for incorporating reading and language instruction in content area courses. During this semester, we will learn about ways to incorporate academic language at the secondary level. Some of the exciting questions we will cover are: What are some good strategies for including language and reading in diverse classrooms and subjects? How is academic language different from other types of language? How can teachers utilize technologies to achieve these goals? How can teachers use instruction in reading and language to become more effective teachers of social studies, sciences, foreign languages, art, music, physical education and mathematics?

Course Objectives
Upon completion of this course, teacher candidates will be able to:

- Describe multiple strategies for introducing, strengthening and building upon content specific vocabulary skills.
- Describe how different strategies such note-taking, scaffolding and reflective responses can aid in the instruction of content area literacy.
- Recognize how media literacy and informational texts can enhance content-area literacy.
- Utilize reading and writing strategies such as pre-reading, post-reading and graphic organizers to improve overall literacy and reading comprehension.
- Make informed decisions about the implications for instruction of second language learners and bilingual students in California’s diverse secondary classrooms.
- Design and choose appropriate materials for his/her own classroom that make content area knowledge accessible to all students, including second language learners.
- Become familiar with the California State ELD standards.
• Wield the strategies and skills learned in this course to become reflective professionals who readily evaluate their own literacy repertoires and who are willing to improve upon those skills in order to excel as teachers.

Course Requirements:
Our learning activities will include reflecting upon our class readings and discussions, creating useful lessons relevant to our own content areas, as well as collaborating with others to showcase various literacy strategies. In order to foster a professional and collaborative environment, you will be asked to share your work on many of your assignments with the class, either in small groups or in whole class settings. Not only will this enable us to learn from each other's experiences, but it will also create a safe arena for your colleagues to offer constructive advice and assessment of your work. In the spirit of such collaboration, some due dates will be staggered for students so that we can address, synthesize and discuss the issues in those assignments on an ongoing basis throughout the term.

In order to earn a grade of C- or better, all assignments must be completed and submitted in a timely manner. Assignments turned in late will not be given full credit, depending on the quality of the work and amount of time that has elapsed. Your grade for this course will be determined according to the quality, timeliness and professional relevance of your work as follows:

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection #1</td>
<td>10</td>
<td>Session 6</td>
</tr>
<tr>
<td>Reflection #2</td>
<td>10</td>
<td>Session 11</td>
</tr>
<tr>
<td>Graphic organizers</td>
<td>10</td>
<td>Session 4, 5, 7, 8, depending on sign-up</td>
</tr>
<tr>
<td>Content Area Lessons</td>
<td>20</td>
<td>Session 15</td>
</tr>
<tr>
<td>Team presentation/handout</td>
<td>20</td>
<td>Session 9, 10, 12, 13, 14 depending on sign-up</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>15</td>
<td>Ongoing</td>
</tr>
<tr>
<td>In-Class Reading Quizzes</td>
<td>15</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Total Points Total 100

Grades will be assigned according to points earned: A/A- = 90-100, B+/B/B- = 80-89, C+/C/C- = 70-79, D+/D/D- = 60-69, and F= 59 and below. Missing assignments will receive zeros. Course requirements are subject to change, but fair notice will be given in such an event.

Mission Statement:
The philosophy of the Secondary Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today's secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to:
1) make informed and thoughtful decisions in their daily practice,
2) serve in diverse educational contexts,
3) promote equity, respect for person, and social justice, and
4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations.
These teachers must also be aware of uses of technology for learning, and they must be well-prepared in current education theory, research, methods, and practice.

University Policies:
• Academic Integrity Statement From the Office of Student Conduct and Ethical Development:
Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all
your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at www.sa.sjsu.edu/student_conduct

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy F06-1 requires approval by instructors. You are further expected to appropriately credit all sources for any materials you consult in completing work for this course. For a more detailed description of this, please visit: http://sa.sjsu.edu/judicial_affairs/students/student_code_of_conduct.html

- **Campus policy regarding Americans with Disabilities Act:**

  If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

**Required Materials**

- Course Reader: Available during first week of class or from Maple Press (481 E. San Carlos St.; 408-297-1000)
- Online access: Having reliable, consistent email access throughout the semester is important for communicating, in the case of class cancellations or changes in assignments. Furthermore, some required readings are listed as links in this syllabus, and you may access them online only.

**Recommended Texts:**

- Vacca, Richard & Vacca, Jo Anne. *Content Area Reading.* (1996)
- *California State Content Standards* available online at: http://www.cde.ca.gov/be/st/ss
- Online tutorial for WebCt: http://online.sjsu.edu/students/
Course Outline: Weekly Topics and Readings

Below are the tentative dates and themes for each week of class. Please complete the readings for each week before our meetings. The classroom activities, quizzes and discussions scheduled for each week are guided by that week’s readings; therefore staying current on the assigned readings is crucial.

Session 1 (1/28): Course Overview
- Introductions/Expectations
- Quiz: Media Literacy
- Overview of readings, assignments, syllabus
- Defining terms and acronyms (SDAIE, ESL, ELL, NCLB, etc.)
- Sign up for presentations/due dates; purchase readers

Session 2 (2/4): Conceptual Framework for Teaching Academic Literacy

Session 3 (2/11): Pre-Reading and using a Textbook
- Ch. 5 (p. 99-113) (Daniels & Zemelman)
- Ch. 6 (Daniels & Zemelman)

Session 4 (2/18): Reading Comprehension Strategies
- Ch. 5 (114-123) (Daniels & Zemelman)
- Visit 3 or more links on this site and be prepared to discuss “Specific Graphic Organizers”: http://www.angelfire.com/wi/writingprocess/specificgos.html

Session 5 (2/25) Post-Reading Strategies and Reader-Text Interactions
- Ch. 5 (124-143) (Daniels & Zemelman)
- Ch. 7 (p. 232-243) (Vacca & Vacca—in reader)

Session 6 (3/3) Multicultural Contexts of Literacy Instruction
- “What No Bedtime Story Means: Narrative skills at home and school, Across cultures” (Shirley Brice Heath—in reader)
- Providing Culturally Sensitive Feedback (R. Scarcella in Chapter 9 of RA & S—in reader)

Session 7 (3/10): Note-Taking Strategies and Learning with Texts
- Ch. 3 (Daniels & Zemelman)
- Ch. 10 (p. 342-362) (Vacca & Vacca – in reader)

Session 8 (3/17) Vocabulary Development
- Vocabulary and Concepts (Chapter 5, p. 132-148 in Vacca & Vacca)
- Alternatives to, Look It Up in the Dictionary! (J. Allen)

Session 9 (4/7) Utilizing Technology for Literacy Learning
- Internet-Based Activities for Literacy Learning (M. McNabb) available at: http://www.readingonline.org/articles/art_index.asp?HREF=mcnabb/index.html
Session 10 (4/14) Sociocultural Perspectives on Literacy
• “Other People’s Children” (Lisa Delpit; in Reader)

Session 11 (4/21): Bilingualism and Embedding in Context
• *Language Proficiency, Bilingualism, and Academic Achievement* (J. Cummins in Chapter 2 of RA & S—in reader)

Session 12 (4/28) English Language Learners and Literacy Development
• *Language Minority Students in Multicultural Classrooms* (D. Brenton, L. Sasser and B. Winningham in Chapter 1 of RA & S)
• *Coaching the Developing Second Language Writer* (F. Peitzman in Chapter 13 RA & S)

Session 13 (5/5) Informational Texts and Media Literacy
• *The Importance of Informational Literacy*, (Nell K. Duke) Available at: http://teacher.scholastic.com/professional/literacypapers/duke.htm
• *What’s the Truth about Nonfiction?* (Paul Hirth—in reader)
• “Media Literacy Does Work, Trust Me.” (Ellen Krueger in reader)
• “Media Literacy: A Guided Tour of Selected Resources for Teaching” (Elizabeth Thoman— in reader)

Session 14 (5/12) Expository Reading & Writing Course Modules to teach academic language
• Readings: To be assigned
• Guest Speaker (Tom Reisz; SJSU EAP Coordinator)

Session 15 (5/17): Subject-Specific Content Area Readings
• *Using Low Organized Games in Multicultural Physical Education* (J. Schuman in chapter 24 of RA & S—in reader)
• *Integrating Mathematics and Language Learning* (T. Dale and G. Cuevas in Ch. 22 of RA & S—in reader)
• Content-Area Lessons DUE
Assignment Guide

Class Participation (15%)

As per the professional teaching standards, you are expected to behave in a responsible manner while you are enrolled in the SJSU credential program. You are expected to attend every single session, arrive on time, and return from the break on time. Students who miss multiple sessions or who are habitually tardy for long periods of time will lose classroom participation points for the course and will also miss crucial information provided during classroom activities, model lessons and discussions. If you miss more than one session, a make up assignment may be required. You are encouraged to repeat this course during a future term if you cannot satisfy these requirements. Additionally, you are strongly encouraged to leave your laptop at home so that you can be free to see other students in the class, move around in groups and participate in oral discussions. The points for class participation will be earned through being prepared, engaged, participatory, cooperative and involved in all classroom activities during each meeting.

Quizzes (15%)

Short quizzes will be given during the first 30 minutes of some class meetings. If you are late to class and you miss taking a quiz because of your tardy, then your score for that quiz will be a zero and no make ups are given. These quizzes will generally cover the material from the previous assigned readings, usually the central theories/points/ideas of the readings. Therefore, it is beneficial to keep up with readings, taking notes on materials if needed, and to come to class prepared. The dates for these quizzes will not be announced; each quiz will be worth 2-3 points.

Reflections (20%)

Reading reflections are in essence a learning log of your time in this course: during this semester, you will record your thoughts and evaluations of the topics and readings at two different intervals. Each of your responses should be 2-3 pages long, double-spaced, 12 font with 1” margins. Please edit your work for typos and other errors.

Your reading reflections should

1) Demonstrate that you have actually completed the reading. Thus you should briefly and accurately summarize the main points of a few of the readings, pointing out any central arguments, similarities or themes. These summative points should not exceed ¾ of a page.

2) Demonstrate how you use or will use the resources or concepts from the reading to refine your own teaching of literacy in your subject area. The reading reflection should not be mostly summary of the readings. Most of the reflection should offer an evaluation of the readings. How do you perceive issues in a different light after the reading? How do some of the materials challenge your previous conceptions about language, bilingualism, reading, writing, organization of writing? How will these readings guide your own personal agenda as a teacher of diverse students, in particular of English language learners?

Reflection #1 should be in response to the readings assigned for sessions 2 and 6 (Scarcella and Heath) Due: 3/3
Reflection #2 should be in response to the readings assigned for session 10 and 11 (Delpit and Cummins) Due: 4/21

Graphic Organizer (10%)

Graphic organizers can be excellent tools for organizing and clarifying texts and information in many content areas. They offer ways to classify information in a visually appealing way that enhances literacy; emphasizes key concepts and words and fosters logical thinking/planning. Your assigned readings and various websites such as the one below can offer you some good examples: http://www.angelfire.com/wi/writingprocess/specificgos.html

For this assignment, create three graphic organizers for use in your content area. They may teach any type of complex knowledge, and should organize the information in a clear and visual manner. Create a transparency of at
least one of your organizers and be prepared to speak briefly about it during class (5 minutes or so) on your assigned
date. Instead of a transparency, you may also email me a copy of your GO by noon on the due date and I will save it
and bring it to class on my laptop. Turn in copies of all three of your organizers along with a 1-2 page rationale
describing your design and selection. Discuss how the graphic organizer is useful for your content area, how
students would use it and what grade/population/subject you would most likely use it in. Also indicate what in your
rationale what students will do with the GO once they have completed it (i.e. use it for a test? A study aid? A
portfolio?)

**Individual Content-Area Lessons (20%)**

It is time to consider what you will do with all of these great literacy strategies that you have learned thus far. For this assignment, you will **find or create** at least 10 lesson ideas that incorporate reading and/or writing into your content area. You may create your own lessons, modify existing ones, find lessons in books, online or from other teachers, but remember to cite your sources!

Your assignment will have the following parts:

- A title page (with a title, your name, date, the grade/subject for your lessons).
- A 1-2 page rationale: explain what guided your selection of lessons, how these lessons fit into your long term literacy goals for your students, how these lessons help to improve the academic literacy of your students.
- Ten 1-page lessons (10 pages total) for using literacy strategies in your content area: **Each** lesson must have the following characteristics:
  - A clear objective, guided by the California State Standards. Objectives should be phrased as “students will be able to…”
  - A list of specific state standards satisfied by that lesson.
  - A brief description of the activities for the lesson. The activities for the lesson should incorporate some sort of literacy into your content area. For example: students might read and discuss a related short story before learning about exponents in math class; Students read and act out parts of a historical play on Napoleon before learning about the historical figure; Students complete a pre-reading activity before learning about photosynthesis in their textbooks; Students complete a vocabulary word sort before reading act one of Romeo and Juliet; Students read/discuss a short biography of Picasso before seeing a selection of his art. Each lesson should utilize some sort of literacy strategy (such as the strategies we have been learning about in class) to make the content matter more accessible to students.
  - In a short line at the end of each lesson, briefly state how you have considered the needs of ELL students in this lesson (refer to the California ELD State Standards).
  - Please do not turn in printed out lessons from the internet or photocopy them from a book. Use these sources for lesson ideas, but modify and adapt each lesson to fulfill the requirements of this assignment.
  - Get creative! Think of ways to incorporate your favorite strategies! Make your lessons usable and practical for your classroom. Your lessons do not need to have all of the details of a formal lessons, I am mostly looking for good ideas for implementing literacy into your content area. If you would like to make your plans more formal, your lesson plans may take various forms (constructivist, Madeline Hunter, Sequential, etc.)

Be prepared to briefly share your favorite literacy strategy in a small group setting on the due date.

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1 For examples of different formats for lesson plans, see http://edweb.sdsu.edu/Courses/EDTEC470/sections/F02-10/lesson_planning.htm
Team Project (20%)

In small groups you and your team members will select a literacy-related topic that we have covered during this term (You may choose any of the weekly literacy topics from the syllabus or some other general topic from the readings) and then develop an approximately 20-25 minute presentation to highlight that topic. For example, you may choose pre/post reading, reading comprehension, vocabulary development, ELL strategies, media literacy, SQ3R, RAFT, word sorts, use of post-it notes, note-taking, storytelling, skits, songs, informational texts, or any of the categories of academic language discussed by Scarcella in our first reading assignment).

At a minimum, your group presentation should:

- **Powerpoint:** Include a powerpoint presentation that includes a title, a brief definition of your topic and any key phrases/concepts necessary for understanding the strategy. The PPT can have as many as 10 slides or as few as three.

- **Explanation:** Provide a clear rationale as to WHY teachers would benefit from using this literacy strategy in their classes. This can be done orally or in the PPT.

- **Illustration:** Provide an example/illustration of how this strategy would work in a classroom (you can do this in two ways: either engage the entire class in a mini-lesson that showcases the strategy in a particular content area OR perform a short skit that demonstrates the use of the literacy strategy).

- **Handout:** Prepare and provide a one-page handout for the entire class with a clear title for your strategy, a definition for it, and at least five brief examples of how this strategy could be used in five different content areas. For example, if your group’s topic was “word sort”, you would include examples of how a word sort could be used in math, science, music, art and history classes. The handout is basically a resource sheet for your colleagues in the class so that they can remember your topic, and have multiple ideas for applying the strategy in their own classes.

- You should practice your presentation so that you meet the time limit; every member of the team should be involved in the presentation and you should look like and operate as a team! Feel free to use additional props, posters, technology or media for your presentation.
EDSC 151 LEARNING THEORIES & CONTENT AREA LITERACY

COURSE SYLLABUS

Required Texts:
Wong Fillmore, L., & Snow, C. E. What teachers need to know about language. ERIC: ED 444379.
One secondary level textbook in your discipline

Additional Resources:
Theory into Practice (TIP) Database. http://tip.psychology.org
Course Objectives: Credential candidates will be able to:

- explain and contrast a variety of learning theories (TPE 6, 7, 8, 9, 11)
- identify educational implications of a variety of theories of teaching and learning (TPE 6, 7, 8, 9, 11)
- define a wide variety of cognitive, affective, and interactive processes that support student learning (TPE 6, 7, 8, 9, 11)
- examine theories of content literacy learning and development and their implications for teaching secondary students (TPE 7, 8, 11)
- describe adolescent culture(s) and the relationships among home, family, and school cultures (TPE 6, 8, 11)
- analyze the roles of student background, knowledge, culture, experiences and language in learning (TPE 7, 8, 11)
- synthesize theories of reading and writing processes (TPE 7, 9)
- analyze reading as a language process interrelated with listening, speaking, writing, and thinking (TPE 7, 9)
- design within the content area a reading and writing program that meets the needs of a culturally diverse society, paying special attention to the needs of English language learners (TPE 1, 6, 7, 9)
- develop an awareness of potential cultural, gender, social class and linguistic biases in content area materials and assessment processes (TPE 6, 9, 12)
- develop a repertoire of instructional strategies that support the content literacy of English language learners (TPE 4, 5, 6, 7, 8, 9)
- create a rationale for lesson planning based on an understanding of thinking, learning, and interactive processes (TPE 1, 4, 5, 6, 9, 10)
- incorporate technology and utilize technological resources in the design of instruction (Standard 9, TPE 4, 5, 6, 7, 9, 10, 11)
- identify and analyze instruction designed to promote affective and cognitive learning (TPE 6, 7, 8, 9, 11)
- utilize strategies for establishing fair and equitable processes and learning environments for students (TPE 2, 3, 4, 11, 12)
- develop a wide range of strategies for students to synthesize and report on what they have read (TPE 3, 4, 5, 7, 8)
- maintain a portfolio of unit plans and lesson plans that explicitly detail strategies, activities, materials, assessment plans, and student work samples (TPE 1, 2, 3, 4, 5, 6, 76, 8, 9, 10, 11, 13).

Course Requirements: Candidates will

- Thoughtfully and actively participate in all class activities
- Complete assignments on time; late assignments will not be accepted except for extreme and verifiable emergencies; written assignments must be typed
- Present the final project on the scheduled final day; final projects will not be accepted prior to the final class session

Course Evaluations: Grades will be assigned according to points earned in six graded assignments. The following table gives the points gives the number of points required for each possible grade:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Earned for Graded Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 or fewer</td>
</tr>
</tbody>
</table>

**Participation:** Since instruction for this course is presented using interactive models and critical learning-based class discussions and activities, active participation is vital to learning. For this course, active participation is defined as thoughtful listening, sharing ideas when appropriate, and participating in all class activities. **Please note that to be eligible to present and submit the Mini-Unit Plan and Top Ten Ideas for evaluation, you must actively participate, prior to their due dates, in at least 70% of class discussion/activity time.** (Additional Note: Since you cannot participate in class when you are not present, arriving more than 20 minutes late or leaving more than 20 minutes early will result in a deduction of 2% from your class participation percentage for the semester.)

**Major Assignments:**
Points for six major assignments will be assigned according to the table below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Story</td>
<td>10</td>
</tr>
<tr>
<td>One Day Lesson Plan</td>
<td>15</td>
</tr>
<tr>
<td>Group Demonstration</td>
<td>15</td>
</tr>
<tr>
<td>Handout Packet</td>
<td>15</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>25</td>
</tr>
<tr>
<td>Final Project (Idea Book)</td>
<td>20</td>
</tr>
</tbody>
</table>

Students are encouraged to spend quality time on the assignments and to ask the instructor for clarification and/or help if needed. Once assignments are presented/submitted, no further revisions will be permitted and the scores will be final. The major assignments are

1. **Literacy Story:** In one or two typewritten pages, tell about a pivotal event in your development as a reader OR a writer. Your paper must tell the story of one event, rather than a series of events, that had a major effect on your literacy
development. Since the awareness of oneself as a reader or a writer is part of that development, you may choose to write about that moment of awareness. Other appropriate topics would be a sad moment in your literacy development, or an event when a family member or teacher contributed to, or thwarted, your development as a reader or a writer. We will plan this paper in class and you will also receive peer feedback. Please see the rubric for scoring criteria. A draft will be due in class on June 28 for peer critique. The final copy will be due in class on July 5.

2. **One-Day Lesson Plan:** Guided by the English Language Arts-English Language Development Content Standards, and using the strategies presented in class and through your readings, please develop a lesson plan that incorporates pre-reading and/or pre-writing activities that lead to reading and/or writing assignments, and/or reflective activities connected to reading and/or writing assignments. All activities should be content specific and designed to deliver/enhance/facilitate instruction and develop/facilitate learning in your content area as well as in English language development. NOTE: It will be virtually impossible to incorporate pre-reading AND prewriting AND active reading AND active writing AND reflective activities into a plan for one class period. Be selective! Please see the "One-Day Lesson Plan Scoring Checklist" for scoring criteria. **Due: July 10.**

3. **Instructional Strategies Presentations:** Working with a classmate, you will develop and deliver a presentation of literacy activities appropriate to one of six assigned topics: 1) Prereading Activities, 2) Prewriting/Writing to Learn, 3) Vocabulary Development, 4) Note-taking Strategies, 5) English Learners, 6) Reflection and Response Activities. Each person will be allotted fifteen minutes. An additional 5 minutes will be allotted for the introduction and the wrap-up. Please be aware of the time limit. The presentation should contain appropriate reading and/or writing activities, a short explanation of why these activities are desirable (the rationale), and variations/adaptations of the activities for other content areas and for ELS/special needs students. Be prepared to answer questions for a few minutes within the time limit. Grades will be based on the clarity of the presentation and the value of the activities (see the "Instructional Strategies Presentation Scoring Checklist"). NOTE: Although you will be working with someone else, individual grades will be given. However, the most successful demonstrations are the products of collaboration. **Due dates vary. See calendar.**

4. **Presentation Packet:** You and your partner will be required to produce a packet to accompany your presentation. This packet will include detailed directions/plans for all activities presented to the class, any handouts used in the demonstration, resources (including web resources) that teachers can use to find similar activities, and variations of the activities for use in other subject areas and English language learners. Please also include the rationale and the suitable grade level(s) for the activities you demonstrate. Each page must be labeled with the name(s) of its contributors). As with the presentation, although this is a paired activity, individual grades will be given and collaboration is encouraged. You are required to reproduce this packet for the instructor and distribute copies to all class members.
Grades will be based on completeness, clarity of the directions/plans, quality of handouts, appropriateness of objectives, and rationale (see the "Instructional Strategies Packet Scoring Checklist"). Although you are not expected to decorate this packet, it should be neat. This packet should be concise rather than voluminous. **Due at the presentation.**

5. **Mini-Unit Plan:** Please develop a mini-unit of study consisting of four or five consecutive, related lesson plans for a specific topic within your content area and for your grade level. The purpose of this assignment is to demonstrate your mastery of the objectives for this course (EDSC 151). Guided by the ELD and ELA Content Standards, the lessons should include pre-reading and pre-writing activities that lead to reading and writing assignments, reflective activities connected to the reading and writing assignments, discussion questions topic guidelines, and discussion activities. All activities must have pedagogical value, be content specific and be designed to deliver/enhance/facilitate instruction and develop/facilitate learning in your content area as well as for English language development. Appropriate modification of materials and methods for the needs of English Learners and special needs students must be included. Grades will be based on the quality and completeness of the unit (see the "Mini-Unit Plan Scoring Checklist"). **Due in class on July 17.**

6. **Top Ten Ideas:** This is the final project for this course. It can take almost any shape, from a collection of file cards to a loose-leaf binder. The important factor is that it should contain 10 selected instructional strategies from those you collect during this course (from the instructor, fellow students and/or your own work) that you believe might have practical use in your classroom. In addition, this project should contain any "kernels of knowledge" (quotations, concepts, etc.) you acquired during this course. Please do not include information from other classes or from your own independent studies. Each of your Top Ten Ideas should be accompanied by a brief explanation for its inclusion. Students will give short, informal presentations of their Top Ten Ideas when they are handed in. This is not an art project. Grades will be based on the usefulness of the project in terms of accessibility of information, applicability to your content area, and the clarity of the "kernels of knowledge." **Quality is more important than quantity.** Note: To be eligible to present this final project and to submit it for a grade, you must have participated in a minimum of 70% of class discussion/ activity time. **Due in class on July 20.**

In addition, short reading and writing assignments are required and noted in the calendar. Pay close attention to the following:

- a. Please come to class prepared to discuss the reading(s) scheduled for that date.

- b. Special Needs Assignment - Prepare and write about the special educational needs of someone you know. How were these needs met/not met? **This paper will be shared with others during class discussion on July 13** and will be part of your class participation for grading purposes.
Important Statements and Policies

As a member of the faculty of the Department of Secondary Education, the College of Education and San José State University, I am committed to the following:

**College of Education Mission Statement:**

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community.

**Department of Secondary Education Mission Statement:**

The philosophy of the Secondary Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today’s secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to:

1) make informed and thoughtful decisions in their daily practice,  
2) serve in diverse educational contexts,  
3) promote equity, respect for person, and social justice, and  
4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations.

These teachers must also be aware of uses of technology for learning, and they must be well-prepared in current education theory, research, methods, and practice.

**Academic Integrity:**

Academic integrity is essential to the mission of SJSU. Students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor). All students are responsible for knowing and observing University policies regarding academic dishonesty. See "Policy on Academic Dishonesty." This document is available online at http://www2.sjsu.edu/senate/S04-12.pdf

**Students with Disabilities:**

Students with disabilities who need special accommodations must identify themselves as soon as possible. I am committed to providing the most appropriate learning and testing conditions for all students.

**Student Behavior**

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and instructors' ability to teach. A student responsible for disruptive behavior may be removed from the classroom pending discussion and resolution of the problem, and may be reported to the Judicial Affairs Office for further action.
Expectations for Candidates:
In accordance with the goals of the Single Subject Credential Program, candidates are expected to demonstrate the following professional dispositions as they progress through course work and field work experiences:

Reflectiveness
Indicators:
- Practices critical questioning
- Is responsive to criticism
- Is responsive to opposing views
- Articulates opposing views
- Examines personal strengths and weaknesses
- Questions own beliefs and practices
- Exhibits flexibility

Responsibility
Indicators:
- Constructively responds to obligations in terms of
  ✓ Oral and written agreements with others
  ✓ Coursework/Assignments
  ✓ Timeliness
- Engages actively in program experiences

Commitment to Professionalism
Indicators:
- Demonstrates an understanding of the legal obligations of teaching
- Demonstrates ongoing commitment to professional development
- Practices collaboration and collegiality to reach identified goals

Commitment to Fairmindedness and Equity
Indicators:
- Treats others with equal respect, courtesy, and dignity
- Is intolerant of all forms of harassment, discrimination, and exploitation
- Recognizes the need for differences to ensure equal treatment of all
Tentative Course Calendar

June 19  Introductions & course overview; TPE Standard 7-B; literacy across the content areas—survey of texts; reflections on literacy issues during past academic year; learning theories research assignment on Behaviorism

June 20  Discuss IRA Position Statement on Adolescent Literacy (available at http://reading.org/downloads/positions/ps1036_adolescent.pdf); discussion of Behaviorism; learning theories research assignment on Constructivism

June 21  Discussion of Constructivism; prereading activities for Scarcella, "Effective Language Instruction for English Learners" (handout); set up Instructional Strategies Presentations; learning theories research assignment on Social Cognition

June 22  Discuss Social Cognitive theories; prewriting activities for literacy story; discuss Scarcella, "Effective Language Instruction for English Learners" (handout); prereading strategies for Wong Fillmore & Snow, "What Teachers Need to Know About Language" (handout)

June 26  Discuss Wong Fillmore & Snow, "What Teachers Need to Know About Language"; Scarcella grammar "test"; learning theories research assignment on Moral Development; bring Content Area Literacy: An Integrated Approach (Readeance, Bean, & Baldwin) to next class

June 27  Discuss Moral Development; survey of RBB; Content Reading Inventory

June 28  Readeance, Bean, & Baldwin Ch. 1 "Content Area Literacy:Addressing No Child Left Behind"; bring rough draft of Literacy Story for peer critique in class.

June 29  RBB Ch. 6 "Unit and Lesson Planning"; bring Instructional Strategies Presentation materials to work on

July 3-4  Holiday—No class

July 5  RBB Ch. 2 “Technology”; Literacy Story final draft due

July 6  RBB Ch. 4 “Selecting Textbooks and Multimedia Materials”; bring secondary textbook in your content area
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 10</td>
<td>RBB Ch. 5 “Assessment”; <strong>One-Day Lesson Plan due</strong></td>
</tr>
<tr>
<td>July 11</td>
<td>RBB Ch. 9 “Comprehension Principles and Integrated Approaches”</td>
</tr>
<tr>
<td></td>
<td>Presentation #1: Prereading Activities</td>
</tr>
<tr>
<td>July 12</td>
<td>RBB Ch. 11 “Writing”; <strong>Presentation #2: Writing to Learn</strong></td>
</tr>
<tr>
<td>July 13</td>
<td>RBB Ch. 3 “Language, Diversity, and Cognition”; <strong>bring Special Needs Story for class participation</strong></td>
</tr>
<tr>
<td></td>
<td>Presentation #3: English Learners</td>
</tr>
<tr>
<td>July 17</td>
<td>RBB Ch. 8 “Vocabulary”; <strong>Presentation #4: Vocabulary Development</strong></td>
</tr>
<tr>
<td></td>
<td>Mini-Unit Plan due</td>
</tr>
<tr>
<td>July 18</td>
<td>RBB Ch. 10 “Comprehension: Guiding Content Literacy”</td>
</tr>
<tr>
<td></td>
<td>Presentation #5: Reflection/Response Activities</td>
</tr>
<tr>
<td>July 19</td>
<td>RBB Ch. 12 “Studying and Preparing for Examinations”</td>
</tr>
<tr>
<td></td>
<td>Presentation #6: Notetaking Strategies</td>
</tr>
<tr>
<td>July 20</td>
<td>RBB Ch. 7 “Literature”; work on text set materials (handouts)</td>
</tr>
<tr>
<td></td>
<td><strong>Top Ten Ideas due with brief presentations</strong></td>
</tr>
<tr>
<td></td>
<td>Return of graded Mini-Unit Plans</td>
</tr>
</tbody>
</table>

*Please note that the course calendar is subject to change, & if this should be the case, students will be given ample advance notice.*

**This syllabus and many other course materials are also available on my webpage at www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=491**
COURSE DESCRIPTION

EDSC 152 includes five monthly seminar meetings on SJSU campus that you must attend. The content of these seminars is designed to offer practical tools that can be immediately applied to classroom practice. We will strive, as educators, to do the following:

- Examine and reflect on teaching pedagogy and our own classroom practices.
- Work with your fellow interns in this seminar to analyze, self-assess and reflect upon your teaching.
- Learn practical strategies that can be integrated into lesson plans and units of instruction
- Examine and apply the strategies for effective classroom management, motivation and equity.
- Develop instruction that reflects critical thinking.
- Develop instruction that integrates literacy strategies.

COURSE GOALS

This course is designed to prepare and support you in meeting the challenges and expectations of the middle and high school classrooms. It will strive to assist you to meet the needs of all students, to perform the tasks expected of you as teachers with a high degree of proficiency and integrity, and to develop classroom practices that model ethical behaviors, critical thinking and an appreciation for knowledge and learning.

There is no doubt that each of you, having full time teaching loads, will be extraordinarily busy. Therefore, these seminars will be, for the most part, self-contained sessions. You will be asked to participate in each seminar, practice and then apply what you have learned with your own classes, and report and reflect on them in subsequent seminar sessions.

It is my goal to support you in your initiation into teaching. I will observe you, coach you, help you to plan lessons, troubleshoot problems you may encounter. I want you to find teaching to be a challenging and rewarding experience. Please don’t hesitate to contact me.
At the successful completion of this class, you should be able to perform the following essential teaching tasks, also outlined in Teacher Performance Expectations:

- Design lessons that implement the state-adopted academic content standards in your specific subject area.
- Understand, with a level of appropriate proficiency, a variety of classical methodologies and strategies for teaching.
- Understand and design lessons that incorporate literacy strategies and best practices strategies into your classes.
- Create a classroom environment and structuring of activities that ensure students’ daily engagement in learning and assessment of activities, enhancing opportunities for English Language Learners and Special Needs students to participate equitably and readily.
- Design challenging academic coursework.
- Develop the habit of mind that allows you to constantly reflect on and improve your teaching practice.

UNITS: 3

GRADING:

The course grade is CR/NC. Because we will meet for only 5 seminars during the semester and because the contents of the seminars will involve a great deal of interaction and work with your peers, it is imperative that you attend each session and that you participate with integrity. You are also required to complete collaborative logs as well as lesson and unit plans.

Secondary Education: Expectations for Candidate Disposition

In accordance with the goals of the Single Subject Credential Program, candidates are expected to demonstrate the following professional dispositions as they progress through course work and field work experiences:

Reflectiveness

Indicators:

- Practices critical questioning
- Is responsive to criticism
- Is responsive to opposing views
- Articulates opposing views
- Examines personal strengths and weaknesses
- Questions own beliefs and practices

Responsibility

Indicators:
• Constructively responds to obligations
• Completes coursework and assignments effectively
• Communicates appropriately both orally and in writing
• Responds to obligations in a timely manner
• Engages actively in program experiences

Commitment to Professionalism

Indicators:

• Demonstrates an understanding of the legal obligations of teaching
• Demonstrates an ongoing commitment to professional development
• Practices collaboration and collegiality to reach identified goals

Commitment to Fair-Mindedness and Equity

Indicators:

• Treats others with equal respect, courtesy and dignity
• Is intolerant of any form of harassment, discrimination or exploitation
• Recognizes the need for differences to ensure equal treatment of all

Accommodations:

“If you need course adaptations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DC to establish a record of their disability.”

San Jose State University Behavior Policy:

“Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and instructors’ ability to teach. A student responsible for disruptive behavior may be removed from the classroom pending discussion and resolution of the problem and may be reported to the Judicial Affairs Office for further action.”

Academic Integrity

Academic dishonest of any sort will subject the involved person(s) to the University-mandated consequences. You should be familiar with the section of the SJSU Catalog entitled “Policy on Academic Dishonesty.”
## CLASS SCHEDULE

(Subject to change based upon student input)

<table>
<thead>
<tr>
<th>SESSION DATE</th>
<th>TOPIC(S)</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| August 30     | 1. orientation to the course  
2. first days of school  
3. classroom management  
4. disc. of possible seminar topics | 1. information sheet  
2. consensus on subsequent seminar topics |
| September 20  | 1. reflect and analyze  
2. Lesson and unit planning – Understanding By Design) review (bring lesson/unit work to class) | 1. syllabi  
2. collaborative logs |
| October 18    | 1. reflect and analyze  
2. Strategies that Work (Marzano) (compare/contrast, questioning, notetaking) | 1. collaborative logs  
2. 3 lesson plans you have taught  
3. unit plans |
| November 8    | 1. reflect and analyze  
2. Content Area Literacy  
3. Critical Thinking | 1. Collaborative logs  
2. lesson plan applying Marzano strategy (ies) |
| December 6    | 1. reflect and analyze  
2. Socratic seminar re: teaching experience | Collaborative logs |
San José State University  
EDSC 153  
Student Teaching/Seminar for Interns  
Spring 2008

Dr. Kathleen Miller  
Office Hours: By appointment  
Phone: (408) 924-7475  
Email: kmillersjsu@aol.com; http://homepage.mac.com/kathleenmiller2/  
Seminar Dates: Jan. 29  Feb. 26  March 18  April 15  May 6 (4:30-6:30 PM) SH 331

Required Texts:

2. Selected current professional articles.  
3. Selected school materials and textbooks

College Mission  
The faculty members of the College of Education at San Jose State University strive for excellence and equity in all that they do each day. The mission of the Single Subject Credential Program and the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world. We are a professional community of faculty, students, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth, and families by pursuing scholarly and reflective inquiry, and promoting, enhancing, and increasing access to a quality lifelong education. Faculty, staff, and graduates are compassionate professionals mindful of our responsibilities for building a democratic society.

Course Description  
As second-year Interns, you will continue to analyze, evaluate, and reflect upon your teaching practices. You will utilize the theories of literacy and learning as the theoretical base for pedagogical decisions. In addition, you will participate in peer observation, action research, and other professional development activities to enhance your growth as teachers.

Prerequisites  
EDSC 151, EDSC 152

Units – 2

Grading  
A rubric is established for each major assignment and used for assessment. Course grade is CR/NC.
**University, College, Department Policy Information**

**Academic Integrity Statement (from Office of Student Conduct & Ethical Development):**
“Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct & Ethical Development. The policy on academic integrity can be found at [http://sa.sjsu.edu/student_conduct](http://sa.sjsu.edu/student_conduct).

**Campus policy in compliance with the American with Disabilities Act:**

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with the instructor as soon as possible. Presidential Directive 97-03 requires that student with disabilities requesting accommodations must register with DRC to establish a record of their disability.”

**Secondary Education - Expectations for Candidates – Dispositions**
In accordance with the goals of the Single Subject Credential Program, candidates are expected to demonstrate professional dispositions as they progress through course work and field work experiences. These dispositions have been identified in writing for all candidates during the application process to the Secondary Education Credential Program.

**EDSC 153 Student Learning Objectives.**

In compliance with the Teaching Performance Expectations (*California Standards of Quality & Effectiveness for Professional Teacher Preparation Programs*), students will address, examine and/or employ techniques that will help them develop the ability to do the following:

1. Utilize a variety of teaching strategies grounded in theory and reflect on student outcomes (TPE 2,3,6,9)
2. Analyze how teacher and student background, knowledge, culture, experiences, and language affect student outcomes (TPE 4,5,8,13)
3. Develop, use, and evaluate a repertoire of instructional strategies that support the content literacy of English language learners (TPE 4,6,7,8)
4. Incorporate technology and utilize technological resources in the design of instruction (TPE 4,9)
5. Evaluate strategies designed for and used with students to synthesize and report on what they have read (TPE 4, 13)
6. Document their experiences as teachers and when needed, implement changes for improvement (TPE 5,10,13)
7. Design and implement action research that investigates inquiry regarding issues of learning and motivation (TPE 5,8,13)
Student Assessment

This course is graded on a credit/no credit basis. Credit will be assigned based on timely and successful completion of all of the following activities:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Pt.</th>
<th>Date</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School Collaborative Logs</td>
<td>10</td>
<td>Approx. 4/Month</td>
<td></td>
</tr>
<tr>
<td>2. Research Review: Learning Theory</td>
<td>10</td>
<td>February 26</td>
<td></td>
</tr>
<tr>
<td>3. Peer Observation/Report A and B</td>
<td>10</td>
<td>March 18</td>
<td></td>
</tr>
<tr>
<td>4. Action Research: Learning/Motivation</td>
<td>20</td>
<td>April 10 Submit by email</td>
<td>April 15 Presentation</td>
</tr>
</tbody>
</table>

Total Points 50
Points required for credit 40

Assignments

1. Collaborative Logs: 10 points Due: Monthly

   Complete the collaborative logs with your coach and bring the completed logs to each class meeting. You will complete one log/week. Logs include reflections on instructional delivery, classroom climate, time allocation, etc. (TPE 13)

2. Literature Review: Theory of Learning /Motivation 10 pts Due: February 26

   Create a research question within the field of learning and/or motivational theory. Provide a two to three page (total) summary of at least three scholarly articles that address your question. (If you choose to complete this assignment with a colleague, include four references.) Provide 30 copies of your review for class members on February 26. Suggested journals and/or organizations include: Association of Curriculum Development (ASCD), your content area professional organization (NCATE, etc.), Reading Online (International Reading Association). Other resources will be discussed in class. Your summary of your research question should be formatted to include four topics: Terminology, Main Points, Implications for Teaching, and References Cited. Suggested topics are available on the course website at http://homepage.mac.com/kathleenmiller2/

3. Peer Observation and Data Collection: 10 pts Due: March 18

   A. Review Checking Equity Systems (Summer Course Reader).
   B. Review four forms for observing student/teacher interaction. (Charts A-D)
   C. Select one intern from your current intern cohort group. Using one of your two days provided by the intern grant, schedule a visit to his/her classroom with the intent of providing feedback regarding instruction, lesson delivery, classroom management, and another subject designated by both of you. Collect data using one of the four charts (A-D). (Available at course website.)

   Verbal Interaction Students on Task (Chart A or Chart B)
   Teacher Movement (Chart C)
   Verbal Flow (Chart D)
D. Prior to the visit, the intern will email to you a lesson plan as well as areas in which he/she would like feedback.
E. After your observation, provide both verbal and written feedback. (limit one page.) You will be noting the teacher’s instruction as well as the students’ behavior, successful acquisition of concepts, etc.
F. By March 18, provide a copy of your feedback to Dr. Miller as well as the intern through email. **Feedback should include two components:**
   1. Completed chart of teacher or student interactions. Provide a copy of your completed chart with coding of student or teacher behaviors. (5 pts)
   2. Your narrative analysis of your observations of student or teacher behaviors. You may also include observations in addition to those you have coded on the charts. (5 pts)

Optional: Spend the remainder of the day visiting other teachers at either your own school or the host school of the intern that you observe. (TPE 2,4,5,9,10,11,13)

### 4. Action Research: Learning and Motivation  20 Points  Due: April 10 & 15

Based on the research topic and assessment tool that you developed in EDSC 152, collect data and analyze your findings. Summarize your findings in a two-page abstract. Also include your assessment tool (e.g., survey, interview questions, etc.) Email your abstract to your colleagues and instructor by April 10. Present your findings on April 15. (TPE 2, 4,5,6, 7, 8, 11)

**Due April 10 & April 15:**
Using the students in your classroom and/or your own instruction, collect data to help answer your own question. Summarize your findings in a two-page abstract. **Email your abstract to your colleagues and instructor by April 10.** Present your complete findings at April 15 seminar. Include an analysis of your data and collected information (e.g., completed surveys, etc.) (TPE 2, 4,5,6, 7, 8, 11) Total research report will be 6-10 pages.

**Suggested steps for Action Research Assignment:**

1. Identify a topic, problem, question, and objective. See Stringer, page 46 for example. (Example of a question: “What system of reinforcement is most effective for promoting the highest percentage of students completing their homework assignments?”).
2. Provide background information regarding your topic. Cite references used. For example, if you are researching effectiveness for improving student completion of homework, list previous research done.
3. Develop a research design to study your question. Consider what kind of data you will utilize to answer your question. Surveys? Collection records? Grade book recording of homework? Interviews? (See Stringer, Chapter 3)
4. Develop assessment tool (survey, interviews, etc.). (See Stringer, Chapter 4.) Begin collecting data. **Note: Steps 1 through 4 above were completed in EDSC 152. Steps 5 through 9 (below) will be completed in EDSC 153. Your final research report is due at the April 15 seminar. You will email your abstract to instructor and all class members by April 10.**

5. Continue to collect and analyze data.
6. Explicate your findings and implications.
7. Write your findings in a research abstract. Your abstract should include the following:
a. Introduction and discussion of the question. Why is it important? How will the findings help your students achieve success? How will the findings help you be a more effective teacher?
b. Methods: Why did you select your method of data collection? How does it fit your research question? How did you analyze your data? Did you obtain outside help? If so, how was that helpful?
c. Findings: What did you learn? What, if anything, might have tainted your findings?
d. Implications and conclusions. How do your findings alter the way you will teach?

8. **Use email to send sufficient copies of your abstract to class members and instructor.** All research abstracts must be emailed by April 10. Limit: Two pages for analysis and summary. Page limit for data and assessment tool will vary.

9. In addition to the abstract, you will submit your assessment tool and other information obtained in data collection. (Examples: Graphs summarizing results, etc.) Discuss your findings with others at class meeting of April 15.

**Class Schedule and Reading Assignments - EDSC 153  Spring 2008**

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignments/Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan. 29</td>
<td>Equity Roles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Theory</td>
<td></td>
</tr>
<tr>
<td>2 Feb. 26</td>
<td>Learning Theory; Models of Reading</td>
<td><strong>Due: Summary Learning Theory</strong></td>
</tr>
<tr>
<td>3 March 18</td>
<td>Legal and Ethical Issues</td>
<td><strong>Due: Peer Observation (2 parts)</strong></td>
</tr>
<tr>
<td>4 April 15</td>
<td>Teacher Professional Development</td>
<td><strong>Due: Action Research</strong></td>
</tr>
<tr>
<td>5 May 6</td>
<td>School Culture</td>
<td></td>
</tr>
</tbody>
</table>
EDSC 162-01 Syllabus
San Jose State University  Spring 2008  3 units
Language and Literacy Development of Second Language Learners
Tuesdays 7:00-9:45pm, SH 212

Instructor: Dr. Katya Karathanos  E-mail: kkaratha@email.sjsu.edu
Office: SH 323  Office Hours: Tues, 9am-12pm; Wed, 2pm-4pm; and by appointment
Phone: (408) 924-3770
WebCT Login Instructions: http://online.sjsu.edu

Course Description
This course will focus on the principles of language structure, variation, and usage. We will examine first and second language acquisition theories and applications of teaching in diverse secondary classrooms. Finally, we will investigate social and psychological influences on the linguistic behavior of students as well as cultural and political issues affecting language attitudes.

During this semester, we will discuss multiple perspectives on how children acquire language skills for succeeding and learning in school. How do children develop communicative competence? What are the crucial components of language acquisition? How does learning a second language relate to learning a first language and bilingualism? As educators, how can we best enable students to transition smoothly from their home languages to academic English?

Course Objectives
Upon completion of this course, teacher candidates will be able to:

- Describe Language structures, variations and usages as they pertain to the learning of second language learners (Teacher Performance Expectation 7).
- Describe the multiple theories and layers of bilingualism, as well as how bilingualism relates to second language acquisition (e.g. does second language acquisition always imply bilingualism?)
- Analyze and respond to the major theories of both first language acquisition and second language acquisition, as well as make informed decisions in relation to those theories (TPE 7).
- Make informed decisions about the implications for instruction of second language learners in California’s diverse secondary classrooms (TPE 7).
- Design and choose appropriate materials for their own classrooms that make content area knowledge accessible to second language learners (TPE 4).
- Select appropriate tools for measuring and assessing students’ progress in language development and content area knowledge (TPE 1).
- Become familiar with the California State ELD standards and ELD formal assessments (TPE 2).
- Incorporate the California ELD standards and effective strategies for English learners in lesson/unit plan
- Recognize the multifaceted social and psychological dimensions contributing to language acquisition and language attitudes (TPE 8).
- Describe how sociopolitical climate and state and federal laws play a role in school policies and ultimately in student achievement and learning (TPE 5).
- Address the significant role of home, family and community in the process of language acquisition and learning and the monitoring of that learning (TPE 2, 3, 5).
Course Requirements

Our learning activities will include both individual work and group activities, administering a SOLOM assessment, observing in a sheltered classroom, microteaching, and classroom discussions and activities. During a typical meeting, we may discuss class readings, see sample lessons demonstrated by your classmates or professor and discuss theories central to language acquisition. In order to foster a professional and collaborative environment, you will be asked to share your work on many of your assignments with the class, either in small groups or in whole class settings. Not only will this enable us to learn from each others’ experiences, but it will also create a safe arena for your colleagues to offer constructive advice and assessment of your work. In the spirit of such collaboration, some due dates will be staggered for students so that we can address, synthesize and discuss the issues in those assignments on an ongoing basis throughout the term. All assignments must be completed and submitted on the date they are due. The final grade of all assignments turned in late will be reduced by 10%.

Course assignments/requirements and their percentages of your overall grade are as follows:

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection #1</td>
<td>10</td>
</tr>
<tr>
<td>Reflection #2</td>
<td>10</td>
</tr>
<tr>
<td>Observation/ Analysis</td>
<td>15</td>
</tr>
<tr>
<td>Assignment</td>
<td></td>
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<tr>
<td>SOLOM Administration</td>
<td>15</td>
</tr>
<tr>
<td>Final Unit</td>
<td>25</td>
</tr>
<tr>
<td>In-Class Quizzes</td>
<td>15</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>10</td>
</tr>
</tbody>
</table>

100

Grading Scale: A = 93-100, A- = 90-92, B+ = 88-89, B = 83-87, B- = 80-82, C+ = 78-79, C = 73-77, C- = 70-72, D+ = 68-69, D = 63-67 (Based on % of total points possible)

Course requirements are subject to change, but fair notice will be given in such an event. Missing assignments shall receive zeros.

Mission Statement:
The philosophy of the Secondary Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today's secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to:
1) make informed and thoughtful decisions in their daily practice,
2) serve in diverse educational contexts,
3) promote equity, respect for person, and social justice, and
4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations.
These teachers must also be aware of uses of technology for learning, and they must be well-prepared in current education theory, research, methods, and practices.

University Policies:

- Academic Integrity Statement From the Office of Student Conduct and Ethical Development:

Karathanos EDSC 162

Spring 2008
Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at www.sa.sjsu.edu/student_conduct

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy F06-1 requires approval by instructors. You are further expected to appropriately credit all sources for any materials you consult in completing work for this course. For a more detailed description of this, please visit: http://sa.sjsu.edu/judicial_affairs/students/student_code_of_conduct.html

- **Campus policy regarding Americans with Disabilities Act:**

  If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

**Required Materials:**
- Course Reader: Available during first week of class; May also be purchased at Maple Press (481 E. San Carlos Street, 408-297-1000)
- Online access: Some required readings include articles posted on WebCT or listed as weblinks on WebCT

**Supplementary Materials (available online):**
- *California State Content Standards* available online at: http://www.cde.ca.gov/be/st/ss/
Assignment Guide

Class Participation (10%)

As per the professional teaching standards, you are expected to behave in a responsible manner while you are enrolled in the SJSU credential program. You are expected to attend every single session, arrive on time, and return from the break on time. Students who miss two or more sessions or who are habitually tardy for long periods of time will lose classroom participation points for the course and will also miss crucial information provided during classroom activities, model lessons and discussions. Full points for class participation during each class session will be earned through being prepared, engaged, participatory, cooperative and involved in all classroom activities.

Quizzes (15%)

Short quizzes (usually in the form of a quick write) will be given during the first 30 minutes of some class meetings. If you are late to class and you miss taking a quiz because of your tardy, then your score for that quiz will be a zero. These quizzes will generally cover the material from the previous assigned readings, usually the central theories/points/ideas. Therefore, it is beneficial to keep up with readings, taking notes on materials if needed, and to come to class prepared. The dates for these quizzes will not be announced, and they will equal 15% of your total course grade.

Reflections (20%)

Reading reflections are in essence a learning log of your time in this course: during this semester, you will record your thoughts and evaluations of the topics and readings at two different intervals. Each of your responses should be 2-3 pages long, double-spaced, 12 font with 1” margins. Please edit your work for typos and other errors.

Your reading reflections should
1) Demonstrate that you have actually completed the reading. Thus you should briefly and accurately summarize the main points of a few of the readings, pointing out any central arguments, similarities or themes.
2) Demonstrate how you use or will use the resources or concepts from the reading to refine your own teaching of ELL students. The reading reflection should not be mostly summary of the readings. Most of the reflection should offer an evaluation of the readings. How do you perceive issues in a different light after the reading? How do some of the materials challenge your previous conceptions about language, bilingualism, Ebonics, etc.? How will these readings guide your own personal agenda as a teacher of English language learners?

Reflection #1 should be in response to the readings assigned for Sessions 2,3
Reflection #2 should be in response to the readings assigned for Sessions 4-6

Classroom Observation and Analysis (15%)

This assignment requires you to observe ELL students in a classroom environment, take notes on what you are observing, and then analyze that information. Schedule your observation in a sheltered classroom, if possible, in the same subject area you plan to teach. Preferably, all or most of the students in the class should be ELL’s. Arrive a few minutes early, and sit in an unobtrusive area of the classroom. If you feel you do not have enough information to complete this assignment, schedule a second visit as
well. Note some of the following questions during your observation and turn in a 3-4 page (double-spaced) description and analysis of your observation on your assigned date. Be sure to answer these questions:

Observation:
• What grade/subject did you observe?
• How did the teacher get the students' attention at the beginning of the class?
• What were some verbal/nonverbal class management techniques the teacher used?
• To your knowledge, how many of the students were ELL’s? How were their needs taken into account by the activities in the classroom?
• What were some already established routines present in the class? How did these routines help ELL’s as well as other students?
• How did the teacher check for understanding? (Pay particular attention to the ELL students).

Analysis:
• How do some of the theories of language acquisition (particularly those by Lily Wong Filmore and Ch. 2 of Peregoy and Boyle) relate to your observations? Did you see any of the students interacting in ways that confirmed or negated your understanding of second language acquisition? Did the teacher’s planning and instruction fall into a particular category of language theory? Do you see any connections between Krashen’s ideas and the practices in the classroom?
• Describe some of the ELL state standards were addressed in this observation. See http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf
• Discuss your overall impressions of this visit, particularly highlighting what impressed you most and how you may have done things differently (planning, management, objectives, assessment, etc.) to address the ELL’s in the classroom.

On your assigned date, please be prepared to discuss your observation with the class, taking into account some of the above information with particular attention to interaction of ELL students.

SOLOM Administration (15%)

This project is to provide you the opportunity to administer the Student Oral Language Observation Matrix in an authentic language learning environment and to further reflect on the results. For more information on the SOLOM and how it is scored, please see http://www.cal.org/twi/EvalToolkit/appendix/solom.pdf

For this assignment you will select an ELL student in any classroom and observe that student’s interaction with his/her teacher and classmates. Ideally you should observe the student for at least 4-8 minutes, 2-3 times. These can be during a single class period or over several periods. You should not select a student who never speaks in class or who is completely silent during every single visit—get a recommendation from another teacher if you have trouble selecting the right student. While you are observing the child, rank each of the categories provided in the SOLOM.

After your observations, submit a 3-4 page paper (double-spaced) detailing the experience and addressing the following points:
• Describe the context of your observation; include grade level, nature of interaction and subject.
• How did the child’s comprehension of the language and cues affect his/her interaction?
• How did the child’s vocabulary repertoire affect his/her choice of words, voice and confidence?
• How did the child’s grammatical knowledge effect how others interacted with him/her?
• What modifications in instruction and or interpersonal communications did you observe for this child? Would you recommend different or additional accommodations?
• What differences did you note between the child’s performance in social interactions within the classroom versus his/her performance on academic tasks?
• In light of classroom readings, how might different theories on language acquisition explain the language behavior of students like the one you have observed? How would Krashen’s theory of comprehensible input relate to some of the student’s interactions? How might this student’s teacher better help him/her to develop language skills? Do you think this assessment is an authentic/valid form of evaluating and ELL’s oral language abilities? Why or why not?
• Attach a copy of the SOLOM with your ratings

**Final Unit (25%)**

In this project you will integrate the methods and theories you have learned in this course to develop one mini-unit (3-4 related lessons) you will/may teach in your own subject area and classroom. The written part of your lesson plan should include a brief overview of the mini-unit you will teach to your class. For this assignment, you will assume that you have a number of ELL students in your class, some of whom are at the intermediate and early advanced levels of English proficiency. Please include the following information in the written section:

• Include a 2-3 page rationale of how your lesson plans incorporate some of the strategies and theories we have discussed and learned in our course. Be specific and cite authors, strategies, theories, etc. covered by the readings that have guided your selections, planning and assessments.
• The subject and grade of your class (or the class you are preparing the lesson for)

Your lesson plans may take various forms (constructivist, Madeline Hunter, Sequential, etc.) but for each of your lessons, be sure to provide the following information:

• California State content and ELD standards covered in your lessons
• Content and language objectives (Phrased “Upon completion of this lesson, students will be able to…”)
• Long-term goals (how does this lesson fit in to a larger objective?)
• How will your lesson take into account the diversity (particularly linguistic) of the students in your class? Be specific about what modifications/differentiation you will use to address the needs of your students at varying English proficiency levels
• Vocabulary (What vocabulary will students need to learn in order to accomplish the objectives of your mini-unit? How will you go about teaching it?)
• Instructional Activities: This section should be the most detailed, with a concise description of daily/bi-weekly/weekly (whatever is appropriate for your subject) activities that will take place as part of the larger unit.

1 For examples of different formats for your lesson plans, see http://edweb.sdsu.edu/Courses/EDTEC470/sections/F02-10/lesson_planning.htm
• List any materials or equipment that will be needed for the activities (Please include supplementary materials such as worksheets, rubrics, graphic organizers, etc.)
• Assessment: how will students be evaluated for understanding? Will there be short term and long-term assessments? How are these assessments appropriate to the linguistic requirements of ELL students? Are your lessons aligned with your objectives (i.e. are you assessing learning of your objectives)?

On your assigned date, you will choose some aspect of this lesson and "teach" it to our class. The entire teaching presentation should be about 10 minutes, so you may modify one of your lessons to make it an appropriate length for your presentation. Be sure to select a segment that specifically utilizes strategies that are helpful for English Language Learners.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assigned Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/29</td>
<td>Course Introduction</td>
<td>Course Introduction; Overview of syllabus/course requirements</td>
<td></td>
</tr>
<tr>
<td>3 2/12</td>
<td>Language identity &amp; variety</td>
<td>Language, Culture &amp; Schooling p.7-50 (CR) Talking with Mi Gente p. 234-236 (CR)</td>
<td></td>
</tr>
<tr>
<td>4 2/19</td>
<td>L1 Development</td>
<td>Brown, Ch. 2 p.179-204 (CR)</td>
<td>Reflection #1</td>
</tr>
<tr>
<td>5 2/26</td>
<td>L2 Develop. Theories &amp; Approaches</td>
<td>English Language Learners p. 57-88 (CR) Applications of Psycholinguistic Research to the Classroom p. 205-210 (CR)</td>
<td>Reflection #2</td>
</tr>
<tr>
<td>7 3/11</td>
<td>Sheltered Instruction</td>
<td>Herrera &amp; Murry, 2005; Ch. 8 – The Sheltered Method of Instruction p. 313-345 (CR)</td>
<td></td>
</tr>
<tr>
<td>8 3/18</td>
<td>Content-based language &amp; literacy instruction</td>
<td>Research-Based Adolescent Literacy Teaching Strategies That Vary By Content Area p. 139-154 (CR) Readings Differentiated by Content-Area (to be announced)</td>
<td>Classroom Observation Grp 1</td>
</tr>
<tr>
<td>9 3/25</td>
<td>SPRING BREAK</td>
<td>NO CLASS MEETING</td>
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</tr>
<tr>
<td>10 4/1</td>
<td>Providing Effective Feedback</td>
<td>Providing Effective Feedback (Scarcella, Ch. 5) Scarcella Excerpt (Ch. 3 Grammar &amp; Meaning) p.269-303 (CR)</td>
<td>Classroom Observation Grp 2</td>
</tr>
<tr>
<td>11 4/8</td>
<td>EL Assessment</td>
<td>Language and Assessment (CR p. 97-113) The Help! Kit Ch. 8 Assessment &amp; Evaluation (WebCT) or <a href="http://www.cde.ca.gov/ta/tg/el/documents/section2astpkt.pdf">http://www.cde.ca.gov/ta/tg/el/documents/section2astpkt.pdf</a> SOLOM (Reading will be provided in class)</td>
<td>Classroom Observation Grp 3</td>
</tr>
<tr>
<td>12 4/15</td>
<td>Assessment &amp; EL Programming</td>
<td>EL Programming and Assessment (CR p. 417-432) CELDT Overview (WebCt) or <a href="http://www.cde.ca.gov/ta/tg/el/documents/section2astpkt.pdf">http://www.cde.ca.gov/ta/tg/el/documents/section2astpkt.pdf</a> The Truth About the CELDT (WebCt) or <a href="http://coe.sdsu.edu/people/jmora/Prop227/celdt.htm">http://coe.sdsu.edu/people/jmora/Prop227/celdt.htm</a></td>
<td>Solom Grp 1</td>
</tr>
<tr>
<td>14 4/29</td>
<td>Sociolinguistic and Sociopolitical Factors</td>
<td>ELs in a Comprehensive HS p. 347-374 (CR) Reframing the Debate: The Roles of Native Languages in English-Only Programs... (WebCt) or <a href="http://www.ncela.gwu.edu/pubs/tesol/tesolquarterly/lucas.htm">http://www.ncela.gwu.edu/pubs/tesol/tesolquarterly/lucas.htm</a></td>
<td>Solom Grp 3</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Mini-Unit</td>
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<tr>
<td>15/6</td>
<td>Sociolinguistic Factors</td>
<td>Loss of Family Languages….p. 375-382 (CR) Isabel: A Special Case p. 383-401 (CR)</td>
<td>Mini-Unit Grp 1</td>
</tr>
<tr>
<td>16/5/13</td>
<td>Teachers as Agents of Empowerment</td>
<td>Empowering Minority Students: A Framework for Intervention (Cummins) (WebCT only)</td>
<td>Mini-Unit Grp 2</td>
</tr>
<tr>
<td>17/5/20</td>
<td></td>
<td>*Final Exam Day – class meets at regular time: 7:00-9:45pm</td>
<td>Mini-Unit Grp 3</td>
</tr>
</tbody>
</table>
SYLLABUS FOR EDSC 172A: Spring 2008
Michael S. Katz     Tel.: 408-924-3743 (work)
Office Hours: Thursday: 1:30-5:30 P.M SH 436;      mskatz1944@yahoo.com
Tuesday 12:15-1:15 at Independence or by
appointment

Required Reading:
1. **READER** (delivered on first day of class—also available at Maple Press—(481 E. San Carlos).
2. Muriel Spark, *The Prime of Miss Jean Brodie*
3. Theodore Sizer, *Horace’s School*
4. Required Viewing: two films: *Stand and Deliver* and *The Emperor’s Club*
   (see these outside of class on your own. I will make one copy available at IRC on campus)

RELATIONSHIP TO NCATE AND CTC MISSION

This course is designed to coincide with the NCATE mission to prepare educators who will commit themselves to the goals of excellence and equity in education, i.e. to making very effort to insure that each student has equitable access to an excellent education. It will also reinforce the CTC mission to prepare educators with the highest level of performance skills necessary to teach effectively in a multicultural and technological society. It aims to promote the core departmental dispositional values of Secondary Education: “responsibility, professionalism, reflectiveness, and fair-mindedness” both indirectly and directly.

UNDERLYING ASSUMPTIONS OF THE COURSE

This course functions primarily as a traditional “humanities” course within the tradition of those liberal arts courses whose aim is to promote a deep level of reflectiveness about the central issues it examines: the teacher as a moral role model; school reform, such as that proposed by Theodore Sizer, to promote critical thinking and democratic values; It presupposes that the teacher’s role as an educator is multifaceted: that teachers are not merely content (subject matter) specialists and classroom instructors but also serve in the following roles: moral role models to students; curriculum developers; creators of classroom cultures; and citizens of their departments, schools, school districts, and the profession; and (potentially) agents of educational reform efforts. It also assumes that one of the most useful things a teacher can have is an informed philosophy of teaching—a philosophy that guides the teacher’s decisions and sets general directions for the policies and practices that teachers pursue. At the core of such a philosophy of teaching are the teacher’s value commitments regarding what it means to develop students into lifelong learners and educated persons equipped with the knowledge, skills, dispositions, and values that will enable them to lead flourishing lives and function as productive citizens in a democratic, multicultural, technological, pluralistic
society. This is not a course about “right answers” or a course about “methods instruction in one’s subject matter” but a course in which serious, open-ended problems will be discussed and which students are encouraged to formulate thoughtful, reasoned views about issues that they can clarify and explain. It requires some serious reading and some formal writing. It requires some mastery of key concepts presented in class for the first exam but not extensive memorization of material; it will also require that students can apply core concepts to broadly based problems and to their own experience. It emphasizes the following idea: we all must be willing to reflect on our own experience if we are to remain on a path towards professional growth and personal wisdom.

UNDERLYING ASSUMPTION OF THE ED BLOC: TOWARDS A CARING COMMUNITY!!!

One of the central reasons we meet five days a week on a high school campus as a cohort group is to establish a caring community—one in which each of us matters to the rest of us and where we take responsibility to support each other as fully as possible, to “be there” for each other. Mark Felton and I are committed to your personal and professional well being, we are entrusted with that well being and we hope that if you have “a problem” of any kind with the course, the program, or even a personal issue you want to discuss, that you will come to us and let us be of help. We will keep your information confidential. We want each of you to succeed in this program and as a teacher, and we are willing to help you as much as we can. We also encourage you to help and support each other since the first phase of student teaching can be very emotionally exhausting. All the best to each of you. I congratulate you on your decision to become a teacher. There is no greater honor than being “a teacher” and making a positive difference in the lives of your students. View yourselves from this day forward as “a professional teacher in training” not as a “student.” ONWARDS!!!

OBJECTIVES OF THE COURSE

A. Students will be able to formulate thoughtful responses to the following issues:

1. What is at stake in being a moral role model as teacher? (NCATE GOAL of “Equity”) A caring teacher? How might certain notions of caring and fairness come into tension in a particular instance? What is involved in establishing a reputation for trustworthiness? What does respect for students involve and how should “respect” be conceived? Should teachers establish personal relationships with their students, and if so, what risks might attend such relationships?

2. How might we evaluate Ted Sizer’s model for the reform of schooling and the effort to promote “excellence”? (NCATE GOAL of “excellence”).
What core principles guide his vision? What obstacles stand in the way of his ideas being implemented? What is your own vision of an effective school?—one that can balance “equity” and “excellence”? (NCATE goals of “equity and “excellence”

3. What is a “philosophy of teaching”? What are your core values as a teacher? What do these values mean to you? What would they look like in the classroom? What obstacles might interfere with your implementing them? How do these values connect to your professional commitment to make a difference in the lives of your students? What role will a clearly developed philosophy of teaching play in your effort to construct a meaningful professional identity?

4. How might we understand the notion of “multiculturalism”? What challenges does the cultural diversity of our students pose for beginning teachers? What might count as “useful cultural knowledge” of one’s students and how does one acquire such knowledge? What problems might one need to confront in making assumptions about a person’s cultural identity and how might those problems be faced intelligently? (TPE 8—Learning about Students). What are some of the cultural groups at Independence High School and how have members of these groups experienced their own culture both inside the classroom there and in the larger culture of the school? What are some central values of these cultures at Independence High School and how do students experience the tension between their traditional culture and American culture? How might teachers recognize ways in which they might exhibit cultural bias or cultural insensitivity and what forms might this bias or insensitivity take? How might teachers allow students to express their cultural identities in their classroom without feeling silenced, marginalized or oppressed?

GRADING (The course assumes an A-B grading scale: C will be considered problematic since you must maintain a B average in the program)

A. Feb. 19th—20 pts—— One in-class examination on the readings through Feb. 14th (bring your own blue books to class); this will include a choice of short essays based on key concepts and a longer open-book essay on interpreting the relationship among the moral values of caring, respect, fairness, and trustworthiness and their relationship to the moral conduct of Miss Jean Brodie (in the novel of the same name). Essay question given to you in advance. Bring a blue book exam to class.

B Philosophy of Teaching Paper: — Thursday Feb. 28th—20 pts.
Explanation of this Assignment: see Appendix to Syllabus:

C. A take-home essay on Ted Sizer’s approach to secondary school reform 20 pts. Due March 18th—two-day grace period until March 20th

D. 5 pts. A short case study analysis (1-3 pages) of a multicultural case involving cultural bias/prejudice/insensitivity; each one of you will prepare a case study and
share the case with the entire class;;  in this case study analysis, you will briefly explain why the case is problematic from the standpoint of multicultural issues—bias, insensitivity, oppression, etc.; what options a decision maker trying to improve the situation would have; and c) what you would do if you were trying to improve the situation and act ethically. **Due. March 20th—one-day grace period.**

D. Group multicultural oral presentation (60 minutes): **10 pts. April 1st and April 3d**—on some of the following cultural groups: a) Vietnamese; b) East Indian; c) Mexican-American; d) Filipino; e) Gay-Lesbian (chose a group you do not belong to and rate your top 3 choices by Thursday, Jan. 27th—first day of class; groups will be assigned shortly after.

E/ Two written reports on Multiculturalism: Due on April 8th—grace period until 15th 1) a summary of the persons you interviewed (with protocol interview questions and a summary of what you read on your topic---with an annotated bibliography **15 pts.**; **5 pts. Due Thursday March 22.** One-day grace period.

F Two Open-ended questions on each day’s reading assignments—collected every Thursday—Turn-in your best 14 questions—revised, based on my feedback—due April 1st—**5 pts.**

G.. Classroom participation in class---**5pts. Students are required to lead at least one discussion on the readings:** they are encouraged to sign up for a date to do so; you may do so as an individual, as a pair; as a group of 3 (this is optional). Including classroom reflections, classroom assignments to be collected, including two open-ended questions on each of the day’s reading, participation in fishbowls, debates, skits, and general daily contributions;

**Lateness policy: after the grace period (two days) for each assignment. Late papers will be graded down 5% per day—up to 20% if I have not agreed to their late arrival. Check with me first if you have a problem.**

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**The Highest Level of Professionalism IS EXPECTED OF EACH OF YOU THROUGHOUT.** WE WILL DISCUSS WHAT THIS MEANS, BUT IT INCLUDES NO BADMOUTHING OF TEACHERS, ADMINISTRATORS, ETC. YOU ARE AN AMBASSADOR OF SAN JOSE STATE ON THIS CAMPUS!!!

One core attitude you should have already developed but must demonstrate to be successful as a teacher will be expected: **ALWAYS DO YOUR VERY BEST!!!!!**

Attendance: You are entitled to miss two classes on an unexcused basis. Further unexcused absences will lead to my chatting with you. Even when you miss, a professional courtesy would be to call or email me. You are expected
to be in class on time—we recommend you come 30 minutes early by 8:30 to talk with colleagues, clarify issues on syllabus, relax, get comfortable, etc. You are also expected not to miss any classes during student teaching. We shall talk to you directly if we perceive a problem with you not behaving in a highly responsible and professional way.

ASSIGNMENTS AND DATES:

Expectations for each set of readings: I would ask that you approach the readings as if you were going to lead a student-centered conversation on the reading focusing on writing and handing in two open-ended questions that are understandable, do not smuggle in questionable assumptions about the world or other things, and would allow reasonable people to disagree in their conclusions. A good open-ended question will generate from a student a “position”—one that often needs to be clarified (what does it consist of? What do you mean?) and justified (what are your reasons for believing that?); it is not a not a simple “yes” or “no” answer, nor is it a list of things, nor is it a “right answer” based on regurgitating something from the text. A position should consist of a “belief” or “claim” that can be supported by reasons. One can always take a claim from the text and say: “Do you agree with Sizer that………”? Why? Why not? That’s often going to be an open-ended question unless the claim to be agreed with or disagreed with is a simple factual one. Try to generate two questions on each of the readings you do and bring them to class. I will collect them every Thursday and check whether you have done them or not. But I expect that you will do them for each reading assignment. Part of your participation grade will be affected by your effort to do this—stay up with the readings and ask open-ended questions of them. Part of our task this semester will be to help each of you get better at asking more effective open-ended questions to kick off student-centered conversations with. We will give each other feedback on the quality of our critical thinking though questioning strategies.

1) Jan. 24th. At Independence. Portable 14. Orientation to course; introduction to syllabus. “Discussion of concepts of “philosophy” and “education.” Preliminary discussion of your ideal of a well educated, adequately educated, and minimally educated graduate of high school. Write down your top 3 choices for multicultural groups. Consider your own experience with “multiculturalism as a student.” Did your schooling aim to foster in you’re an appreciation of other cultures? Did it succeed? Did you experience prejudice? Multicultural groups will be formed! Systematic learning approach developed. Philosophy of education paper introduced.
2) Jan 29th—Read Mayeroff on Caring in Reader; Introduction to unit on “what is involved in being a moral role model to students.” Multi-cultural groups can meet briefly. Write up two open-ended questions on reading.

3) Jan 31st—Noddings “On Caring” in The Reader. Read my article on “Three Conceptions of Caring” in the reader. Watch the entire film: “Stand and Deliver” outside of class, if possible—see it a second time if you have watched it previously. How do you view Escalante’s approach to caring? Is it conditional? Partially so? Does it change after he commits to his students? What would Mayeroff think of Escalante’s approach? What would Noddings think of it? Explain!

What does Noddings mean by “engrossment”? What is similar and what is different between Noddings’ view of caring and Mayeroff’s view? What is your own view of caring? How would you distinguish between caring for your students as learners and caring for your students as persons with private lives extending beyond the classroom? Will it be difficult to care for 150 students? Why? How important is it, in your view for teachers to have a healthy approach to caring for their students? Are there unhealthy forms of caring? Or would these unhealthy forms not count as caring for Mayeroff? For Noddings? Do you think teachers and schools should contribute to the development of “caring persons”? If so why? If not why not? Did you learn anything about “caring” in schools? Where did you learn the most about “caring”? Are schools set up/organized to foster the development of caring dispositions? Caring skills? If this were a core value for you, how might you approach implementing it in your classroom culture? Is creating a “caring community” a goal for you? Does it occur regularly in classroom cultures in high school? Infrequently? Why?

Start Reading The Prime of Miss Jean Brodie very carefully. Get as far as you can.

6) Feb. 5th—Read article on Fairness in Reader very carefully; take notes on it. Turn in first open-ended questions on two of the previous sets of readings.

We need 3 volunteers for a skit on how to handle students cheating in class!! Think about any experiences you had in school where you or your friends or fellow students were treated unfairly? What was the basis of the unfairness? Have you ever protested being treated unfairly? Will it be hard to be fair? To be perceived as fair-minded? If you make exceptions to your general rules, will you be willing to make exceptions to “all similar cases”? Do you see any tension between your functioning as a fair-minded authority figure making judgments about students’ performances on academic work and on classroom conduct and you’re being a caring person? If so, why might there be a possible tension here? Can you think of any examples where this tension might be felt? What role will “grading rubrics” play in your ability to grade fairly? How important is this value to you in your own philosophy of teaching? What kinds of experiments might you try to foster it in your own classes?
7) Feb. 7th: Watch the entire movie The Emperor’s Club (a recent film with Kevin Kline) outside of class—Read my article on Respect in Reader very carefully; Read an article I will send you on The Emperor’s Club—sent as an attachment. Write up your own questions on the article and film and reflect on questions below—perhaps jotting down your own answers. Thinking back to the film The Emperor’s Club, was it fair for the history teacher played by Kevin Kline to change the student’s grade on the exam? Why? Why Not? Could you argue both sides?

Continue Reading The Prime of Miss Jean Brodie A) What does it mean to treat a person with “respect” in the Kantian sense of treating the person as a rational agent seeking to make informed choices in his or her own interests? Is it disrespectful in this sense to “indoctrinate” students? What is indoctrination? B) Is it not showing respect if a student asks you to justify your assignment or your grade by giving him/her reasons and you refuse to do so? C) How much Kantian respect did your high school teachers show you? How is the “personal sympathy” model of respect different than the “rights-recognition model”? How close does it move us towards Noddings’ or Mayeroff’s view of caring? What would be at stake in showing an individual “idiosyncratic respect as a unique individual?” In this article, I distinguish between “appraisal respect” (which has to be earned and given for good reasons) and “owed respect” which is a moral right and which we are obligated to show as moral agents even if we lack appraisal respect for a person. Will it be difficult to show “owed respect” towards students who treat you, your class, and/or other students with “disrespect”? How might you experience this tension? What are your most vivid memories of teachers treating students with disrespect? How critical is this value to you? How is it different or deeper than simple “civility” or “courtesy” (such as raising your hand before being called on, not interrupting others, etc.)? How are these forms of courtesy connected to the deeper philosophical meanings of “respect” developed in this article? What will you try to do to foster respect in your classes? What kind of “respect” is most important to you and why?

8) Feb. 12th Read article on Trustworthiness in reader; Finish Reading The Prime of Miss Jean Brodie. What are some of the critical dimensions of “trustworthiness” in teacher-student relationships? How might “trust” as a psychological category be distinguished between “trustworthiness” as a moral category? If you were a principal evaluating a teacher, what level of “responsibility” would you expect of that teacher to maintain your trust in him/her as a competent professional? What kinds of behavior would most undermine your sense of the other’s “trustworthiness”? Have teachers acted towards you in ways that undermined your trust? What is the danger of making promises or quasi-promissory statements (I will get your papers back on Monday) and not keeping them? What role does a genuine regard for the other’s well being have in maintaining “trust”? Is it possible/conceivable that teachers can try to meet their own selfish needs through abusing the trust of their students? (Consider this as you read The Prime of Miss Jean Brodie). Do you see yourself as a “trusting person?” what has influenced your inclination to trust or distrust authority figures? Are some of your students not likely
to trust you in your authority role? How good are you at keeping appropriate boundaries in your relationships with others? Do you like to gossip? Have you violated others’ confidentiality? Have you been betrayed by others’ doing this to you? Is this a critical issue for adolescents? Do you suspect that some students will trust you enough to share their personal problems with you? How do you view yourself handling this? (it also relates to “caring”). What other issues do you see bound up with trust and trustworthiness? What would it have done to his reputation for trustworthiness if the students knew he had done this? How does fairness intersect with “trustworthiness” in this movie? How about “honesty”/cheating? And “trustworthiness”? Can you see how broad this notion is and how much it covers?

9) Feb. 14th —Turn in statement of your top 10 values with an explanation of what they mean for Philosophy of Teaching Paper to get feedback. Read my article on Narcissism and The Prime of Miss Jean Brodie in the Reader; we will have a full discussion of novel. (see film on reserve outside of class, if possible. please do not see film until you have finished the book; it is very, very different from book in some key ways; we may watch a little of the film to get some flavor of the character of Miss Jean Brodie; consider how well or badly she models the following qualities: a) caring; b) fairness; c) respect for persons; d) trustworthiness.

10) Feb. 19th—blue book exam on moral concepts and the two films (part 1) and essay on The Prime of Miss Jean Brodie (part II)

11) Feb. 21: Topic Multiculturalism and anti-racism: Read carefully: Lawrence Blum’s article on “Anti-Racism, Multiculturalism, and Interracial Community”? Also Lisa Delpit’s article in the reader: Hand in open-ended questions on these articles. What does Blum mean by anti-racism? By multiculturalism? What difficulties do you see in teaching these values? Why does he suggest there is a tension between multiculturalism and anti-racism? (volunteers to lead a discussion on Blum readings? And on Delpit? ) Delpit suggests that it takes a very special kind of “listening” to really hear people whose cultural and racial backgrounds are different from our own. What do you think she means by this? She says “We do not really see through our ears but through our beliefs”? What do you think she means by this?

12) Feb. 26th: Read “An Approach to Systematic Inquiry” in the reader; Read Lawrence Blum’s article Ethnicity, Identity and Community in Reader; begin to write up questions you would like to investigate about the culture you will be exploring in some depth? Bring any articles or materials you have found on your culture to class. We will also discuss how you are going about setting up interviews with adolescents in your multicultural group’s focus group (group work in multicultural groups) Begin developing effective group protocol questions.

Case study analysis introduced —what is it. How do you develop one? Blum article: How would you distinguish among Blum’s categories of ethno-racial
identification: a) thick ethnicity? B) thin “ethnicity”? c) Identity ethnicity? D) Anti-discrimination ethnicity? In your future interviews with students, have you, or will you be able to, determine the kind of identification they do make with their own cultural background? Is it “thick”, “thin”? How aware are they of their relationship to their background culture? (this may not apply to gay/lesbian group). Are these distinctions useful? Not useful? How hard is it to get some critical perspective on, or even critical distance from, one’s own cultural background?

12) Feb. 28th: Turn in Philosophy of Teaching Papers. Read Sonia Nieto’s article in reader; we will see some of the film: “Color of Fear”; If time permits, we will begin to do some work on case study analysis.

13) March 4th Introduction to unit on School Reform: Read Sizer’s Horace’s School pp. 1-117; and appendix A & B especially pp. 207-209, his nine principles of reform. Consider the meaning of Sizer’s 9 principles of reform. What does he mean by: “less is more,” “exhibitions,” “hungry students,” “teachers as coach,” etc.

14) March 6th: No class. Come to campus for guest lecture by Sigal Ben-Porath—Engineering 189 at 10:30; Multicultural groups meet for an hour before lecture (at place of your choosing) to continue planning.

15): March 11th: Read Sizer’s Horace’s School 120-168. Student-led discussion. Possible guest lecture (to be determined).

16) March 13th—Finish Sizer’s book and review it: Sizer fish-bowl: 5 student volunteers: Assume you were hired as Sizer consultants to set-up a Sizer-type school as a charter schooling in your district and would have to convince parts of: a) the need for school reform; b) what several essential principles of Sizer’s school reform consist of; and c) how you could meet parental and community objections to this type of school. This will parallel the essay you are all asked to write in which you are asked to do the following: a) Explain why school reform, according to Sizer is necessary, b) explain clearly 3-4 principles of this reform; c) create a dialogue in which you raise some serious substantive objections to Sizer’s position and rebut these objections.

17) March 18th—Sizer Paper due; multicultural groups meet—case study analysis continued. Create 1-2 case studies of problematic situations in which teachers either display prejudice, insensitivity or unintentionally oppress/silence/marginalize minority/ethnic members of a classroom. Student-led discussion. You may draw on your own experience of prejudice here or your imagination. Cases shared.

18) March 20th—multicultural groups meet; case study analyses due.
19) Spring break for San Jose State—March 25-29!!; you may observe classes on Independence campus; you are encouraged to meet several times and plan your multicultural presentations and prepare your multi-cultural group handout with annotated bibliography for the rest of the class.

20 and 21) April 1 and 3: 8:30 to 12: Oral Multi-cultural group presentations!

Each multicultural group will have 60-70 minutes to initiate the class into some understanding of the culture you studied and to report your findings from your interviews. Food of the culture is a possibility if you wish.

22) April 8th—Individual papers on your multicultural interviews and reading; and your case study analysis due—grace period until following Tuesday, April 10. Late papers will be marked down after that point. You may hand your papers in early before spring break—if you finish them. That will relieve some anxiety about student teaching.

Student Teaching March 31st, 2, and 4th report for student teaching assignments.

23) Final Class: May 19th. Debrief; evaluate classes

Appendix to Syllabus: Explanation of Assignments:

1) Philosophy of Teaching Essay: Due. Feb. 28th—two-day grace period.

1. Part I: Identify your ten most important values as a person trying to develop students into educated persons capable of living flourishing lives as persons and capable of becoming lifelong learner. Put each value into a “should or ought” statement. These values can relate to three kinds of student outcomes you aim to commit yourself to as a .........teacher (e.g. an English teacher): a) what students ought to know or understand (either in general or in your subject); b) what skills or abilities students ought to have (e.g. they ought to be able to reason well; they ought to be able to write well; engage effectively in scientific problem solving; know how to take clear notes); c) what dispositions, traits of character, values they ought to have (e.g. moral values such as caring, fairness, being respectful of others; trustworthiness; courage; being responsible; being sensitive to others; valuing excellence; being curious; striving to do one’s best).

You should write a very brief explanation of what these values means to you. 1-4 sentences on each. 4. pts.

2. Part II: Main Essay: Pick one of these Ten Values and Write an Essay that has three sections: 16. pts.
Section A. Do the following: Clarifying and Justifying Your Value

a) Explain what the value means to you (if your value is “critical thinking” in English or Science, what does “critical thinking” involve.  
b) Explain clearly what would be involved in translating this value into classroom practices. In other words, what would this value look like if you were to implement it in your classroom?  
c) Explain why this value is so important to you as an educator who wants to make a difference in the lives of your students. How does this value connect to your overall goal of developing educated persons?  

Section B. Explaining Two-Three Constraints You May Face in Implementing Your Value  

Identify and explain at least two constraints that will make it difficult to implement your value in today’s schools with the kinds of students you are likely to encounter there. Explain as clearly as possible why you think your “constraints” will function as constraints to your ideal value.  

These constraints can be constraints that are based on:  
1) the structure, philosophy, or existing practices of schooling (e.g. critical thinking is at odds with an emphasis on covering as much material in as short a time as possible so that students can do well on their achievement exams, advanced placement exams, etc.);  
2) the previous experience of students before they come to your class (e.g. the efforts to get students reasoning carefully in inductive problem solving activities is diminished by the emphasis placed in the dominant culture on passive television entertainment and instant gratification (advertising the emphasize immediate happiness with the purchase of a product);  
3) Limitations of your own experience (Most of my formal experiences in ____ did not involve creative efforts to solve problems ……but were primarily…..).  

Section C. Reducing the Gap between the Ideal and the Real.  

Explain specifically how you will address the gap between your ideal (your value commitment fully realized) and the realistic constraints that you face. Be specific. If you find the problem “intractable,” explain how you will face this intractability. If you find the problem difficult but manageable, explain specifically what strategies you might experiment with to reduce the problems caused by the constraints you discussed in part B.  

1) Multicultural group oral presentation: 10 pts.  

The group presentation should make as creative and engaging an effort to involve the class so that they can understand one or more features of “the traditional culture,” as we will think about “culture” as a distinctive way of life that is passed on from one generation to another. Don’t try to present the entire cultural panorama in 60 minutes.  
You can focus on particular rituals—marriage, festivals, and other
Your oral presentation is completely up to you, but you will have 60 minutes to use anyway you want: You can employ role-playing; showing of short film or film clips, etc.; areas of the room to rotate to for mini-presentations, experiences. It should not be 3-5 people standing up and trying to say everything there is to say about the entire culture in 10-15 minute bits. It should also give the class a chance to ask some questions. Each group will be responsible for giving the class a brief handout that would enable them to begin their own investigation of this culture and it should include, at the very least, an annotated bibliography of 6-8 sources. The class will evaluate the presentation by answering the following questions: a) How well did the group involve you/interest you in the culture they were presenting? B) How much useful information did they provide to you? C) How well did they seem to work together as a group in their presentation? D) How useful was their handout—including their annotated bibliography—as a vehicle that might help you in further exploring this culture? Each person will evaluate the other multicultural groups on an evaluation form with room for critical comments.
Philosophy and Mission
The philosophy of the Secondary Teacher Education Department is based on a vision of culturally competent professional educators who can function effectively in the multicultural, multilingual and technologically complex environment of today’s schools, and who can meet the challenges of tomorrow’s schools with confidence and enthusiasm. The faculty is committed to preparing teachers who are critical and reflective practitioners, prepared to make informed and appropriate decisions in daily practice to serve in diverse educational contexts; and be able to provide appropriate instruction for ethnically diverse populations. These teachers must also be aware of good uses of technology for learning, and be well-prepared in current educational theory, research methods and practice.

This purpose of this course is to examine the basic foundations of education; the social, political, historical, and philosophical aspects of education in the U.S. from a critical, multicultural perspective. By semester’s end you will be better able to:

1. Identify significant aspects of the lenses through which we have learned to view the world, and the consequences of Eurocentrism and other isms on people on the’ down side’ of power. This will involve critiquing "race", ethnicity, culture, gender, social class, sexual orientation, equity and justice.

2. Analyze how the purposes and practices of schooling shape social justice content and practices in classrooms and the larger society. Understand the history of schooling in the US as a struggle for social justice. Analyze how assumptions about what is fair and just affect schools, society and classroom practice in California and the US. We will discuss our visions for the future of public schooling in society.

3. Identify the consequences of Eurocentrism, racism, sexism, classism, language oppression and other "isms" upon the learning and well being of both more and less powerful identity groups.

4. Analyze the dominant mainstream media and its influences on student values and views. Investigate alternative media sources and compare these to mainstream media.

5. Discuss what kinds of curriculum and pedagogy counter the "isms" and promote the building of alliances across differences, and further critical thinking, social justice, democracy and empowerment.

6. Identify specific administrative, curricular and instructional practices that undermine equity and social justice in schools and society.

7. Identity strategies and practices for participating as teachers and citizens in the construction of a more just, humane, democratic, and joyful society.

REQUIREMENTS AND EVALUATION-- NO LATE PAPERS OR JOURNAL ENTRIES

1. Active, balanced, class participation is critical so you need to attend all classes. Listen, comment, question, make sure others get to speak. You are allowed a maximum of two excused absences. (10%). Get a partner and send your journal entry with this person if you are absent.

2. A guided, structured journal entry handed in every other class session, but written for EACH CLASS SESSION (and an end -of-course final journal entry. 1. 2-3 starred Reader articles critiqued, and 2. Class discussion: what you learned, critiqued. You will be reading and writing for each class session. Focus: themes, theories, impact on you, applications to your teaching, students. TYPE DATE, CLASS SESSION #, ARTICLE TITLES, CRITIQUED., and STAPLE- 2-4 pg each session -- Keep all journal entries in a folder as you will turn them in again near the end of the semester( 25%)

Each session bring The Reader articles and /book, Lewis, that we’ll discuss, along with journal entries. (Your journal entries in response to the reading will serve as notes and are important for review and writing of the FINAL. You will hand in your TYPED guided journal entry (for each class session and reading session) EVERY OTHER WEEK ( =4 entries: 2 for readings, two for class sessions). I will return it to you with comments the following week. NO LATE ENTRIES ACCEPTED. On some weeks you may comment on a classmate’s entry and/or receive responses from your assigned journal partner. The entire
journal will be handed in near the end of the semester with a brief summary of how some of your ideas have changed or been modified, or your understanding of issues deepened. **DO NOT DESCRIBE** reading or what happened in class. Rather **CRITIQUE** articles and discussions: analyze your ideas and feelings. **What did you learn? What was NEW?** Include applications, solutions for teaching. Each entry should include responses to at least two LONGER, STARRED (not 1-2 page articles) Reader articles, and thoughtful **CRITIQUES** & reflections on what you learned during the most recent class session and how you can apply it to your teaching.

**The issues and ideas that were most salient for you and why - be constructively critical.**

**IMPACT:** How you felt about the class session; what puzzled, inspired or bothered you, why, ideas for change

**BE PREPARED TO LEAD A DISCUSSION OF THE MAIN POINTS OF THESE ARTICLES.**

**Autobiographical writing at times, and ‘quick writes’ will also be part of this journal - A racial and social class autobiography using concepts from the reading and class discussion. You will also integrate an examination of the film **Crash** into your autobiography**

_Due T: 2/26/08  W: 2/27/08_

**Journal component: Racial and social class autobiography.**

_Reflect on Lewis’ descriptions of schooling. How did you learn about the social/racial and class hierarchies in your own schooling and where you stood in these hierarchies? How did this shape your views about difference, about race, class, gender? Write about your racial views and the degree of racial awareness as they surfaced in the videos and discussion of School Colors. How have your views of the incident changed in the past few weeks? How significant is race in your life today? Do you think of it daily? Why or why not? Choose one of the characters in the film **Crash** with whom you most closely identify and write about the similarities and differences between you, with respect to your views of race and racism. Write about how you developed your views on race prior to entering this class, focusing particularly on your early and high school years. Compare your schooling with Lewis’ descriptions. What messages did you get from the media, parents, peers, schools, teachers, religious institutions? Discuss particularly perspectives, views and attitudes about which you are now aware that you may have internalized unconsciously (Hint: Is it possible to grow up in our society/world and escape the effects of racist conditioning?) (BLINK) Be sure to identify several of the patterns in your schooling (pedagogy, curriculum, bureaucracy, etc.) that transmitted the racial/cultural and social class hierarchy. The extent to which you choose to share your thoughts with others in class will be up to you. Go to website: [www.harvard.implicit.edu](http://www.harvard.implicit.edu) Take the test. Self exploration is key._

3. A 5 minute oral ( & 2 pg written) report on two news items comparing how an issue was treated in the "mainstream" and "alternative" media (alternative press: alternet.org, aljazeera.org (Eng). Commmondreams.org, salon.org, theprogressive.org, bbc.org (others). Or a report on analysis of ads you viewed on adolescent television programming. Who is the target, what is the appeal, message. Or, develop and teach a 5 min segment from (including a brief written lesson plan) on two concepts from the either website: bigpicturesmallworld.com Go to the five-minute movie with same title(big picture). Or go to gapminder.org Download Dollar Street. Tell how you’d use this in your classroom. Include articles and website addresses. **Due Tuesday 2/12/08, Wednesday 2/13/08 (5%)**

4. View and write a critique of three videos outside of class; **Crash, Outfoxed, and The Corporation** by mid-Feb. (Also an in-class response to **The Color of Fear**). If you’ve already seen these films, review at least **Crash** again. Major strengths and weaknesses and how these films relate to schooling: 1 page each film-written response, and applications to teaching. **Due Tuesday 2/26/08, Wednesday: 2/27/08 (5%)**

5. A 3-4 page paper on a dialogue/interview you have conducted with a non-white high school student regarding race/ethnicity, class, gender, language, culture/heritage, social justice. **PICK ONE TOPIC.** This is practice for the Parents of Color Project. Refer to these guidelines. **Due Tuesday 4/8/08, Wednesday 4/2/08 (10%)**

6. **Parents of Color Interview Project:** A written and in-class 10 min oral summary report on dialogues you have engaged in with two members of a non-white racial/ethnic group that is different from your own, (parents of children of color), and the significance of your discoveries for school teachers. For most students this is a life-changing experience. Also, in-class oral presentation reporting on 3-5 major discoveries you made in this Project **DUE:Monday 11/19, Tuesday,11/6 (20%)**

7. **Readers Theatre:** A creative critical analysis/skit/presentation of ‘book of your choice in groups’, plus a 2-4 page written lesson plan- two themes to teach ’ from the book. Think of applications to the classroom **Due. Monday, 11/26, Tuesday: 11/13: (10%)**

8. A final exam addressing solutions to dilemmas in an article you will read, and a summary of what you have learned in the course including your final journal entry. (15%).

Your journal grade will be based on the depth to which you have grappled with the issues posed, not on the way you resolved them or the extent to which your views are consonant with mine. Your final journal summary will be a 3-5 page paper identifying some of the most important things you learned in class, and how they can be applied to teaching high school students, plus response to an article. **DUE DATES:**
ALTERNATIVE MEDIA, ADS: Tuesday 2/12, Wednesday: 2/13 5%
FILMS: Tuesday 2/26, Wed. 2/27 5%
RACIAL/SOCIAL CLASS AUTOBIO: Tuesday 3/28/08, Wednesday 3/12/08 (part of journal entry)
ST. OF COLOR INTERVIEW: Tuesday 4/08/08 , Wednesday, 4/2//08 10%
PARENTS OF COLOR INTERVIEW: Tuesday 4/22/08, Wednesday, 4/16/08, 20%
READER’S THEATER presentation & lesson plan/paper: Tuesday 4/29/08 Wednesday,,4/23/08—10%
FINAL JOURNAL ENTRY & EXAM TBA 15%
JOURNAL ENTRIES, EXCLUDING FINAL ENTRY AND FINAL 25%

Grading: A=90%, B=80%, C=70%, D=60% (See writing guidelines on last page of syllabus)

READING: Each week you will read about 50-80 pages from the Reader plus outside reading.
READER EDSEC 172 MAPLE PRESS,10th/San Carlos. It will be brought to class first week of school .
Articles/ themes ,Q/A from The Reader and Lewis, Race in the Schoolyard, will shape each week’s discussion. Below is a typical model for each week’s class sessions.

Session #1: Introductions, course overview & community building. Power Shuffle activity. A clip from School Colors. Discuss how you came to be on an academic track. Best/worst case scenarios: visions of the future, the next 20 years: schooling, your personal journey, U.S., the world. Define some basic terms. READ pages 1-0 in Reader, including articles on deculturation, in preparation for Session #2. Also begin Chapter 1, Race in the Schoolyard. Journal responses to reading and class discussion due following week of 1st session.

Session #2: Q/A discussion of READER articles , Lewis. Power point presentation: Indigenous education in the USA and Australia: Contesting the Whitestream Curriculum for Indigenous Students in the USA and Australia Due: Journal response to session #1, plus multicultural assessment handout, visions 20 years, response to reading. Discuss Reader articles pp 1-80, and Lewis first chapter. For following week read pp. 81-140.

Session #3: Questions from session #2. Discussion of Crash, Outfoxed, the Corporation. Purposes of schooling, real and ideal, and your visions of the future. Read Lewis Chapter 2, Reader pp.141-190. Turn in critiques.

Session # 4 5 Reader discussion. Lewis. Sawyer discussion on racial profiling. Reports: TV ads, lesson plan, alternative media assignment due for Tuesday class. Tue following week for Monday class. Read Lewis Chapter 3, Reader pp. 191-250. Answer questions for Lewis, chapters 1, 2

TWO INTERVIEWS DUE AT DIFFERENT TIMES IN THE SEMESTER
1. (3-5 PAGES) STUDENT OF COLOR.
2. PARENTS(2) OF ADOLESCENTS OF COLOR (10 PAGES)

GUIDELINES FOR TWO INTERVIEWS: Begin research on a racial/ethnic group different from your own.
Getting to Know More About Another Ethnic/Racial Group—Possible questions for parents/students of color:

You need not ask all of these questions. Instead, go into depth on a few of these. Try to get below the initial surface responses. (Idea, “Can you say more about that?”) MANY PEOPLE HAVE NEVER ARTICULATED THEIR THOUGHTS ON THESE ISSUES. How can you encourage them to talk with you honestly? Interview people who have or have had children in public schools.

1. General background: What was the ethnic/racial and social class composition of the community you grew up in and what is the composition of the one in which you live and work now? How well did/do people get along? What skills and knowledge from your background did you bring to school?
2. Your schooling: What were the class, ethnicity and race of the students in your elementary and high schools? How sensitive were teachers to issues of diversity, and to your race and ethnicity in particular, and to the race/ethnicity of other groups? Did the curriculum recognize your presence?

3. Do you think your children (or children of your race and class) are getting a good education? Do you have any particular concerns related to gender, race, language, ethnicity, or class? How important is it to prepare children for living in a diverse society? To what extent do all children receive a good education? What groups get a better education and why? How is education today different from when you were a child?

4. Is there anything in particular you want teachers to know about children of your race, ethnicity and class so that they could teach them better? Are there any ways of teaching that run counter to or diminish the ethnicity, class or culture of children of your racial/ethnic/social group?

5. What aspects of your ethnicity and/or your culture do you hope that your children or future generations of children of your group will maintain? If a (new) immigrant, what do you miss from your country of origin? How do you promote your ethnicity and culture at home?

6. What aspects of your culture or ethnicity have been lost as the generations pass? How do you feel about that? What are your hopes for your children? What do you want teachers to support?

7. How do you feel about your children maintaining their first language? How do you feel about bilingual education? Are you a bilingual speaker yourself?

8. Which racial and ethnic groups other than your own do you feel closest to? (How can you, the interviewer, help the interviewee feel comfortable discussing this and the next question?)

9. Which racial and ethnic groups do you feel are least familiar and perhaps least friends (or most hostile) to members of your group?

10. Do you think racism is on the rise, or disappearing? How do you explain this?

NOTE: READ THIS CAREFULLY
TOPICS TO BE INCLUDED IN THIS WRITTEN ANALYSIS---
Your paper is limited to 10 double-spaced 11 point pages, five pages for student interview) thus you must think very carefully about what you want to include. NOTE: Only include material that answers the following questions.

1. What QUESTIONS about the group you studied did you have before you began this project?

2. What PRECONCEPITIONS about the group did you have before you began this project?

3. Which of your preconceptions were confirmed, and which were challenged? Which questions were answered? Which were not? Why?

4. What aspects of your interviewees’ culture that seem due to their race, class, gender, language and ethnicity are different from yours? What funds of knowledge do these students bring to school? How might these differences have affected their schooling, including the contributions they bring?

5. What new understandings did you gain about how teachers unknowingly perpetuate racism, classism, linguicism, cultural imperialism and class/racial, linguistic injustice?

6. What new understandings did you gain about becoming a culturally, racially and class-sensitive teacher as a result of the interviews? How might you apply these to your teaching?

7. What did you read/view, what site(s) did you visit? How did these activities influence your analysis?
8. Discuss the information you gathered in terms of at least on the themes and central concepts of the course. You are expected to comment on what your interviewees said in terms that are related to the themes of the course. (What is your view on what you were told? How do you make sense of it?) DO NOT SIMPLY REPORT ON WHAT YOUR INTERVIEWEE SAID, BUT PUT HIS OR HER VIEWS INTO THE CONTEXT OF ISSUES DISCUSSED IN THIS COURSE NOTE: INCLUDE websites and complete BIBLIOGRAPHY

Read at least one outside source about this ethnic/racial group and visit at least one website (virtual or actual) where members of the group you have chosen congregate. Include these sources and websites as references. I strongly suggest you immerse yourself in the experience of the group in every way you can. Some students have gone to celebrations, ceremonies, and rituals. Try to see at least one video, if possible. There are many films that will be helpful. See me and check the Internet. Look critically at all the information you gather and pick the most salient to include in your paper.

*NO LATE PAPERS* * NO LATE PAPERS * NO LATE PAPERS * NO LATE PAPERS

If you need course adaptations or accommodations because of a disability, please inform me.

Your own commitment to learning, as evidenced by your enrollment in SJSU and the University’s Academic Integrity Policy requires you to be honest in all your academic coursework. Faculty are required to report any infractions to the Office of Student Conduct and Ethical Development. This policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.
EDSC 173-01 Syllabus
San Jose State University  Spring 2008  3 units
Psychological Foundations of Secondary Education
Mondays 4:00-6:45pm, SH 314

Instructor: Dr. Katya Karathanos  E-mail: kkaratha@email.sjsu.edu
Office: SH 323  Office Hours: Tues, 9am-12pm; Wed, 2pm-4pm; and by appointment
Phone: (408) 924-3770
WebCT Login Instructions: http://online.sjsu.edu

Required Text:
Reader: Psychological Foundations of Secondary Education. Available at Maple Press: 481 E. San Carlos St. (between 10th & 11th St.), San Jose; phone: (408) 297-1000.

Secondary Education Department Main Office:
Email: seced@email.sjsu.edu
Location: SH 301  Phone: (408) 924-3755  Fax: (408) 924-3775
Address: One Washington Square, San Jose, CA 95192-0074

Course Description and Objectives: EDSC 173 includes “Application of developmental, cognitive, and sociocultural theories of adolescent psychology and culture as a rationale for teaching and learning.” Essential questions addressed in this course include: How do people learn and develop? How can my teaching and classroom environment support learning for understanding? How can learning theory inform my practice? Specifically, by the end of the semester, credential candidates will be able to:

1. Uncover and articulate assumptions, questions, and understandings about how students learn and effective principles of teaching (TPE 12,13)
2. Demonstrate a critical understanding of theories and principles of adolescent cognition, learning, and development. (TPE 4,6,7)
3. Construct instructional objectives and lesson plans that are developmentally and grade-appropriate and challenge students to utilize higher order thinking skills. (TPE 5,6,7,8,9)
4. Apply key theories/principles presented in the course to develop a philosophy of learning and teaching that is sensitive to and reflective of issues of diversity and multiculturalism. (TPE 4,6,7)
5. Apply psychological principles to the development and/or modification of curriculum materials and teaching practices that foster inclusiveness for all learners. (TPE 1,4,6,7,8,9)
6. Articulate the rationale and theory underlying instructional approaches and strategies that actively engage and make content accessible to learners with differential needs (including English Language Learners). (TPE 4,6,7)
7. Assess students' current levels of skill and understanding and to make decisions about what students are ready to learn and how they can best be taught. (TPE 2,3)
8. Create emotionally safe learning environments where students can take risks, develop confidence, and grow emotionally and academically. (TPE 4,7)
9. Evaluate the impact of school culture and students’ culture on learning. (TPE 8,10,11)
10. Utilize knowledge of how students' expectations for success and interests in learning can influence motivation.
Course Requirements

**Grading Scale:**  
- A = 93-100,  
- A- = 90-92,  
- B+ = 88-89,  
- B = 83-87,  
- B- = 80-82,  
- C+ = 78-79,  
- C = 73-77,  
- C- = 70-72,  
- D+ = 68-69,  
- D = 63-67 (Based on % of total points possible)

Detailed guidance on preparation of assignments and grading criteria will be provided in class and on the course website. Assignments and due dates are subject to change given fair notice. Course requirements and their percentages of the overall course grade are as follows:

**Class Participation (10%):** This grade is based on active participation during each full class period. This course is structured around discussion and small group activities that provide teacher candidates the opportunity to reflect upon and apply course content. Therefore, it is critical that you keep up with the readings and actively participate in class. In order to receive full participation credit for each class period, you are required to come to class prepared, contribute to class discussion without dominating it, show respect for others’ views, and participate actively in small group activities.

**Quizzes (15%)**  
The course readings are meant to serve as a foundation for course content and learning (You should not rely on lectures for a review of this material. Rather, this material will serve as a primer for mini-lectures and class learning activities). Part of your evaluation of whether or not you are coming to class prepared will include a number of quizzes in various forms (e.g. quick writes) given at the beginning of class throughout the semester. If you are not present during the quick write, you will not receive credit for it. These quizzes will cover the central theories/points/ideas of the assigned reading for that day (i.e. not detailed information).

**Assignments (75%)** In order to foster a professional and collaborative environment, you will be asked to share your work on many of your assignments with the class, either in small groups or in whole class settings. Not only will this enable us to learn from each others’ experiences, but it will also create a safe arena for your colleagues to offer constructive advice and assessment of your work. In the spirit of such collaboration, some due dates will be staggered for students so that we can address, synthesize and discuss the issues in those assignments on an ongoing basis throughout the term.

Please see course WebCt site for complete assignment descriptions and grading criteria. **All** assignments must be completed and submitted on the date they are due. The final grade of all assignments turned in late will be reduced by 10%.

- Field Observation/Analysis: 10%
- Constructivist Lesson Plan/Analysis: 20%
- Critical Reflection Paper: 20%
- Case Study Paper: 20%
- Case study Group Presentation: 5%
College of Education Vision:
The College of Education at San Jose State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access to a quality, lifelong education. Faculty, staff, and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

College of Education Mission:
The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world. Our Basic Values:
- Respect and appreciation for diversity
- Promotion of equity and access to quality education
- Excellence through scholarly activity and reflective professional practice
- Continual professional and personal growth
- Ethical, collegial, and humane interpersonal relationships as a basis for community

Secondary Education Department Philosophy:
The philosophy of the Secondary Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today’s secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice, 2) serve in diverse educational contexts, 3) promote equity, respect for person, and social justice, and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations. These teachers must also be aware of uses of technology for learning, and they must be well-prepared in current education theory, research, methods, and practice.

Academic integrity statement:
Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at:
http://sa.sjsu.edu/student_conduct.

Campus policy in compliance with the American Disabilities Act:
If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability.
## Tentative Course Schedule

*See Course Reader (CR) for a complete reference list of assigned readings.*

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<thead>
<tr>
<th>Week</th>
<th>Assigned Reading</th>
<th>Topic</th>
<th>Assignments Due</th>
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<td>1</td>
<td>1/28</td>
<td>Course/syllabus overview; Intro. to constructivism</td>
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<td>2</td>
<td>2/4</td>
<td>Constructivism -- Piagetian Theory</td>
<td>Constructivism: A Re-equilibration… (WebCT) McDevitt &amp; Ormrod Ch. 4 (CR pp.73-95)</td>
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<td>3</td>
<td>2/11</td>
<td>Vygotsky and sociocultural theory</td>
<td>McDevitt &amp; Ormrod Ch. 5 (CR pp. 95-112) Article: An Overview of Cooperative Learning (WebCT)</td>
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<td>2/18</td>
<td>Information Processing Theory</td>
<td>McDevitt &amp; Ormrod Ch. 5 (CR pp. 113-160) Field Observation (group 1)</td>
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<td>5</td>
<td>2/25</td>
<td>Principles of Instruction</td>
<td>Eggen &amp; Kauchak (CR 198-228) Bloom (CR pp. 229-230) Field Observation (group 2)</td>
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<td>6</td>
<td>3/3</td>
<td>Principles in Assessment</td>
<td>Standards: Here Today, Here Tomorrow (WebCT) The Horse Before the Cart (WebCT)</td>
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<td>7</td>
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<td>Conceptions of Intelligence</td>
<td>Human Abilities (WebCT) CR Paper (group 1)</td>
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<td>3/24</td>
<td><em>SPRING BREAK – No Class</em></td>
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<td>10</td>
<td>3/31</td>
<td><em>University Closed for Cesar Chavez Day – No Class</em></td>
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<tr>
<td>11</td>
<td>4/7</td>
<td>Physiological Development/ Moral Development</td>
<td>Bransford, et al. (Ch. 5 Mind &amp; Brain) (WebCT) Seven Strategies for Neural Branching (WebCt) Overview of Moral Dev. &amp; Moral Educ.(WebCt)</td>
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<td>12</td>
<td>4/14</td>
<td>Moral Development</td>
<td>Moral Dev. in the Info. Age (WebCT) The Import. of Teacher Interv.(WebCT) Constructivist Less/Analysis (group 1)</td>
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<td>13</td>
<td>4/21</td>
<td>Social-Emotional Development</td>
<td>Cohen Article (WebCT) Constructivist Less/Analysis (group 2)</td>
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<td>4/28</td>
<td>Classroom Management</td>
<td>Eggen &amp; Kauchak (367-402)</td>
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<td>5/5</td>
<td>Motivation I</td>
<td>Ormrod Ch. 11 (405-426) Punished by Rewards (WebCT)</td>
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<td>16</td>
<td>5/12</td>
<td>Motivation II</td>
<td>Ormrod Ch. 12 (427-464) Case Study Paper (group analyses)</td>
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<tr>
<td>17</td>
<td>5/19</td>
<td><em>Final Exam Day – class meets at regular time: 4:00-6:45pm</em></td>
<td>Case Study Group Presentations</td>
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The Psychological Foundations of Education
EDSC 173
San Jose State University
Spring 2008
Monday, Wednesday: 9:00 AM – 12:00 PM

Professor:   Mark Felton, PhD    Office Hours:  MW 8:30-9:00, 12:00-12:30
Office:  SH 338      Email:  Mark.Felton@sjsu.edu
Phone:  (408) 924-3745

Required Text
Course Reader: The Psychological Foundations of Education. Delivered on the first day of class.  (Also available at Maple Press.  481 San Carlos St., San Jose CA (408) 297-1000)

Reader References

College Mission Statement
The mission of the College of Education is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex global community.

The philosophy of the Secondary Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today's secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to:
1.  Make informed and thoughtful decisions in their daily practice,
2.  Serve in diverse educational contexts,
3.  Promote equity, respect for person, and social justice, and
4.  Provide fair-minded and responsive instruction for ethnically and linguistically diverse populations.

Course Objectives
Credential candidates will be able to:
1.  Understand and explain the basic theories of learning and cognition (TPE6, TPE8)
2.  Identify the psychological principles of education that lay behind commonly used models and strategies of teaching.  (TPE9)
3.  Apply psychological principles to classroom materials, textbooks, and other professional resources (e.g. textbooks, curriculum guides and Internet resources),  (TPE9)
4.  Analyze student work from the perspective of psychological theories of learning and cognition and discuss this work with colleagues.  (TPE3, TPE6, TPE8)
5.  Critique lessons for their implementation of the principles of educational psychology.  (TPE6, TPE9)
6.  Develop lessons that implement the principles of educational psychology (TPE6, TPE8, TPE9)
7.  Use psychological principles as a means to develop more equitable learning activities for students from diverse backgrounds, including English language learners, and traditionally underrepresented groups.  (TPE4, TPE5, TPE7, TPE12)
Course Equity Objectives
Credential candidates will be able to:
1. Use psychological principles to identify and examine sources of inequity in the classroom. (TPE12)
2. Design learning activities that engage and support all learners. (TPE4, TPE5, TPE7)
3. Develop lessons that use students’ backgrounds and prior experience as the foundation of learning. (TPE4, TPE5, TPE7)
4. Develop lessons that integrate strategies to support English language learners in content area learning. (TPE7, TPE9, TPE12)

Course Technology Objectives
Credential candidates will be able to:
1. Interact with others using email.
2. Use electronic search tools to find materials available to teachers on the Internet.
3. Apply selection criteria to evaluate materials available to teachers on the Internet.

COURSE REQUIREMENTS
Class participation (25%); Lesson Analysis I (25%); Lesson Analysis II (25%); Scaffolding Case (25%). Your final grade in the course will be an average based on the numeric grades for each of the four course requirements. A letter grade will be assigned to your average based on the following cut-offs:

A  93.0 – 97.0
A-  90.0 – 92.9
B+  87.0 – 89.9
B   84.0 – 86.9
B-  81.0 – 83.9
C+  78.0 – 80.9
C   75.0 – 77.9
C-  72.0 – 74.9
D+  68.0 – 71.9

Class participation. For the most part, the course is conducted in a mini-lecture and discussion format with additional time spent in small group activities. The mini-lectures will begin with a review of the relevant material for the day. We will review concepts from the reading or from previous classes. Please do not depend on lectures for the course material—we will not cover all the material in the reading in class, and you will need the additional information to complete your assignments and prepare for the final. Conversely, please do not miss class. Class time—spent in lecture, discussion, or small group—is designed to help you understand the material, make it meaningful and apply it to teaching. Grades for class participation will be made during each of the three course units based on your participation in small group and whole class discussions.

Absences. Two (2) EXCUSED absences are permitted through the course of the semester without any extra work or office hours with the professor. While your grade will not be affected directly by absences, more than two absences require discussion with me since it significantly impacts your ability to participate in class discussions and keep up with course assignments. Please contact me by email or phone if you anticipate missing class.

Readings. The required course readings are meant to serve as a foundation and reference. The theoretical material for the course is laid out in the reading. That means that it is essential for you to keep up with the readings, as they are your primary source of information in the course. The readings should also serve as a reference. As you will soon discover, most of the concepts we cover in the course reappear throughout the semester. You’ll find it helpful to refer back to previous readings in order to keep it fresh in your memory.

University Policy on Academic Integrity (from the Office of Student Conduct and Ethical Development). Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at www.sa.sjsu.edu/student_conduct If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy F06-1 requires approval by instructors. You are further expected to appropriately credit all sources for any materials you consult in completing work for this course. For more details, please visit: http://sa.sjsu.edu/judicial_affairs/students/student_code_of_conduct.html
ASSIGNMENT DESCRIPTIONS

ASSIGNMENT I: LESSON ANALYSIS I

The purpose of this assignment is to apply the principles of Piagetian theory and Constructivism to a lesson plan.

Preparing for the assignment. To begin, you must find a high activity lesson. You’ll want a lesson that conforms to the standards we’ve addressed in class. (See the description of Part III: APPLICATION & ANALYSIS below for details.) You will be asked to write a critique of the lesson and even suggest improvements, but you should start with a decent lesson. The purpose here is to make an acceptable lesson better. To find a lesson, you may use a lesson that you’ve already taught, download a lesson from the Internet, or draw on teachers’ guides/curriculum kits. We will talk in further detail about how to find sample lesson plans in class.

Assignment. Please prepare the following assignment.

PART I: LESSON PLAN. Please include a copy of the lesson plan that you will discuss in you analysis. If you have made any additions or changes to an existing lesson plan, please submit the revised version of the lesson. Part I section of the assignment will not be graded. No page limit.

PART II: APPLICATION & ANALYSIS. Please divide your analysis into the following five sections and, in each section, please be sure to address the questions posed. Recommended length: 7-8 pages, double-spaced.

(1) Learning outcomes (.5pp)
What new concept or knowledge do you hope students to acquire in this lesson? What possible misconceptions might you need to address in the lesson?

(2) Setting a purpose (Creating disquilibrium)
Part 2A—Rationale: Provide a rationale, based on Piagetian theory and/or constructivism, for setting a purpose in a lesson (.5pp)
Part 2B—Strengths and Weaknesses: Explain the strengths and weaknesses to the lesson in setting a purpose using Piagetian theory and/or constructivist principles to justify your claims about the strengths or weaknesses. (1p)

Some possible guiding questions: How have you and the students set a purpose to the lesson? What problem(s) or question(s) will drive learning in the lesson? And how have you checked for the students’ understanding of the lesson’s outcomes before the lesson’s activities?

(3) Prior knowledge (Drawing on existing schemes)
Part 3A—Rationale: Provide a rationale, based on Piagetian theory and/or constructivism, for tapping into and building on prior knowledge in a lesson (.5p)
Part 3B—Strengths and Weaknesses: Explain the strengths and weaknesses to the lesson in setting a purpose using Piagetian theory and/or constructivist principles to justify your claims about the strengths or weaknesses. (1p)

Some possible guiding questions: What assumptions does this lesson make regarding students’ prior knowledge? How are the students prepared to use their prior knowledge and experience in this lesson? How will the teacher review critical ideas and check for understanding? What accommodations are made to support students who don’t have that prior knowledge?

(4) Constructing new knowledge (Facilitating accommodation)
Part 4A—Rationale: State some principles to creating effective learning experiences based on Piagetian theory and/or constructivism. (.5-1pp)
Part 4B—Strengths and Weaknesses: Explain the strengths and weaknesses to the lesson in setting a purpose using Piagetian theory and/or constructivist principles to justify your claims about the strengths or weaknesses. (1-1.5pp)

Some possible guiding questions: What learning activities are presented to help students construct new knowledge in the lesson? Are students given the opportunity to inquire, engage in concrete learning, or explore?

(5) Improvements
List two to three key improvements that you would make to this lesson. These improvements should be substantive and based on Piagetian and/or constructivism. Be sure to use course concepts to justify your suggestions and choose 2 or 3, based on how extensive your suggestions are (1.5-2pp total for the 2-3 suggestions). Your suggested improvements can be written as a separate section at the end of the paper, or they can be divided up and added to the relevant section(s) above (e.g. you might suggest an improvement that involves eliciting prior knowledge and tack it onto section 2 as “Part
Evaluation: Your analysis will be assigned a numeric grade based on a rubric. I will go over the rubric and my expectations on the assignment the week before it is due.

ASSIGNMENT II: LESSON ANALYSIS II

This assignment gives you the opportunity to put your knowledge about adapting your instruction to student needs to work. You must take a lesson and augment it with alternative instructional materials and activities designed to support students who may be struggling with the quantity, pace, complexity and content of your lesson.

Assignment. Please prepare the following three-part assignment.

PART I: LESSON PLAN. Please include a copy of the lesson plan that you will discuss in your analysis. If you have made any additions or changes to an existing lesson plan, please submit the revised version of the lesson. Part I section of the assignment will not be graded. No page limit.

PART II: THEORY. Please explain the role of each of the following in the learning process, focusing on how and why teachers should support learners around each: Attention, cognitive processing limitations, Meaningful Learning (aka, meaning building), Elaboration, Organization. Please dedicate 2-3 pages (double spaced) to this section of the assignment.

PART III: APPLICATION & ANALYSIS. Please explain how the lesson activities, strategies and materials maximize student learning by addressing the core concepts from Cognitive theory listed above (Part II: Theory). Please dedicate 4-5 pages (double spaced) to this section of the assignment.

Evaluation: I will use the same rubric as I did for Assignment I (see Appendix).

ASSIGNMENT III: SCAFFOLDING CASE PRESENTATION (Field experience version)

The purpose of this assignment is to demonstrate your understanding of scaffolding. For the assignment, you will conduct a videotaped interview with one (1) of your students. Your task is to explore her/his skills and competencies in an area of the curriculum. You will use the information you gather from this conversation and from the student's work to develop a scaffolding plan for your student.

Preparing for the assignment. This assignment has two parts—(1) preparing for the assignment and (2) the presentation. The first part, involves choosing a skill to examine, collecting student work and conducting an interview. I've provided the list below to help you organize yourself as you prepare for the assignment.

1. To begin, you must select a focus student. Consult with your mentor teacher and identify a student who you think would be most likely to benefit from assistance in the form of scaffolding. Discuss the students' strengths and struggles in the content with your mentor teacher and pinpoint a specific skill that you would like to focus on scaffolding. Once you have selected the skill, you will need to prepare a skill analysis (much like the one you have prepared in class).

2. Next, you will need to think about what kinds of student work you can use to assess your students’ proficiency in the skill you have chosen. This consideration may also influence your decision of what skill to examine. You should avoid skills that are difficult to capture in student work or difficult to assess with any precision.

3. Once you’ve decided on a skill, you’ll need to set criteria for assessment. Remember, when choosing a student for this assignment, that you will have to interview/tutor her/him. I recommend that you record your interview (video or audio), so that you can refer back to it when you prepare your analysis.

4. Finally, you’ll need to develop your interview. The interview should begin with the student either engaging in a task that requires them to use the skill you’ve chosen (e.g. a math problem, a sorting activity, a piece of text to read), or it should begin with the teacher and student going over an example of student work (e.g. a piece of writing, a drawing, a test). The idea here is to focus the conversation on a tangible experience, which will help the student to understand your questions and respond meaningfully. For the interview, you should prepare a list of questions that will help you understand three things: (a) the student's understanding of the task; (b) the skills or strategies that the student currently possesses; and (c) the skills and strategies that are still developing in the student.
You are now ready to collect your student work and conduct your interview. Once again, remember that the whole point of the student work and the interview is to gain insight into her/his proficiency with the skill you’ve chosen for the assignment.

Assignment. Once you have collected the information that you need, you will need to prepare your presentation. Your presentation should have three sections: an analysis of the skill you have chosen for the assignment; an analysis of each student’s proficiency level (based student work and the interview); and a plan for scaffolding student learning. Please plan to present for 10-15 minutes, using the most of the time to present Parts II and III.

PRESENTATION

(1) PART I: SKILL. In the first section or your presentation you should describe the skill that you have chosen and explain why you chose it, given (1) the students’ needs and (2) its importance in the curriculum. This section can be brief. First, simply identify the skill, explain its importance for academic success in your subject area, describe any prerequisite competencies, and list any component sub-skills that your student may need to be successful.

(2) PART II: ASSESSMENT. In section two, you need to analyze your student’s proficiency. Your job here is to explain where your student’s strengths and weaknesses lie on the rubric you have developed for your chosen skill. Begin with an overview on the rubric you have developed. Next, explain what sub-skill or strategies seems within reach, with some support, and explain how you have come to this conclusion. The most important thing to remember as you prepare this section is to base your conclusions on your analysis of student work and the interview/tutoring session that you’ve conducted. Please quote (or paraphrase) statements from the interview and refer to student work.

(3) PART III: SCAFFOLDING PLAN. In section three, you must present a proposal for scaffolding to support your student. The scaffold should be carefully selected or designed to support the specific needs of your student. For this reason, it should be clearly connected to, and a logical outgrowth of the assessment presented in Part II (above). Please prepare two kinds of support—(1) a material scaffold that you think will support their performance in class, and (2) a learning activity or lesson routine that uses either teacher-based or peer-based support to provide assistance to your student.

WRITTEN SUMMARY In addition to your presentation, please also prepare a 2-3 page summary that covers all three sections of your presentation. Again, devote more space to sections II and III in your write up. This written portion of the assignment will be included in your 184x Portfolio.

Evaluation: I will go over the rubric and expectations in class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Application Question</th>
<th>In-class Activity</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1/23</td>
<td>Introduction to Course</td>
<td>None</td>
<td>What does it mean to learn and to understand?</td>
<td></td>
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<tr>
<td>1/28</td>
<td>Constructivism I An Introduction</td>
<td>Perkins (handout), Gabler, Mod 2, (Foote 1 &amp; 2, optional)</td>
<td>What are the elements of the constructivist learning process?</td>
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<td>1/30</td>
<td>Constructivism II Prior Knowledge</td>
<td>Wadsworth 1, 2 &amp; 7</td>
<td>What is the role of prior knowledge in learning? How do I use what students know to help them learn something new?</td>
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<td>What a lesson assumes</td>
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<tr>
<td>2/4</td>
<td>Constructivism III Setting a purpose to learning</td>
<td>Wiggins &amp; McTighe 7; Gabler 3</td>
<td>How do I focus the learning process for students? How do I get them ready to learn?</td>
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<td>Setting up a problem</td>
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<tr>
<td>2/6</td>
<td>Constructivism IV Engaging students in active learning</td>
<td>Harmin 1 &amp; 2 (Ch 6, optional)</td>
<td>How can I plan a whole lesson around active student learning?</td>
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<td>Lesson critique</td>
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<tr>
<td>2/11</td>
<td>Cognitive Theory I Attention and Memory</td>
<td>Ormrod 9</td>
<td>How do I grab, maintain and direct students' attention? What do I do with it once I have it?</td>
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<td>Effective openers and closers</td>
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<tr>
<td>2/13</td>
<td>Cognitive Theory II Active Working Memory</td>
<td>Ormrod 10</td>
<td>How do I avoid overwhelming my students with learning tasks?</td>
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<td>Organizing a lesson</td>
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<td>Cognitive Theory III LTM and Effective Encoding</td>
<td>None</td>
<td>How do I encourage kids to think deeply about the content?</td>
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<td>Activity plans</td>
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<td>Cognitive Theory V Expository Instruction</td>
<td>Ormrod 13</td>
<td>How can I put together effective and supportive interactive lectures?</td>
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<td>Question clusters</td>
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<td>2/25</td>
<td>Cognitive Theory IV Questions and questioning</td>
<td>Gabler, Mod 4</td>
<td>How can I use questions to drive learning?</td>
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<td>Review activities</td>
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<tr>
<td>2/27</td>
<td>Cognitive Theory VI Metacognition</td>
<td>Ormrod Ch 14</td>
<td>How does thinking about thinking promote learning?</td>
<td></td>
<td>Case study</td>
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<tr>
<td>3/3</td>
<td>Sociocultural Theory I Tools for Learning</td>
<td>Bodrova Chs 1, 2 &amp; 4</td>
<td>How and what do students learn through apprenticeships?</td>
<td></td>
<td>Lesson Analysis II</td>
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<tr>
<td>3/5</td>
<td>Sociocultural Theory II Zone of Proximal Development</td>
<td>Wiggins &amp; McTighe 5 &amp; 6</td>
<td>How do I decide how much assistance a student needs?</td>
<td></td>
<td>Rubric design</td>
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<td>3/10</td>
<td>Sociocultural Theory III Material scaffolds</td>
<td>Roshenshine &amp; Meister Ch 13</td>
<td>What kinds of materials can I develop to scaffold learning?</td>
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<td>Interview design</td>
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<tr>
<td>3/12</td>
<td>Sociocultural Theory IV Classroom strategies</td>
<td>Bodrova, Ch 9; Tharpe and Gallimore</td>
<td>How can I use classroom routines and peer-based activities to scaffold learning?</td>
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<td>Scaffolding plan</td>
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<tr>
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<td>Presentation</td>
<td>None</td>
<td>Presentations. Arrange time in advance</td>
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<td>N/A</td>
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<td></td>
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<td></td>
<td>Scaffolding Case Presentation</td>
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DIRECTIONS TO INDEPENDENCE HIGH SCHOOL

FROM SOUTHBOUND 280
Head SOUTH on HWY 280. (After you pass exit signs for 101 North and South, 280 South becomes 680 NORTH. There are no signs telling you this, but the change has occurred nonetheless).
Exit 680 N at McKEE AVE. (as you exit, follow signs for --McKEE WEST--)
Head west on McKEE (1-2blocks) and then turn RIGHT onto JACKSON.
Turn LEFT onto MABURY.
Turn LEFT onto EDUCATION PARK DRIVE.

FROM SJSU
Take 11th Street North to TAYLOR.
Turn RIGHT on TAYLOR.
Continue on Taylor (which becomes MABURY) past KING until you reach EDUCATION PARK DRIVE.
Turn Right on EDUCATION PARK DRIVE.

You will soon see a parking lot on your left passing a closed off entrance to the lot. Make a left at the first stop sign through the entrance to the parking lot and park on the left side of the lot. In front of you, you will see a chain link fence around rows of temporary modules. Our classroom, number P15, is located in the first set of modules. You’ll see San Jose State University written outside.
EDSC 182 – Assessment and Evaluation in Secondary Schools  
San José State University  
Spring 2008  

Instructor: Andrea Whittaker, Ph.D.  
Office: SH 440  
Phone: 924-3751  
Email: akwhitt@comcast.net  

Course Website: http://teacherweb.com/CA/SanJoseState/whittaker/  
Office Hours: Monday 1-4 pm, 7-8 pm and by appointment  

Prerequisites: Completion of subject area methods course and Phase I Student Teaching, concurrent enrollment in Phase II/III student teaching preferred  

Required Texts:  
Course Reader available at Maple Press, San Carlos near 10th (408-297-1000)  
In addition, students will need a copy of grade level content standards (district or state developed) in their subject area. These documents can be accessed off the California State Department of Education web page at www.cde.ca.gov.  

Recommended Texts:  
Two supplemental texts are recommended as resources for the course and students’ ongoing learning and professional development in assessment. These texts will support your ability to craft high quality written assignments in this course and your ongoing decision-making about assessment tools in your future teaching. Both texts address similar content but from slightly different perspectives. Sample chapters from earlier versions of each text are included in the course reader so you may want to read these before deciding which text you want to purchase. Both are available (in paperback) from the Prentice Hall website at www.prenhall.com.  

Vision/Mission/Values  
THE FACULTY OF THE COLLEGE OF EDUCATION AT SAN JOSÉ STATE UNIVERSITY AGREES THAT EXCELLENCE AND EQUITY MATTER, EACH IS NECESSARY, AND NEITHER IS SUFFICIENT IN THE ABSENCE OF THE OTHER.  

THE MISSION OF THE COLLEGE OF EDUCATION IS TO PREPARE EDUCATORS WHO HAVE THE KNOWLEDGE, SKILLS, AND DISPOSITIONS THAT ENSURE EQUITY AND EXCELLENCE FOR ALL STUDENTS IN A CULTURALLY DIVERSE, TECHNOLOGICALLY COMPLEX, GLOBAL COMMUNITY.  

In the College, we believe that a democracy requires that all students have access to a high quality education based on fairness and respect for all. In addition, we believe that educators at every level must:  
• have knowledge of their subject matter and their students,  
• value and engage in ethical practice and justifiable pedagogy.  

NOTE: This course was developed in collaboration with Dr. Ruth Chung and Dr. Alicia Alonzo with funding from the CAESL (Center for Assessment and Evaluation of Student Learning) project. Early versions of the course were adaptations from that taught by Dr. David Bond at SJSU. The contributions of each are greatly appreciated.
• develop dispositions and habits of mind that aim to ensure that all students have equitable access to educational opportunities that enable them to develop their talents, abilities, and potentialities.

Finally, a democracy requires that all stakeholders be fully involved in the collegial community. We envision ourselves as a learning community of practitioner/scholars in continuous dialogue and inquiry that enable us to revisit, review, and revise our practice in an ongoing response to twenty-first century issues and circumstances.

**Course Description:**
In the current education climate of standards and accountability, it is more important than ever that teachers be well prepared to be thoughtful and strategic as they assess their students and use assessment results to make instructional decisions. This course prepares single subject credential candidates to design, interpret, critique and use a variety of assessment and evaluation tools and practices in their subject area teaching. These tools include formal and informal, formative and summative, criterion and norm-referenced, traditional, performance-based, diagnostic, teacher-developed, and state mandated assessments. The course is designed to model these assessment practices as much as possible and offer readings, resources and assignments that allow credential candidates to apply theory-based approaches to assessment and evaluation that inform their day-to-day teaching.

**Essential Questions and Standards:**
The course is organized around two essential questions –
- Why assess student learning?
- How do teachers decide on what and how to assess student learning?
– and four main learning goals –
- Explaining how current trends in assessment and accountability influence policy and practice in schools today;
- Collecting and using multiple sources of information to assess pupils’ learning;
- Establishing and communicating learning goals for all pupils; and
- Using assessments to support, guide, and reflect on feedback related to pupils’ learning.

**Course Objectives:**
Course objectives are derived from the California Standards for the Teaching Profession (Assessing Student Learning) and the California Commission on Teacher Credentialing’s Teacher Performance Expectations (TPEs) as legislated by SB2042. A complete list of course objectives is found in the “diagnostic” pre/post assessment tool (in the opening pages of the course reader and posted on the course website).
University Policy Information

Academic Integrity (from Office of Judicial Affairs):
Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

Campus policy in compliance with the Americans with Disabilities Act:
If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

Course Requirements

Please see course calendar for due dates
1. Completion of weekly assigned reading BEFORE attending class. Take notes. Come prepared to discuss what you have read. Bring your reader to class.
2. Full participation in classroom activities (please call or email if you will be absent). To insure active participation and limited distractions, no lap-top computers will be permitted during class. Participation will comprise 10 percent of your final grade in the form of quick-writes and other in-class group assignments that will be graded credit/no credit. In-class assignments will not be able to be made-up.
3. All course assignments are to be uploaded to the e-portfolio system on TaskStream and turned in via hard copy. See the handout on TaskStream and directions for registering for details of this process.
4. Diagnostic assessments (to be completed during our first class meeting and again at the end of the semester)
5. Written assignments described below
   A. Unit planning matrix and rationale (20 percent, rubric scored)
   B. Formative assessment tool (20 percent, rubric scored)
   C. Grading policy (10 percent – checklist scored)
   D. Summative assessment tool (20 percent, rubric scored)
   E. Final Exam (In-class) (20 percent, multiple choice and short answer)
   F. In-class quick-writes and group assignments (10 percent, credit/no credit)

Course Evaluation:
Scoring guides for each reflective assignment describe three levels of performance (high quality or “A”, satisfactory or “B”, and revision required or “C”) and are posted on the course website. Any paper scored below 85% of the point value may be revised if you are not satisfied with your performance. Please submit revisions within two weeks of receiving your graded work or before your next paper is due whichever occurs first. Late revisions will not be accepted. Exemplary papers from previous semesters will be posted on the course website and may be reviewed or critiqued in class.
Final Grades by Points
A traditional grading scale is used to assign final grades as follows: A+ = 99-100, A = 94-98.9,
A- = 90-93.9, B+ = 88-89.9, B = 84 – 87.9, B- = 80-83.9; C+ = 78-79.9, C = 74 - 77.9, C- =
70 – 73.9, ETC…

Course Assessments
Options and Due Dates

The reflective portion of each assignment should be at least 4 pages (12 point font, DOUBLE
spaced and standard margins). Each reflection is an application of key course concepts and you
should use the readings, lectures, in class activities, and your own experiences as means for
supporting your explanations. ALL ASSIGNMENTS MUST BE SUBMITTED IN BOTH
HARD COPY AND ELECTRONIC via TASKSTREAM. PLEASE INCLUDE THE
CORRESPONDING RUBRIC WITH EACH HARD COPY ASSIGNMENT.

Part I – Unit Planning Matrix (Due 2/25)
For your first assignment you will complete a unit plan chart that requires you to think through
the Big Picture of assessment design as it relates to your students, your curriculum, and
instruction. Your matrix (template sent to you electronically via email as an attachment in
Microsoft WORD) will include your decisions about essential questions, standards and
objectives for student learning; links to students’ prior knowledge; potential instructional
strategies; ideas for assessment tools as a means for gathering evidence of student learning
throughout the unit; and resource materials used to support student learning. In addition to the
matrix, you will attach a 4-6 page rationale that explains how and why your matrix links
curriculum, instruction, assessment and students (CIAS). Please refer to the unit planning
matrix critique questions and scoring rubric to support the development of your rationale.
This assignment is worth 20 points and will contribute to 20 percent of your final grade. Save an
electronic version of your completed matrix and rationale.

Part II - Formative Assessment Tools (Due 3/17)
Choose ONE of the following (20 points):

Diagnostic Assessment Tool: Develop a brief diagnostic assessment tool that you might use
BEFORE instruction in your unit to determine what students already know about the content to
be taught and any relevant skills, concepts, strategies and experiences that might apply to
learning within the unit. In addition to the tool, please provide about 4-6 pages that: 1) explain
what you are attempting to “diagnose” and how this will reveal important skills and
understandings required for the unit, 2) explain how your assessment tool is aligned with your
objectives and content standards for the unit (a table of specifications is suggested), 3) justify
how the design of the assessment tool avoids potential RSVP issues, and 4) explain how you
intend to use the results of the assessment to provide feedback to students and guide your
instruction within the unit for the whole class, small groups and individual students. Include two
or three specific examples of next steps for instruction. Be sure to provide some examples of
potential, or if available, actual, student responses and how you will interpret and use them in
your instructional decision-making.

Analysis of student work -- As a means for inquiring into student learning and gathering data to
inform instructional planning, conduct an analysis of a single sample of student work from your
teaching area. In about 4-6 pages, 1) sketch the assignment and instruction that produced the student work (be sure to mention the standards or objectives that you expected the student to demonstrate and the related criteria used to evaluate student learning, 2) describe what the student is doing well (what is revealed in the work as evidence of what the student knows and can do) AND any potential challenges (what is the student working on?), 3) evaluate the “trustworthiness” of your interpretations (how can you ensure that your conclusions about this student’s learning are reliable and valid?), and 4) based on your interpretation of the strengths and challenges and your knowledge of the teaching that led up to the work, explain the feedback you would provide this student AND two or three specific instructional strategies you would use to assist this student in addressing the challenges/learning needs. **Be sure to attach the sample of student work to your paper (for both hard copy and electronic submissions).**

**Quiz** -- For this assignment you will apply various readings and models discussed in class to design a short quiz for use in your subject area teaching. The quiz should assess student learning from a couple of days of teaching. In addition to the quiz itself, please provide a 4-6+ page rationale that: 1) describes how the quiz questions are aligned with your objectives for student learning and content standards in your proposed unit and **include a brief table of specifications** to illustrate the alignment, 2) explains what you hope to learn about student understanding with this quiz, 3) justifies how you will score or assign points for student responses, 4) justifies how the design of the quiz avoids potential RSVP issues, and 5) explains how you will use the quiz results to provide feedback to students and inform two or three specific next steps for teaching. See Bond, Ormrod, and Stiggins for support for your explanations. **NOTE: if you choose this option for the formative assignment you MUST do the performance assessment task for your summative assignment. Plan ahead.**

**Rubric** – For this assignment you will apply various readings and models discussed in class to design a rubric for use in your subject area teaching. The rubric must include evaluative criteria based on content standards and/or your objectives for student learning. In addition to the rubric, please provide about 4-6 pages that: 1) briefly describe the student assignment/product you are assessing with the rubric, how this rubric is aligned with the criteria/standards in your unit, and how you will make these expectations clear to students (teach how the rubric will be used); 2) explain how the rubric will be used to teach and guide student self or peer assessment; 3) explain your rationale for the number of performance levels and your choice of performance level labels, 4) justify how the design of the assessment tool avoids potential RSVP issues, and 5) justify how the rubric will be used to provide meaningful feedback to students about their performance and inform two or three specific next steps for teaching. Use Popham, Wiggins, Nitko, Buck Institute and other related readings as resources to support your explanations. **NOTE: if you choose this option for the formative assignment you MUST do the unit test for your summative assignment. Plan ahead.**
Part III: Summative Assessment Tools (Due 4/14)
Choose ONE of the following (20 points – 20 percent):

Unit Test — Using Dr. Bond’s criteria and specifications as well as your course notes, handouts etc., design a unit test for use in your classroom. Your unit test must include the following elements:
1) **Student Description:** Who will be taking this unit test? Which characteristics of your students have you considered when designing this test? Be more detailed than the generic samples suggested by Bond – you need to justify why this exam is appropriate for a particular group of students.
2) **Table of specifications** including essential questions, content standards, objectives, item types, item numbers, and point values.
3) **Test Cover Sheet** that includes directions to the students who will be taking the exam.
4) **Unit test** as it would be administered to students.
5) **Answer key** with solutions that reveals how you will score student responses (including schemes for awarding partial credit).
6) **Rationale** that justifies all your decisions in reference to course readings and discussions (see rubric for essential elements of the rationale). If you opt NOT to follow any particular aspect of Bond’s advice (or my own) you must justify WHY you are doing it differently than recommended. This is absolutely fine to do, just be sure to justify your rationale. Also, describe how you will use the test results to inform your specific next steps for teaching.

See pages 159-187 (Bond) of your reader AND the assignment rubric for details. Supplemental text by Nitko, A.J., chapters 7, 8 and 9 are very helpful resources for this assignment.

Project/Performance Task – A traditional paper and pencil unit test may not be the most appropriate summative assessment tool to understand what students have learned at the end of your unit. If your unit includes standards and objectives that can only be assessed through a student performance (e.g., extensive science investigation, creation of a work of art, demonstration of a complex skill, oral presentation, mock trial or debate, etc.), construct an elaborated project or task that allows this type of learning to be measured. Write up the performance task or project as if it were a handout to students. In addition to the project or task itself, include about 4-6 pages of description and analysis that:
1) justify why this type of task is best suited for your students within this unit. Be sure to include a description of your students and explain how your instruction in the unit builds on student learning and scaffolds them for the assessment.
2) evaluate how the project/task performances are aligned with your objectives for student learning and content standards in your unit and why the task components and scoring represent the full range of content taught. Include a table of specifications to support your explanation.
3) justify how the task design avoids potential RSVP issues
4) explain how you will score or assign points for student responses (include rubrics or scoring guides), and
5) describe how you will use the performance results to inform your specific next steps for teaching.

See Nitko, A.J., chapters 11 and 12, and the Buck Institute Project Based Learning Handbook found in your course reader for helpful suggestions for designing and scoring performance tasks.
Part IV: Grading Policy (Due 4/28)
10 points (10 percent, full or partial points awarded using an assignment checklist)

This assignment has two parts:
1) A one page statement that you will use with your syllabus/letter home, informing your students and their parents about the assessment practices and grading policy in your course
2) A clear rationale for your policy for assessment and grading that explains your decision making (at least 2-3 pages)

You are to prepare an assessment and grading policy that reflects your understanding of and perspective on these two important aspects of your teaching. In your assessment policy you will clearly show what you will assess and the types of assessment you will utilize. You will also explain why you chose the particular assessment strategies, what you hope to learn from them, and how you will use the results to provide feedback to students and to inform your teaching.

Your policy statement for students and parents should include:
1) what you intend to “count” toward students’ grades and how it will add up over the length of your course;
2) what kinds of assessments or work are included in each component of the grade;
3) your grading criteria for each type of assessment/work product (completion, accuracy/correctness, quality of ideas, graded on a point system, rubric, or checklist, etc.);
4) opportunities for revision;
5) how absences or late work will be treated;
6) a grading scale (i.e., what constitutes an “A”, a “B”, etc.)

Your rationale (at least 2-3 pages double-spaced) should:
7) include a justification and rationale for what you are valuing (i.e., which of Stiggins’ five factors are included in your grading policy), and why you have applied particular weights to each component of the grade;
8) explain how your grading policy sustains motivation for the greatest number of students possible;
9) address issues such as: assessment of and assessment for learning, formal and informal assessments, formative and summative assessments
10) consider what you know about your students’ strengths, needs, and challenges, including English learners and those with IEPs.

Part V: Final Exam -- 20 points (20 percent)
To be completed in class on 5/12.
The final exam will be a combination of multiple choice, true/false, matching and short answer items comprehensive of the course objectives. A table of specifications revealing how items are aligned with course objectives will be available as a study guide. If you have kept up to date on your reading, had regular attendance, participated in class discussions and performed satisfactorily on other assignments you will be highly successful on this final! The final will be returned during the official University final exam period on 5/19. If your performance does not meet your expectations, you will have an opportunity during that final exam period to revise your exam and resubmit for a higher grade. You can earn up to 90% of the possible points (18 pts) with a revised exam.
Late Assignments
Even though I believe that due dates are often based on instructor convenience rather than student learning per se; I will have to insist all assignments be turned in on time. I view this course as graduate level. Therefore, I have high expectations for your performance and level of responsibility. If an assignment is turned in late, I will deduct **five percent** (of the assigned points) for each week the assignment is delayed. Even if you are absent from class, you must submit the assignment on time via email/TaskStream. I was once known as our lady of perpetual procrastination, so I know all the excuses!
EDSC 182 – Assessment and Evaluation in Secondary Schools  
San José State University  
Spring, 2008

**Instructor:** Laurie Stapleton  
Email: lstapleton@stanford.edu  
Phone: (831) 469-4882

**Office hours/location:**  
by appt. before/after class; phone meetings also available.

**Meeting Location:**  
Wednesdays, 7-9:45 p.m., Sweeney Hall, Room 212

**Course Website:**  
http://teacherweb.com/CA/SanJoseStateUniversity/Stapleton/

**Prerequisites:** Completion of Phase I Student Teaching, concurrent enrollment in Phase II/III student teaching preferred.

**Required Texts:**
Course Reader available at Maple Press, San Carlos near 10th (408-297-1000). In addition, students will need a copy of grade level content standards (district or state developed) in their subject area. These documents can be accessed off the California State Department of Education web page at www.cde.ca.gov.

**Recommended Texts:**
Two supplemental texts are recommended as resources for the course and students’ ongoing learning and professional development in assessment. These texts will support your ability to craft high quality written assignments in this course and your ongoing decision-making about assessment tools in your future teaching. Both texts address similar content but from slightly different perspectives. Sample chapters from each text are included in the course reader so you may want to read these before deciding which text you want to purchase. Both are available (in paperback) from the Prentice Hall website at www.prenhall.com.


**Vision/Mission/Values**
THE FACULTY OF THE COLLEGE OF EDUCATION AT SAN JOSÉ STATE UNIVERSITY AGREES THAT EXCELLENCE AND EQUITY MATTER, EACH IS NECESSARY, AND NEITHER IS SUFFICIENT IN THE ABSENCE OF THE OTHER.

NOTE: This course was developed by Dr. Andrea Whittaker in collaboration with Dr. Ruth Chung and Dr. Alicia Alonzo with funding from the CAESL (Center for Assessment and Evaluation of Student Learning) project. Early versions of the course were adaptations from that taught by Dr. David Bond at SJSU. The contributions of each are greatly appreciated.
The mission of the College of Education is to prepare educators who have the knowledge, skills, and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

In the College, we believe that a democracy requires that all students have access to a high quality education based on fairness and respect for all. In addition, we believe that educators at every level must:

- have knowledge of their subject matter and their students,
- value and engage in ethical practice and justifiable pedagogy,
- develop dispositions and habits of mind that aim to ensure that all students have equitable access to educational opportunities that enable them to develop their talents, abilities, and potentialities.

Finally, a democracy requires that all stakeholders be fully involved in the collegial community. We envision ourselves as a learning community of practitioner/scholars in continuous dialogue and inquiry that enable us to revisit, review, and revise our practice in an ongoing response to twenty-first century issues and circumstances.

University Policy Information

Academic Integrity (from Office of Judicial Affairs):
Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

Campus policy in compliance with the Americans with Disabilities Act:
If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

Course Description:
In the current education climate of standards and accountability, it is more important than ever that teachers be well prepared to be thoughtful and strategic as they assess their students and use assessment results to make instructional decisions. This course prepares single subject credential candidates to design, interpret, critique and use a variety of assessment and evaluation tools and practices in their subject area teaching. These tools include formal and informal, formative and summative, criterion and norm-referenced,

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traditional, performance-based, diagnostic, teacher-developed, and state mandated assessments. The course is designed to model these assessment practices as much as possible and offer readings, resources and assignments that allow candidates to apply theory-based approaches to assessment and evaluation in their day-to-day teaching.

Essential Questions and Standards:
The course is organized around two essential questions –
- Why assess student learning?
- How do teachers decide on what and how to assess student learning?
– and four main learning goals –
  - Explaining how current trends in assessment and accountability influence policy and practice in schools today;
  - Collecting and using multiple sources of information to assess pupils’ learning;
  - Establishing and communicating learning goals for all pupils; and
  - Using assessments to support, guide, and reflect on feedback related to pupils’ learning.

Course Objectives:
Course objectives are derived from the California Standards for the Teaching Profession (Assessing Student Learning) and the California Commission on Teacher Credentialing’s Teacher Performance Expectations as legislated by SB2042. A complete list of course objectives is found in the “diagnostic” pre/post assessment tool (in the opening pages of the course reader and posted on the course website).

Course Requirements
Please see course calendar for due dates.
1. Completion of weekly assigned reading BEFORE attending class. Take notes. Come prepared to discuss what you have read. Bring your reader to class.
2. Full participation in classroom activities (please call or email if you will be absent). To insure active participation and limited distractions, no lap-top computers will be permitted during class. Participation will comprise 10 percent of your final grade in the form of quick-writes and other in-class group assignments that will be graded credit/no credit. In-class assignments will not be able to be made-up.
3. Written assignments described below
   A. Unit planning matrix and rationale (20 percent, rubric scored)
   B. Formative assessment tool (20 percent, rubric scored)
   C. Grading policy (10 percent – checklist, credit/no credit)
   D. Summative assessment tool (20 percent, rubric scored)
   E. Final Exam (In-class) (20 percent, multiple choice and short answer)
   F. In-class quick-writes and group assignments (10 percent, credit/no credit)
Course Evaluation:
Scoring guides for each reflective assignment describe three levels of performance (high quality or “A”, satisfactory or “B”, and revision suggested or “C”) and are posted on the course website. Any paper may be revised if you are not satisfied with your performance. Please submit revisions within two weeks of receiving your graded work or before your next paper is due, whichever occurs first. Exemplary papers from previous semesters are posted on the course website and may be reviewed in class.

Final Grades by Points
A traditional grading scale is used to assign final grades as follows: A+ = 99-100, A = 94-98.9, A- = 90-93.9, B+ = 88-89.9, B = 84-87.9, B- = 80-83.9, C+ = 78-79.9, C = 74-77.9, etc.

Course Assessments: Options and Due Dates
The reflective portion of each assignment should be at least 3 pages (12 point font, DOUBLE spaced and standard margins). Each reflection is an application of key course concepts and you should use the readings, lectures, in-class activities, and your own experiences as means for supporting your explanations. All assignments must be submitted in both hard and electronic copy. Please include the corresponding rubric with each hard copy.

UNIT PLANNING MATRIX (due February 20, 2008)
For your first assignment you will complete a unit plan chart that requires you to think through the Big Picture of assessment design as it relates to your students, your curriculum, and instruction. Your matrix (template sent to you electronically via email as an attachment in Microsoft WORD) will include your decisions about essential questions, standards and objectives for student learning; links to students’ prior knowledge; potential instructional strategies; ideas for assessment tools as a means for gathering evidence of student learning throughout the unit; and resource materials used to support student learning. In addition to the matrix, you will attach a 3-5 page rationale that explains how and why your matrix links curriculum, instruction, assessment and students (CIAS). Please refer to the unit planning matrix critique questions and scoring rubric to support the development of your rationale. This assignment is worth 20 points and will contribute to 20 percent of your final grade. Save an electronic version of your completed matrix and rationale.

FORMATIVE ASSESSMENT TOOL (due March 12, 2008)
Choose ONE of the following (20 points):
**Diagnostic Assessment Tool:** Develop a brief diagnostic assessment tool that you might use BEFORE instruction in your unit to determine what students already know about the content to be taught and any relevant skills, concepts, strategies and experiences that might apply to learning within the unit. In addition to the tool, please provide 3-5 pages that: 1) explain what you are attempting to “diagnose” and how this will reveal important skills and understandings required for the unit, 2) explain how your assessment tool is aligned with your objectives and content standards for the unit (a table of specifications would help here), 3) describe how the design of the assessment tool avoids potential RSVP issues, and 4) explain how you intend to use the results of the assessment to provide feedback to students and guide your instruction within the unit for the whole class, small groups and individual students. Include two or three **specific** examples of next steps for instruction. Be sure to provide some examples of potential, or if available, actual, student responses and how you will interpret and use them in your instructional decision-making.

**Analysis of student work** -- As a means for inquiring into student learning and gathering data to inform instructional planning, conduct an analysis of a single sample of student work from your teaching area. In 3-5 pages, 1) sketch the assignment and instruction that produced the student work (be sure to mention the standards or objectives that you expected the student to demonstrate and the related criteria used to evaluate student learning, 2) describe what the student is doing well (what is revealed in the work as evidence of what the student knows and can do) AND any potential challenges (what is the student working on?), 3) evaluate the “trustworthiness” of your interpretations (how can you ensure that your conclusions about this student’s learning are reliable and valid?), and 4) based on your interpretation of the strengths and challenges and your knowledge of the teaching that led up to the work, explain the feedback you would provide this student AND two or three **specific** instructional strategies you would use to assist this student in addressing the challenges/learning needs. Please attach the sample of student work to your paper.

**Quiz** -- For this assignment you will apply various readings and models discussed in class to design a short quiz for use in your subject area teaching. The quiz should assess student learning from a couple of days of teaching. In addition to the quiz itself, please provide a 3-5 page rationale that: 1) describes how the quiz questions are aligned with your objectives for student learning and content standards in your proposed unit and include a brief table of specifications to illustrate the alignment, 2) explains what you hope to learn about student understanding with this quiz, 3) justifies how you will score or assign points for student responses, 4) describes how the design of the quiz avoids potential RSVP issues, and 5) describes how you will use the quiz results to provide feedback to students and inform two or three **specific** next steps for teaching. See Bond, Ormrod, and Stiggins for support for your explanations. NOTE: if you choose this option

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for the formative assignment you MUST do the performance assessment task for your summative assignment. Plan ahead.

**Rubric** – For this assignment you will apply various readings and models discussed in class to design a rubric for use in your subject area teaching. The rubric must include evaluative criteria based on content standards and/or your objectives for student learning. In addition to the rubric, please provide 3-5 pages that: 1) briefly describe the student assignment/product you are assessing with the rubric, how this rubric is aligned with the criteria/standards in your unit, and how you will make these expectations clear to students (teach how the rubric will be used); 2) explain how the rubric will be used to teach and guide student self or peer assessment; 3) explain your rationale for the number of performance levels and your choice of performance level labels, 4) describe how the design of the assessment tool avoids potential RSVP issues, and 5) justify how the rubric will be used to provide meaningful feedback to students about their performance and inform two or three specific next steps for teaching. Use Popham, Wiggins, Nitko, Buck Institute and other related readings as resources to support your explanations. NOTE: if you choose this option for the formative assignment you MUST do the unit test for your summative assignment. Plan ahead.

**SUMMATIVE ASSESSMENT TOOL (due April 9, 2008)**
Choose ONE of the following (20 points – 20 percent):

**Unit Test** -- Using Dr. Bond’s criteria and specifications as well as your course notes, handouts etc., design a unit test for use in your subject area. Your unit test must include the following elements:
1) **Student Description**: Who will be taking this unit test? Which characteristics of your students have you considered when designing this test? Be more detailed than the generic samples suggested by Bond – you need to justify why this exam is appropriate for a particular group of students.
2) **Table of specifications** including essential questions, content standards, objectives, item types, item numbers, and point values.
3) **Test Cover Sheet** that includes directions to the students who will be taking the exam.
4) **Unit test** as it would be administered to students.
5) **Answer key** with solutions that reveals how you will score student responses (including schemes for awarding partial credit).
6) **Rationale** that justifies all your decisions in reference to course readings and discussions (see rubric for essential elements of the rationale). If you opt NOT to follow any particular aspect of Bond’s advice (or my own) you must justify WHY you are doing it differently than recommended. This is absolutely fine to do, just be sure to explain your rationale. Also, describe how you will use the performance results to inform your specific next steps for teaching.

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See pages 159-187 (Bond) of your reader AND the assignment rubric for details. Supplemental text by Nitko, A.J., chapters 7, 8 and 9 are very helpful resources for this assignment.

Project/Performance Task – A traditional paper and pencil unit test may not be the most appropriate summative assessment tool to understand what students have learned at the end of your unit. If your unit includes standards and objectives that can only be assessed through a student performance (e.g., extensive science investigation, creation of a work of art, demonstration of a complex skill, oral presentation, mock trial or debate, etc.), construct an elaborated project or task that allows this type of learning to be measured. Write up the performance task or project as if it were a handout to students. In addition to the project or task itself, include 3-5 pages of description and analysis that:

1) justify why this type of task is best suited for your students within this unit. Be sure to include a description of your students and explain how your instruction in the unit builds on student learning and scaffolds them for the assessment.

2) evaluate how the project/task performances are aligned with your objectives for student learning and content standards in your unit and why the task components and scoring represent the full range of content taught. Include a table of specifications to support your explanation.

3) explain how the task design avoids potential RSVP issues

4) justify how you will score or assign points for student responses (include rubrics or scoring guides), and

5) describe how you will use the performance results to inform your specific next steps for teaching.

See Nitko, A.J., chapters 11 and 12, and the Buck Institute Project Based Learning Handbook found in your course reader for helpful suggestions for designing and scoring performance tasks.

GRADING POLICY (draft due April 16; final policy due April 23, 2008)
10 points (10 percent) (Credit/No Credit)

This assignment has two parts:

1) A one page statement that you will use with your syllabus/letter home, informing your students and their parents about the assessment practices and grading policy in your course

2) A clear rationale for your policy for assessment and grading that explains your decision making (2-3 pages)

You are to prepare an assessment and grading policy that reflects your understanding of and perspective on these two important aspects of your teaching. In your assessment
policy you will clearly show what you will assess and the types of assessment you will utilize. You will also explain why you chose the particular assessment strategies, what you hope to learn from them, and how you will use the results to provide feedback to students and to inform your teaching.

Your policy statement for students and parents should include:
1) what you intend to “count” toward students’ grades and how it will add up over the length of your course;
2) what kinds of assessments or work are included in each component of the grade;
3) your grading criteria for each type of assessment/work product (completion, accuracy/ correctness, quality of ideas, graded on a point system, rubric, or checklist, etc.);
4) opportunities for revision;
5) how absences or late work will be treated;
6) a grading scale (i.e., what constitutes an “A”, a “B”, etc.)

Your rationale (2-3 pages double-spaced) should:
7) include a justification and rationale for what you are valuing (i.e., which of Stiggins’ five factors are included in your grading policy), and why you have applied particular weights to each component of the grade;
8) explain how your grading policy sustains motivation for the greatest number of students possible;
9) address issues such as: assessment of and assessment for learning, formative and summative assessments
10) consider what you know about your students’ strengths, needs, and challenges, including English learners and those with IEPs.

**FINAL EXAM -- 20 points (20 percent)**
**Completed in class on May 7, 2008.**
The final exam will be a combination of multiple choice, true/false, matching and short answer items comprehensive of the course objectives. A table of specifications revealing how items are aligned with course objectives will be available as a study guide. If you have kept up to date on your reading, had regular attendance, participated in class discussions and performed satisfactorily on other assignments you will be highly successful on this final! **The final will be returned on May 21, 2008 (the last day of class).** If your performance does not meet your expectations, you will have an opportunity on that day to revise your exam and resubmit for a higher grade. You can earn up to 90% of the possible points (18 pts) with a revised exam.

**Late Assignments**
Five percent will be deducted from your grade/points for each week an assignment is late.

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San Jose State University

Secondary Education   EDSC184X:

Student Teaching, Phase I

Instructor: Jan Sanchez
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Instructor: Diego Certa
Phone: (c) 408 691 5215 (h) 408 377 8215
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Instructor: Nancy Goodwillie
Email: nancygoodwillie@gmail.com

Class Meetings for Spring Semester, 2008:  Thursdays 7-9:15 pm and TBA
1/24, 1/31, 2/21, 2/28, 3/13, 4/17, 5/8

Office Hours: By appointment

Course Description and Goals

This course is designed to align with the NCATE mission to prepare educators who will commit themselves to the goals of excellence and equity in education, i.e. to making every effort to insure that each student has equitable access to an excellent education. It will also reinforce the CTC mission to prepare educators with the highest level of performance skills necessary to teach effectively in a multicultural and technological society. EDSC 184X also reinforces key PACT goals in its activities and objectives. Finally, it aims to prepare teachers who, according to the philosophical vision of the Secondary Education Department, are “critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice; 2) serve in diverse educational contexts; 3) promote equity, respect for persons, and social justice; and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations.

This course also critically addresses several of the core California Teacher Credentialing Commission’s Teacher Performance Expectations and these are incorporated into the objectives of the course. Students will address, examine and/or employ techniques that will help them develop the ability to:

- Create and maintain an effective and safe environment for student learning (TPE 10,11)
- Make subject matter comprehensible to students (TPE 1B)
- Plan instruction and design learning experiences for students (TPE 8,9)
- Assess student learning (TPE 2,3)
- Engage and support students in learning (TPE 4,5,6B or 6C, 7)
- Recognize how personal values and biases affect teaching and learning (TPE 12)
- Work with colleagues to improve teaching and learning (TPE 13)

Phase I Schedule

Pre-Teaching:  (2/7 – 3/7)
The first half of the semester is dedicated to preparing you to enter the classroom and begin your Phase I student teaching placement.

This part of Phase I is extremely important, and will include both classroom and non-classroom observations designed to heighten your critical awareness of classroom dynamics, the political and cultural dynamics of a school, and effective teaching. You will be expected to visit and observe at least two periods/events per week during this period.

During this time, you will meet with your supervisor in a training component designed to give you skills and insights into teaching (e.g. classroom management, presentation skills) in preparation for Phase I student teaching. You will also complete the three-minute presentation assignment, three observation reports and your 10-minute mini-lesson, and Student Profiles assignment during this time.

Student Assisting (3/10-4/2) (tentative)
In this part of the semester, you will begin acting as an assistant in 1-2 of your mentor teacher’s classes for about 2 to 3 weeks. The purpose of this part of student teaching is to familiarize you with the routines, procedures, and expectations of your particular placement. Use this time to learn your students’ names and discover something about their needs as learners. Your
mentor teacher will decide how many class sessions will be dedicated to assistance before you begin to teach classes on your own. You will complete the Context for Learning Form during this time.

Student Teaching (4/7-5/7)
In this segment of Phase I, you will take over at least one period of the mentor teacher’s class for 15 consecutive school days. You will be taking over as teacher by planning, teaching and grading for that one period of the class. This culminating experience as a Phase I student-teacher is designed to develop your basic skills in teaching and to prepare you to be successful in your Phase II student teaching (184Y-Z) placement. You must spend a minimum of 15 days in charge of the classroom during your student teaching experience. Your mentor teacher will decide the exact start and finish dates of your student teaching experience. During your student teaching placement, your university supervisor will visit on two occasions to observe your teaching and provide constructive feedback. For a detailed list of expectations and protocols for student teachers, refer to Appendix A and your Student Teaching Handbook. While you are teaching the class, you will be required to email your lesson plans/reflections to your university supervisor and your mentor teacher each day. During this time, you will also gather all of your lesson plans and turn them in with your portfolio (see instructions about this later in the syllabus).

Course Requirements/Assignments:

PLEASE NOTE: All written assignments for this course must be typed and submitted on the assigned due dates. Any extensions must be arranged in advance of the due date with me.

(1) Three-minute Presentation
You will be asked to present to the class a personal and meaningful story with a beginning, middle, and end in no more than three minutes, and to do so in the most powerful, compelling way possible. Your presentation will be videotaped and critiqued (in a fully constructive and supportive way) during the first weeks of the course. You are encouraged to think about why you are telling this story to this audience at this time so that you have chosen an appropriate way of revealing something important about yourself as a person and a colleague. The story can be serious or funny, but should communicate a significant experience in your life that contributes to defining who you are today. You should practice it at home so that it can be told in 3 minutes.

2. School Visits, Interviews, and Observations
Throughout the first half of the course you will be expected to spend at least 1-2 hours observing classrooms and other non-classroom related features of your school. The more you do, the more you will learn. Classroom observations should be scheduled in advance with the teacher; you should arrive on time, and ask the mentor teacher for a free seat.

In addition to your in-class observations, you must do some outside-of-classroom observations. Below is a list of “outside-of-class observation topics. Choose 4 out of 6 of the following. Write a typed, double-spaced, one page summary of each experience and the insights you gained.

- Interview experienced teacher about the beginning of the school year and the end of the school year (TPE 5)
- Interview school administrator (TPE 13)
- Interview a non-certified employee such as a secretary, custodian
- Attend faculty meeting and/or department meeting (TPE 13)
- Attend PSTA or parent booster meeting (TPE 11)
- [Other options]

You should try to get as good a feel for the “culture” and the “life of the school” through these outside observations. As a general rule you should make at least one non-classroom observation per week for the first two or three weeks of school. These observations should be submitted via email to your instructor.

Completing Observation Reports:
As you do your weekly observations, you will be asked to complete specific reports to share with your classmates and submit to you supervisor. Each week you will focus on one of the California Standards for the Teaching Profession (CSTP), the
standards used to assess teachers throughout the state. Your observation report is simply a way of recording your insights. It should not be more than a page in length and may simply include bullet points in response to the prompts for the report. This should give you an idea of what to look for during your observation. After class, re-read the prompts and note any events from class that apply to the prompts. Please refer to Appendix C for a sample observation report.

Report 1: Engaging all students in learning
Report 2: Creating and maintaining effective learning environments
Report 3: Planning Instruction

(3) Ten-minute “mini-lesson” (with written lesson plan)

Each student will be asked to present a mini-lesson with an accompanying lesson plan for 10 minutes to our small group. This lesson should cover only a single concept (or two) but have the basic structural features of a lesson: a clear objective, an opening or set, a set of procedures/activities designed to achieve the lesson’s objective, an effective “close” to the lesson. These mini-lesson performances will be evaluated and critiqued. This is the culminating activity in pre-apprenticeship part of the course. No student may continue on to student teaching without doing this.

(4) Context for Learning Form
This form allows you to collect essential information about the students, the classroom and resources available in the class where you will be teaching. The questions are fairly straightforward, and where you are not sure, give an estimate (such as the information about computers).

(5) Student Profiles Report
This report is a 2-3 page paper. During your observation time in the class to which you are assigned, select two students, at least one of whom is an English Language Learner. You will observe and interview the students to find out about their learning experiences, etc. You will draw some conclusions about their learning needs, strengths and weaknesses based upon your observations and interview with the students.

(5) Lesson Reflection (Signature Assignment)
When you take over your own periods for student teaching, you must complete a specific reflection about your objectives, outcomes, anticipation and reflections. This assignment will be explained more fully later. It should be based upon one of your lessons during the last third of your teaching experience. Turn this in with your portfolio.

(6) Context Summary
As you take over your own classroom, you will write a commentary of 3-4 double-spaced pages that describes your class with respect to particular features and focusing on key factors that will influence your planning and teaching for this class (see attachment for details). Turn this in with your portfolio.

(7) Student Teaching Portfolio
Throughout your Phase I student teaching placement you should collect the following materials to document your preparation, execution and reflection on instruction.

Section 1: Please include all of your lesson plans and reflections (and/or unit plan) for the duration of your placement. And any other materials you developed to support your instruction.

Section 2: Please include copies of your observation reports and your Student Profiles Report

Section 3: Please include any formal assessments you developed to evaluate student learning

Section 4: Please include daily reflections on your teaching, including Signature Reflection Assignment. Your daily reflections should address lesson design, materials used, lesson delivery, and/or student response. You should include your thoughts on what worked and what did not work after each lesson you conducted as well as what steps you can take to improve the lesson. Topics for your reflections include your choice of materials, your lesson opening and closing, your choice of activities, classroom management, student learning/progress and pacing. These should be no more than a short paragraph (included at the end of each lesson plan), but please make them substantive. (These reflections must be typed.)
For the Signature Reflection Assignment you will be asked to include student work (from a low student and high achieving student) and to use this student work as evidence to refer to as you write up this reflection piece.

Section 5: Include your Context Summary form and your Context for Learning Form, in addition to any other contextual information you may have gathered about the school, classroom, climate, etc.

(8) Attendance and Professional Responsibility

We may have covered this topic in the introduction to the course, but it bears repeating here. You are expected to conduct yourself as a responsible, ethical professional at all times during this course. Your sense of professional responsibility will be a factor in the pass-fail evaluation of your performance in the class. If you have to miss a class, please inform your university supervisor in advance if possible or leave a voice-mail. In sum, successful completion of the course depends not merely on your demonstration of minimal competence in the classroom apprenticeship phase, but on your demonstration of a high level of professionalism, a seriousness of attitude, and a commitment to maintaining a high level of responsibility. We expect that all of you will do well in this class and will receive a grade of “credit.” If there is a problem or we notice difficulties along the way, we will be talking with you so that you may take corrective action to improve.

ACADEMIC INTEGRITY STATEMENT

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at: http://sa.sjsu.edu/student_conduct.

CAMPUS POLICY IN COMPLIANCE WITH THE AMERICAN DISABILITIES ACT

Please note, if you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with your supervisor as soon as possible, or see him/her during office hours. Presidential Directive 97-03 requires that students with disabilities register with DC to establish a record of their disability.

Suggested Readings: These are not assigned books, but they are of great value to new teachers. There are many others, too many to name. If you would like further recommendations, talk to one of us.

Secondary School Teaching—Richard and Noreen Kellough
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24</td>
<td>Orientation/Intros/Course Outline</td>
<td>Orientation Handbooks, Legal Issues, Ethical/Professional Considerations</td>
<td>None</td>
</tr>
<tr>
<td>1/31</td>
<td>Project Cornerstone</td>
<td>Project Cornerstone presentation, Get Into Groups/Syllabus/Supervisors, Assign 3 minute presentations</td>
<td>None</td>
</tr>
<tr>
<td>2/28</td>
<td>Engaging Learners Lesson Planning</td>
<td>Discuss Reports (Engaging Students), Sample 10 minute lesson (Group 1), Review CSTP: Effective Learning Environment</td>
<td>Report #1 10 minute lesson and written Lesson plan (Group 1)</td>
</tr>
<tr>
<td>3/13</td>
<td>The Effective Lesson</td>
<td>Discuss Reports (Effective Learning Environment), 10-minute lesson presentations (Group 2), Review: Student Profiles Report and Lesson Reflection/Signature Assignment</td>
<td>Report #2 10-min lesson presentations and written lesson for it (Group 2)</td>
</tr>
<tr>
<td>4/17</td>
<td>Class Management and Motivation</td>
<td>Discuss Reports Effective learning environments (scenarios), Discuss Context for Learning Forms/Context Summary Assignment (CSTP: Planning Instruction)</td>
<td>Report #3 Student Profiles Paper</td>
</tr>
<tr>
<td>5/8</td>
<td>Final Class Meeting</td>
<td>Debrief of the student teaching experience. Mock interview. Course evaluations. Portfolios.</td>
<td>Portfolio (including Context for Learning and Context Summary) Reflection</td>
</tr>
</tbody>
</table>
Report 1: Engaging and supporting all students in learning.

Date: 10/07/05
Class: English 9 [No need to list the teacher’s name]
Topic: Lesson on The Joy Luck Club, by Amy Tan

Connecting students’ prior knowledge, life experience, and interests with learning goals.
- The T. began class by asking students if they know about their parents’ experiences when they were teens. Students compared and contrasted their own experiences with those of their parents. Captured their attention.
- Throughout the lesson, the T. referred back to this initial conversation to help students grasp themes in the chapter that they discussed.
- After reading through part of the chapter, T. asked students to compare June’s embarrassment with her mother in the story with their own feelings about their parents.

Using a variety of instructional strategies and resources to respond to students’ diverse needs, life experience, and interests with learning goals.
- T. varied instructional strategies by moving from reading the text, to discussion, to small group work (where students filled out comparison/contrast sheets about the characters in the book).
- T. assisted second-language learners in the class by periodically stopping to summarize what was going on in the text (as students in the class read). She also explained phrases and idioms from the text that would be obvious to native speakers, but would be incomprehensible to non-native speakers (like “she always ate up old Wong’s compliments” and “I decided to throw caution to the wind.”)

Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- Class was discussion based. Students had to make connections between events and “character sheets” that they had been working on throughout the unit. T. asked students to draw conclusions about characters’ personalities and then back up their claims with examples from the text. Examples were then added to their “character sheets.”
- Students were encouraged to (respectfully) challenge the teacher’s and their classmates claims and conclusions about the characters. Teacher had students discuss support in favor and against claims in these situations.
COURSE GOALS

This course is designed to align with the NCATE mission to prepare educators who will commit themselves to the goals of excellence and equity in education, i.e. to making every effort to insure that each student has equitable access to an excellent education. It will also reinforce the CTC mission to prepare educators with the highest level of performance skills necessary to teach effectively in a multicultural and technological society. Finally, it aims to prepare teachers who, according to the philosophical vision of the Secondary Education Department, are “critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice; 2) serve in diverse educational contexts; 3) promote equity, respect for persons, and social justice; and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations.

This course also critically addresses several of the core California Teacher Credentialing Commission’s Teacher Performance Expectations and these are incorporated into the objectives of the course.

In compliance with the Teaching Performance Expectations (California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs), students will address, examine and/or employ techniques that will help them develop the ability to:

- Create and maintain an effective and safe environment for student learning (TPE 10,11)
- Make subject matter comprehensible to students (TPE 1B)
- Plan instruction and design learning experiences for students (TPE 8,9)
- Assess student learning (TPE 2,3)
- Engage and support students in learning (TPE 4,5,6B or 6C, 7)
- Recognize how personal values and biases affect teaching and learning (TPE 12)
- Work with colleagues to improve teaching and learning (TPE 13)

Please Note: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the Disabilities Center to establish a record of their disability.

COURSE COMPONENTS

PART 1: Pre-Teaching (January 25 – March 21). Part 1 of the course is dedicated to preparing you to enter the classroom and begin your Phase I student teaching placement.

(1) Observation. Part 1 includes an observation component consisting of both classroom and non-classroom observations designed to heighten your critical awareness of classroom dynamics, the political and cultural dynamics of a school, and effective teaching. You will be expected to visit and observe at least two periods/events per week during this period.

(2) Preparation. Part 1 also includes a training component designed to give you skills and insights into teaching (e.g. classroom management, presentation skills) in preparation for Phase I student teaching.

PART 2: Phase I Student Teaching Placement (March 31 – May 14). By the end of Part 1 you will have selected the mentor teacher(s) with whom you wish to collaborate and you will focus on two specific courses in
your subject matter. During Part 2 of the semester for 184x you will work in two classes with your mentor teacher(s). Throughout the duration of your student teaching placement you will be expected to dedicate these two periods every day, as well as a third period (or lunchtime) to planning, working with your mentor teacher, discussing your progress, and observing and/or teaching classes. Your placement will culminate with 15+ consecutive days of teaching ONE (1) of the two classes you’ve assisted in. Thus, you will spend roughly 2-3 weeks assisting in both classes followed by 3-4 weeks assisting in one class and teaching in the other. We strongly encourage you to teach as many days as you can, aiming for 15 days or more if your mentor teacher is comfortable for handing over the extra time.

(1) Assisting (roughly 2-3 weeks). Part 2 begins with you acting as an assistant in TWO (2) of your mentor teacher’s classes. The purpose of this part of student teaching is to familiarize you with the routines, procedures, and expectations of your particular placement. Use this time to learn your students’ names and discover something about their needs as learners. Your mentor teacher will decide how many class sessions will be dedicated to assistance before you begin to teach classes on your own.

(2) Student Teaching (roughly 3-4 weeks). The remainder of your placement will be split between continuing to assist in one class and taking over as teacher by planning, teaching and grading in the other class. This culminating experience as a Phase I student-teacher is designed to develop your basic skills in teaching and to prepare you to be successful in your Phase II student teaching (184Y-Z) placement. You must spend a minimum of 15 days in charge of the classroom during your student teaching experience. Your mentor teacher will decide the exact start and finish dates of your student teaching experience. During your student teaching placement, your university supervisor will visit on two occasions to observe your teaching and provide constructive feedback. You should mail daily reflections on your teaching to your supervisor to keep her/him abreast of your progress (see Appendix D). For a detailed list of expectations and protocols for student teacher, refer to Appendix B and your Student Teaching Handbook.

COURSE REQUIREMENTS

In addition to the successful completion of your Phase I student teaching placement, there are five requirements for completing EDSC 184x: (1) a 3-minute presentation; (2) a series of observations and reports; (3) a 10-minute mini-lesson presentation; (4) a student teaching portfolio. Finally, there are high expectations for your professional conduct throughout the duration of the course. You must do all of the assignments in the class to receive credit. Please refer to the weekly schedule of topics and assignments (Appendix E of this syllabus) for all due dates.

PLEASE NOTE: All written assignments for the Independence Bloc Program must be TYPED and submitted on the assigned due date. Any extensions must be arranged in advance of the due date with your professor/supervisor.

(1) Three-minute Presentation

You will be asked to present to the class a personal and meaningful story with a beginning, middle, and end in no more than three minutes, and to do so in the most powerful, compelling way possible. Your presentation will be videotaped and critiqued (in a fully constructive and supportive way) during the first weeks of the course. You are encouraged to think about why you are telling this story to this audience at this time so that you have chosen an appropriate way of revealing something important about yourself as a person and a colleague. The story can be serious or funny, but should communicate a significant experience in your life that contributes to defining who you are today. You should practice it at home so that it can be told in 3 minutes.

(2) Observations of classrooms and reports

Observing classes:
Throughout the first half of the course you will be expected to spend a minimum of two classes per week observing classrooms and other non-classroom related features of Independence High School. No one will be monitoring whether you achieve the minimum or far more than the minimum in this area, but the more you do, the more you will learn. Protocols will be discussed so that you do not appear in classes inappropriately without a teacher’s permission. Classroom observations can be made in pairs (or even groups of three) if you have the
teacher’s permission and have cleared the visit in advance with the teacher. Non-classroom observations can include: observing social interactions of students during brunch, lunch, after school; observing teachers in the teachers’ lounges; interviewing teachers, administrators; visiting “academies” on campus and finding out about special programs; attending a faculty meeting, a staff development program, a School Board meeting. You should try to get as good a feel for the “culture” and the “life of the school” through these outside observations. As a general rule you should also make at least one non-classroom observation per week for the first two or three weeks of school.

Completing Observation Reports:
In addition to your weekly observations, you will be asked to complete reports to share with your classmates and submit to your supervisor. Each week you will focus on one of the California Standards for the Teaching Profession (CSTP), the standards used to assess teachers throughout the state. Your observation report is simply a way of recording your insights. It should not be more than a page in length and may simply include bullet points in response to the prompts for the report. Before you observe a class, read through the CSTP Resource Sheet for the given week’s topic (included at the end of the syllabus). This should give you an idea of what to look for during your observation. After class, re-read the prompts and note any events from class that apply to the prompts. *Please refer to Appendix A for a sample observation report.*

- Report 1: Engaging Students in Learning
- Report 2: Assessing Learning
- Report 3: Planning Instruction
- Report 4: Effective Environment

(3) Ten-minute “mini-lesson” (with written lesson plan)

This assignment will be more fully explained later. Each student will be asked to present a mini-lesson with an accompanying lesson plan for 10 minutes to his/her small group colleagues in your university supervisor’s group (and possibly to some Independence Teaching Academy Students). This lesson should cover only a single concept (or two) but have the basic structural features of a lesson: a clear objective, an opening or set, a set of procedures/activities designed to achieve the lesson’s objective, an effective “close” to the lesson. These mini-lesson performances will be evaluated and critiqued. *This is the culminating activity in pre-apprenticeship part of the course. No student may continue on to student teaching without doing this.*

(4) Student Teaching Portfolio

Throughout your Phase I student teaching placement you should collect the following materials to document your preparation, execution and reflection on instruction. *Please include the following (7) sections in your portfolio:*

- **Section 1:** Please include your *Context for Learning Form* here (See Appendix C for a copy of the form)
- **Section 2:** Please include your *Student Profiles* here (that is, you Scaffolding Case Study assignment for Psychological Foundations).
- **Section 3:** Please include all of your *Lesson Plans* (and/or unit plan) for the duration of your placement here.
- **Section 4:** Please include any *Supporting Materials* you developed for instruction (graphic organizers, maps, study sheets, etc) here.
- **Section 5:** Please include any *Formal Assessments* you developed to evaluate student learning here.
- **Section 6:** Please include Daily Reflections on your teaching here (See Appendix D for a sample). Your reflections should address lesson design, materials used, lesson delivery, and/or student response. You should answer three questions: (1) What worked, for whom, and why? (2) What didn’t work, for whom, and why? (3) How does this reflect affect what you plan to do in your next lesson? Topics for your reflections include your choice of materials, your lesson opening and closing, your choice of activities, classroom management, student
learning/progress and pacing. These should be no more than one page, but please make them substantive.

**PLEASE TYPE YOUR REFLECTIONS**

**Section 7:** Please include your **PACT Task 3** here. Please refer to the PACT website for detailed instructions (http://www.pacttpa.org/te/). Once you are on that page, following the link under “Single Subject” that matches your content area. **YOU ARE ONLY RESPONSIBLE FOR COMPLETING TASK 3 (Instructing Students and Supporting Learning).** Please include your video tape and written reflection in the portfolio.

**Attendance and General Professional Responsibility**

We may have covered this topic in the introduction to the course, but it bears repeating here. You are expected to conduct yourself as a responsible, ethical professional at all times during this course. Your sense of professional responsibility will be a factor in the pass-fail evaluation of your performance in the class. **On-time diligent attendance is expected at all Friday morning sessions.** If you have to miss a class, please inform your university supervisor in advance if possible or leave a voice-mail. In sum, successful completion of the course depends not merely on your demonstration of minimal competence in the classroom apprenticeship phase, but on your demonstration of a high level of professionalism, a seriousness of attitude, and a commitment to maintaining a high level of responsibility. We expect that all of you will do well in this class and will receive a grade of “credit.” If there is a problem or we notice difficulties along the way, we will be talking with you so that you may take corrective action to improve.

**GRADING**

Grading in the course is on a “Credit-No Credit” basis. A no-credit grade will prevent you from going on to Phase II student teaching, and specific conditions for repeating the course in a satisfactory way will be negotiated with the university supervisor and the Program Coordinator. **However, virtually everyone will not only pass the course but will be well prepared to be successful in Phase II.**

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at the SJSU web site (www.sjsu.edu)

**COURSE ACCOMMODATIONS**

Please Note, if you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DC to establish a record of their disability.

**ACADEMIC DISHONESTY**

Academic dishonesty of any sort will subject the involved person(s) to the University mandated consequences. You should be familiar with the section of the SJSU Catalog entitled “Policy on Academic Dishonesty”
APPENDIX A: Sample Observation Report and CSTP Resource Sheets

Report 1: Engaging and supporting all students in learning.

Date: 10/07/05
Class: English 9 [No need to list the teacher’s name]
Topic: Lesson on The Joy Luck Club, by Amy Tan

Connecting students’ prior knowledge, life experience, and interests with learning goals.

- The T. began class by asking students if they know about their parents’ experiences when they were teens. Students compared and contrasted their own experiences with those of their parents. Captured their attention.
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- Students were encouraged to (respectfully) challenge the teacher’s and their classmates’ claims and conclusions about the characters. Teacher had students discuss support in favor and against claims in these situations.
APPENDIX B: STUDENT TEACHING

Here are some additional notes on student teaching. For more information, please refer to your Student Teaching Handbook for the Single Subject Credential Program.

• You will be assigned to teach in one class and observe in another. We will gather input from you on your scheduling preferences and subject matter preferences.

• Some of you may want to teach with another student colleague with one teacher in a back-to-back assignment. Two student teachers, same preparation; you both work with each other and watch each other teach. This option is very strongly encouraged.

• Some of you may want to teach two periods, back-to-back for extra experience.

• You will be expected to be fully prepared for each class you teach with a lesson plan available for yourself, your master teacher, and your university supervisor.

• You will be expected to write daily reflections on your teaching and email these, each day, to your university supervisor to keep her/him up to date on your progress.

• Your university supervisor will make two observation visits, if possible.

• After you have completed your student teaching apprenticeship, you should schedule an “exit interview with your master teacher” and pick up his/her summative evaluation. This will be turned in to your university supervisor during your “exit interview” with him or her. This evaluation is a critical part of finishing your responsibilities for phase I student teaching, so do not forget to collect this before you meet with your supervisor.

• You should schedule an “exit interview” with your university supervisor after you have had your exit interview with your master teacher.

• You will be expected to teach for a minimum of 15 consecutive days during this period. We highly recommend teaching more (with the permission of your mentor teacher). Once you finish your student teaching prior, you are still expected to be on campus sitting in on your two assigned classes daily (the one you taught in and the one you were observing in). Not coming to campus for this entire period may result in your not receiving “credit” for the course.

• Your university supervisor is “on call” to help you with any difficulties you may be experiencing in this phase, but you are encouraged to negotiate a clear, appropriate set of understandings about your responsibilities with your master teacher as early as possible. Most of them will have worked with student teachers in the past and be very comfortable in their role as supervisors. If you are having questions or issues raised for you in the early phase of this student teaching, consult immediately with your university supervisor to do some joint problem solving with you. We do not expect this to happen with many of you. All master teachers will be given an opportunity to be” oriented” to their Phase I responsibilities.
Please provide the requested context information for the class to which you are assigned for Phase I Student Teaching.

**About the course you are teaching**

1. What is the name of the course you are documenting? _______________________________

2. What is the length of the course? □ one semester □ one year □ other (describe)

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

**About the students in your class**

4. How many students are in the class you are documenting? _____

5. How many students in the class are English learners? ____ Proficient English speakers ____?

6. How many students have Individualized Education Plans (IEPs)? _____

7. What is the grade-level composition of the class? ________________________________

**About the school curriculum and resources**

8. Describe any specialized features of your classroom setting, e.g., bilingual, Sheltered English.

9. If there is a particular textbook or instructional program you primarily will use for instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.) What other major resources do you use for instruction in this class?

10. How many computers are available to support your instruction? NOTE: If this data is difficult to obtain, then provide an estimate, e.g., “a few” or “about 30.”

<table>
<thead>
<tr>
<th># of computers</th>
<th># of computers connected to the Internet</th>
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<tbody>
<tr>
<td>Available in classroom</td>
<td></td>
</tr>
<tr>
<td>Available elsewhere in school</td>
<td></td>
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</tbody>
</table>
APPENDIX D: SAMPLE DAILY REFLECTION

Daily Reflection: Day 3

1) What is working? For whom? Why?

In this lesson we inferred character traits through the actions and body language of a character. One of the successes in the lesson was the text that I chose. All of the students were in engaging in the content of the text. The actions and body language of the character were explicit and provided a great basis for analyzing character. The body language used by the character was easy to interpret and facilitated the analysis of the character’s personality traits. I saw a lot of laughter and fun among the students, even some of my quieter students who tend to check out of discussions had things to say about what body language says about characters’ thoughts, reactions and attitudes. The students with less developed English vocabulary had difficulty with some of the words, but once I physically showed what Harry was doing by acting it out, it was easier for them to comprehend and build off of. I saw one of my ELD students, [name omitted], light up and comment to a friend when another student demonstrated what “aloof, but interested” might look like. As I was conferring with students during their independent reading, it seemed as if everyone was easily finding examples of the characters’ words and actions that could be used as evidence in their character analyses.

2) What is not working? For whom? Why?

Because the students had a lot of things that they wanted to talk about, the discussion section of this lesson went longer than I had planned. This was problematic for about four students who have difficulty sitting still for extended periods of time. At this point, [name omitted] was clearly challenged by having to process a lot of talk (until I acted out Harry’s behavior). The extended conversation was also problematic because some students lost sight of the focus for the lesson. In the future I would shorten the discussion, conclude the conversation by writing the main ideas on the board, and check for understanding before moving on to the graphic organizer activity.

Finally, [names of three students omitted] had trouble filling out the graphic organizer since we hadn’t spent much time on it yesterday. I compensated during class in two ways. First, I modeled filling out the G.O. for the students and took them through the process. Then, I let some students try and this clarified my expectations for many of the kids who were struggling with the task.

3) How does this reflection inform what you plan to do in the next lesson?

Tomorrow, I’ll start off with a review of the insights the class made about Harry through their graphic organizers. I’ll spend some time first reviewing Harry’s traits and then reviewing what we learned about the relationship between actions, body language and character. This review will serve as a lead-in to my lesson on what we can infer about a character based on that character’s thoughts.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25</td>
<td>Orientation (MK)</td>
<td>Orientation to the course. Instructions for 3-min presentations. Teacher “presence.” Preparations for observations.</td>
<td>None</td>
</tr>
<tr>
<td>2/1</td>
<td>Engaging Learners (MF)</td>
<td>3-Minute Presentations Group I Tour of IHS. Preparations for observations.</td>
<td>3-min Presentations Group I; Observation report: Engaging Students in Learning</td>
</tr>
<tr>
<td>2/8</td>
<td>Assessing Learning (MF)</td>
<td>Report Debrief. 3-Minute Presentations Group II; Preparations for observations.</td>
<td>3-min Presentations Group II; Observation report: Assessing Learning</td>
</tr>
<tr>
<td>2/29</td>
<td>Effective Learning Environments II (MK)</td>
<td>Management Panel. Sample 10-minute Mini-lesson</td>
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<tr>
<td>3/14</td>
<td>10-minute Mini-lessons (MK, MF)</td>
<td>10-minute presentations to supervisor’s groups.</td>
<td>Final Deadline for Placement Requests</td>
</tr>
<tr>
<td>3/21</td>
<td>Professional Development (MK)</td>
<td>Problem Solving, reflection, legal issues; Advice for phase I teaching; Legal issues; Outline of final assignments;</td>
<td>Bring in a printout of the PACT Task 3 description for your content area</td>
</tr>
<tr>
<td>5/18</td>
<td>End of Semester*** Class Meeting (MK, MF)</td>
<td>Debrief of the student teaching experience. Mock interview. Course evaluations for 172A, 173, and 184x</td>
<td>Student Teaching Portfolio</td>
</tr>
</tbody>
</table>
EDSE 192: Mainstreaming the Exceptional Individuals  
(Section 1, Course #22883)

Instructor: Professor Ji-Mei Chang, Ph.D  
Office: SH 236  
Office Phone: (408) 924-3705  
Office Fax: (408) 924-3701  
Email: Ji-Mei.Chang@sjsu.edu

Class Schedule: Monday, 4:00pm-6:45pm  
Classroom: SH 230  
Office Hours:  
Tuesday 3:30pm-6:30pm  
Wednesday 1:00pm-3:00pm  
or by appointment

College of Education Mission Statement
The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global economy.

Department of Special Education Mission Statement
The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

Course Description
The design of this course was informed by the sets of professional standards provided by the California Commission on Teaching Credentialing for professional preparation in teaching diverse populations of students in the mainstream setting (See pages 2-3) and California Standards for Teaching Profession (CSTP). This course facilitates professional development among pre- and in-service teachers in the area of teaching students with disabilities in the general education environment. The course was designed to provide classroom intervention strategies prior to referral for special education along with basic policies and procedures regarding placement of and services for students with disabilities, either in special education or within an inclusive classroom. The goal of this course is to enable general education teachers to make effective decisions, based on multiple sets of data, in order to meet the special learning as well as socioemotional needs of their students.

Knowledge Base
The knowledge base for this course combines an understanding of laws, policies and procedures affecting students with special needs, as well as effective practices to support mainstreaming and inclusion. This course provides participants with a familiarity regarding the range of high and low incidence disabilities, qualified as disabling conditions governed by the public law, Individuals with Disabilities Education and Improvement Act (IDEA) and a familiarity with those language learners and English speaking students who have no disabilities but learn differently. This course places importance on effective teaching to all learners in the general education classrooms, which includes, but not limited to, research-based strategies for effective pedagogy, social and behavioral support, curricular and instructional modifications-adaptations, and cultivating their productive habits of mind. The course presents options for designing effective instructional programs and evaluating student achievement as well as important
information on engaging in joint productive activities with other professionals and advocates to assist individuals with special needs.

**Prerequisites:**
Upper division standing or instructor consent

**Professional Standards**

I. California Commission on Teacher Credentialing (CTC) Standards

The selections of assignments from the instructional modules reflect the California Requirements for professional preparation in teaching diverse populations of pupils in the mainstream. This course is required of each applicant for a clear multiple or single subject teaching credential, an administrative services credential, and the Mild/Moderate/Moderate/Severe Education Specialist Credentials.

**Standard 10: Professional, Legal and Ethical Practices**

Each candidate demonstrated knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

**Standard 11: Educational Policy and Perspectives**

Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society.

**Standard 12: Educating Diverse Learners with Disabilities**

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and appropriate to develop communication skills. Each candidate applies principles of equity and analyses the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

**Standard 15: Managing Learning Environments**

Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavioral management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.
Standard 16: Effective Communication and Collaborative Partnerships
Each candidate demonstrates the ability to collaborate and communicate effectively with:
(1) individuals with disabilities and their parents, other family members and primary
caregivers, (2) school administrators, general and special education teachers,
specialists, paraprofessionals, and (3) community agency and related service personnel.
The candidate works in partnership to design, implement, and evaluate integrated
services that reflect transitional stages across the life span for all learners.

For mild/moderate specialist credentials:
Standard 25: Characteristics and Needs of Individuals with Mild to Moderate Disabilities
Able to identify the characteristics of students with mild to moderate disabilities, including
students identified as seriously emotionally disturbed or behavior disordered, and to determine
the implications of these characteristics for service delivery.

II. CTC Special Education Program Standard for English Learners (ELL Standards)

Standard 13a: Preparation to Teach English Learners
Through planned pre-requisites and/or professional preparation candidates learn relevant state
and federal laws pertaining to the education of English Learners; and how the state and federal
laws impact student placement and instructional programs. The program’s coursework and field
experiences include: multiple systematic opportunities to understand and use instructional
practices promoting English Learners’ development, including management of first and second
language, classroom organization and participation by specialists and paraprofessionals.
The program’s coursework and field experiences include: learning and understanding of
students’ family and cultural background experience.

III. California Standards for the Teaching Profession (CSTP)

Standard for Engaging and Supporting All Students in Learning (CSTP 1)
Standard for Creating and Maintaining Effective Environments (CSTP 2)
Standard for Understanding and Organizing Subject Matter (CSTP 3)
Standard for Planning Instruction and Designing Learning Experiences (CSTP 4)
Standard for Assessing Student Learning (CSTP 5)
Standard for Developing as a Professional Educator (CSTP 6)

IV. Student Learning Outcomes/Objectives (SLOs) Endorsed by the Department of
Special Education, SJSU

A. Graduates as responsive instructional leaders demonstrate:

A1. leadership in the field
A2. collaboration knowledge and skills
A3. advocacy skills related to the support of equity and social justice
A4. qualities of ethical professionals
A5. qualities of change agents
A6. qualities of problem solvers

B. Graduates as effective and reflective educators demonstrate:
B1. knowledge and skills in implementing research-based best practices
B2. skills of thinkers and effective decision-makers in their academic and professional activities
B3. communicative competence related to their professional roles
B4. knowledge and resourcefulness in the development of projects, and in the implementation of their professional role(s)
B5. application(s) of technology to teaching and learning
B6. honoring diversity and individual differences in their professional role(s)
B7. flexibility in their professional role(s)

C. The graduates as a lifelong learner demonstrates:

C1. engagement in scientific inquiry
C2. critical skills as consumers and investigators of research
C3. renewing themselves and their practices

Course Objectives:
The following course objectives were adopted from California State Department of Education, Title 5 regulations #80032.2 Special Education Training for Teachers, and they were organized into three instructional modules as follows:

Instructional Module 1: Learner characteristics and Responsive Instruction

a. Assess the characteristics and behaviors of exceptional pupils in terms of program and developmental needs.
b. Recognize the differences and similarities of students with disabilities, their non-disabled peers, and students from culturally and linguistically diverse backgrounds
c. Identify and teach non-academic areas; e.g. socialization, career, and vocational education.
d. Identify and apply assessment information toward the modification of the core curriculum and materials for selected students, particularly in the areas of reading, language arts and math.

Instructional Module 2: Public Law and Advocacy

a. Explain individual protections of special education legislation as they pertain to parents, teachers, and students.
b. Define and explain the admission, review, and dismissal processes of special education.
c. Evaluate the concept of least restrictive environment and its implications for the instructional process.
d. Analyze non-discriminatory assessment, including sensitivity to cultural and linguistic factors.
e. Formulate and illustrate an Individualized Education Program (IEP) in consultation with appropriate support personnel and parents of individuals with exceptional needs.

Instructional Module 3: Communication and Collaboration
a. Acquire the knowledge, skills, and strategies necessary to work collaboratively with special education teachers, related service personnel, and parents in meeting the needs of students who are receiving special education services.
b. Communicate information in a positive manner to teachers and parents, including those from culturally and linguistically diverse backgrounds.
c. Discuss interpersonal relationships and human relations problems with students and parents.
d. Identify and illustrate the formation and function of a Student Study Team.

Course Requirements

Required Textbook and CD-Rom:


Specific Assignments:

1) In-Class Activities (170 points): CTC Standards 10, 11, 12, 15, 16 & 25; CSTP 1,2, 4, 5 & 6; ELL Standard 13a; SLOs, B1-7.

You are expected to actively participate in all class related activities held in each week in order to address the course objectives included in all three instructional Modules. In general, all participants are required to:
(a) study the assigned reading before coming to class for small group discussion and clarifications, evidence, such as the typed responses to the guiding questions, must be provided to receive the assigned points;
(b) conduct web search activities for specific topics;
(c) engage in joint productive activities to gain knowledge, strategies and skills through role plays for the Student Study Team (SST) and Individualized Education Program (IEP) meetings;
(d) conduct the field interview prior to coming to class in order to analyze and synthesize findings with your peers on the due date;
(e) expand various educational intervention and assessment strategies introduced through video tapes, CD-ROM and case studies by working with your peers;
(f) submit occasional reflections, or quickwrites per assigned topics; and
(g) submit all assignments on due date.

Various points will be assigned for specific activities all through the semester, based on individual’s professional work, contributions, accountability and active participation. A list of the topics and in-class activities was attached at the end of this syllabus. A Study Guide with specific guiding questions, chapter information and scoring rubrics will be posted in the Blackboard Learning System for student download, once your name has been uploaded to the course web site.

There is no make-up work if you miss a class, and no credit will be given to the homework assignments that were completed in class on the due date.
2) Case Studies or Self Studies (60 points): CTC Standards 12, 15, 16 & 25; CSTP 1, 2, & 5; ELL Standard 13a (a); SLOs, B1, 2 & 6.

Case Study or Self Study 1 on Attention Observations – (30 pts) Due 2-18-08
Case Study or Self Study 2 on Memory Observations – (30 pts) Due 4-7-08
These exercises will help participants to gain awareness and first hand knowledge about three specific attention control systems and the memory systems. You will have an option to either conduct a study on yourself, or on a selected student whom you are currently working with in a classroom. All of the guiding questions for the observations and scoring rubrics will be available to download from the Study Guide, posted in the Blackboard Learning System in the course web sites.

3) Field Interviews (30 points): CTC Standards 10, 11, 12, 15, 16 & 25; CSTP 5 & 6; ELL Standard 13a; SLOs, B1-7

You are required to conduct the field interview with one experienced education specialist, school psychologist, or special education administrator. This exercise is to address the Instructional Module II’s course objectives a – e. A set of interview items and scoring rubric will be available in the Study Guide, posted in the Blackboard Learning System in the course web site. Due Date: February 25, 2008

4) Project Based learning (PBL) (80 points) CTC Standards 12, 15, & 16; CSTP 1, 2, 3, 4, & 5; ELL Standard 13a; SLOs, B1, 2, 4, 5, & 6.

This assignment was designed to provide you with the opportunities to adopt intervention strategies obtained from this course to either (a) further differentiate your classroom instruction in order to scaffold student performance among certain students or small group of learners with specific disabilities, or (b) field test them in an authentic context that serves individuals with specific disabilities. These activities will address the course objectives included in all three Instructional Modules. The 8-step for doing The PBL and the scoring rubric will be available in the Study Guide, posted in the Blackboard Learning System in the course web site. There are six possible sessions for us to provide feedback and celebrate everyone’s learning, starting on April 14, 2008. This is to provide sufficient time for each participant to share his and her learning outcomes and evidence for completing the PBL.

Here is an overview for the types of PBL that can be conducted among diverse participants:

<table>
<thead>
<tr>
<th>Teacher Group</th>
<th>Student Teacher Group</th>
<th>Non-Teacher Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>You may select your own unit of lessons to be taught in March or April between 10 and 15 hours. The goal is to adopt specific intervention strategies obtained from EDSE 192 to differentiate classroom instruction for learners with disabilities.</td>
<td>You may select your own unit of lessons to be taught in March or April between 10 and 15 hours. The goal is to adopt specific intervention strategies obtained from EDSE 192 to differentiate classroom instruction for learners with disabilities.</td>
<td>You may identify an authentic context that will allow you to field test ideas obtained from EDSE 192. The goal is provide you with hands-on experiences for at least 10 to 15 hours to work with individuals who have specific disabilities.</td>
</tr>
</tbody>
</table>
5) **Course Feedback (10 points):** CSTP 5-6; SLO B-3.

You are expected to provide specific feedback and suggestions based on the guiding questions and to reflect on your learning experiences & professional growth at the end of the course. The guiding questions will be available in the Study Guide, posted in the Blackboard Learning System in the course web site.

**Course Grading**

Each participant's grade is based on a point system. See the following chart for specific information. **Total points possible: 350 points**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>335-350</td>
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<tr>
<td>A-</td>
<td>320-334</td>
</tr>
<tr>
<td>B+</td>
<td>309-319</td>
</tr>
<tr>
<td>B</td>
<td>298-308</td>
</tr>
<tr>
<td>B-</td>
<td>287-297</td>
</tr>
<tr>
<td>C+</td>
<td>276-286</td>
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<tr>
<td>C</td>
<td>265-275</td>
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<tr>
<td>C-</td>
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<tr>
<td>D</td>
<td>243-253</td>
</tr>
<tr>
<td>F</td>
<td>below 242</td>
</tr>
</tbody>
</table>

**Grievance Procedure**

See the “Students Rights and Responsibilities” section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

**Accommodations**

If you need course adaptations because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

**Plagiarism**

University regulations as explained in the SJSU Catalog require that instructors report any instance of academic dishonesty to the Judicial Affairs Officer. One form of academic dishonesty is plagiarism – taking ideas, writing, or work from another person or source and representing them as one’s own. Plagiarism includes both having someone else write your papers and cutting/pasting from the Internet. For advice on how to avoid plagiarism, consult the following website: [http://owl.english.purdue.edu/handouts/research/r_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html). [The instructor might also ask the participants to submit written work through www.turnitin.com to verify the originality of the assignments.]

San Jose State University policy forbids students

- A. to submit the same projects in two different courses, except by permission of the instructor, and
- B. to plagiarize previously written material

Consequences include and F in the course, and possible expulsion from campus.
## An Overview of Class Schedule

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Topics</th>
<th>Reading Materials</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan 28</td>
<td>Course Overview. Needs Assessment &amp; Survey for Project Based Learning.</td>
<td>Syllabus</td>
<td>Needs Assessment</td>
</tr>
<tr>
<td>Week 2 Feb 4</td>
<td>Key concepts about special edu. Guideline about PBL-8 steps, habits of mind &amp; six facets of understanding. Inclusion vs. Mainstreaming. Categories of disabilities.</td>
<td>Ch. 1 The foundation for educating students with special needs Video Clip 2 Video Clip 3</td>
<td>Last Day to Drop at SJSU In-class discussions 10 points</td>
</tr>
<tr>
<td>Week 3 Feb 11</td>
<td>Assessment issues (1) Three attention control systems. Types of high incidence disabilities</td>
<td>Ch. 4 Assessing students needs Video Clip 4 Ch. 7 High incidence disabilities</td>
<td>Last Day to Add at SJSU In-class discussions 10 points</td>
</tr>
<tr>
<td>Week 4 Feb 18</td>
<td>Assessment issues (2) General education Teachers’ contribution to special education decision. Linking the Attention observations with students’ processing challenges</td>
<td>Ch. 4 Assessment Attention Observations 8-step for doing the PBL, scenario &amp; examples</td>
<td>Case Study or Self Study 1 ~Attention Small group work In-class 10 points</td>
</tr>
<tr>
<td>Week 5 Feb 25</td>
<td>Assessment issues (3) Testing, Assessing &amp; Evaluating. Alternative vs. Alternate Assessment LD as the high incidence disabilities Classroom intervention strategies (1)</td>
<td>Ch.7 LD &amp; Ch.9 Instructional Adaptation (10 points-See Assignments Drop Box) Ch. 4 review</td>
<td>In-class Discussions -10 points</td>
</tr>
<tr>
<td>Week 6 March 3</td>
<td>How did schools implement the public law, IDEA 2004 that governs special education? High incidence disabilities &amp; intervention strategies (2)</td>
<td>Ch.2 Special education procedures and services. Ch 7 CD &amp; Ch. 9 Instructional Adaptation (10 points-See Assignments Drop box)</td>
<td>Field Interview (new due date) In-class data analysis &amp; synthesis In-class discussions 10 points</td>
</tr>
<tr>
<td>Week 7 March 10</td>
<td>High Incidence disabilities &amp; Intervention strategies (3) Center-oriented classroom instruction: As a class, we will study Chapter 5</td>
<td>Ch. 7 ED-BD &amp; Ch.12 Student Behaviors (10 points in Assignments) Bring textbook to class: Ch. 5: Planning Instruction by analyzing classroom &amp; student needs</td>
<td>In-class discussions 10 points</td>
</tr>
<tr>
<td>Week 8</td>
<td>March 17</td>
<td>Building partnership: Communication and Collaboration. (1) Assessment issues (3)</td>
<td>Ch. 3 Building partnership through collaboration (10 points-See Assignments Drop box) Ch. 11 Evaluating student learning (1) ~ See examples in PBL folder</td>
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<tr>
<td>Week 9</td>
<td>March 24 – 28, 2008</td>
<td>Spring Break</td>
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<tr>
<td>Week 10</td>
<td>Cesar Chavez Day</td>
<td>March 31</td>
<td>Campus Closed</td>
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<tr>
<td>Week 11</td>
<td>April 7</td>
<td>Online &amp; Individual/small group consultations on PBL ELL issues (1)</td>
<td>Assignments related to PBL Ch. 11 Evaluating student learning (2) Ch. 13 Building social relationship</td>
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<tr>
<td>Week 12</td>
<td>April 14</td>
<td>Building partnership: Communication and Collaboration (2) ~SST vs. IEP Other Students with Special Needs ELL issues (2)</td>
<td>Ch. 8 Other students with special needs Web Sites on IEPs Ch. 11 Evaluating student learning (3)</td>
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<tr>
<td>Week 13</td>
<td>April 21</td>
<td>More on intervention strategies ELL issues (3) Low incidence disabilities (1)</td>
<td>Ch. 8 Other students with special needs Ch. 10. Strategies for independent learning</td>
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<tr>
<td>Week 14</td>
<td>April 28</td>
<td>Building partnership: Communication and Collaboration (3) Low incidence disabilities &amp; Intervention (2)</td>
<td>Ch. 3 &amp; Ch. 6 Low-incidence disabilities Video clips 13, 14, 15, 17 &amp; 18</td>
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<tr>
<td>Week 15</td>
<td>May 5</td>
<td>Low incidence disabilities &amp; Intervention (3)</td>
<td>Ch. 6 &amp; online resources Video clips 13, 14, 15, 17 &amp; 18</td>
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<tr>
<td>Week 16</td>
<td>May 12</td>
<td>Building partnership: Communication and Collaboration (4)</td>
<td>Chapters reviews</td>
</tr>
<tr>
<td>Week 17</td>
<td>May 19</td>
<td>Building partnership: Communication and Collaboration (5)</td>
<td>Chapters reviews</td>
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Specific Assignments for the weeks after April 7, 2008 will be posted in the “Assignments” of the course web site.
<table>
<thead>
<tr>
<th>SLO / Assignment</th>
<th>Course / Assignment</th>
<th>138A</th>
<th>152 (interns)</th>
<th>162</th>
<th>172A</th>
<th>173</th>
<th>182</th>
<th>184X</th>
<th>184YZ</th>
<th>Methods</th>
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<tbody>
<tr>
<td>Candidates demonstrate a high level of professional responsibility for and involvement in their own professional development. TPE 12,13</td>
<td>X</td>
<td>Action research assignment</td>
<td>X</td>
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<td>Student Teaching Final Evaluation PACT Completion</td>
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<tr>
<td>Candidates explain a personal philosophy teaching and learning that is grounded in theory and standards of professional practice. TPE 7,11,12</td>
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<td>Candidates articulate conceptual frameworks relating to culture, power, and equity and how these influence teaching and learning. TPE 4,5,7,8,11</td>
<td>X</td>
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<tr>
<td>Candidates discuss legal issues and ethical choices that influence education. TPE 7,8,12</td>
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<tr>
<td>Candidates discuss interrelationships among family, community, student learning, and success in school. TPE 4,5,7,8,11</td>
<td>X</td>
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<tr>
<td>Candidates discuss and critique various theories and practices of language acquisition and literacy development (e.g. reading, writing, speaking, listening) across content areas. TPE 3,4,6,7,8,9,11</td>
<td>Individual Content Area Unit (PACT Task 2, Academic Language)</td>
<td>Classroom Observation and analysis (Pact Task 2, Academic Language)</td>
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<td>PACT-Academic Language</td>
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<tr>
<td>Candidates design standards-based instructional objectives and activities that are developmentally appropriate, sequential and integrated, and actively engage all students. TPE 1,2,4,5,6,8,9,10</td>
<td>Individual Content Area Unit (Pact Task 2, 4, Academic Language)</td>
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<td>Student Teaching Evaluation (Pact Task 2,3) PACT-Task 2 Student Teaching Final Evaluation Unit Plan (Question,Plan, Lesson) (Pact Task 2)</td>
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<tr>
<td>Candidates design, critique, and utilize a variety of formal and informal standards-based assessments that inform teaching and provide feedback on student learning. TPE 2,3,6,9</td>
<td>Individual Content Area Unit (Pact Task 2, 4, Academic Language)</td>
<td>Action research assignment (PACT Task 5)</td>
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<td>Formative Assessment Tools (4 options) (Pact Task 4) PACT-Task 4 Student Teaching Final Evaluation</td>
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<tr>
<td>Candidates demonstrate teaching methodologies that reflect an effective use of standards, objectives, and strategies including technology for working with a diverse student population. TPE 2,4,5,6,9</td>
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<td>Lesson Delivery Reflection Student Teaching Evaluation (Pact Task 3,4,5) PACT-Task 3 Student Teaching Final Evaluation</td>
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<td>Candidates critically reflect upon the relationship between their own teaching and student learning. TPE All</td>
<td>Action research assignment (PACT Task 5)</td>
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<td>Formative Assessment Tools (4 options) (Pact Task 4) Lesson Delivery reflection (Pact Task 3,4,5) PACT-Task 5 Student Teaching Final Evaluation</td>
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### Program Planning Guide
**Single Subject Credential Program**
**San Jose State University**

<table>
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<tr>
<th>Requirement</th>
<th>Test/Score</th>
<th>Verification</th>
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<td>Preprof. Exp.</td>
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<td>U.S. Constitution</td>
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<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
<th>Units</th>
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<th>Section</th>
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<td>Cultural Foundations</td>
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<td>Psych Foundations</td>
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<td>Student Teach I</td>
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<td>Methods *</td>
<td>ED</td>
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<td>Read. Cont. Area</td>
<td>EDSC 138A</td>
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<td>Lang. Lit. Dev.</td>
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<td>Evaluation</td>
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<td>Student Teach II</td>
<td>ED 184Y</td>
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<td>Student Teach III</td>
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<td>Health Education</td>
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<td>Mainstreaming</td>
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**MAKE NO CHANGES IN THIS SCHEDULE WITHOUT THE APPROVAL OF AN ADVISOR**

**Advisor** ________________ **Date** ________________

*Methods Classes: ARED 338, ENED 353, FLED 380, KNED 339, MTED 394, MUED370A,B, SCED 173, SSED 378*

***Music candidates take both 370A and 370B***

The methods course is required to be taken prior to or concurrently with EDSC 184X

1 LLD 108 plus either English 103 or LLD 107 substitute for EDSC 162
SCED 375 must be completed with SCED 184Y/184Z; ENED 365 must be completed with ENED 184Y/Z  cb/sscp
Reflecting on Lesson Delivery

Purpose
The purpose of this assignment is to give you the opportunity to reflect on your teaching. It provides evidence of your ability to make instructional decisions, engage students in meaningful learning tasks and monitor their understanding.

Lesson plan
Please attach the original lesson plan that you have selected to write about for this assignment. Your lesson plan should include (1) the California Content Standards addressed in the lesson; (2) the English Language Development (ELD) standards (if applicable) addressed in the lesson; (3) a clearly stated set of Student Learning Outcomes (objectives) for the lesson; (4) a plan for the sequence of learning activities in the lesson; and (5) a brief description of the informal and formal assessments used to monitor and assess student learning.

Instruction Commentary
Write a commentary of about four single-spaced pages that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Please describe what happened in the delivery of the lesson, in particular focus on the elements that did not go off as planned in your original lesson plan. What changes and accommodations occurred in the lesson delivery? Why did you make these changes or accommodations? Were they successful? Why or why not? *Please use the prompting questions at the end of this document to guide your reflection. (You do not need to address each prompt. Simply answer those prompts that seem most relevant to reflecting on the delivery of your lesson).

2. Describe any routines or working structures of the class (e.g., group work roles, class discussion norms) that were operating during the lesson. If specific routines or working structures are new to the students, how did you prepare students for them? Describe how they went and why (TPE 10)

3. In the lesson delivery, how did you further the students’ knowledge and skills and engage them intellectually in learning? Provide examples of both general strategies to address the needs of all of your students and strategies to address specific individual needs. Please be sure to refer to the rubric entitled “Instruction: Engaging Students in Learning” for you subject area to guide your response to this prompt. (TPEs 1, 2, 4, 5, 7, 11)

4. Describe any language supports used in the lesson to help your students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson. If possible, give one or two examples of how you implemented these supports. Please be sure to refer to the
rubric entitled “Academic Language: Supporting Academic Language Development” to guide your response to this prompt. (TPEs 4, 7)

5. Describe the strategies you used to monitor student learning during the lesson. Cite two examples from the assessments related to the lesson(s) that indicated their progress toward accomplishing the lesson(s)’ learning objectives. Please select one example from a student who met the lesson objectives and another example from a student who did not meet the lesson objectives. Please be sure to refer to the rubric entitled “Instruction: Monitoring Student Learning During Instruction” for you subject area to guide your response to this prompt. (TPEs 2, 3)

6. Reflect on the learning that resulted and/or failed to result from the experiences in the lesson. Remember, the expectation is not that you executed a perfect lesson, but rather that you can reflect on what went on, why, and what to do next. Explain how, in your subsequent planning and teaching, successes were (or might be) built upon and missed opportunities were (or might be) addressed. Please be sure to refer to the rubric entitled “Reflection: Monitoring Student Progress” for you subject area to guide your response to this prompt.

*Guiding Questions for Prompt #1
You may find the following questions useful in guiding your reflections for Prompt #1:

1. Did the activity you planned actually occur? If not, why not? What might you do differently next time?
2. Did you reach all students in the lesson? If not, who? Were there language issues involved? What might you do differently next time?
3. Were your objectives realistic? Why or why not? Did other ones emerge during the lesson? If so, what were they? Would you make changes to the objectives next time you teach this lesson?
4. Did the learners’ prior knowledge and skills correspond to your expectations? Did any discrepancies cause you to modify the lesson? If so, how did you modify and did it work? Why or why not? What changes would you make to the lesson?
5. Did you cover what you planned? Did you plan too much or too little content to cover? Please explain why. What would you do next time.
6. Did the procedures work? If not, what went wrong? How might you do it differently next time?
7. Did the result you anticipated occur? If not, what went wrong? How might you do it differently next time? What next steps might you take with this class?
8. Did you provide sufficient resources? What else was needed to support the students or make the lesson more effective?
9. Did you collect sufficient assessment information to make judgments about the lesson’s effectiveness? If so, what did you learn? If not, what additional data would you collect from the students? What next steps might you take?
10. Did the students get sufficient feedback on their learning in the lesson? Why or why not? If not, what changes might you make?
11. Did you have difficulty with a student or students during the lesson? How did you respond to the student? Were you effective? Why or why not? What next steps might you take with that student?
12. Were the students (as a class) engaged in the content/lesson? If you lost them in the lesson, at what point did you lose them? Why do you think you lost them? What changes would you make?
Introduction

Thank you for agreeing to serve as the resident teacher for a single subject student teacher this semester. The purpose of student teaching is to help credential candidates develop instructional competency and become effective and caring members of the secondary school community. Your role as a support provider and guide in this experience is critical to the professional development of the pre service teacher.

Please take a few minutes to read through the materials in this packet. I have tried to address the spectrum of student teaching information and concerns. However, if you have questions about student teaching that are not answered in these materials, please contact the university supervisor with whom you work, or me, Cathy Buell, Chair of Secondary Education, San Jose State University, San Jose, CA 95192-0077. Telephone: (408) 924-3755, cmbuell@email.sjsu.edu.

College of Education Vision

The College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access to a quality, lifelong education. Faculty, staff, and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

College of Education Mission

The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Basic Values

• Respect and appreciation for diversity
• Promotion of equity and access to quality education
• Excellence through scholarly activity and reflective professional practice
• Continual professional and personal growth
• Ethical, collegial, and humane interpersonal relationships as a basis for community

Secondary Education Philosophy

The philosophy of the Secondary Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today’s secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice; 2) serve in diverse educational contexts; 3) promote equity, respect for person, and social justice; and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations. These teachers also must be aware of uses of technology for learning, and they must be well-prepared in current education theory, research, methods, and practice.
Secondary Education
Expectations for Candidates

It is the responsibility of a credential program to insure that candidates recommended for the
credential have demonstrated the knowledge, skills, and dispositions generally held by successful
teachers. The Dispositions were developed by the Single Subject Credential Program. The
Teaching Performance Expectations can be found in the Standards of Quality and Effectiveness for
Professional Teacher Preparation Programs (California Commission on Teacher Credentialing).

Dispositions

In accordance with the goals of the Single Subject Credential Program, candidates are expected to
demonstrate the following professional dispositions as they progress through course work and field work
experiences:

**Reflectiveness**

- Practices critical questioning
- Is responsive to criticism
- Is responsive to opposing views
- Articulates opposing views
- Examines personal strengths and weaknesses
- Questions own beliefs and practices
- Exhibits flexibility

**Responsibility**

- Constructively responds to obligations
  - Oral and written agreements with others
  - Coursework/Assignments
  - Timeliness
- Engages actively in program experiences

**Commitment to Professionalism**

- Demonstrates an understanding of the legal obligations of teaching
- Demonstrates ongoing commitment to professional development
- Practices collaboration and collegiality to reach identified goals

**Commitment to Fairmindedness and Equity**

- Treats others with equal respect, courtesy, and dignity
- Is intolerant of all forms of harassment, discrimination, and exploitation
- Recognizes the need for differences to ensure equal treatment of all
Teaching Performance Expectations (CCTC)

Candidates in the Single Subject Credential Program, through course work and field experiences, will be able to demonstrate the following:

**TPE 1: Specific Pedagogical Skills for Subject Matter Instruction in a single subject assignment**

- use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students
- pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products
- anticipate, check for, and address common student misconceptions and misunderstandings

**TPE 2: Monitoring Student Learning During Instruction**

- understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction
- understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.
- use multiple measures to assess student knowledge, skills, and behaviors
- know about, and use appropriately, informal classroom assessments and analyze student work
- understand format and administration of standardized testing
- accurately interpret assessment data to identify level of proficiency of ELL
- explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived

**TPE 3: Interpretation and Use of Assessments**

- incorporate specific and varied strategies, teaching/instructional activities, procedures, materials, and experiences that address state-adopted academic content standards for students
- prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement.
- explain content clearly and reinforce content in multiple ways
- provide opportunities and adequate time for students to practice and apply what they have learned
- distinguish between conversational and academic language, develop student skills in using and understanding academic language, and teach students strategies to read and comprehend a variety of information sources in the subject(s) taught
- encourage student creativity and imagination
- motivate students and encourage student effort
- foster access and comprehension for all learners
- adjust lesson designs relative to students’ current level of achievement.

**TPE 4: Making Content Accessible**

- build on students’ command of basic skills and understandings
- design learning activities to extend students’ concrete thinking, foster abstract reasoning and problem-solving skills, and help students develop learning strategies to cope with increasingly challenging academic curriculum
- help students develop personal skills like time management, group work, peer relationships, appropriate classroom behavior, and responsibility to maximize learning

**TPE 5: Student Engagement**

- clearly communicate instructional objectives to students
- ensure the active and equitable participation of all students and monitor student progress toward academic goals.
- candidates examine off-task behavior and use strategies to re-engage students
- encourage students to share and examine points of view during lessons
- use community resources, student experiences, and applied learning activities to make instruction relevant
- ask stimulating questions, help students frame meaningful questions, and challenge student ideas.

**TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

- build on students’ command of basic skills and understandings
- design learning activities to extend students’ concrete thinking, foster abstract reasoning and problem-solving skills, and help students develop learning strategies to cope with increasingly challenging academic curriculum
- help students develop personal skills like time management, group work, peer relationships, appropriate classroom behavior, and responsibility to maximize learning

**TPE 6C: Developmentally Appropriate Practices in Grades 9-12**

- establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills
- communicate course goals, requirements, and grading criteria to students and families
- help students to understand connections between the curriculum and life beyond high school, and the consequences of academic choices in terms of future career, school and life options
- promote behaviors important for work such as taking responsibility, being on time, and completing assignments
- understand and show sensitivity toward characteristics of adolescence.
TPE 7: Teaching English Learners

- know and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners and English Language Development leading to comprehensive literacy in English
- familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion
- implement an instructional program that facilitates English language development
- draw upon information about students’ backgrounds and prior learning to provide instruction differentiated to students’ language abilities
- understand how and when to collaborate with specialists and para-educators to support English language development
- select instructional materials and strategies to develop students’ abilities to comprehend and produce English and extend students’ current level of development
- know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subject area
- use systematic, explicit instructional strategies to make grade-appropriate or advanced curriculum content comprehensible to English learners
- allow students to express meaning in a variety of ways
- apply understanding of cognitive, pedagogical, and individual factors that affect students’ language acquisition when planning lessons for English language development and for academic content

TPE 8: Learning about Students

- use formal and informal methods to assess students’ prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students
- understand how multiple factors, including family/parental support, gender and health, can influence students’ behavior, and understand the connections between students’ health and their ability to learn
- identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted

TPE 9: Instructional Planning

- plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students
- establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students’ current levels of achievement
- use explicit, appropriate, and effective teaching methods to help students meet or exceed grade level expectations
- sequence instruction so the content to be taught connects to preceding and subsequent content.
- select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals/needs
- plan lessons that connect the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs
- plan differentiated instruction
- use available aides and volunteers, when appropriate, to help students reach instructional goals

TPE 10: Instructional Time

- allocate and adjust instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
- establish procedures to maximize instructional time

TPE 11: Social Environment

- develop and maintain clear expectations for academic and social behavior that create a positive climate for learning
- establish rapport with students and their families to support academic and personal success
- respond appropriately to sensitive issues and classroom discussions

TPE 12: Professional, Legal, and Ethical Obligations

- recognize ways in which personal values and biases affect the teaching and learning of students.
- intolerant of all forms of harassment, discrimination, and exploitation
- understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms
- can identify suspected cases of child abuse, neglect, violent behavior, and harassment and implement school and district guidelines for reporting such cases
- understand legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals
- act in accordance with professional ethical considerations

TPE 13: Professional Growth

- reflect on and evaluate their own teaching practices and subject matter knowledge
- seek to improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.
- use reflection/feedback to formulate/prioritize goals for increasing their subject matter knowledge/teaching effectiveness.
How Student Teaching is Organized

Student teaching is organized into two phases and completed during two different semesters. Phase I is of shorter duration than Phase II and is designed to provide students with the experiences they need to be successful in Phase II. Phase II is designed to ensure that candidates acquire and demonstrate the skills needed to meet the Teaching Performance Expectations required for the Credential. Phase I must be satisfactorily completed before Phase II and for traditional student teachers, each experience is completed at a different school site.

Phase I: Student Teaching I (EDSC 184X) (approximately 30 school/class visits)

In Phase I Student Teaching, candidates are placed in one class and work with the resident teacher in a variety of ways to get to know the school site and the students.

- For approximately 15 class periods, student teachers observe, interview students and staff, help individuals or small groups of students, participate in classroom activities, and otherwise assist the resident teacher in preparation for teaching.
- For approximately 15 consecutive class periods at the end of the experience, the student teacher is responsible for planning lessons and teaching the class under the supervision of the resident teacher.
- Individuals enrolled in Phase I will have met the following requirements:
  - CBEST. Passing scores on all parts of the exam
  - Certificate of Clearance (fingerprinting)
  - Subject Matter Competency verification (NCLB compliant)
  - A minimum 3.0 GPA for all completed single subject coursework.
  - Subject-specific Methods course taken concurrently or previously completed
  - 30 hours of pre professional experience in a public secondary school classroom
- Resident Teacher Stipend = $100.00
- For interns, the Phase 1 experience is completed during the summer in conjunction with the required pre-service seminar.

Phase II: Advanced Student Teaching (EDSC 184Y,Z)

Advancement to Phase II student teaching requires successful completion of Phase I and the approval of both the subject area advisor and the coordinator of the Single Subject Program.

- Every effort is made to place student teachers with experienced practitioners who have demonstrated expertise in their subject area as well as in working with diverse student populations.
- Phase II student teachers are expected to have primary instructional responsibility for a minimum of two classes for one semester. Resident teachers, in consultation with the university supervisor, may adjust these requirements depending on the progress of the student teacher. At least two preparations or two different levels are required (example: US History and Civics). Student teachers in most subject areas spend about ½ day on site for the school semester. Physical Education student teachers are at the school site full days for the university semester.
- Additionally, each candidate must assume full-day supervised teaching duties for a minimum of two weeks.
- Resident Teacher Stipend = $200.00 (split if the student teacher works with two teachers)
Responsibilities

Student Teacher

- Be present as scheduled; Professional dress and conduct.
- Download and print the Student Teacher Handbook from the Secondary Education Website: www.sjsu.edu/secondaryed/program/studentteaching/
- Confer regularly with resident teacher(s) and university supervisor.
- Adhere to the academic schedule of the school to which assigned, even if it differs from that of San Jose State University.
- Apply the theories and principles taught in university courses to classroom practice.
- Learn about the students, the school, school personnel and the surrounding community.
- Identify specific learning needs of the students, especially English Language Learners.
- Follow the curriculum.
- Plan carefully and thoroughly for each day of teaching. Prepare a written lesson plan for every lesson taught. Provide resident teacher and, when possible or if required, university supervisor with an advance copy of every lesson that will be taught. This will be especially important if the student teacher becomes ill.
- Inform the school, resident teacher, and university supervisor of absences. At the beginning of the experience, determine how to contact each person.
- Learn about and adhere to school rules and policies.
- Strive to meet all Expectations for Candidates.
- Complete the Teaching Performance Assessment with high quality work.

Resident Teacher

The principle functions of the resident teacher are to (1) provide the student teacher with help and guidance and (2) evaluate the student teacher’s performance. Major responsibilities of the resident include the following:

- Provide the student teacher with an orientation to the class. Introduce the student teacher to the class and explain that the student teacher will serve as a teacher.
- Explain class goals and basic routines. Provide the student teacher with a curriculum syllabus, textbook, and other such material needed to get started.
- Help student teachers identify the special learning needs of students.
- Confer with the student teacher to plan the scope and schedule of the student teacher’s responsibilities.
- Use the Teaching Performance Expectations and the Student Teacher Evaluation as guidelines for planning appropriate experiences throughout the semester.
- Review lesson and unit plans with the student teacher.
- Observe the student teacher; confer regularly to provide guidance, help, and feedback.
- Communicate regularly with the university supervisor about the student teacher’s progress.
- Provide the university supervisor with a final evaluation of the student teacher’s performance (complete Student Teacher Evaluation).
- Provide support for the student teacher completing the Teaching Performance Assessment.
University Supervisor

The university supervisor provides help, guidance, and constructive criticism and is responsible for the final evaluation of the student teacher. Other responsibilities include the following:

- Acquaint the student teacher with the Student Teacher Handbook (download and print from the Secondary Education Website: www.sjsu.edu/secondaryedprogram/studentteaching/) and the resident teacher with the contents of the Resident Teacher Packet, including the Teaching Performance Expectations and Student Teacher Final Evaluation.
- With the Teaching Performance Expectations and the Student Teacher Final Evaluation in mind, ensure that the candidate has opportunities for appropriate experiences in the classroom.
- Confer regularly with the student teacher and resident teacher or site supervisor.
- Observe the student teacher in the classroom; provide the student teacher with verbal and, when appropriate, written reports of those observations.
- Provide the student teacher with periodic guidance, help, and constructive criticism.
- Review unit and lesson plans with the student teacher.
- Confer with the resident teacher about the student teacher’s progress.
- Submit to Secondary Education a copy of the summative evaluation of the student teacher’s performance using the Student Teacher Evaluation form in the packet.
- Provide support for the student teacher completing the Teaching Performance Assessment.
**Recommended Student Teaching Activities**

Schools offer a wide variety of activities for student teachers. The following list of activities will help the student teacher reach the goals of student teaching. This list is not comprehensive. There are many good, additional opportunities and activities for development that the resident teacher or university supervisor may recommend or require. Student teachers should consult their resident teachers and university supervisors to find the best combination of activities to insure that all experiences necessary to demonstrate the Teaching Performance Expectations are included.

- Observe class to which assigned; arrange to observe other classes as well.
- Learn names of students in classes to which assigned; learn about their special abilities and needs.
- Become knowledgeable about the school’s philosophy, organization, routines, procedures, policies, schedules, rules, and special events. Ask for a copy of the Faculty Handbook.
- Assist resident teacher with taking roll, answering student questions, correcting homework, reading student work (e.g., exams), ordering supplies, and other such tasks as may be assigned.
- Learn characteristics of the surrounding community.
- Become familiar with semester curricula and course syllabus.
- Learn about/assess the special learning needs of the students.
- Prepare instructional materials such as transparencies and handouts.
- Learn about instructional media available from school, district, and county resource centers.
- Use technology to enhance student learning.
- Use technology to communicate with parents, students, and/or colleagues to enhance student learning.
- Tutor individual students.
- Attend faculty and school board meetings.
- Attend and help supervise extra curricular activities such as athletic events, dances, club meetings, and fine arts performances.
- Visit the library; meet the librarian.
- Become acquainted with support staff such as secretaries, nurses, and custodians.
- Confer with counselors and administrators about their roles.
- Prepare unit (long range) plans. (required in Phase II)
- Plan and teach daily lessons and short curricular units.
- Participate in evaluation processes such as administering tests and determining grades.
- Visit the cafeteria; meet the nutritionist; try the food.
- Observe a parent-teacher conference; communicate with parents as appropriate.
- Visit the district and county offices; learn about services provided.
- Observe students in out-of-class settings.
- Read professional journals; attend professional conferences and meetings; become intellectually involved in the profession.
Lesson Planning

One of the long established rules of good teaching is “Have a Plan”. While the University does require that student teachers have a written lesson plan for every lesson taught, a specific lesson planning model is not required. However, each subject area and/or school site may specify a particular format; in that event, the student teacher must develop lesson plans in accordance with instructions. Lesson plans must be submitted in advance to the resident teacher and, when possible or required, to the university supervisor as well.

Good lesson planning requires you to consider the following:

- **Performance Standards/Objectives/Goals**
  - What is the big idea?
  - What will the students be able to do following instruction?
  - If required by the school, what content standard/s are being addressed?

- **Content**
  - What facts, concepts, principles, theories, ideas, thinking processes, skills need to be covered in the lesson in order for students to reach the objective?
  - What pre requisite skills do the student need to have to be successful with the current lesson?
  - How does the material for this lesson relate to the materials in previous lessons? How will it relate to future lessons?

- **Procedures**
  - What procedures, methods, and activities are necessary to learning the content?
  - What, specifically, will the teacher and students do during the lesson?
  - How will the lesson accommodate the needs of diverse learners? Identify strategies to be used.
  - Will technology be used to enhance student learning? If so, how?

- **Materials**
  - If technology is appropriate, what media and technology are needed for the lesson?
  - What supplies and materials will be needed to carry out the procedures?
  - What materials may need to be modified to meet the needs of ELL? How will materials be modified?

- **Evaluation**
  - Was this lesson a success? What questions will you ask yourself to determine this?
  - Did the students reach the objectives?
  - Were the objectives, content, procedures and materials appropriate?
  - Did the students learn? What is your evidence?

- **Reflection**
  - Was the lesson content developmentally appropriate?
  - Were the strategies effective?
  - Were there specific students who were not successful? Not challenged?
  - What might you do differently the next time?
Evaluating Student Teachers

Student teachers are evaluated both formatively (during student teaching) and summatively (at the conclusion of student teaching).

Ongoing formative evaluation is critical to the success of the student teacher. Student teachers, resident teachers, site supervisors, and university supervisors are encouraged to use the elements that comprise the Summative Evaluation to inform discussions and set goals throughout the semester.

The Evaluation Forms found in this handbook are completed by both the on-site professional and the university supervisor at the end of the SJSU semester. The criteria to be used in evaluating student teachers have been derived from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. For additional explanation of the elements found in the Summative Evaluation, consult with the university supervisor or review the appropriate CCTC document.

The resident teacher’s or the site supervisor’s summative evaluation provides the university supervisor with end-of-semester information about the student teacher’s performance and verifies the level of competence achieved. The site professional’s evaluation is used by the university supervisor to determine the student teacher’s course grade (credit/no credit) and to determine whether or not the student teacher has satisfied certain requirements for a credential. It is extremely important, therefore, that the site professional complete the appropriate Evaluation Form and submit it to the university supervisor by the conclusion of the SJSU semester. Note: SJSU’s semester usually ends several weeks before the school semester is over.

In addition, beginning Fall 2007, Phase II student teachers will be participating in a specially designed Teaching Performance Assessment. Resident Teachers may be asked to support the student teachers in this experience in ways that differ from previous semesters. Thank you in advance for your assistance.

### Teaching Effectiveness Scale

(based on observations, candidate’s lesson/unit plans, student work, and/or other artifacts of teaching)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>4: Exemplary</td>
<td>extends understanding, and consistently and creatively supports high quality student learning (Used in Phase II only)</td>
</tr>
<tr>
<td>3: Capable</td>
<td>applies knowledge and understanding to effectively support student learning</td>
</tr>
<tr>
<td>2: Developing</td>
<td>shows basic knowledge and understanding; attempts to support student learning but may be inconsistent</td>
</tr>
<tr>
<td>1: Unsatisfactory</td>
<td>shows limited knowledge and understanding and/or weak performance that does not support student learning</td>
</tr>
<tr>
<td>NA: Not observed/no evidence to make determination</td>
<td></td>
</tr>
</tbody>
</table>

The Phase I Student Teacher Evaluation includes only those elements that may be demonstrated during the short duration of the introductory experience. Candidates may not have an opportunity to demonstrate all elements. The site professional and the supervising teacher should determine holistically the readiness of the candidate to advance to the next level. Comments from the site professional will be especially helpful to the university supervisor working with the candidate in Phase II. Candidates who must repeat Phase I will be expected to step out for a semester to complete remedial experiences before repeating. Note: When a Candidate’s GPA falls below 3.0 for Preliminary Credential coursework, the candidate may not be advanced to Phase II student teaching.

The Phase II Summative Evaluation will be used in determining whether or not to recommend a candidate for the Preliminary Credential. For all elements in the Evaluation, the candidate should be performing at least minimally at the Developing level, but should show Capable performance overall. Note: Candidates who are not successful in their Phase II student teaching experience may repeat the experience one time, with the approval of the Chair of Secondary Education and the subject area coordinator. Candidates will be required to wait one semester before repeating the experience and to complete professional development activities that will help them be more successful in the classroom.
Questions Frequently Asked by Student Teachers

When will I do my student teaching?
Student teaching occurs in two phases distributed over two semesters. Normally, Phase I student teaching occurs the first semester and Phase II in the final semester as the culminating experience. Your university supervisor will arrange your Phase I student teaching assignment. Phase II student teaching is arranged by Secondary Education in consultation with your teaching subject area advisor. Applications for Phase II student teaching are distributed by Phase I instructor or the subject advisor and must be completed and signed by the subject area coordinator.

What is the duration of my student teaching assignment?
Assignment lengths vary depending upon the district in which you student teach, your subject area, whether you are a Phase I or Phase II student teacher, and special arrangements that may be made between the district and the University. Phase I assignments include approximately 15 hours of observation completed earlier in the semester followed by 15 hours of teaching scheduled later in the semester. In most subject areas, Phase II assignments coincide with the academic calendar of the school to which you are assigned. Phase II student teachers should plan on being at the school site whenever the school is in session, during SJSU vacations, and until the end of the school semester, even if University classes terminate earlier.

How will I find out about my assignment?
Your Phase I student teaching assignment is determined by your EDSC 184X instructor, and will be explained in class early in the semester. You will be advised of your Phase II assignment by telephone or email as soon as it is approved by the district, generally in advance of the date you are to report to the school.

May I select the school at which I do my student teaching?
Generally, you may request a geographic area. In some subject areas you may request assignment to a specific school. However, there is no guarantee that you will be assigned to the school of your choosing. Limited resources may preclude assignment to schools outside the immediate area. For traditional student teachers, each experience is completed at a different school site.

Should I contact schools on my own?
No. After your student teaching placement has been determined, you will be advised of the person you should contact, and when to make that contact. Do not take it upon yourself to arrange a student teaching placement.

What subjects will I teach?
You will be assigned to teach classes within the teaching subject area in which you intend to be credentialed. At least two different preparations are required. You will also be required to teach in multicultural classrooms and, in many cases, at more than one grade level.

How many classes will I be required to teach?
During Phase I you will teach one class, and during Phase II, a minimum of two different classes (level and/or subject). During Phase II, each candidate must teach a full day for a minimum of two weeks. For more specific information, check with your 184X instructor about Phase I and with your subject area advisor about Phase II.

What will be different if I am student teaching under contract (in a paid position)?
As a student teacher who is also an employee of a district, you must, of course, perform all duties required by your position. You must also meet all the requirements of student teaching. Your status as an employed teacher does not exempt you from the requirements of student teaching.

Who will supervise my student teaching?
You will be supervised by both a school site professional and a university field supervisor.

How frequently will my university supervisor visit me?
The number of times you are visited will depend upon several factors. Your supervisor will observe you teach, give you feedback, and provide the necessary support to help you succeed. Generally, Phase I student teachers are visited two or three times during the short duration of their teaching. Phase II student teachers are visited often enough throughout the semester to determine student teacher competence and readiness for certification.
How much autonomy will I have as a student teacher?
This will depend primarily upon your resident teacher and how fast you develop. Some resident teachers, especially during Phase II, will turn over responsibility for the classes almost immediately. Others increase student teacher responsibility for the classes more slowly. Be prepared for both extremes. You must comply with resident teacher instructions on planning lessons, organizing the class, correcting papers, giving grades, and so forth. In no case should you engage in a practice of which your resident teacher or university supervisor does not approve.

At what point in the semester will I begin my actual “in-front-of-class” student teaching?
Your starting date will be determined by your resident teacher in consultation with your university supervisor. Starting dates vary from student to student depending upon readiness for teaching.

How will I be evaluated?
Your resident teacher or site supervisor will provide you with both verbal and written feedback during the course of the semester. At the end of your teaching assignment, your resident teacher will complete a written evaluation of your performance and submit it to the university supervisor. Your university supervisor also will provide you verbal feedback as well as a copy of any written supervisory report and complete the Final Student Teacher Evaluation, which will become part of your record.

How is student teaching graded? Student teaching is graded on a credit/no credit basis. In addition, all candidates will be expected to successfully complete the Teaching Performance Assessment.

Will I be told in advance about visits from my supervisor?
Some supervisors plan visits in advance and others like to make unscheduled observations. Check with your supervisor to see which approach will be used.

What lesson plans must I use?
Secondary Education Program policy requires that you have a written lesson plan for every lesson you teach. See the section Lesson Plans on page 4 of this handbook for general lesson content. Your subject area advisor may require a specific lesson plan format.

Will the resident teacher ever leave the room while I am student teaching?
You may teach without direct supervision at the discretion of your resident teacher and university supervisor. In any case, your resident teacher is always responsible for the class to which you have been assigned. Note: individual district or school policy may prohibit the resident teacher from leaving the room while you are teaching.

How many hours per day am I required to be on the school campus?
Again, this varies depending upon your teaching subject area and placement. Check with your University supervisor for specific information about this requirement.

What should I do if problems arise?
If you have a problem pertaining to your responsibilities as a classroom teacher, discuss it first with your resident teacher or site supervisor. If the difficulty pertains to your relationship with your resident teacher or site supervisor, contact your university supervisor. Most problems are minor and can be resolved easily. Information about grievance and appeals procedures is available in the Secondary Education office, SH 301.

What should I do if confronted with verbal or physical disturbances between students?
At the beginning of your assignment, ask your resident teacher or site supervisor about school policies and procedures for dealing with and reporting disturbances.
## Advisors
### Teaching Subject Area

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Advisor</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Professor Lee Hanson*</td>
<td>A211</td>
<td>924-4395</td>
</tr>
<tr>
<td></td>
<td>Email – <a href="mailto:leehan@pacbell.net">leehan@pacbell.net</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Dr. Mary Warner*</td>
<td>FO 109</td>
<td>924-4417</td>
</tr>
<tr>
<td></td>
<td>Email – <a href="mailto:mwarner@email.sjsu.edu">mwarner@email.sjsu.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Professor Helene Chan*</td>
<td>CL 408K</td>
<td>924-4618</td>
</tr>
<tr>
<td></td>
<td>Email – <a href="mailto:VIPChan@aol.com">VIPChan@aol.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Dominique Vanhooff</td>
<td>CL 421</td>
<td>924-4602</td>
</tr>
<tr>
<td></td>
<td>Email – <a href="mailto:dvanhoof@email.sjsu.edu">dvanhoof@email.sjsu.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Performance</td>
<td>Dr. Susan Wilkinson*</td>
<td>YUH 11</td>
<td>924-3034</td>
</tr>
<tr>
<td>(Physical Education)</td>
<td>Email – <a href="mailto:susanwilkinson@hup.sjsu.edu">susanwilkinson@hup.sjsu.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Dr. Joanne Becker*</td>
<td>MH 318B</td>
<td>924-5112</td>
</tr>
<tr>
<td></td>
<td>Email – <a href="mailto:becker@math.sjsu.edu">becker@math.sjsu.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Dr. Diana Hollinger*</td>
<td>M 180</td>
<td>924-4676</td>
</tr>
<tr>
<td></td>
<td>Email – <a href="mailto:echarris@email.sjsu.edu">echarris@email.sjsu.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Dr. Maureen Scharberg*</td>
<td>DH 316</td>
<td>924-5184</td>
</tr>
<tr>
<td></td>
<td>Email – <a href="mailto:scharbrg@pacbell.net">scharbrg@pacbell.net</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science (History)</td>
<td>Dr. Henry Gutierrez*</td>
<td>DMH 213</td>
<td>924-5748</td>
</tr>
<tr>
<td></td>
<td>Email – <a href="mailto:hgutierrez@email.sjsu.edu">hgutierrez@email.sjsu.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Lead Advisors

***Chair, Secondary Education; Director of the Single Subject Credential Program
Requirements for a Single Subject Credential in California

The California Single Subject Teaching Credential is a license to teach specific subjects in California public schools. Those who intend to teach in public secondary schools need a Single Subject Teaching Credential. There are six basic requirements for the Preliminary Single Subject Credential:

1. **A bachelor’s degree from an accredited institution of higher learning.** The undergraduate degree (e.g., B.A.) must be taken in a field other than Education.

2. **A passing score on the California Basic Educational Skills Test.**

3. **Verification of subject matter competence.** Credential candidates must demonstrate competence in the subject(s) they intend to teach by (a) passing the CTC approved exams or (b) completing a program of approved subject area studies.

4. **A grade point average of at least 3.0 for all course work taken in the credential program and satisfactory performance in student teaching.**

5. **An approved course or passing score on an approved exam on the U.S. Constitution.**

6. **An approved program of professional preparation.** The professional preparation for a Preliminary Single Subject Teaching Credential at SJSU includes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDSC 138A</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 162</td>
<td>Language/Literacy Development of L2 Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 172A</td>
<td>Social, Philosophical, and Multicultural Foundations of Secondary Education</td>
<td>4</td>
</tr>
<tr>
<td>EDSC 173</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 182</td>
<td>Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>EDSC 184X</td>
<td>Student Teaching I</td>
<td>4</td>
</tr>
<tr>
<td>__ED 184Y*</td>
<td>Student Teaching II</td>
<td>4</td>
</tr>
<tr>
<td>__ED 184Z*</td>
<td>Student Teaching III</td>
<td>4</td>
</tr>
<tr>
<td>EDTE 190</td>
<td>Health Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 192</td>
<td>Mainstreaming the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>__ED __*</td>
<td>Instructional Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course prefix and number varies depending on the teaching subject area.

7. **Infant-Adult CPR.** Current certification.

8. **Successful completion of the Teaching Performance Assessment.**
San José State University  
Single Subject Credential Program  
Intern/Interim Student Teacher Evaluation Form

Student Teacher: _______________________________  Semester _______  Year ______

Subject Area: ___________________________  District: _________________  School: ________________________

Cooperating Teacher: ___________________________  Univ. Supervisor: ____________________________

The credential candidate is evaluated by rating his/her current level of performance related to specific elements of the Teaching Performance Expectations. In the space provided for each element, circle the number that represents your rating using the following scale.

Teaching Effectiveness Scale
(based on observations, candidate’s lesson/unit plans, student work, and/or other artifacts of teaching)

| 3: Capable: | applies knowledge and understanding to effectively support student learning |
| 2: Developing: | shows basic knowledge and understanding; attempts to support student learning but may be inconsistent |
| 1: Unsatisfactory: | shows limited knowledge and understanding and/or weak performance that does not support student learning |
| NA: | Not observed/no evidence to make determination |

Teaching Expectations for Pre Service Teachers

Making Subject Matter Comprehensible for Students

<table>
<thead>
<tr>
<th>Demonstrates knowledge of subject matter content and the state-adopted content standards and/or frameworks.</th>
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</thead>
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<tr>
<td></td>
<td>3 2 1 NA</td>
</tr>
</tbody>
</table>

| Enhances student progress toward meeting state-adopted content standards and/or framework content through instructional strategies that are appropriate for the subject matter and support the needs of all students, including ELL. | 3 2 1 NA |

| Uses relevant materials, resources, and technologies to make subject matter accessible to all students. | 3 2 1 NA |

Assessing Student Learning

<table>
<thead>
<tr>
<th>Monitors student learning during instruction to ensure that they are progressing toward achievement of content standards/content from Framework.</th>
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| Collects and interprets multiple sources of information to assess student learning, allowing students to express meaning in a variety of ways. | 3 2 1 NA |

| Uses information from formal and informal assessments to guide and adjust instruction. | 3 2 1 NA |

Engaging and Supporting All Students in Learning

<table>
<thead>
<tr>
<th>Effectively communicates instructional and learning goals to students.</th>
<th>Effectiveness Scale</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>3 2 1 NA</td>
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| Uses a variety of instructional strategies and resources to address needs of diverse students, including but not limited to cultural and linguistic diversity. | 3 2 1 NA |

| Engages students in problem solving, critical thinking and other activities that make subject matter meaningful and culturally relevant. | 3 2 1 NA |

| Uses instructional strategies to make grade-appropriate curriculum content comprehensible to ELL. | 3 2 1 NA |
Teaching Effectiveness Scale
3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence

Planning Instruction and designing learning experiences for all students

<table>
<thead>
<tr>
<th>Draw on, plans for, and uses student prior knowledge and experiences, interests, language, and developmental learning needs to meet content and learning needs.</th>
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<tbody>
<tr>
<td>Establishes goals for student learning that reflect content standards and student need.</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Develops and sequences instructional materials and activities to accommodate and support diverse learning needs, including but not limited to ELL.</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Creates instructional plans that allow adjustment for student needs.</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Demonstrates awareness of families and communities and the roles they play in supporting student learning.</td>
<td>3 2 1 NA</td>
</tr>
</tbody>
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Creating and Maintaining Effective Learning Environments for Student Learning

<table>
<thead>
<tr>
<th>Follows classroom procedures and routines that support a positive and productive learning environment for all students.</th>
<th>Effectiveness Scale</th>
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<tbody>
<tr>
<td>Maintains a classroom climate that promotes equity, fairness, and respect.</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Maintains high standards for student behavior.</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Allocates instructional time effectively.</td>
<td>3 2 1 NA</td>
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<td>Adjusts instructional time to maximize potential for student achievement.</td>
<td>3 2 1 NA</td>
</tr>
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Developing as a professional educator

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<th>Reflects on and modifies teaching practice to better meet student needs.</th>
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<td>Demonstrates competence in oral and written communication.</td>
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<td>3 2 1 NA</td>
</tr>
<tr>
<td>Recognizes ways in which personal values and biases affect teaching and learning.</td>
<td>3 2 1 NA</td>
</tr>
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</table>

Overall Teaching Effectiveness

In order to support the ongoing professional development of this candidate, please indicate which of the following descriptors best represents this candidate’s current performance (check one):

- [ ] Benefits from occasional direct assistance
- [ ] Continually relies on cooperating teacher or others for assistance
- [ ] Requires routine assistance from others
- [ ] Implements most elements independently, reflects on experience, and seeks or accepts assistance when needed.
Narrative for __________________________

Please describe specific elements that are strengths and areas for growth where the candidate would benefit from further assistance and support. In addition, include information about this candidate’s teaching contexts, i.e., school demographics, cooperating teacher factors, etc., that might have influenced the candidate’s performance.

Classes and subject area/s taught and School Demographics

Candidate’s Strengths

Areas for Growth

Recommendation: Based on the candidate’s performance this semester and your professional judgment:

   _____ This candidate continues to demonstrate professional growth as a contracted intern.

   _____ This candidate is recommended for Phase II Final Student Teaching

_____ University Supervisor   _____ School Administrator

Signature _______________________________________   Date ________________
San José State University
Single Subject Credential Program
Phase I Student Teacher Evaluation Form

Student Teacher: _______________________________________________  Semester _______  Year _____

Subject Area: ______________________ District: _________________ School: ________________________

Cooperating Teacher: ___________________________   Univ. Supervisor: ____________________________

The credential candidate is evaluated by rating his/her current level of performance related to specific elements of the Teaching Performance Expectations. In the space provided for each element, circle the number that represents your rating using the following scale.

<table>
<thead>
<tr>
<th>Teaching Effectiveness Scale</th>
<th>3: Capable: applies knowledge and understanding to effectively support student learning</th>
<th>2: Developing: shows basic knowledge and understanding; attempts to support student learning but may be inconsistent</th>
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Teaching Expectations for Pre Service Teachers

Making Subject Matter Comprehensible for Students

<table>
<thead>
<tr>
<th>Effectiveness Scale</th>
<th>3 2 1 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of subject matter content and the state-adopted content standards and/or frameworks.</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Enhances student progress toward meeting state-adopted content standards and/or framework content through instructional strategies that are appropriate for the subject matter and support the needs of all students, including ELL.</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Uses relevant materials, resources, and technologies to make subject matter accessible to all students.</td>
<td>3 2 1 NA</td>
</tr>
</tbody>
</table>

Assessing Student Learning

<table>
<thead>
<tr>
<th>Effectiveness Scale</th>
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<tbody>
<tr>
<td>Monitors student learning during instruction to ensure that they are progressing toward achievement of content standards/content from Framework.</td>
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<tr>
<td>Collects and interprets multiple sources of information to assess student learning, allowing students to express meaning in a variety of ways.</td>
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Engaging and Supporting All Students in Learning

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<thead>
<tr>
<th>Effectiveness Scale</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Effectively communicates instructional and learning goals to students.</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Uses a variety of instructional strategies and resources to address needs of diverse students, including but not limited to cultural and linguistic diversity.</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Engages students in problem solving, critical thinking and other activities that make subject matter meaningful and culturally relevant.</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Uses instructional strategies to make grade-appropriate curriculum content comprehensible to ELL.</td>
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</tr>
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### Teaching Effectiveness Scale

3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence

#### Planning Instruction and designing learning experiences for all students

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### Overall Teaching Effectiveness

In order to support the ongoing professional development of this candidate, please indicate which of the following descriptors best represents this candidate’s current performance (check one):

- _____ Benefits from occasional direct assistance
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Final Narrative for ___________________________

Please describe specific elements that are strengths and areas for growth where the candidate would benefit from further assistance and support. In addition, include information about this candidate’s teaching contexts, i.e., school demographics, cooperating teacher factors, etc., that might have influenced the candidate’s performance.

Classes and subject area/s taught and School Demographics

Candidate’s Strengths

Areas for Growth

Recommendation:  Based on the candidate’s performance this semester and your professional judgment:

_____ This candidate is recommended to go on to Phase II Student Teaching
_____ It is recommended that this candidate repeat Phase I Student Teaching

_____ University Supervisor       _____ Cooperating Teacher       _____ School Administrator

Signature _______________________________   Date ________________
San José State University
Single Subject Credential Program
Phase II Summative Evaluation Form

Student Teacher: _______________________________________________  Semester _____  Year _____

Subject Area: ______________________ District: _________________ School: _______________________

Cooperating Teacher: ___________________________   Univ. Supervisor: ____________________________

The credential candidate is evaluated by rating his/her current level of performance related to specific elements of the Teaching Performance Expectations. In the space provided for each element, circle the number that represents your rating using the following scale.

<table>
<thead>
<tr>
<th>Teaching Effectiveness Scale</th>
<th>4: Exemplary: extends understanding, and consistently and creatively supports high quality student learning</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3: Capable: applies knowledge and understanding to effectively support student learning</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>2: Developing: shows basic knowledge and understanding; attempts to support student learning but may be inconsistent</td>
<td>4</td>
<td>3</td>
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<td>1</td>
<td>NA</td>
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Teaching Expectations for Pre Service Teachers

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Comments:
### Assessing Student Learning

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<tr>
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</thead>
<tbody>
<tr>
<td>Monitors student learning during instruction to ensure that they are progressing toward achievement of content standards/content from Framework.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Appropriately selects or creates and uses different types of diagnostic/assessment measures.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Collects and interprets multiple sources of information to assess student learning, allowing students to express meaning in a variety of ways.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Uses information from formal and informal assessments to guide and adjust instruction.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Communicates with students, families, and/or other audiences about student progress.</td>
<td>4 3 2 1 NA</td>
</tr>
</tbody>
</table>

**Comments:**

### Engaging and Supporting All Students in Learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Effectiveness Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively communicates instructional and learning goals to students.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Uses understanding of adolescent development, culture(s), and linguistic needs of ELL to organize subject matter curricula that supports student learning.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Uses a variety of instructional strategies and resources to address needs of diverse students, including but not limited to cultural and linguistic diversity.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Engages students in problem solving, critical thinking and other activities that make subject matter meaningful and culturally relevant.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Facilitates learning experiences that promote self-directed, reflective learning for all students.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Uses instructional strategies to make grade-appropriate curriculum content comprehensible to ELL.</td>
<td>4 3 2 1 NA</td>
</tr>
</tbody>
</table>

**Comments:**

### Planning Instruction and designing learning experiences for all students

<table>
<thead>
<tr>
<th>Description</th>
<th>Effectiveness Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draws on, plans for, and uses student prior knowledge and experiences, interests, language, and developmental learning needs to meet content and learning needs.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Establishes both long and short term goals for student learning that reflect content standards and student need.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Develops and sequences instructional materials (lesson and unit plans) and activities to accommodate and support diverse learning needs, including but not limited to ELL.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Creates instructional plans that allow adjustment for student needs.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>When appropriate, collaborates with specialist/s and/or para-educator/s to support ELL.</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>Demonstrates awareness of families and communities and the roles they play in supporting student learning.</td>
<td>4 3 2 1 NA</td>
</tr>
</tbody>
</table>

**Comments:**
Creating and Maintaining Effective Learning Environments for Student Learning

<table>
<thead>
<tr>
<th>Implements classroom procedures and routines to establish a supportive, positive, and productive learning environment for all students.</th>
<th>Effectiveness Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes a classroom climate that promotes equity, fairness, and respect.</td>
<td>4</td>
</tr>
<tr>
<td>Establishes and maintains high standards for student behavior.</td>
<td>4</td>
</tr>
<tr>
<td>Allocates instructional time effectively.</td>
<td>4</td>
</tr>
<tr>
<td>Adjusts instructional time to maximize potential for student achievement.</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

Developing as a professional educator

<table>
<thead>
<tr>
<th>Reflects on and modifies teaching practice to better meet student needs.</th>
<th>Effectiveness Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates competence in oral and written communication.</td>
<td>4</td>
</tr>
<tr>
<td>Responds to and incorporates constructive criticism.</td>
<td>4</td>
</tr>
<tr>
<td>Works with colleagues to improve teaching and learning.</td>
<td>4</td>
</tr>
<tr>
<td>Exhibits understanding of professional obligations of teachers pertaining to laws and protection of students, families, and colleagues.</td>
<td>4</td>
</tr>
<tr>
<td>Exhibits ethical and professional behavior in the workplace.</td>
<td>4</td>
</tr>
<tr>
<td>Recognizes ways in which personal values and biases affect teaching and learning.</td>
<td>4</td>
</tr>
<tr>
<td>Shows interest in continuing professional development.</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

Overall Teaching Effectiveness

In order to support the ongoing professional development of this candidate; please indicate which of the following descriptors best represents this candidate’s current performance (check one):

- Benefits from occasional direct assistance
- Continually relies on cooperating teacher or others for assistance
- Requires routine assistance from others
- Implements most elements independently, reflects on experience, and seeks or accepts assistance when needed.
Final Narrative for ________________________

Please describe specific elements that are strengths and areas for growth where the candidate would benefit from further assistance and support. In addition, include information about this candidate’s teaching contexts, i.e., school demographics, cooperating teacher factors, etc., that might have influenced the candidate’s performance.

Classes and subject area/s taught and School Demographics

Candidate’s Strengths

Areas for Growth

<table>
<thead>
<tr>
<th>Recommendation:</th>
<th>Based on the candidate’s performance this semester and your professional judgment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>This candidate is recommended for the Preliminary Credential</td>
</tr>
<tr>
<td>____</td>
<td>It is recommended that this candidate repeat Phase II Student Teaching</td>
</tr>
</tbody>
</table>

____ University Supervisor    ____ Cooperating Teacher    ____ School Administrator

Signature ____________________________ Date _______________